

4-Year Bachelor of Arts (Honours) in Psychology
4-year Bachelor of Science (Honours) in Psychology

[with consultation from Faculties of Science, Health Science and Education]

**Proposed Programs
for Sept. 2020**

TABLE OF CONTENTS

Proposed Degree Title & Submission Information	4
1. Introduction.....	5
1a. Rationale for New Degrees in General Psychology	5
1b. Rationale for Parallel BA and BSc Streams.....	6
1c. Fit with Existing Programs	7
1d. Career Prospects	9
1e. Societal Need.....	10
1f. Student Demand	10
1g. Projected Enrollment	11
1h. Student Tracking	13
1i. Differentiation from other Canadian Programs	13
2. Degree Requirements	19
2a. Bachelor of Arts (Honours) in Psychology	20
2a1. Program Learning Outcomes	20
2a2. Admission Requirements	23
2a3. Degree Structure	23
2a4. Calendar Copy	27
2a5. BSc to BA Transitions	30
2b. Bachelor of Science (Honours) in Psychology	30
2b1. Program Learning Outcomes	30
2b2. Admission Requirements	33
2b3. Degree Structure	34
2b4. Calendar Copy	37
2a5. BA to BSc Transitions	41
3. Resource Requirements	41
3a. Faculty Members	41

3b. Additional Academic and Non-Academic Resources..... 42
3c. Physical Resource Requirements 42

4. Business Plan attached as additional appendix

Appendices

New Course Proposals 44
Library Resource Report 61
Faculty CVs 68

Tables

Table 1 BA/BSc Psychology Projections 12
Table 2 BA-specific Projections..... 12
Table 3 BSc-specific Projections 12

Proposed Degree Titles:

- **Bachelor of Arts (Honours) in Psychology**
- **Bachelor of Science (Honours) in Psychology**

**Person responsible for
this submission:**

Matthew Shane
Associate Professor, Forensic Psychology
Assistant Dean, Interdisciplinary Research and
Program Development
Faculty of Social Science and Humanities
University of Ontario Institute of Technology,
2000 Simcoe Street North
Oshawa, Ontario, L1H 7K4
Tel: 905-721- 8668 x 5968
E-mail: matthew.shane@uoit.ca

Intended Start Date for Program: Fall, 2020

Proposed Program Titles: Bachelor of Arts (Honours) in Psychology
Bachelor of Science (Honours) in Psychology

**Proposed Credential
Nomenclature:** B.A. (Honours) in Psychology
B.Sc. (Honours) in Psychology

1. INTRODUCTION

1a. Rationale for New Degrees in General Psychology

UOIT's 2017-2022 Strategic Plan is built around three key goals:

CHALLENGE: We will produce and inspire future leaders who have real-world skillsets.

INNOVATE: We will create new approaches, partnerships, and solutions to improve society.

CONNECT: We will build lasting relationships to make UOIT a remarkable place for work and study.

The proposed program in General Psychology will contribute to the achievement of these strategic goals.

Challenge. Psychology's focus on the mental processes underlying human thought and behaviour provides direct relevance to a diverse array of real-world careers and skillsets. For this reason, Psychology majors attract students in large numbers (see *Student Demand* below), and serve as a stepping stone for a wide variety of career opportunities, including business, law, social work, journalism, corrections, human resources, policing, teaching, public relations, mental health, marketing, advertising, medicine, and Master's/Doctoral programs in Psychology or related fields (i.e. Criminology, Social Work). Adding a General Psychology program to our inventory of majors will thus facilitate growth in a strategic manner, foster further interdisciplinary collaboration, and provide an opportunity to teach and develop a broader set of future leaders than what is possible with the existing unique, and specialized, Forensic Psychology program.

Innovate. The creation of parallel BA and BSc degrees represents an innovative offering at UOIT, which takes advantage of existing faculty strengths, orients towards areas of heightened societal relevance, and highlights psychology's existence as a truly interdisciplinary science. Students will have the benefit of a thorough academic classroom curriculum that mixes technology, face-to-face education and experiential learning to create focused, learner-centered environments. Support from other faculties at UOIT is strong, and approval has been granted to offer curriculum spanning multiple faculties, including Science, Health Science, and Education, thus providing a truly innovate combination of course offerings, and a unique, innovative educational experience. Additionally, students will receive a solid foundation in research methods and data analysis, highly sought-after skills in a variety of tech-focused and research-focused domains. The degree programs will not only provide students with core knowledge in Psychology, but will also aim to build problem-solving capacity, create high-functioning social citizens, and promulgate social justice norms among its students—an orientation to which the Faculty of Social Science & Humanities is committed and highly values.

Further, we plan to allow students in both BA and BSc degree programs to have the opportunity to achieve one of two specializations, in either 1) *Developmental Psychological Science* and 2) *Affective Science and Mental Health*. These specializations will build on existing faculty member strengths, and target important, cutting-edge areas of psychology that differentiate the program from offerings at other Ontario universities. Students choosing the *Developmental Psychological Science* stream will gain in-depth knowledge into historical and contemporary trends regarding human development, from infancy and childhood, through adolescence, and into adulthood and gerontology. Students choosing the *Affective Science and Mental Health* specialization will receive targeted education pertaining to the

psychological and neural mechanisms underlying emotion, and the manner in which these mechanisms contribute to mental health or mental illness. Unique to both specializations will be the intentional cross-cutting of traditional disciplinary and methodological lines, to bring students in contact with a variety of sociological, criminological, psychological and biological perspectives. While some larger institutions offer programs in each of these disciplines, no other program in the province offers the distinctive combination of courses included in the specializations proposed here.

Connect. UOIT's existing Forensic Psychology program has already initiated and strengthened a variety of partnerships with local organizations in Durham region and the GTA, including the Durham Regional Police Service, Ontario Shores Center for Mental Health Sciences, Lakeridge Health, The Sherman Health Science Research Center at York University, and The John Howard Society. The proposed program in General Psychology will further strengthen these existing relationships, and help foster development of new partnerships with a broader array of government, non-profit and industry partners. These partnerships not only facilitate collaborative research, but also enrich both classroom-based and experiential learning opportunities for students by offering volunteer and practicum opportunities that provide students with hands-on, real-world job skills in their areas of career interest, and facilitate employment opportunities upon graduation.

1b. Rationale for Parallel BA/BSc Degree Programs

Psychology focuses on describing, explaining, predicting, and when appropriate, changing characteristics of human emotion, thought and behaviour. This is a truly interdisciplinary enterprise. Traditional streams of psychology have sought to understand the domain of the mind: the mental constructs (e.g. memory, emotion, decision making) that shape individual and group dynamics, and that guide human experiences. More recently, however, psychology has increasingly cooperated with the biological sciences, towards a richer understanding of the brain: towards development of comprehensive, mechanistic models to explain how these mental constructs are instantiated in biopsychological and neural mechanisms, and how environmental, experiential and hereditary influences help shape characteristics of both mind and brain.

Each of these foci represent vibrant fields of academic inquiry, and provide important and instructive education to students with tangible connections to current social issues, and real-world career opportunities. However, they also require substantively different educational underpinnings. The student interested in gaining expertise in the social and group dynamics that influence human behaviour will benefit from core courses in the Social Sciences, a basic background in biological sciences, and a diverse selection of elective courses that expand our knowledge of individual and social dynamics. In contrast, the student interested in gaining expertise in the neurocognitive mechanisms underlying human thought and behaviour will benefit from core courses in the Natural Sciences, including a more comprehensive background in biological sciences, and a diverse selection of elective courses that expand knowledge of the inner workings of cognitive and neural processes. It has thus become standard for General Psychology programs to offer both BA and BSc degree options, thereby allowing students the ability to choose the psychological education most in line with their educational and career goals.

While individual student needs will vary, the below descriptions provide some indication of the student who may choose either BA or BSc streams:

Students enrolled in the BA degree program will receive a core first year of Social Science courses, and in addition to a 2nd year of foundational Psychology courses, will be required to take a number of additional Faculty of Social Science electives in years three and four of the program. **This will be particularly relevant for students interested in studying the social, personality or developmental characteristics of human behaviour. These students are often interested in social dynamics, personality, relationships, and the interaction between psychology and culture, including topics such as learning, literacy, aggression, persuasion, deviance, and typical and atypical development.** Years two through four of the BA degree prepare students for many varied careers, providing a background in analysis, critical thinking, research and information delivery. Experiential learning opportunities will be fostered through volunteer, practicum and directed lab research opportunities, each of which will give students hands-on experience in their field of interest. Additionally, students will receive a solid foundation in research methods and statistics, highly marketable skills in a variety of tech-focused domains. Together, the knowledge students gain from the program will put them in strong positions for additional education or direct-to-work opportunities in such areas as business, community development, advocacy, social work, public policy, security, and marketing.

Students enrolled in the BSc degree program will, in turn, receive a core first year of natural science courses, including Biology, Chemistry, Physics, Math, and Psychology, and in addition to a 2nd year of foundational Psychology courses, will be required to take a number of additional Faculty of Science electives in years three and four of the program (Dean Greg Crawford has offered his support for the program, including these course requirements). **This will be particularly relevant for students interested in studying the cognitive and biological underpinnings of human behaviour. These students are often interested neuroscience, human factors, physiology, sensation, perception.** Years two through four of the BSc degree prepare students for many varied careers, providing a background in analysis, critical thinking, research, and information delivery. Experiential learning opportunities will be fostered through volunteer, practicum and directed lab research opportunities, each of which will give students hands-on experience in their field of interest. Additionally, students will receive a solid foundation in research methods and statistics, highly marketable skills in a variety of tech-focused domains. Together, the knowledge students gain from the program will put them in strong positions for additional education or direct-to-work opportunities in such areas as medicine, health care, social services, law and justice, mental health and graduate programs in neuroscience.

1c. Fit with Existing Programs at UOIT

The FSSH currently hosts a robust and successful BA degree program in Forensic Psychology. The program boasts a strong curriculum that aims to apply core principles of psychology to key issues of forensic relevance. Faculty thus teach both foundational and forensic-oriented courses in psychology, manage active research laboratories, publish high quality work with real-world impact, and supervise both undergraduate and graduate students. Key to the program's success is the teaching of foundational courses in Psychology, to ensure students have the core skills to apply to areas of

relevance to forensic issues. Thus, students within the Forensic Psychology BA take foundational courses in the 2nd year of their program within social, developmental, personality, abnormal, cognitive and neuroscience, as well as core courses in both research methods and data analysis.

The proposed BA and BSc programs in General Psychology would share the teaching of these core foundational courses, but would distinguish itself from the existing Forensic Psychology BA program in several crucial ways.

First, a degree in General Psychology will offer students more varied course offerings, capable of supporting a broader range of student interests and career aspirations. The proposed General Psychology degree programs include foundational and specialty courses across major psychological subdisciplines, and incorporate relevant courses from the Faculties of Science, Health Science, and Education. Thus, whereas students achieving a Forensic Psychology BA will be particularly well positioned for careers in forensic contexts (i.e. policing, corrections, substance abuse treatment), the General Psychology BA/BSc programs will help produce and inspire future leaders, well positioned for a broader array of educational and career aspirations, including social services, law, business, politics or medicine (moreover, the BSc degree will serve as a valuable pathway towards Teacher's college for students interested in continuing in this direction).

Second, by offering both BA and BSc degree options, the General Psychology program will appeal to a more diverse range of students interested in both social/developmental and biological/neuroscience subdisciplines. Students interested in social dynamics, personality, relationships, and culture will have the opportunity to achieve a BA degree that will prepare them for varied career paths in business, community development, advocacy, social work, security, human resources, marketing and communications. Students interested in the psychological, physiological and neural mechanisms underlying human behaviour will, in turn, have the opportunity to achieve a BSc degree, where their psychology courses will be complimented by relevant courses in Faculty of Science. The BSc degree program will prepare them for varied career paths in careers requiring math and natural sciences, including research and practice in medicine and health care.

Third, students in the General Psychology degree programs will have the opportunity to gain more focused expertise in one of the two offered specializations: *Developmental Psychological Science* or *Affective Science and Mental Health*. These specializations will focus on important, cutting-edge areas of psychology, and will provide students with a particularly in-depth education in areas with direct relevance to many post-secondary and employment sectors. The specialization in *Developmental Psychological Science* will provide in-depth knowledge into historical and contemporary trends regarding human development, from infancy and childhood, through adolescence, and into adulthood and gerontology. The specialization in *Affective Science and Mental Health* will provided targeted education into the psychological and neural mechanisms underlying emotion, and the manner in which these mechanisms contribute to mental health or mental illness. These specializations will build on existing Psychology faculty members' strengths, will guide future resource allocations within Psychology, and further contribute to making UOIT's General Psychology program a unique experience for students.

1d. Career Prospects

An education in psychology will provide students with knowledge and skills with direct relevance to a diverse array of real-world careers. Students not only gain a foundational education in psychological principles, but also develop critical thinking, reasoning, and communication skills, formalized training in research methods and statistics, and an appreciation for the ethical and judicial treatment of persons. In total, these skills will put our graduates in a competitive space for additional educational and direct-to-work opportunities.

For reference, The Canadian Psychological Association (CPA) breaks the career opportunities for students graduating with a BA or BSc degree in Psychology into several categories (reproduced exactly from CPA's website below):

- 1. Psychology as a career:** A bachelor's degree (BA or BSc) may be the first step on the road to graduate-level training to become a psychologist. This applies both to research careers (e.g., university professor) and becoming a practising psychologist. There are several areas of specialization for those who wish to pursue post-graduate training at the Master's or Doctoral level; within each area, one may choose sub-specialties in which to teach, conduct research, be a practitioner, or some combination of these three activities.
- 2. Other careers open to graduates with a BA or BSc:** Both the skills and knowledge acquired through the baccalaureate programs provide preparation for a variety of career fields, including but not limited to personnel, labour relations, social services, technical writing, corrections, probation, parole, marketing and public relations, gerontology, health services, fundraising and mental health.
- 3. Careers built on psychology skills and knowledge:** A bachelor's degree in psychology often serves as a valuable preliminary step to other professional careers such as medicine, law, management, social work, and education. Psychology graduates also sometimes pursue careers in, for example, economics, journalism and business. This often requires further study.

We anticipate students graduating with BA or BSc degrees in General Psychology at UOIT will be competitive for careers in each of these career categories. We provide a more specific list of potential career opportunities in the table below.

Sample Career Options for Students with a Baccalaureate Degree in General Psychology	
Advertising Agent	Life Skills Coach
Alcohol/Drug Abuse Counselor	Market Research Analyst
Assistant Youth Coordinator	Program Coordinator Psychiatric
Behaviour Analyst	Technician
Career/Employment Counsellor	Public Relations
Case Manager	Rehabilitation Specialist
Child Care Worker	Human Resource Manager
Court Clerk	Mediator
Crime Prevention Coordinator	Mental Health Technician
Cultural Diversity Consultant	Parole Officer
Doctor (with additional training)	Police Officer
Government Researcher	Private Security Officer
Graduate studies in Psychology or related field	Probation Manager
Health Services	Research Assistant
Immigration Officer	Residential Counselor
Intelligence Officer	Residential Youth Counselor
Laboratory Assistant	Statistical Assistant
Lawyer (with additional training)	Teacher (with additional training)
	Youth Counselor

1e. Societal Need

Psychology covers a broad range of topics that fulfill important societal needs. For instance, Psychology trains students to critically examine, research, and advocate for mental health, aging populations, and vulnerable groups. The Psychology program will offer core training in a variety of psychological disciplines including social, personality, developmental, abnormal, cognitive and brain/behaviour. As such, a bachelor's degree in Psychology would well-prepare our graduates to work in a variety of sectors, including mental health, child care, corrections, advertising, marketing and youth counsellor. Moreover, a bachelor's degree in Psychology serves as one of the most common pathways towards graduate education in law, education, medicine and doctoral programs in psychology, neuroscience and related disciplines.

1f. Student Demand

Student Demand for Psychology Majors. Student demand for Psychology majors runs high at most North American universities. Indeed, according to USA Today, Psychology programs rank 2nd in popularity across all schools in the United States. Moreover, as seen in the table below from *The National Center for Education Statistics*, this level of popularity has shown impressive longevity, with increasing slope. Last year, 117,557 Psychology degrees were conferred in the United States, making it the 4th highest program enrollment across all faculties and disciplines.

Specific Demand at Canadian Universities. While the most current Canadian statistics are difficult to obtain, as of 2011, *Maclean's* reports that 17 of 21 profiled universities list Psychology as among their

five most popular majors (UOIT was one of the 4 that do not). One of the reasons enrollment statistics are difficult to obtain is that the OUAC classified Psychology as a distinct disciplinary category for the first time last year, but only certain schools adhered to this new classification. Thus, enrollment numbers are all over the map. Regardless, some extrapolation of data compiled by the UOIT Registrar's office suggests that at minimum 15,000 student applications listed 'Psychology' as their degree program of choice. Thus, demand for Psychology programs continues to be high, across North America, and within Canada specifically. For this reason, we expect the proposed program to be popular at UOIT. This expectation is strengthened further by UOIT's already recognized strength in Forensic Psychology.

Specific Demand for BA versus BSc Degree Programs. Based on other universities' enrolment patterns, we anticipate that offering both a BA and BSc will bring in more, and varied, students into the General Psychology program. Students interested in social dynamics, personality, relationships, and culture will have the opportunity to achieve a BA degree that will prepare them for varied career paths in business, community development, advocacy, social work, security, human resources, marketing and communications. Students interested in the psychological, physiological and neural mechanisms underlying human behaviour will, in turn, have the opportunity to achieve a BSc degree, which will prepare them for varied career paths in careers requiring math and natural sciences, including research and practice in medicine and health care. Based on numbers developed in consultation with Joe Stokes in the Registrar's Office, we anticipate that 70% of students will select the BA-degree program, while 30% will select the BSc-degree program; these numbers are reflected in the enrollment tables below.

1g Projected enrollment.

First year *projected* enrollment across both BA and BSc degrees is 95 students/year, building to a total of ~400 students across all 4 years of the program. These projected numbers have been developed in consultation with Joe Stokes in the registrar's office, and take into account existing space and infrastructure capabilities of the institution and faculty. Specifically, and in consultation with Joe, they make the following assumptions:

- Rate of retention between years 1 and 2 will be 80%, between years 2 and 3 will be 90%, and between year 3 and 4 will be 99%. These follow university norms.
- First year enrollment numbers (i.e., 95 students across both BA and BSc) have been projected conservatively, with a 10% increase in enrollment incorporated into subsequent years, to anticipate for gradual enrollment numbers as the programs establishes.
- In the budget section (see below), we also anticipate a 20% erosion of Forensic Psychology enrollment, as a result of overlapping student interests. Total enrollment across all three Psychology degree programs (Forensic Psychology BA, General Psychology BA, General Psychology) is projected to ~200/year by year 5 of the programs.

Table 1: Projected Enrollment (BA/BSc Combined)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prog Year 1	95	105	116	128	128	128
Prog Year 2		76	84	93	103	103
Prog Year 3			69	76	84	93
Prog Year 4				69	76	83
Program Total	95	181	269	366	391	408

- One additional assumption is the projection of a 70/30% split in enrollment across the BA/BSc degrees. This assumption has been made with consultation from Joe Stokes in the registrar's office, and with consideration of comparable programs at other Ontario Schools. Given these assumptions, the following BA-specific and BSc-specific enrollments are anticipated:

Table 2: Projected Enrollment (BA-specific)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prog Year 1	67	74	81	90	90	90
Prog Year 2		54	60	65	72	72
Prog Year 3			49	54	59	65
Prog Year 4				49	54	59
Program Total	67	128	190	258	275	286

Table 3: Projected Enrollment (BSc-specific)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Prog Year 1	29	32	35	38	38	38
Prog Year 2		24	26	28	31	31
Prog Year 3			22	24	26	26
Prog Year 4				22	24	26
Program Total	29	56	83	112	119	123

Note: students enrolled in the three Psychology degree programs (Forensic Psychology BA, General Psychology BA and BSc) will be enrolled together in relevant psychology courses (i.e., we will not have different sections for common courses).

1h. Student Tracking

It is becoming increasingly important to collect and evaluate metrics of student success. To date, the majority of student tracking in Faculty of Social Science and Humanities has been handled through the alumni office, which retains updated professional and contact information on all of our graduates. Through these initiatives, we are proud to report that 82% of our Faculty's graduates find employment within 6-months of graduation. Future metrics would benefit from a more program-specific focus, however; to this end, the Faculty plans to collect and evaluate detailed metrics regarding retention, graduation and employment rates for all students graduating from the proposed BA/BSc programs. These metrics will be compared to other UOIT programs, and – where possible – to provincial/national averages, towards a continuous evaluation and improvement of the programs year over year.

1i. Differentiation from other Canadian Programs

The majority of Canadian universities offer undergraduate education in Psychology, which speaks to its popularity as a discipline. Nonetheless, UOIT's program boasts a unique faculty with strong applied research and teaching expertise, with a particular focus on teaching students how to use the psychology skills they develop within real-world contexts. This, in combination with the strong social justice perspective taken by neighbouring Faculty of Social Science and Humanities programs, will provide a differentiated learning experience for our students.

In particular, UOIT focuses on training students who live reside within and around Durham region. Trent University Durham is the only other post-secondary institution in Durham region to offer a baccalaureate in Psychology. The Trent program is strong but remains a small program on a boutique campus dedicated solely to an education in the Social Sciences. There is thus considerable need for additional offerings in Psychology for students in Durham region and the surrounding areas to the east. The interdisciplinary nature of the UOIT baccalaureates, with active contributions from Faculties of Science, Health Science, Social Sciences and Education, will provide students with a unique educational experience, and a rich combination of marketable skills, not currently available at neighbouring institutions. Moreover, the specialization opportunities in *Developmental Psychological Science* and *Affective Science and Mental Health*, will represent the only specializations of their kind in Ontario. UOIT's unique location in downtown Oshawa have afforded it unique access to partnership opportunities with Durham Region Police, Ontario Shores Center for Mental Health Sciences, Lakeridge Health, The John Howard Society, and the Durham Region Courthouse, each of which can provide students with unique experiential learning opportunities through practicum placements. Finally, UOIT's program would stand as the only program in Durham region with a continuous pathway for students all the way from college (through transitional programs with Durham College) through to Bachelor's, Master's and Doctoral programs in Psychology. Thus, while other institutions do administer Psychology baccalaureates, there are numerous opportunities for UOIT to distinguish itself in this area, and to allow their students to distinguish themselves as well.

Below are summaries of existing Psychology offerings at the post-secondary institutions throughout Ontario.

Institution: University of Toronto – St. George

Program Name and Credential:

Bachelor of Science in Psychology

Program Description:

“At the University of Toronto, psychology is a science that focuses on the behaviour of people and animals with particular emphasis on the individual rather than the group. Studying psychology at the undergraduate level will introduce you to the fundamental principles of psychology, the various fields within psychology, and the methods used in psychological research.”

Similarities and Differences:

Runs 3 and 4-year BSc programs in psychology. Specializes in experimental psychology, like UOIT. Considerably large, more diverse curriculum.

Justification: Only runs BSc degree in psychology; No BA degree. Does not include specializations. Takes a very experimental, theoretical approach. UOIT offers a much more intimate setting, with applied research opportunities. Durham region requires additional educational resources.

Links: <http://home.psych.utoronto.ca/undergraduate/programs.htm>

Institution: York University

Program Name and Credential:

Bachelor of Arts in Psychology

Bachelor of Science in Psychology

Program Description:

“Psychology is the scientific study of mind and behaviour viewed from social, developmental, clinical and biological perspectives. We provide learning opportunities and research experience in many different areas of Psychology including developmental and social psychology, abnormal psychology and counseling, behavioural and cognitive neuroscience, history and theory, statistics and quantitative methods, as well as explore a wide variety of topics ranging from personality, memory, learning, intelligence, motivation, psychological disorders, biological basis of behaviour, bullying, perception, perfectionism, empathy, cognition, culture, child development and much, much more.”

Similarities and Differences:

Runs 3- and 4-year BA and BSc degree programs. Includes a clinical program for students interested in that designation. Extremely large school with diverse curriculum.

Justification: Does not include specializations. UOIT offers a much more intimate learning environment. Durham region requires additional educational resources.

Links: <http://psyc.info.yorku.ca/>

Institution: Ryerson University

Program Name and Credential:

Bachelor of Arts in Psychology

Program Description:

“Psychology is of fundamental relevance to our society. The discipline addresses important questions about the very nature of human behaviour: How do we remember and process information? How are gender and sexuality related to identity? How are addictions and brain chemistry related? How do we cope with stress in a changing world? In this program, students learn about the human mind, behaviour and emotion, as well as how we think, feel and reason. Students also delve into experimental and clinical research methodologies.”

Similarities and Differences:

Administers a 4-year BA degree in Psychology. No BSc degree program. No specializations.

Justification: Does not administer BSc programs in Psychology. Does not feature specializations. Ryerson’s program does not heavily incorporate neuroscience. Durham region requires additional educational resources.

Links: <https://www.ryerson.ca/psychology/programs/undergraduate/>

Institution: Queens University

Program Name and Credential:

Bachelor of Arts in Psychology
Bachelor of Science in Psychology

Program Description:

“Psychology is the study of mental processes and behaviour. Psychologists study the relationship between brain function, behaviour, and the environment. As a discipline, it covers a wide range of subjects including cognitive and behavioural neuroscience, social influence, health, development, and abnormal behaviour.

The Honours B.Sc. Psychology plans are for those students primarily interested in the natural sciences and studying the link between brain and behaviour.

The Honours B.A. Psychology plans are for those students primarily interested in fields that focus less on the biological and more on the psychological and social aspects of human behaviour.”

Similarities and Differences:

Runs 3- and 4-year BA and BSc programs. Includes a clinical designation that UOIT students will not be intended to attain.

Justification: Does not feature specializations. Takes a very experimental, theoretical approach. UOIT offers a more intimate learning environment, with many applied research opportunities. Durham region requires additional educational resources.

Links: <http://www.queensu.ca/psychology/undergraduate/prospective-students>

Institution: McMaster University

Program Name and Credential:

BA and BSc programs (Honours) in Psychology, Neuroscience and Behaviour

- With Mental Health Specialization
- With Music Cognition Specialization

BSc (Honours) in Biology and Psychology, Neuroscience & Behaviour

BA&Sci (Honours) in Human Behaviour

- With Autism & Behavioural Science Specialization
- With Early Childhood Education Specialization

Program Description:

"Psychology, Neuroscience & Behaviour (PNB) is the scientific study of the brain and behaviour. It is a science and a practice. As scientists, experimental psychologists conduct research to help understand why people think, feel, and behave the way they do. As clinicians, counsellors, or other practitioners, psychologists apply scientific understanding toward helping individuals, institutions, and society deal with issues relating to human behaviour and happiness. Whether you are interested in applied or scientific psychology, McMaster's undergraduate psychology, neuroscience & behaviour (PNB) program will give you a strong foundation for a career, or for further professional training."

"The Hons B.A.Sc. (Generalist Stream) offers a combination of breadth and depth of education in human behaviour. Students completing this program will be well equipped to enter any work environment that requires understanding the determinants of human behaviour – the social influences on behaviour; the basic neuroscience underlying behaviour; the stages of language development; and the stages of early development and their impact on human behaviour. The Generalist stream of the Hons B.A.Sc. program gives students substantial flexibility to customize their degree to focus on subspecialty areas of their choice. Capstone experiences focus on science literacy and science communication to a broader audience. The Generalist stream is an excellent preparatory degree for a range of other applied certificate/diploma training, and in itself offers a more applied versus research-focused Honours degree than the Hons PNB degree."

Similarities and Differences:

3-year BA and 3- and 4-year BSc options. No 4-year BA option. McMaster focuses heavily on the biological science subdisciplines of psychology; has specializations in Mental Health, Music Cognition and Early Childhood.

Justification: Does not offer a 4-year BA degree option. McMaster's program is more heavily focused on biological sciences.

Links: <http://www.science.mcmaster.ca/pnb/undergraduate/programs.html>

Institution: Western University

Program Name and Credential:

BA (Honours) in Psychology
BSc (Honours) in Psychology

Program Description:

“Purpose of Hon. BA. Module: To provide a thorough grounding in the principles of Psychology for students who may wish to pursue graduate training in Psychology and for students who prefer a more research-intensive approach to the study of Psychology than is provided under either the Major or Minor programs in Psychology. This module focuses broadly on biological, social, and psychological foundations of behaviour.”

“Purpose of Hon. BSc. Module: To provide a thorough grounding in the principles of Psychology for students who may wish to pursue graduate training in Psychology and for students who prefer a more research-intensive approach to the study of Psychology than is provided under either the Major or Minor programs in Psychology. This module focuses on the biological foundations of behaviour, with courses primarily in the areas of neuroscience, cognition, sensation, and perception.”

Similarities and Differences:

4-year BA and BSc degree programs. Specialization in Developmental Cognitive Neuroscience. Much larger institution with more diverse curriculum. Has indicated that Cognitive Neuroscience will be one of its 3 pinnacle programs.

Justification: Does not offer specializations in Affective Science, Mental Health, or Developmental Psychological Science. Focuses heavily on cognitive neuroscience, with a heavily experimental/theoretical approach. UOIT offers a more intimate learning environment. Durham region requires additional educational resources.

Links: <http://www.psychology.uwo.ca/undergraduate/programs/index.html>

Institution: University of Waterloo

Program Name and Credential:

BA (Honours) in Psychology
BSc (Honours) in Psychology

Program Description:

“Four-Year General Psychology will be of particular interest to those who require a Four-Year degree in order to pursue further studies that do not require an honours degree for admission e.g., admission to some Faculties of Education. Honours BSc Psychology is particularly appropriate for students interested in cognitive neuroscience or cognitive psychology, or who plan to seek professional training in medicine, perhaps with specialization in neurology, psychiatry or pediatrics. A strong background in the 'natural science' areas of psychology would complement a student's preparation for research or graduate work in these fields of study.”

Similarities and Differences:

3-year BA and 3- and 4-year BSc options. No specializations.

Justification: Does not feature specializations. Strong in clinical and social psychology. UOIT offers a more intimate learning environment, with applied learning opportunities. Durham region requires additional educational resources.

Links: <https://uwaterloo.ca/psychology/future-undergraduate-students>

Institution: Brock University**Program Name and Credential:**

BA (Honours) in Psychology

Program Description:

"Psychology is the scientific study of human behaviour, and the program at Brock offers a diverse approach to this exciting field of study. We offer courses that cover topics relevant to a wide range of career paths, including child and adult development, forensics, clinical work, personality, group dynamics and neuropsychology."

Similarities and Differences:

3- and 4-year BA programs only. No BSc degree option.

Justification: Does not offer a BSc degree option. Does not feature specializations.

Links: <https://brocku.ca/social-sciences/psychology/undergraduate-programs/>

Institution: Carleton University**Program Name and Credential:**

BA (Honours) in Psychology

BSc (Honours) in Psychology

Program Description: "Carleton University's undergraduate programs in psychology are designed to provide you with:

- a better understanding of the world
- a deeper appreciation of the complexity and diversity of human behaviour, and
- knowledge of the principles of systematic and empirical investigation.

The insights you will gain from studying psychology will serve you throughout your life, in virtually any career."

Similarities and Differences:

4-year BSc and 3- and 4-year BA options. Offers a specialization in forensic psychology.

Justification: Does not feature specializations in Affective Science, Mental Health or Developmental Science. UOIT offers a more intimate learning environment. Carleton's program does not heavily incorporate neuroscience.

Links: <https://carleton.ca/psychology/undergraduate/>

Institution: Trent University

Program Name and Credential:

BA (Honours) in Psychology

BSc (Honours) in Psychology

Program Description:

“Psychology is defined as the scientific study of behaviour and the mind. You will study the principles of behaviour through lectures, labs, seminars and research. Explore topics from sleep and dreams to health, sexuality, and perception. You will acquire both research skills and a broadly-based background in the basic content of the discipline, combined with the opportunity at upper levels to focus on more specialized topics.”

Similarities and Differences:

Only other post-secondary institution to service Durham region. Administers 3- and 4-year BA and BSc degree options.

Justification: Durham campus is a boutique campus that only supports BA-related curriculum; students in the BSc program require courses at Peterborough campus. Does not feature specializations. Durham region requires additional educational resources.

Links:

<https://www.trentu.ca/futurestudents/degree/psychology?target=undergraduate>

2. DEGREE REQUIREMENTS

Degree requirements will vary by degree type. All General Psychology students (BA and BSc) will take Introductory Psychology in first year, followed by introductory courses in each of the major sub-disciplines of Psychology: social, personality, abnormal, developmental, cognitive and neuroscience. All students will also be required to take core courses in research methods and data analysis. All of these courses already exist, and are offered, in the Forensic Psychology program, as they are necessary foundational courses for any Psychology program.

Beyond these foundational courses, the BA and BSc degrees will diverge. Students enrolled in the BA degree program will take a first-year with a strong education in the Social Sciences, which will provide them with the necessary prerequisites for further elective courses in Criminology, Legal Studies, Political Science, and Communication and Digital Media Studies, as well as differing perspectives to apply to research and social issues. Students enrolled in the BSc degree program will take first year Psychology and Sociology (to ensure they have necessary prerequisites to take upper year Social Science electives), and an otherwise heavy dose of the Natural Sciences, which will provide them with the prerequisites

necessary for further elective courses in Science and Health Sciences, as well as differing perspectives to apply to research and social issues regarding biopsychology and neuromechanisms.

In years three and four, students in both degree programs will have the opportunity to take additional elective courses. Students enrolled in the BA degree program will be required to take a certain number of Social Science electives; students enrolled in the BSc degree program will be required to take a certain number of Science electives. Beyond these requirements, elective choices will be available across all university offerings. Many of the elective offerings cluster together into subdisciplinary themes which we plan to use as the basis for specialization designations in either *Developmental Psychological Science* or *Affective Science and Mental Health*.

Prior to fourth year, all General Psychology students must decide whether they want to enroll in the Honours Thesis courses (I and II)—which are generally required for graduate study in Psychology—or if they would prefer to take additional senior Psychology courses instead.

Each degree is outlined in full below, with important differences highlighted where relevant.

2a. Bachelor of Arts (Honours) in Psychology

2a1. Degree Level Expectations and Program Learning Outcomes

Learning outcomes have been created with guidance from recommendations put forward by the American Psychological Association, and with consideration of the unique strengths and objectives of the General Psychology program at UOIT.

Degree Level Expectations	Learning Outcome	Program Requirements that Support Learning Outcomes	Method of Assessment
Depth and Breadth of Knowledge	Demonstrate broad foundational knowledge in core subdisciplines of psychology, including social, personality, abnormal, developmental, cognitive and neuroscience	Compulsory 2 nd year courses: PSYC1000 Introductory Psychology PSYC2020 Social Psychology PSYC2030 Abnormal Psychology PSYC2040 Developmental Psychology PSYC2050 Brain and Behaviour PSYC0260 Cognitive Psychology PSYC3060 Personality Psychology	Assessment in 2 nd year courses include: Tests/Examinations Written Assignments Research Projects
	Evaluate and interpret scholarly reviews and primary sources from the field of psychology	Compulsory courses with writing assignments requiring primary sources: PSYC2050 Brain and Behaviour PSYC2020 Social Psychology SSCI 2900 Research Methods PSYC4101 Honours Thesis PSYC4102 Honours Thesis	Research Projects Written Assignments Presentations

		In addition, the majority of 3 rd /4 th year psychology electives will use scholarly reviews and primary sources for their course readings, and assign writing assignments or oral presentations that require primary sources.	
	Think critically about societal problems that fall both inside and outside the discipline	<p>Compulsory 1st year courses: SOCI1000 Introduction to Sociology CRMN1000 Introduction to Criminology LGLS1000 Introductory Legal Studies POSC1000 Introductory Political Science BIOL1841U Essentials of Biology COMM1000 Introduction to Communication Studies</p> <p>Students are also required to take a broad array of elective courses offered across any faculty</p> <p>Proposed specializations in <i>Developmental Psychological Science</i> and <i>Affective Science and Mental Health</i> encourage additional courses from related faculties (Science, Health Science, Education)</p>	<p>Tests/Examinations Article Reviews Research Papers</p> <p>Directed Laboratory Research course, Research Practicum, Honours Thesis</p> <p>Participation Thought papers Debating effectively</p>
Knowledge of Methodologies	Review and critically evaluate quantitative research in psychology	<p>Research Methods SSCI2910 Data Analysis SSCI3910 Advanced Data Analysis</p>	<p>In-class debate/activities, Research Proposals, Honours Thesis, Exams in Research Methods and Statistics</p>
	Identify appropriate quantitative techniques for addressing specific psychological research problems	<p>SSCI 2910 Data Analysis SSCI3910 Advanced Data Analysis PSYC4101 Honours Thesis PSYC4102 Honours Thesis</p>	<p>Exams in Data Analysis Research Proposals, Honours Thesis,</p>
	Analyze and critically interpret quantitative data focused on psychological phenomena	<p>SSCI 2910 Directed Lab Research SSCI 3910 Advanced Data Analysis PSYC4101 Honours Thesis PSYC4102 Honours Thesis</p>	<p>Literature Reviews Exams in Data Analysis Research Proposals, Honours Thesis,</p>

<p>Application of Knowledge</p>	<p>Use psychological principles to propose solutions to real-world problems</p>	<p>Research proposals in 3rd/4th-year courses require development of a method to study real-world phenomena</p> <p>SSCI 4098 Practicum</p> <p>SSCI 2910 Directed Lab Research SSCI 3910 Advanced Data Analysis PSYC4101 Honours Thesis PSYC4102 Honours Thesis</p>	<p>Research proposals Honours Thesis</p> <p>Practicum evaluation</p> <p>Research Proposals Honours Thesis</p>
<p>Communication Skills</p>	<p>Demonstrate an ability to communicate clearly, orally and in writing</p>	<p>SSCI 1910 Writing for the Social Science</p> <p>PSYC 3080 Psychology of Thinking</p> <p>Compulsory courses with writing assignments: PSYC2020 Social Psychology PSYC2030 Abnormal Psychology PSYC2040 Developmental Psychology PSYC2050 Brain and Behaviour PSYC0260 Cognitive Psychology PSYC3060 Personality Psychology</p> <p>The majority of 3rd/4th-year courses include both written assignments and oral presentations</p>	<p>Multiple scaffolded writing assignments</p> <p>In-class debates Student Presentations Research Paper Discussion board</p> <p>Written assignments Research Proposals</p> <p>In class participation in-class debates In-class presentations In-class discussion boards</p>
<p>Awareness of Limits of Knowledge</p>	<p>Demonstrate an awareness of gaps/limitations in past research approaches and findings</p>	<p>3rd/4th year courses include written and oral critiques of existing research</p> <p>Research proposals and honours thesis require identification of an existing research gap, in order to propose a novel study</p>	<p>Research Critiques Research Proposals Development of thesis project</p>
	<p>Demonstrate an appreciation for other perspectives, an openness for diverging viewpoints</p>	<p>PSYC 3080 Psychology of Thinking</p>	<p>In class participation in-class debates In-class discussion boards</p>

Autonomy and Professional Capacity	Demonstrate transferable skills, including the exercise of initiative and the management of personal responsibility	The program is designed to offer graduated progression, with students gaining progressively more autonomy throughout each year of the program SSCI 4098 Practicum	Year 1 and 2: tests/exams/papers Year 3: in-class assignments, group work, in-class debates directed lab research, practicum Year 4: honours thesis, group work, in-class assignments, in-class debates
	Show an awareness of pedagogical and ethical principles related to psychological research and/or training	Introductory Psychology Research Methods Directed Lab Research Honors Thesis Practicum	Tests/Exams Oral Presentations Research Proposals Honours Thesis

Evaluating achievement of learning outcomes and degree-level expectations achievement
The plans for documenting and demonstrating the level of student performance have been designed specifically to be consistent with the degree level expectations (DLE). The program-level learning outcomes are based on the DLEs and onto these were mapped appropriate courses and methods of assessment. The program will be externally reviewed during cyclical reviews and assessed on an ongoing basis through indicators such as student grades, retention, and yearly course evaluations. Classes and assessment practices as outlined in the proposal will be closely monitored on an ongoing basis through the internal curriculum committee.

2a2. Admission requirements

Admission requirements are in line with Faculty of Social Science and UOIT practices. Please see the University catalogue, Section 4.5.

2a3. Degree structure

Students will require 120 credits, including the following course components:

- *Core First Year Courses.* Students in the BA stream will obtain a broad-based education with introductory courses in psychology, sociology, criminal justice, political science, communication and digital media studies and writing. All of these courses already exist in the Academic Calendar and will provide a firm broad background in core areas of social science.
- *Year Two: Core Psychology Courses.* Year two will represent a common year for students in both BA/BSc degrees, during which core courses will focus on educating students in each of the major psychological sub-disciplines, including social psychology, abnormal psychology, developmental psychology, personality psychology, cognitive psychology and neuroscience. These courses serve to

provide students with a strong foundation in the major psychological sub-disciplines, and prepare students for their advanced/elective course preferences in third and fourth year. Each of these courses are taken by existing Forensic Psychology students, as they are necessary foundational courses in Psychology, and already exist in the Academic Calendar. In addition, students will be required to take courses in research methods and quantitative data analysis. Both of these courses are also already taken by Forensic Psychology and other FSSH students, and thus exist in the Academic Calendar.

- *Biological Science Courses.* As the scientific study of human behaviour, Psychology students require a solid education in both behavioural and biological phenomena. Indeed, a great deal of Psychology focuses on the biological basis of behaviour, cognition, and affect. Accordingly, students achieving BA degrees will be required to take the *Essentials in Biology* course, offered by the Faculty of Science, in the first year of the degree, and the mandatory FSSH Brain and Behaviour course in the second year of the degree. These courses are already administered through their respective faculties and included as mandatory components for students in the Forensic Psych program. Additional elective courses will be available to students in the 3rd and 4th years of the program, with which they may take other biologically-oriented courses should they so choose (e.g. Psychobiology of sex; Social/Affective Neuroscience; Neuropharmacology).
- *Elective Courses.* Ample room has been provided in year 3 and 4 curriculum for elective courses, to ensure that students have flexibility to choose courses of interest, to build unique skill-sets, and to facilitate student's completion of minors in related disciplines, should they wish to do so. We classify these electives as Psychology electives, Faculty of Social Science and Humanities electives (FSSH electives), and General electives (i.e. university-wide).
 - *Psychology Electives.* To ensure that BA degree students receive in-depth knowledge in Psychology, they will be required to select at least five senior level Psychology courses from the available electives (at least seven if they do not choose to complete an honours thesis).
 - *FSSH Electives.* To motivate educational breadth, and conceptual connections between Social Science disciplines, students will be required to select at least two non-Psych FSSH electives from the available electives.
 - *General Electives.* General electives can include any course within the university academic calendar and are intended to allow students flexibility in designing their curriculum to best suit their individual interests and career requirements.
- *Proposed Specializations.* As the program develops, students will have the opportunity to obtain a specialization within one of two subject areas: *Developmental Psychological Science* and *Affective Science and Mental Health*. Students will achieve these specializations by taking 5 courses from those designated as counting towards the specialization (see outline below). The 5-course requirement follows UOIT guidelines, as is inline with requirements in other FSSH programs, and at comparable institutions.

Specialization in Developmental Psychological Science

The specialization in Developmental Science requires that students complete the following three Developmental Psychology courses:

PSYC 3040 Adolescence
PSYC 3045 Child Maltreatment
SSCI 3039 Child, Psychology and the Law

and at least two additional courses from the following list:

PSYC 3065 Biopsychology of Sex
BIOL 3050 Developmental Biology
HLSC 2810 Child and Adolescent Health
HLSC 4807 Perspectives in Aging
HLSC 4808 Exploring Mental Health and Developmental Disabilities
AEDT 1110 Foundations of Adult Learning
AEDT 1120 Foundations of Digital Technology and Learning
AEDT 1170 Psychological Foundations and Digital Technologies
AEDT 3160 Developmental Literacy
AEDT 4150 Holistic Learning in Early Childhood

Note: Faculties of Health Science and Education have been consulted, and have expressed a willingness to support FSSH students in the above courses.

Specialization in Affective Science and Mental Health

The specialization in Affective Science and Mental Health requires that students complete the following three Clinical/Affective Psychology courses:

PSYC 3065 Emotion
PSYC 3055 Drugs and Behaviour
PSYC 3050 Social/Affective Neuroscience)

and at least two additional courses from the following list:

PSYC 3055 Treatment in Forensic Settings
PSYC 4820 Selected Topics in Antisociality
HLSC 1811 Social Determinants of Health
HLSC 3463 Human Genetics in Society
HLSC 4821 Exploring the Mind/Body Connection: Wellness Promotion for Life
BIOL 3060 Fundamentals of Neuroscience (Prereq: BIOL 2030 Cell Biology)
BIOL 4820 Neuropharmacology (Prereq: BIOL 3060 Fundamentals of Neuroscience)

Note: Faculties of Health Science and Science have been consulted and have expressed a willingness to support FSSH students in the above courses.

- *Experiential Learning Opportunities.* As noted in the learning objectives above, this degree puts a high priority on experiential learning and the practical application of academic knowledge. Thus, experiential learning begins in first year: Introduction to Psychology students participate in a *Core Research Module*, within which they serve as research participants in faculty-led psychological research projects. In the third and fourth years of the degree, students have additional required and optional practical application courses. Students in the 4-year degree programs will have the option to complete a one-semester Practicum placement (e.g., community mental health centre) or research setting (e.g. Psychology laboratory). An additional option is the Directed Laboratory Research course, where students obtain hands-on experience in a faculty-led Psychology research laboratory. Students may also qualify to conduct a Psychology Honours Thesis. Such experiences are highly valued in Psychology departments, and are thus important for students considering graduate school as an option. The Practicum, Directed Lab Research, and Honour's Thesis courses already exist in the Forensic Psychology program.
 - *Core Research Module.* First year students in Introduction to Psychology are assigned a *Core Research Module*, within which students serve as participants in faculty-led psychological research studies. By serving as participants, students gain hands-on experience with the research, learn about the methods and strategies used to design a study, and gain insight into the manner in which these methods and strategies can uncover hidden components of human cognition and behaviour.
 - *Practicum.* The FSSH practicum office serves students from all five current BA programs, arranging placements for students in a wide variety of workplace environments. The practicum office therefore has experience and an established network of contacts for catering to students enrolled in the Liberal Studies program. Students in the practicum course participate in 100 hours of fieldwork, several in-class seminars and a set of academic assignments. The pre-practicum process commences in the winter of third year. Students are matched with community organizations based on the goals, interests and learning outcomes identified in pre-placement interviews (verbal and written).
 - *Directed Lab Research.* Students who take the optional Directed Lab Research course gain hands on experience in a faculty-run Psychology research laboratory. Students participate in 120 hours of lab work and complete a set of academic assignments generally culminating in a written summary of the complete lab project. Directed Lab Research is available to students in the 3rd year of the program. Students are matched with faculty based on the goals and interests of the student.
 - *Honours Thesis.* Fourth year students will be encouraged to complete an Honours thesis, a full-year course during which students take primary responsibility for a research project of their own design, run under the guidance and tutelage of a Psychology faculty member. Research projects vary in scope and complexity, but generally require students to devise a novel research project, obtain ethical approval for the project, collect participant data, analyze participant data, and write a final research report of study results. Students

accomplish these objectives over the course of two semesters. At the end of the first semester, students submit a written report detailing the introduction and method of their project. At the end of the second semester, students submit a final report that includes results and conclusions derived from those results. In Psychology, the completion of a thesis is crucial for students planning to apply to graduate programs.

2a4. Calendar Copy

Degree Information:

4 Year Bachelor of Arts in General Psychology (Honours)

Admissions requirements. Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic degree. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications. Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M credits including English (ENG4U) and a Math. All other applicants should refer to Section 4.5 of this calendar for the requirements for their specific category of admission.

Degree Requirements. To be eligible for the BA (Hons) degree in General Psychology, students must successfully complete 120 credit hours. Although reasonable efforts will be made to provide the courses in the indicated semesters in the following degree maps, course requirements and term offerings may change. Each year prior to course registration the order and timing of course offerings will be released by the faculty and communicated to students.

4-year Bachelor of Arts (Honours)

YEAR 1 – (30 CREDIT HOURS)

- BIOL 1841U – Essentials of Biology
- COMM 1100U – Introduction to Communication Studies
- CRMN 1000U – Introduction to Criminal Justice
- LGLS 1000U – Foundations of Legal Studies
- POSC 1000U – Introduction to Political Science
- PSYC 1000U – Introductory Psychology
- SOCI 1000U – Introductory Sociology
- SSCI 1910U – Writing for the Social Sciences
- Two general electives (recommended elective: ALSU 1101U)

YEAR 2 – (30 CREDIT HOURS)

- Two general electives
- PSYC 2010U – Developmental Psychology
- PSYC 2020U – Social Psychology
- PSYC 2030U – Abnormal Psychology
- PSYC 2050U – Brain and Behaviour
- PSYC 2060U – Cognitive Psychology
- PSYC 3210U – Personality Psychology
- SSCI 2900U – Research Methods
- SSCI 2910U – Data Analysis

YEAR 3 - (30 CREDIT HOURS)

- SSCI 3910U Advanced Data Analysis
- 4 Psychology Electives
- 2 FSSH Electives
- 3 General Electives

YEAR 4 - (30 CREDIT HOURS)

- PSYC 4101 Psychology Honours Thesis I or Psychology Elective
- PSYC 4102 Psychology Honours Thesis II or Psychology Elective
- SSCI 4098 Practicum or Psychology Elective
- 3 Psychology Electives
- 4 General Electives

Psychology Electives: Any non-required course with a PSYC 3XXX or 4XXX designation can count towards students' necessary Psychology electives.

FSSH Electives: Any non-required course run within the Faculty of Social Science and Humanities that does not have a PSYC designation can count towards students' necessary FSSH electives.

General Electives: Any non-required course, in any faculty, can count towards students' necessary general electives.

Students will have the opportunity to obtain additional specializations within one of two subject areas: *Developmental Psychological Science* and *Affective Science and Mental Health*. To achieve a specialization, students will be required to take a minimum of 5 course credits, as described in more detail below.

Specialization in Developmental Psychological Science

The specialization in Developmental Psychological Science requires that students complete the following three Developmental Psychology courses:

PSYC 3040 Adolescence
PSYC 3045 Child Maltreatment
PSYC 3065 Biopsychology of Sex

and at least two additional courses from the following list:

BIOL 3050 Developmental Biology
HLSC 2810 Child and Adolescent Health
HLSC 4807 Perspectives in Aging
HLSC 4808 Exploring Mental Health and Developmental Disabilities
SSCI 3039 Child, Psychology and the Law
AEDT 1110 Foundations of Adult Learning
AEDT 1120 Foundations of Digital Technology and Learning
AEDT 1170 Psychological Foundations and Digital Technologies
AEDT 3160 Developmental Literacy
AEDT 4150 Holistic Learning in Early Childhood

Specialization in Affective Science and Mental Health

The specialization in Affective Science and Mental Health requires that students complete the following three Clinical/Affective Psychology courses:

PSYC 3065 Emotion
PSYC 3055 Drugs and Behaviour
PSYC 3050 Social/Affective Neuroscience)

and at least two additional courses from the following list:

PSYC 3055 Treatment in Forensic Settings
 PSYC 4820 Selected Topics in Antisociality
 HLSC 1811 Social Determinants of Health
 HLSC 3463 Human Genetics in Society
 HLSC 4821 Exploring the Mind/Body Connection: Wellness Promotion for Life
 BIOL 3060 Fundamentals of Neuroscience (Prereq: BIOL 2030 Cell Biology)
 BIOL 4820 Neuropharmacology (Prereq: BIOL 3060 Fundamentals of Neuroscience)

2a5. BA to BSc transitions. Mid-degree transitions between BA/BSc degree programs will be allowed, and students wishing to consider transitioning from the BA to BSc programs will be advised to speak with Academic Advising about their options. Students will be required to make up required BSc prerequisite courses (*BIOL 1010U – Biology I: Molecular and Cellular Systems, BIOL 1020U – Biology II: Diversity of Life and Principles of Ecology, CHEM 1010U – Chemistry I, CHEM 1020U – Chemistry II, PHY 1030U – Introductory Physics, PHY 1040U– Physics for Biosciences*). Extensions to the student’s academic progress will be minimized as possible; students may transition from the BA to BSc program without delay by taking prerequisite courses in spring/summer terms, as they are commonly held in those terms.

2b. BSc (Honours) in Psychology

2b1. Degree Level Expectations and Program Learning Outcomes

Learning outcomes have been created with guidance from the recommendations put forward by the American Psychological Association, and with consideration of the unique strengths and objectives of the General Psychology program at UOIT.

Degree Level Expectations	Learning Outcome	Program Requirements that Support Learning Outcomes	Method of Assessment
Depth and Breadth of Knowledge	Demonstrate broad foundational knowledge in core subdisciplines of psychology, including social, personality, abnormal, developmental, cognitive and neuroscience	Compulsory 2 nd year courses: PSYC1000 Introductory Psychology PSYC2020 Social Psychology PSYC2030 Abnormal Psychology PSYC2040 Developmental Psychology PSYC2050 Brain and Behaviour PSYC0260 Cognitive Psychology PSYC3060 Personality Psychology	Assessment in 2 nd year courses include: Tests/Examinations Written Assignments Research Projects
	Evaluate and interpret scholarly reviews and primary sources from the field of psychology	Compulsory courses with writing assignments requiring primary sources: PSYC2050 Brain and Behaviour PSYC2020 Social Psychology SSCI 2900 Research Methods	Research Projects Written Assignments Presentations

		<p>PSYC4101 Honours Thesis PSYC4102 Honours Thesis</p> <p>In addition, the majority of 3rd/4th year psychology electives will use scholarly reviews and primary sources for their course readings, and assign writing assignments or oral presentations that require primary sources.</p>	
	<p>Demonstrate foundational knowledge in the natural sciences, along with advanced knowledge in specific areas of biopsychology and neuroscience</p>	<p>Compulsory 1st year courses: BIOL 1010U – Biology I: Molecular and Cellular Systems BIOL 1020U – Biology II: Diversity of Life and Principles of Ecology CHEM 1010U – Chemistry I CHEM 1020U – Chemistry II PHY 1040U – Physics for Biosciences</p> <p>Compulsory 2nd year course: 2050 Brain and Behaviour</p> <p>3rd/4th year elective courses: Students are required to take two upper year electives from Faculty of Science, and additional electives from across the university. Elective options include: Drugs and Behaviour Social/Affective Neuroscience Fundamentals of Neuroscience Neuropharmacology Human Genetics in Society</p> <p>specializations in <i>Developmental Psychological Science</i> and <i>Affective Science and Mental Health</i> encourage additional courses from related faculties (Science, Health Science, Education)</p>	<p>Tests/Examinations Lab Work in Biology I/II</p> <p>Tests/Exams Research Papers</p> <p>Tests/Exams Research Papers</p>
<p>Knowledge of Methodologies</p>	<p>Review and critically evaluate quantitative research in psychology, with an emphasis on biopsychological and neuroscience methods</p>	<p>Biology Labs Research Methods SSCI 2910 Data Analysis SSCI 3910 Advanced Data Analysis PSYC 3050 Social/Affective Neuroscience</p>	<p>Tests/Exams Research Proposals, Honours Thesis,</p>
	<p>Identify appropriate quantitative techniques for addressing specific psychological and biopsychological research problems</p>	<p>SSCI 2910 Data Analysis SSCI 3910 Advanced Data Analysis PSYC 4101 Honours Thesis PSYC 4102 Honours Thesis</p>	<p>Exams in Data Analysis Research Proposals, Honours Thesis,</p>

	Analyze and critically interpret quantitative data focused on psychological and neuroscience phenomena	SSCI 2910 Directed Lab Research SSCI 3910 Advanced Data Analysis PSYC 4101 Honours Thesis PSYC 4102 Honours Thesis	Literature Reviews Exams in Data Analysis Research Proposals, Honours Thesis,
Application of Knowledge	Use biopsychological principles to propose solutions to real-world problems	Research proposals in 3 rd /4 th -year courses require development of a method to study real-world phenomena SSCI 4098 Practicum SSCI 2910 Directed Lab Research SSCI 3910 Advanced Data Analysis PSYC4101 Honours Thesis PSYC4102 Honours Thesis	Research proposals Honours Thesis Practicum evaluation Research Proposals Honours Thesis
Communication Skills	Communicate clearly and comfortably, orally and in writing, about a wide range of psychological phenomena	SSCI 1910 Writing for the Social Science PSYC 3080 Psychology of Thinking Compulsory courses with writing assignments: PSYC2020 Social Psychology PSYC2030 Abnormal Psychology PSYC2040 Developmental Psychology PSYC2050 Brain and Behaviour PSYC0260 Cognitive Psychology PSYC3060 Personality Psychology The majority of 3 rd /4 th -year courses include both written assignments and oral presentations	Multiple scaffolded writing assignments In-class debates Student Presentations Research Paper Discussion board Written assignments Research Proposals In class participation in-class debates In-class presentations In-class discussion boards
Awareness of Limits of	Demonstrate an awareness of gaps/limitations in past research approaches and	3 rd /4 th year courses include written and oral critiques of existing research	Research Critiques Research Proposals Development of thesis

Knowledge	findings in biopsychological and neuroscience disciplines	Research proposals and honours thesis require identification of an existing research gap, in order to propose a novel study	project
	Demonstrate an appreciation for other perspectives, an openness for diverging viewpoints	PSYC 3080 Psychology of Thinking	In class participation in-class debates In-class discussion boards
Autonomy and Professional Capacity	Demonstrate transferable skills, including the exercise of initiative and the management of personal responsibility	The program is designed to offer graduated progression, with students gaining progressively more autonomy throughout each year of the program SSCI 4098 Practicum	Year 1 and 2: tests/exams/papers Year 3: in-class assignments, group work, in-class debates directed lab research, practicum Year 4: honours thesis, group work, in-class assignments, in-class debates
	Show an awareness of pedagogical and ethical principles related to biopsychological and neuroscience research	Introductory Psychology Research Methods Directed Lab Research Honors Thesis Practicum	Tests/Exams Oral Presentations Research Proposals Honours Thesis

Evaluating achievement of learning outcomes and degree-level expectations achievement

The plans for documenting and demonstrating the level of student performance have been designed specifically to be consistent with the degree level expectations (DLE). The program-level learning outcomes are based on the DLEs and onto these were mapped appropriate courses and methods of assessment. The program will be externally reviewed during cyclical reviews, and assessed on an ongoing basis through indicators such as student grades, retention, and yearly course evaluations. Classes and assessment practices as outlined in the proposal will be closely monitored on an ongoing basis through the internal curriculum committee.

2b2. Admission requirements

Admission requirements are in line with Faculty of Social Science and Humanities and UOIT practices (note: Faculty of Science has been consulted with, and has provided full support for the program, however Faculty of Social Science and Humanities will be the official governing faculty, and will develop and manage all degree requirements). Please see the University catalogue, Section 4.5.

2b3. Degree structure

Students will require 120 credits, including the following course components:

- *Core First Year Courses.* Students in the BSc stream will obtain a broad-based education in Natural Sciences, including introductory courses in psychology, biology, chemistry, physics, math and computer science. Students will also be required to take Introduction to Sociology, as this is a prerequisite for many upper year FSSH-electives. All of these courses already exist in the Academic Calendar and will provide a firm broad background in core scientific areas.
- *Year Two: Core Psychology Courses.* Year two will represent a common year for students in both BA/BSc degrees, during which core courses will focus on educating students in each of the major psychological sub-disciplines, including social psychology, abnormal psychology, developmental psychology, personality psychology, cognitive psychology and neuroscience. These courses serve to provide students with a strong foundation in the major psychological sub-disciplines, and prepare students for their advanced/elective course preferences in third and fourth year. Each of these courses are taken by existing Forensic Psychology students, as they are necessary foundational courses in Psychology, and already exist in the Academic Calendar. In addition, students will be required to take courses in research methods and quantitative analysis. Both of these courses are also already taken by Forensic Psychology and other FSSH students, and thus exist in the Academic Calendar.
- *Biological Science Courses.* Students achieving BSc degrees will be required to take a more substantive array of biology-based courses. Students will take *Biology I* and *Biology II* in the first year of the program, run through the Faculty of Science, as well as the mandatory FSSH Brain and Behaviour course in the second year of the program. In addition, they will be required to take two further Faculty of Science electives in year 3 of the program, to ensure continued depth of knowledge across natural science disciplines. This will provide students with the prerequisites necessary to take additional upper year electives in the biological and health sciences, and will put students in a strong position for educational and career opportunities that require a fundamental background in the biological sciences.
- *Elective Courses.* Ample room has been provided in year 3 and 4 curriculum for elective courses, to ensure that students have flexibility to choose courses of interest, to build unique skill-sets, and to facilitate student's completion of minors in related disciplines, should they wish to do so. We classify these electives as Psychology electives, Faculty of Social Science and Humanities electives (FSSH electives), and General electives (i.e. university-wide).
 - *Psychology Electives.* To ensure that BA degree students receive in-depth knowledge in Psychology, they will be required to select at least five senior level Psychology courses from the available electives (at least seven if they do not choose to complete an honours thesis).
 - *FSSH Electives.* To motivate educational breadth, and conceptual connections between Social Science disciplines, students will be required to select at least two non-Psych FSSH electives from the available electives.

- *General Electives.* General electives can include any course within the university academic calendar and are intended to allow students flexibility in designing their curriculum to best suit their individual interests and career requirements.
- *Proposed specializations.* As the program develops, students will have the opportunity to obtain a specialization within one of two subject areas: *Developmental Psychological Science* and *Affective Science and Mental Health*. Students will achieve these specializations by taking 5 courses from those designated as counting towards the specialization (see outline below). The 5-course requirement follows UOIT guidelines, as is inline with requirements in other FSSH programs, and at comparable institutions.

Specialization in Developmental Psychological Science

The specialization in Developmental Psychological Science requires that students complete the following three Developmental Psychology courses:

PSYC 3040 Adolescence
 PSYC 3045 Child Maltreatment
 PSYC 3065 Biopsychology of Sex

and at least two additional courses from the following list:

BIOL 3050 Developmental Biology
 HLSC 2810 Child and Adolescent Health
 HLSC 4807 Perspectives in Aging
 HLSC 4808 Exploring Mental Health and Developmental Disabilities
 SSCI 3039 Child, Psychology and the Law
 AEDT 1110 Foundations of Adult Learning
 AEDT 1120 Foundations of Digital Technology and Learning
 AEDT 1170 Psychological Foundations and Digital Technologies
 AEDT 3160 Developmental Literacy
 AEDT 4150 Holistic Learning in Early Childhood

Note: Dean Livingston from the Faculty of Health Science and Acting Dean DiGiuseppe from the Faculty of Education have been consulted, and have expressed full willingness to support FSSH students in the above courses.

Specialization in Affective Science and Mental Health

The specialization in Affective Science and Mental Health requires that students complete the following three Clinical/Affective Psychology courses:

PSYC 3065 Emotion
 PSYC 3055 Drugs and Behaviour

PSYC 3050 Social/Affective Neuroscience)

PSYC 3055 Treatment in Forensic Settings

PSYC 4820 Selected Topics in Antisociality

HLSC 1811 Social Determinants of Health

HLSC 3463 Human Genetics in Society

HLSC 4821 Exploring the Mind/Body Connection: Wellness Promotion for Life

BIOL 3060 Fundamentals of Neuroscience (Prereq: BIOL 2030 Cell Biology)

BIOL 4820 Neuropharmacology (Prereq: BIOL 3060 Fundamentals of Neuroscience)

Note: Dean Livingston from the Faculty of Health Science and Dean Crawford from the Faculty of Science have been consulted, and have expressed a willingness to support FSSH students in the above courses.

- *Experiential Learning Opportunities.* As noted in the learning objectives above and consistent with UOIT's orientation, this degree puts a high priority on practical application of academic knowledge. Thus, experiential learning begins in first year: Introduction to Psychology students participate in a *Core Research Module*, within which they serve as research participants in faculty-led psychological research projects. Moreover, first year Biology students participate in a biology laboratory, during which they gain hands-on experience with dissection techniques and human/animal anatomy. In the third and fourth years of the degree, students have some required and some optional practical application courses. Students in the 4-year degree programs will have the option to complete a one-semester Practicum placement in a General Psychology practice (e.g., community mental health centre) or research setting (e.g. Psychology laboratory). An additional option is the Directed Laboratory Research course, where students obtain hands-on experience in a faculty-led Psychology research laboratory. Students may also qualify to conduct a Psychology Honours Thesis. Such experiences are highly valued in Psychology departments, and are thus important for students considering graduate school as an option. The Practicum, Directed Lab Research, and Honour's Thesis courses already exist in the FSSH degrees.
 - *Core Research Module.* First year students in Introduction to Psychology are assigned a *Core Research Module*, within which students serve as participants in faculty-led psychological research studies. By serving as participants, students gain hands-on experience with the research, learn about the methods and strategies used to design a study, and gain insight into the manner in which these methods and strategies can uncover hidden components of human cognition and behaviour.
 - *Biology Laboratory.* First year Biology students participate in a hands-on laboratory, during which they learn dissection techniques, and gain hands-on experience with human and animal anatomy and bodily constituents. The laboratory is run through the Faculty of Science, and will provide students with a particularly strong foundational underpinning in the biological sciences.

- *Practicum.* The FSSH practicum office serves students from all five current BA programs, arranging placements for students in a wide variety of workplace environments. The practicum office therefore has experience and an established network of contacts for catering to students enrolled in the all FSSH programs. Students in the practicum course participate in 100 hours of fieldwork, several in-class seminars and a set of academic assignments. The pre-practicum process commences in the winter of third year. Students are matched with community organizations based on the goals, interests and learning outcomes identified in pre-placement interviews (verbal and written).
- *Directed Lab Research.* Students who take the optional Directed Lab Research course gain hands on experience in a faculty-run Psychology research laboratory. Students participate in 120 hours of lab work, and complete a set of academic assignments generally culminating in a written summary of the complete lab project. Directed Lab Research is available to students in the 3rd year of the program. Students are matched with faculty based on the goals and interests of the student.
- *Honours Thesis.* Fourth year students will be encouraged to complete an Honours thesis, a full-year course during which students take primary responsibility for a research project of their device, run under the guidance and tutelage of a Psychology faculty member. Research projects vary in scope and complexity, but generally require students to devise a novel research project, obtain ethical approval for the project, collect participant data, analyze participant data, and write a final research report of study results. Students accomplish these objectives over the course of two semesters. At the end of the first semester, students submit a written report detailing the introduction and method of their project. At the end of the second semester, students submit a final report that includes results and conclusions derived from those results. In Psychology, the completion of a thesis is crucial for students planning to apply to graduate programs.

2b4. Calendar Copy

Degree Information:

4 Year Bachelor of Science in General Psychology (Honours)

Admissions requirements. Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic degree. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications. Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M credits including English (ENG4U), Advanced Functions (MHF4U), and two of Biology (SBI4U), Calculus and Vectors (MCV4U), Chemistry (SCH4U) or Physics (SPH4U). All other applicants should refer to Section 4.5 of this calendar for the requirements for their specific category of admission.

Degree Requirements. To be eligible for the BSc (Hons) degree in General Psychology, students must successfully complete 120 credit hours. Although reasonable efforts will be made to provide the courses in the indicated semesters in the following degree maps, course requirements and term

offerings may change. Each year prior to course registration the order and timing of course offerings will be released by the faculty and communicated to students.

4-year Bachelor of Science (Honours)

YEAR 1 - (30 CREDIT HOURS)

- BIOL 1010U – Biology I: Molecular and Cellular Systems
- BIOL 1020U – Biology II: Diversity of Life and Principles of Ecology
- CHEM 1010U – Chemistry I
- CHEM 1020U – Chemistry II
- PHY 1030U – Introductory Physics
- PHY 1040U – Physics for Biosciences
- MATH 1015U – Mathematics for Bioscience
- PSYC 1000U – Introductory Psychology
- SOCI 1000U – Introductory Sociology
- One general elective

YEAR 2 - (30 CREDIT HOURS)

- Two general electives
- PSYC 2010U – Developmental Psychology
- PSYC 2020U – Social Psychology
- PSYC 2030U – Abnormal Psychology
- PSYC 2050U – Brain and Behaviour
- PSYC 2060U – Cognitive Psychology
- PSYC 3210U – Personality Psychology
- SSCI 2900U – Research Methods
- SSCI 2910U – Data Analysis

YEAR 3 - (30 CREDIT HOURS)

- SSCI 3910U Advanced Data Analysis
- 4 Psychology Electives
- 2 Science Electives
- 3 General Electives

YEAR 4 - (30 CREDIT HOURS)

- PSYC 4101 Psychology Honours Thesis I or Psychology Elective
- PSYC 4102 Psychology Honours Thesis II or Psychology Elective
- SSCI 4098 Practicum or Psychology Elective
- 3 Psychology Electives
- 4 General Electives

Psychology Electives: Any non-required course with a PSYC 3XXX or 4XXX designation can count towards students' necessary Psychology electives.

Science Electives: Any non-required course run within the Faculty of Science that does not have a PSYC designation can count towards students' necessary FSSH electives.

General Electives: Any non-required course, in any faculty, can count towards students' necessary general electives.

Students will have the opportunity to obtain additional specializations within one of two subject areas: *Developmental Psychological Science* and *Affective Science and Mental Health*. To achieve a specialization, students will be required to take a minimum of 5 course credits, as described in more detail below.

Specialization in Developmental Psychological Science

The specialization in Developmental Psychological Science requires that students complete the following three Developmental Psychology courses:

PSYC 3040 Adolescence
PSYC 3045 Child Maltreatment
PSYC 3065 Biopsychology of Sex

and at least two additional courses from the following list:

BIOL 3050 Developmental Biology
HLSC 2810 Child and Adolescent Health
HLSC 4807 Perspectives in Aging
HLSC 4808 Exploring Mental Health and Developmental Disabilities
SSCI 3039 Child, Psychology and the Law
AEDT 1110 Foundations of Adult Learning
AEDT 1120 Foundations of Digital Technology and Learning
AEDT 1170 Psychological Foundations and Digital Technologies
AEDT 3160 Developmental Literacy
AEDT 4150 Holistic Learning in Early Childhood

Specialization in Affective Science and Mental Health

The specialization in Affective Science and Mental Health requires that students complete the following three Clinical/Affective Psychology courses:

PSYC 3065 Emotion
PSYC 3055 Drugs and Behaviour

PSYC 3050 Social/Affective Neuroscience)

and at least two additional courses from the following list:

PSYC 3055 Treatment in Forensic Settings

PSYC 4820 Selected Topics in Antisociality

HLSC 1811 Social Determinants of Health

HLSC 3463 Human Genetics in Society

HLSC 4821 Exploring the Mind/Body Connection: Wellness Promotion for Life

BIOL 3060 Fundamentals of Neuroscience (Prereq: BIOL 2030 Cell Biology)

BIOL 4820 Neuropharmacology (Prereq: BIOL 3060 Fundamentals of Neuroscience)

2b5. BSc to BA transitions. Mid-degree transitions between BA/BSc degree programs will be allowed, and students wishing to consider transitioning from the BSc to BA programs will be advised to speak with Academic Advising about their options. Such transitions can be relatively smooth, as all BSc students are required to take both *PSYC 1000U Introduction to Psychology* and *SOCI 1000U Introduction to Sociology* in their first year (and will thus have required prerequisites for upper year FSSH courses).

3. Resource Requirements

3a. Faculty Members

Core Faculty. The core faculty members in the program will include Professors Cutler, Clow, Eastwood, Emeno, Harkins, Leach, Malloy and Shane. Their qualifications are summarized in the following table.

Name	PhD Year	Rank	Teaching Strengths
Brian Cutler	1987	Full Professor	Social, Eyewitness Testimony, Writing for the Social Sciences, Professional Development
Kimberley Clow	2002	Associate Professor	Social, Personality, Cognitive, Stereotypes and Prejudice
Leigh Harkins	2006	Associate Professor	Abnormal, Sexual Violence, Treatment, Clinical Assessment and Treatment
Amy Leach	2006	Associate Professor	Lie Detection, Memory, Cultural Influences
Lindsay Malloy	2008	Associate Professor	Developmental, Child

			Maltreatment, Lifespan
Matthew Shane	2004	Associate Professor	Emotion, Cognition, Social Affective Neuroscience, Psychopathic Behaviour
Joseph Eastwood	2011	Assistant Professor	Persuasion, Interrogation, Social, Quantitative Analysis
Karla Emeno	2014	Assistant Professor	Introductory Psychology, Research Methods, Quantitative Analysis, Geographic Profiling
Shannon Vettor	2018	Teaching Faculty	Abnormal Psychology, Personality Psychology, Offender Profiling

New Faculty Requirements. Currently, the core faculty consists of eight productive and well-respected psychologists, who specialize in Social, Clinical, Developmental, Forensic and Cognitive Neuroscience subdisciplines of Psychology. In order to a) meet breadth requirements of the program, b) offer the required and elective courses on an annual basis, and c) continue to have psychologists teach courses in other programs and for other faculties, we will require at least one new full-time tenure-track faculty position for the 2021-2022 academic year, and one new full-time teaching faculty position for the 2022-2023 academic year. In particular, it will be important to hire faculty with capacity to teach additional courses in Developmental and Cognitive/Neuro Psychology, where program demands will exceed faculty teaching capacity.

3b. Additional Academic and Non-Academic Resources

By 2021-22 we will require 3-4 new sessional faculty positions annually. This will be required to administer additional sections of core 2nd year courses, which will be required to handle the additional enrollment in these courses. We do not, at this time, foresee the need for an additional Academic Advising Assistant.

3c. Physical Resource Requirements

The following table outlines the new space needs that will be required by 2021-22 (year 2 of the program).

Space Type	Number Required	Space Requirements (sq. ft)
Laboratory	1	900
Office	2	300
Office Support	0	0

Total	3	1200
-------	---	------

Forensic Psychology is well-supported by the UOIT's library system, and we anticipate no additional library resource acquisitions (see attached Library report)

4. Business Plan – See Appendix for full plan

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Faculty of Social Science and Humanities			
Full Course Title: Emotion			
Short Form Course Title (max 30 characters): Emotion			
Subject Code and Course number: PSYC3065	Cross-listings:	Core Elective X	Credit weight: 3
Contact hours (please indicate number of total hours for each component): Lecture _3_ <input type="checkbox"/> Lab ____ <input type="checkbox"/> Tutorial ____ <input type="checkbox"/> Other ____			

PROGRAM(S) IMPACTED [For a core course, please list all impacted programs including any applicable fields or specializations here and include this form with a program adjustment/proposal; for an elective course being inserted anywhere other than the Course Description section of the Academic Calendar, please list all impacted programs including any applicable fields or specializations and place the Calendar copy for each here (e.g. in a list of electives tied to a specific program).]

Elective in General Psychology BA
Elective in General Psychology BSc

CALENDAR DESCRIPTION

Everyone knows what emotions are, and how they make us feel. However, were you asked to define exactly what emotions are, and what their function is, you may have a difficult time. This course will provide an in-depth investigation into the concept of emotion, and will explore topics including: What are emotions? What are the functions of emotions? What is the relationship is between emotion and cognition? How do differences in emotional expression relate to differences in personality, stress, decision making and mental health. Throughout, emotions will be considered from a biopsychosocial perspective, to provide a thorough understanding of the social, psychological and neurobiological factors that influence, and that are influenced by, emotional expression.

Prerequisites	<ul style="list-style-type: none"> • Successful completion of PSYC1000U Introductory Psychology • One of PSYC2060 Cognitive Psychology or PSYCH2040 Social Psychology
Co-requisites	
Credit restrictions	
Equivalency courses	

Grading scheme	X letter grade <input type="checkbox"/> pass/fail
-----------------------	---

LEARNING OUTCOMES (this section is required)

Students who successfully complete the course have reliably demonstrated the ability to:

1. Demonstrate knowledge and understanding of the major concepts and theoretical perspectives in emotion research
2. Use scholarly reviews and primary sources to understand the major empirical findings in research on emotion
3. Review and critically evaluate quantitative research methods used in emotion research
4. Demonstrate an awareness of gaps/limitations in past research to consider problems related to emotion
5. Communicate clearly and comfortably, orally and in writing, recent developments and applications regarding research on emotion

COURSE INSTRUCTIONAL METHOD

(check all that may apply) **CLS (in-class)** **HYB (in-class and online)**
 IND (individual studies) **OFF (off-site)**
 WB1 (synchronous online delivery)
 WEB (asynchronous online delivery)

TEACHING AND ASSESSMENT METHODS

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations. The course may be offered face-to-face, online, or as a hybrid.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

N/A

EFFECTIVE SEMESTER (Specify First Active Term e.g. Fall 2017)

Fall 2021

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Faculty of Social Science and Humanities			
Full Course Title: Adolescence			
Short Form Course Title (max 30 characters): Adolescence			
Subject Code and Course number: PSYC3040	Cross-listings:	Core Elective X	Credit weight: 3
Contact hours (please indicate number of total hours for each component):			
Lecture _3_ <input type="checkbox"/> Lab _____ <input type="checkbox"/> Tutorial _____ <input type="checkbox"/> Other _____			

PROGRAM(S) IMPACTED [For a core course, please list all impacted programs including any applicable fields or specializations here and include this form with a program adjustment/proposal; for an elective course being inserted anywhere other than the Course Description section of the Academic Calendar, please list all impacted programs including any applicable fields or specializations and place the Calendar copy for each here (e.g. in a list of electives tied to a specific program).]

Elective in General Psychology BA Elective in General Psychology BSc

CALENDAR DESCRIPTION

This course will focus on the fundamentals of psychological development during adolescence. The course will cover topics in the areas of biological, cognitive, and social development, as well as the development of the self, identity, and relationships. By the end of this course, students should have an understanding of behavioural aspects of adolescent development and of how research can be used to inform practical problems of a developmental nature.
--

Prerequisites	<ul style="list-style-type: none"> • Successful completion of PSYC1000U Introductory Psychology (min grade 60%) • One of PSYC2010 – Developmental Psychology
Co-requisites	
Credit restrictions	
Equivalency courses	
Grading scheme	X letter grade <input type="checkbox"/> pass/fail

LEARNING OUTCOMES (this section is required)

Students who successfully complete the course have reliably demonstrated the ability to: <ul style="list-style-type: none"> • Identify the major features of psychological development during the adolescent years • Demonstrate foundational knowledge in the concepts, theories, and research pertaining to adolescence

- Evaluate and critique the psychological literature and research findings related to adolescent development to identify gaps/limitations in past research and knowledge
- Understand social policies affecting adolescents in light of the scientific evidence about the period
- Communicate clearly and comfortably, orally and in writing, research on emotion

COURSE INSTRUCTIONAL METHOD

- (check all that may apply) CLS (in-class) HYB (in-class and online)
- IND (individual studies) OFF (off-site)
- WB1 (synchronous online delivery)
- WEB (asynchronous online delivery)

TEACHING AND ASSESSMENT METHODS

- A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations. The course may be offered face-to-face, online, or as a hybrid.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

N/A

EFFECTIVE SEMESTER (Specify First Active Term e.g. Fall 2017)

Fall 2021

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to CPRC/GSC	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Faculty of Social Science and Humanities			
Full Course Title: Drugs and Behaviour			
Short Form Course Title (max 30 characters): Drugs and Behaviour			
Subject Code and Course number: PSYC3055	Cross-listings:	Core Elective X	Credit weight: 3
Contact hours (please indicate number of total hours for each component):			
Lecture _3_ <input type="checkbox"/> Lab _____ <input type="checkbox"/> Tutorial _____ <input type="checkbox"/> Other _____			

PROGRAM(S) IMPACTED [For a core course, please list all impacted programs including any applicable fields or specializations here and include this form with a program adjustment/proposal; for an elective course being inserted anywhere other than the Course Description section of the Academic Calendar, please list all impacted programs including any applicable fields or specializations and place the Calendar copy for each here (e.g. in a list of electives tied to a specific program).]

Elective in General Psychology BA Elective in General Psychology BSc

CALENDAR DESCRIPTION

<p>In this course, students will gain an understanding of how drugs affect behaviour and cognition through consideration of the social, psychological and neurobiological factors influencing drug use and abuse. Students will learn to understand and differentiate the various stages of drug use/abuse, including tolerance, dependence, addiction and withdrawal, and will explore the psychological (i.e. learning, motivation) and psychobiological (ie. neuronal, neurotransmitter) mechanisms related to each of these drug-related stages. Major classes of psychoactive drugs will be covered, ranging from the commonly used drugs, such as alcohol, to street drugs, such as cocaine, to legal drugs used in medicine, such as antipsychotics. For each, the specific mechanisms of action will be considered, and their relationship to abuse potential noted. The societal and cultural influences on drug use/abuse, treatment, prevention, history, laws, and ethics may also be covered in this course.</p>

Prerequisites	<ul style="list-style-type: none"> • Successful completion of PSYC1000U Introductory Psychology and PSYC2050 Brain and Behaviour
Co-requisites	
Credit restrictions	
Equivalency courses	
Grading scheme	X letter grade <input type="checkbox"/> pass/fail

LEARNING OUTCOMES (this section is required)

Students who successfully complete the course have reliably demonstrated the ability to:

1. Demonstrate knowledge and understanding of human and animal research regarding how drugs of abuse impact the brain
2. Compare and contrast the different categories of behaviourally active drugs based on their behavioural, physiological, and social influences
3. Use scholarly reviews and primary sources to understand the relationship between the mechanism of action for various drugs, and their physiological and behavioural effects
4. Review and critically evaluate quantitative research regarding the factors that contribute to drug-seeking behaviour
5. Demonstrate knowledge and understanding of the treatments associated with various drug class

COURSE INSTRUCTIONAL METHOD

(check all that may apply) CLS (in-class) HYB (in-class and online)
 IND (individual studies) OFF (off-site)
 WB1 (synchronous online delivery)
 WEB (asynchronous online delivery)

TEACHING AND ASSESSMENT METHODS

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations. The course may be offered face-to-face, online, or as a hybrid.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

N/A

EFFECTIVE SEMESTER (Specify First Active Term e.g. Fall 2017)

Fall 2021

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	

Submission to CPRC/GSC	
---------------------------	--

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Faculty of Social Science and Humanities			
Full Course Title: Child Maltreatment			
Short Form Course Title (max 30 characters): Child Maltreatment			
Subject Code and Course number: PSYC3045	Cross-listings:	Core Elective X	Credit weight: 3
Contact hours (please indicate number of total hours for each component):			
Lecture _3_ <input type="checkbox"/> Lab _____ <input type="checkbox"/> Tutorial _____ <input type="checkbox"/> Other _____			

PROGRAM(S) IMPACTED [For a core course, please list all impacted programs including any applicable fields or specializations here and include this form with a program adjustment/proposal; for an elective course being inserted anywhere other than the Course Description section of the Academic Calendar, please list all impacted programs including any applicable fields or specializations and place the Calendar copy for each here (e.g. in a list of electives tied to a specific program).]

Elective in General Psychology BA Elective in General Psychology BSc

CALENDAR DESCRIPTION

This course will provide an overview of the fundamentals of child maltreatment. For the purposes of this course, child maltreatment is defined as neglect; physical, sexual, and psychological abuse; and exposure to domestic violence. The course will cover various topics in child maltreatment including its prevention; incidence and prevalence; causes and correlates; consequences; identification, assessment, and treatment; and legal issues concerning child maltreatment (e.g., mandated reporting, forensic interviewing). By the end of this course, students should have an understanding of how child maltreatment affects children, families, and society more broadly.
--

Prerequisites	<ul style="list-style-type: none"> • Successful completion of PSYC1000U Introductory Psychology • Successful completion of PSYC2061 Developmental Psychology
Co-requisites	
Credit restrictions	
Equivalency courses	
Grading scheme	X letter grade <input type="checkbox"/> pass/fail

LEARNING OUTCOMES (this section is required)

Students who successfully complete the course have reliably demonstrated the ability to:
--

- Demonstrate foundational knowledge of the concepts, theories, and research concerning child maltreatment
- Understand strategies for preventing, assessing, and intervening in cases of child maltreatment
- Communicate comfortably, in written work and orally, about the legal and social policies relevant to child maltreatment
- Evaluate and interpret scholarly reviews and primary sources from the field of child maltreatment
- Evaluate and critique the psychological literature and research findings related to child maltreatment to identify gaps/limitations in past research and knowledge

COURSE INSTRUCTIONAL METHOD

(check all that may apply) CLS (in-class) HYB (in-class and online)
 IND (individual studies) OFF (off-site)
 WB1 (synchronous online delivery)
 WEB (asynchronous online delivery)

TEACHING AND ASSESSMENT METHODS

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations. The course may be offered face-to-face, online, or as a hybrid.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

N/A

EFFECTIVE SEMESTER (Specify First Active Term e.g. Fall 2017)

Fall 2021

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to CPRC/GSC	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Faculty of Social Science and Humanities			
Full Course Title: Psychology of Thinking			
Short Form Course Title (max 30 characters): Psychology of Thinking			
Subject Code and Course number: PSYC3080	Cross-listings:	Core Elective X	Credit weight: 3
Contact hours (please indicate number of total hours for each component):			
Lecture _3_ <input type="checkbox"/> Lab _____ <input type="checkbox"/> Tutorial _____ <input type="checkbox"/> Other _____			

PROGRAM(S) IMPACTED [For a core course, please list all impacted programs including any applicable fields or specializations here and include this form with a program adjustment/proposal; for an elective course being inserted anywhere other than the Course Description section of the Academic Calendar, please list all impacted programs including any applicable fields or specializations and place the Calendar copy for each here (e.g. in a list of electives tied to a specific program).]

Elective in General Psychology BA Elective in General Psychology BSc

CALENDAR DESCRIPTION

This course provides a review of the literature on human information-processing and decision making. Topics to be covered include problem solving, deductive and inductive reasoning, concept formation, and critical thinking. Individual and social factors that influence these processes will be reviewed, and focus will be placed on applying knowledge to current real-world

Prerequisites	<ul style="list-style-type: none"> • Successful completion of PSYC1000U Introductory Psychology And PSYC2060 Cognitive Psychology
Co-requisites	
Credit restrictions	
Equivalency courses	
Grading scheme	X letter grade <input type="checkbox"/> pass/fail

LEARNING OUTCOMES (this section is required)

Students who successfully complete the course have reliably demonstrated the ability to: <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of how human beings construct beliefs and conclusions in a variety of decision-making contexts
--

2. Review and critically evaluate quantitative research regarding the ways in which decision making can be influenced by individual and contextual factors
3. Deconstruct truth claims and arrive at justifiable conclusions regarding their veracity
4. Use psychological principles to analyze and consider difficult real-world problems
5. Communicate clearly and comfortably, orally and in writing, about difficult, contentious, real-world topics

COURSE INSTRUCTIONAL METHOD

- (check all that may apply) CLS (in-class) HYB (in-class and online)
- IND (individual studies) OFF (off-site)
- WB1 (synchronous online delivery)
- WEB (asynchronous online delivery)

TEACHING AND ASSESSMENT METHODS

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations. The course may be offered face-to-face, online, or as a hybrid.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

N/A

EFFECTIVE SEMESTER (Specify First Active Term e.g. Fall 2017)

Fall 2021

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to CPRC/GSC	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Faculty of Social Science and Humanities			
Full Course Title: Biopsychology of Sex			
Short Form Course Title (max 30 characters): Biopsychology of Sex			
Subject Code and Course number: PSYC3065	Cross-listings:	Core Elective X	Credit weight: 3
Contact hours (please indicate number of total hours for each component):			
Lecture _3_ <input type="checkbox"/> Lab _____ <input type="checkbox"/> Tutorial _____ <input type="checkbox"/> Other _____			

PROGRAM(S) IMPACTED [For a core course, please list all impacted programs including any applicable fields or specializations here and include this form with a program adjustment/proposal; for an elective course being inserted anywhere other than the Course Description section of the Academic Calendar, please list all impacted programs including any applicable fields or specializations and place the Calendar copy for each here (e.g. in a list of electives tied to a specific program).]

Elective in General Psychology BA Elective in General Psychology BSc

CALENDAR DESCRIPTION

This course examines the biological and social psychological components of human sexual development, diverse patterns of human sexual behaviour, and the factors that influence these developments and behaviours. Some attention is given to sexual socialization (both formal and informal sexuality education) and to the laws that regulate sexual behaviour. This course emphasizes psychological research and theory on these concepts and, where relevant, examines differing value perspectives. A life-span perspective in the North American context is taken.
--

Prerequisites	<ul style="list-style-type: none"> • Successful completion of PSYC1000U Introductory Psychology
Co-requisites	
Credit restrictions	
Equivalency courses	
Grading scheme	X letter grade <input type="checkbox"/> pass/fail

LEARNING OUTCOMES (this section is required)

Students successfully completing this course will be able to:

- Use scholarly reviews and primary sources to understand research / theory in the area of human sexuality including research methods, differing sexualities, basic physiology, and the function of the sexual organs
- Communicate comfortably and effectively about sexual issues and behaviours including such topics as contraception, sexually transmitted infections, paraphilias, and sexual function and dysfunction
- Evaluate social/contextual influences on sexual scenarios / research such as the development of gender roles, sexual relationships and factors involved in attraction, intimate communications and love

COURSE INSTRUCTIONAL METHOD

(check all that may apply) CLS (in-class) HYB (in-class and online)
 IND (individual studies) OFF (off-site)
 WB1 (synchronous online delivery)
 WEB (asynchronous online delivery)

TEACHING AND ASSESSMENT METHODS

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations. The course may be offered face-to-face, online, or as a hybrid.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

N/A

EFFECTIVE SEMESTER (Specify First Active Term e.g. Fall 2017)

Fall 2021

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Faculty of Social Science and Humanities			
Full Course Title: Social Affective Neuroscience			
Short Form Course Title (max 30 characters): Social Affective Neuroscience			
Subject Code and Course number: PSYC3050	Cross-listings:	Core Elective X	Credit weight: 3
Contact hours (please indicate number of total hours for each component):			
Lecture _3_ <input type="checkbox"/> Lab _____ <input type="checkbox"/> Tutorial _____ <input type="checkbox"/> Other _____			

PROGRAM(S) IMPACTED [For a core course, please list all impacted programs including any applicable fields or specializations here and include this form with a program adjustment/proposal; for an elective course being inserted anywhere other than the Course Description section of the Academic Calendar, please list all impacted programs including any applicable fields or specializations and place the Calendar copy for each here (e.g. in a list of electives tied to a specific program).]

Elective in General Psychology BA Elective in General Psychology BSc

CALENDAR DESCRIPTION

Humans are, fundamentally, emotional and social beings. We love, hate, cooperate, compete, empathize and introspect, in ways that are likely unique within the animal kingdom. While our understanding of the neural systems underlying the manifestation of these socio-emotional experiences is developing at breakneck speed, there remain many open questions and controversies. This course is designed to facilitate an in-depth exploration into these questions and controversies, to better understand the neural systems underlying our social and emotional processes, and to explore the ways in which neuroscience methods may afford unique insights into the human condition. Each week we will use key readings and collaborative discussions to undertake a focused, critical examination of a different topic within social/affective neuroscience.

Prerequisites	Successful completion of PSYC1000U Introductory Psychology and PSYC2060 Cognitive Psychology and PSCY2050 Brain and Behaviour
Co-requisites	
Credit restrictions	
Equivalency courses	
Grading scheme	X letter grade <input type="checkbox"/> pass/fail

LEARNING OUTCOMES (this section is required)

Students who successfully complete the course have reliably demonstrated the ability to:

- Be critical consumers of the social/affective neuroscience literature,
- Have a more developed understanding of the neuroanatomy underlying social/emotional processes,
- Appreciate the ways in which neuroscience methods can provide unique insights into the nature of social/emotional processes
- Be able to apply the ideas discussed in the course to inform their own program of research

1.

COURSE INSTRUCTIONAL METHOD

(check all that may apply) CLS (in-class) HYB (in-class and online)
 IND (individual studies) OFF (off-site)
 WB1 (synchronous online delivery)
 WEB (asynchronous online delivery)

TEACHING AND ASSESSMENT METHODS

A variety of teaching and assessment methods may be used, including lectures, seminars, guest-lectures, videos, independent readings, in class or online activities. Assessments may include exams, papers, projects, assignments, and/or presentations. The course may be offered face-to-face, online, or as a hybrid.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

N/A

EFFECTIVE SEMESTER (Specify First Active Term e.g. Fall 2017)

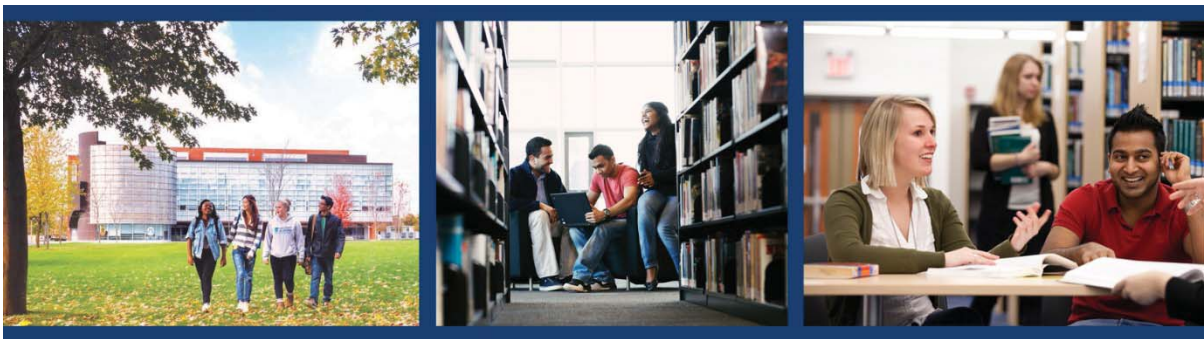
Fall 2021

APPROVAL DATES

Curriculum Committee approval	
Faculty Council approval	
Submission to CPRC/GSC	

Library Statement of Support for the proposed BA/BSc Psychology Program

Prepared by: Chelsie Lalonde, Social Sciences and Education Librarian
February 2, 2018



Contents

- Summary and Recommendations
- Introduction
- Instructional and Research Support
- Collections
- Library Services
- Conclusion

Summary and Recommendations

The UOIT Library's holdings in psychology are strong in the areas of social psychology, developmental psychology, mental health, and counselling. Psychology collections can be found in both the downtown Social Science and Education Library as well as the North Oshawa Library. The Social Science and Education Library collection addresses psychology largely from a social science perspective, while the North Oshawa Library holdings reflect a broader scope that includes psychology from a sciences perspective. If the proposed BA/BSc in Psychology is offered from the downtown Oshawa campus, it will be important to identify any new curricular areas of focus (such as forensic neuroscience, and neuropsychology) that would require additional resources not currently held by the library. It would also be important to determine what balance of physical (print) and digital resources would best suit faculty and student needs. The existing library resources that support *current* program offerings in psychology are healthy and are accompanied by companion statistics and data products.

Recommendations

- Determine scope of new curricular offerings and identify where collections need to expand as well as estimated costs (one-time and/or ongoing) to support acquisition of monographs and any new subscriptions required
- Identify courses containing specific research methods components and work towards incorporating research (information literacy) skills
- Encourage students to seek one-on-one and small group consultations with a librarian for assistance with information literacy skills, particularly for independent research projects, theses, and dissertations.

Introduction

The University of Ontario Institute of Technology (UOIT) Library is comprised of two locations, the North Oshawa Library at 2000 Simcoe Street North, and the Social Science and Education Library at 61 Charles Street in downtown Oshawa. The library offers vibrant and inviting learning spaces geared to meeting different learning styles such as individual and group study spaces, and public computers. Electronic resources are accessible at all times on campus and remotely.

The library's research and special collections total over 85,000 volumes and more than 90,000 journal subscriptions. The Library provides access to more than 660,000 eBooks, journals and primary source materials with collection strengths supporting the research and curricular offerings at UOIT.

Instructional and Research Support

The Library plays an important role in linking teaching and research in the University. We offer information literacy classes to students that help them navigate the landscape of an often bewildering array of resources so they can successfully search, evaluate and incorporate scholarly resources in the course of completing their course requirements. These library services are aligned with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education.

The Social Science and Education Library facilitates formal instruction integrated into the class schedule and hands-on tutorials related to course assignments. Topics may include Introduction to the Library, and Library Research Skills. Subject librarians create custom lists of library resources for each subject area appear in the Library's Research Guides.

The screenshot displays the UOIT Library website's 'PSYCHOLOGY: HOME' page. At the top left is the UOIT logo and 'LIBRARY' text. Navigation links for 'RESOURCES', 'RESEARCH', and 'SERVICES' are on the right. A breadcrumb trail reads 'Library / Guides / Faculty of Social Science & Humanities / Psychology / Home'. A search bar is located on the right side of the page. Below the breadcrumb is a 'PSYCHOLOGY: HOME' heading. A horizontal menu contains 'Home', 'Article Databases', 'Books', and 'Statistics'. A sidebar on the left titled 'GUIDE CONTENTS' lists 'Home', 'Article Databases', 'Books', and 'Statistics'. The main content area is titled 'PSYCHOLOGY DATABASES' and includes a paragraph: 'This guide recommends resources for the field of Psychology. The following databases, recommended for Psychology, contain mostly journal articles but also professional magazines, conference papers, theses, and other documents.' Below this, a list of 'Psychology Databases' includes 'Scholars Portal Journals', 'PsycARTICLES', 'PsycINFO', 'JSTOR', and 'Web of Science'. A section for 'DSM-5' lists 'DSM-5 Library' and 'DSM-5 Streaming Videos'. On the right, a profile for 'SOCIAL SCIENCE AND EDUCATION LIBRARIAN' Chelsie Lalonde is shown with a photo and an 'Email Me' button.

Figure 1 Psychology Research Guide

Students may obtain in-depth research help and ask general questions through email, telephone, and virtual chat reference. The Library belongs to a consortium of Ontario universities that partner to deliver virtual chat reference offering 67 hours of chat service per week (fall and winter terms; reduced hours in summer).

Collections

The largest collection of psychology materials is located in downtown Oshawa at the Social Science and Education Library. Our collection strengths are in social psychology, developmental psychology, mental health, and counselling. The introduction of this program would result in the development and strengthening of our forensic psychology, abnormal psychology, and neuroscience collections. If the proposal is approved, we would need to work with the faculty to determine specific areas of collection expansion and the concomitant financial resources that would be required to build in these areas.

By virtue of our membership in two key consortia, the UOIT Library is able to take advantage of the increased bargaining power of a collective through which we subscribe to a wide array of scholarly content. The **Canada Research Knowledge Network (CRKN)** is a partnership of Canadian universities, dedicated to expanding digital content for the academic research and teaching enterprise in Canada. Through the coordinated leadership of librarians, researchers, administrators and other stakeholders in the research community, CRKN undertakes large-scale content acquisition and licensing initiatives in order to build knowledge infrastructure and research and teaching capacity in Canada's universities.

The **Ontario Council of University Libraries (OCUL)** The Ontario Council of University Libraries (OCUL) leads and participates in a number of initiatives with the goal of enhancing research supports and creating rich learning environments for Ontario's diverse and growing student population. These resources span an impressive array of information resources (content), digital infrastructure, data, and maps and geospatial resources.

Print Collection

The Social Science and Education Library houses the primary print book collection supporting the Faculty of Social Science and Humanities. The larger North Oshawa Library collection is readily available to Social Science students through intercampus delivery.

The Social Science and Education Library has over 22,500 print titles covering diverse topics in social sciences and humanities. The UOIT Library has 2,750 psychology print titles, and 1,300 of these titles are held at the Social Science and Education Library.

eBooks

Select eBook databases with content relevant to Psychology	Select publishers of Psychology eBooks
--	--

<ul style="list-style-type: none"> • EBSCO eBooks • Scholars Portal Books* • Springer • SAGE Knowledge • SAGE Research Methods • Taylor & Francis eBooks 	<ul style="list-style-type: none"> • Canadian University Presses • American Universities Presses, e.g. MIT • Routledge • Springer • SAGE • Wiley
--	--

* **Scholars Portal** is a project of the Ontario Council of University Libraries. It offers a platform for combining titles from numerous vendors (e.g. Canadian Electronic Library, which includes government documents; Springer; Taylor & Francis; Cambridge; Oxford). There are approximately 7,250 psychology eBook titles currently available through the Library. These collections include the Canadian Electronic Library, Canadian Public Policy Collection, EBSCO eBooks, Ingram Collection (Taylor & Francis eBooks), Sage Knowledge and Reference, and Scholars Portal Books.

Research Databases, Journals and Conference Proceedings

Research databases provide access to journals and other academic resources such as conference proceedings, theses and dissertations, trade publications and reports.

Selected Relevant Databases with content relevant to Psychology	
<ul style="list-style-type: none"> • PsycINFO (BA/BSc) • PsycARTICLES (BA/BSc) • Scholars Portal Journals (BA/BSc) • JSTOR (BA) • Scopus (BA/BSc) • Web of Science (BA/BSc) 	<ul style="list-style-type: none"> • PubMed (BSc) • MEDLINE (BSc) • ProQuest Science Journals (BSc) • DSM-5 Library (BA/BSc) • PsycTESTS (BA/BSc)

The Library provides access, through subscription, to 44 of the top 50 English language journals ranked by impact factor by Incites Journal Citation Reports in the category of Psychology.

Sample Highly Ranked Journals
Source: InCites Journal Citation Reports (Clarivate Analytics). Year: 2016,
 Category: Psychology, Language: English, Ranked by: Impact Factor.

<ul style="list-style-type: none"> • <i>Annual Review of Psychology</i> • <i>Psychological Bulletin</i> • <i>Psychological Review</i> • <i>Cognitive Psychology</i> • <i>Neuropsychology</i> • <i>Journal of Memory and Language</i> • <i>Journal of Comparative Psychology</i> • <i>Substance Use and Misuse</i> • <i>Psychophysiology</i> 	<ul style="list-style-type: none"> • <i>Journal of experimental psychology - Learning, memory, and cognition</i> • <i>Developmental Psychobiology</i> • <i>Journal of experimental psychology - Human perception and performance</i> • <i>Human Factors</i> • <i>Quarterly Journal of Experimental Psychology</i>
--	--

Though this list does not include open access journal titles, the Library recognizes that numerous high-quality journals are open access. Open access journals are indexed in Library databases and search tools, including those in the Directory of Open Access Journals (DOAJ), meaning that they appear in Library users' search results.

Statistics and Data

To support research that requires statistics and datasets, the Library subscribes to three collections: Statistics Canada's Data Liberation Initiative (DLI), odesi, and the Interuniversity Consortium for Political and Social Research (ICPSR).

Streaming Video

The Library invests in streaming video collections in order to make media more accessible to faculty and students. DVDs purchases continue by faculty request.

Open Access and Research Data Management

The Library provides support to faculty and students in complying with the Tri-Agency Open Access Policy (SSHRC, NSERC, CIHR). Faculty and students can make their work open access by publishing in an open access or hybrid journal, by depositing their work in a subject repository, or by depositing their work in UOIT's institutional repository, e-Scholar (<https://ir.library.uoit.ca>). The library provides direct support through subject librarians and guidance through the Library's Open Access Guide (<http://guides.library.uoit.ca/openaccess>).

The Library has a Research Data Management guide (<http://guides.library.uoit.ca/rdm>) to support faculty and students in creating data management plans and sharing research data.

Research Metrics

Library-held resources for determining author, article and journal metrics include Web of Science, Scopus, Journal Citation Reports and InCites. The Library's Research Metrics guide (<http://guides.library.uoit.ca/researchmetrics>) provides information on metrics and support for these tools.

Library Services

Interlibrary Loan

The UOIT Library offers Interlibrary loan services for books, articles and other documents that are not immediately available through its print and online collections. Resources are delivered in print or by electronic means depending on copyright and licensing details. Students and faculty may also visit most other Canadian university libraries and borrow books as Reciprocal Borrowers.

Website

The Library website is a research and teaching venue, providing an overview of library services, and immediate access to 660,000 eBooks and over 90,000 Journals.

The website includes a Research section that provides guidance on search strategies, evaluating and analyzing information sources, citing materials, conducting literature reviews, copyright compliance, and academic integrity.

Conclusion

In conclusion, the Library is well positioned to support the proposed BA/BSc in Psychology, although ongoing communication will be essential as the program curriculum becomes more fully defined. As program details emerge, it will become apparent where collections may need to be expanded, e.g. in terms of new journal subscriptions, and corresponding costs will need to be identified and built into budget asks. We look forward to seeing a successful outcome for this proposed program and look forward to working with faculty and students in the future.

CURRICULUM VITAE

KARLA EMENO

Faculty of Social Sciences & Humanities
University of Ontario Institute of Technology (UOIT)
2000 Simcoe St N, Oshawa, ON L1H 7K4
Tel: (905) 442-1779 or (905) 721-8668 ext. 5972
Email: karla.emeno@uoit.ca

EDUCATIONAL BACKGROUND

- 2008-2014 Doctorate of Philosophy; Forensic Psychology
Carleton University, Ottawa, ON
Dissertation: Space-Time Clustering and Prospective Hot-Spotting of Canadian Crime
Advisor: Dr. Craig Bennell
- 2006-2008 Master of Arts; Forensic Psychology
Carleton University, Ottawa, ON
Thesis: The Effectiveness of Calibrated vs. Default Distance Decay Functions for Geographic Profiling
Advisor: Dr. Craig Bennell
- 2002-2006 Bachelor of Science; Psychology, First Class Honours with Distinction
Mount Allison University, Sackville, NB
Honours Thesis: Age Differences in Functional Interdependence during Collaborative Problem-Solving
Advisor: Dr. Odette Gould

EMPLOYMENT

- 2013-Present Assistant Professor, Forensic Psychology
Faculty of Social Sciences & Humanities
University of Ontario Institute of Technology (UOIT), Oshawa, ON

RESEARCH INTERESTS

My research has primarily examined investigative and crime prevention techniques, such as geographic profiling (i.e., using a serial offender's crime site locations to predict their home location) and predictive crime mapping (i.e., using past crime site locations to predict future crime). Recent and upcoming research projects also focus on various key topics in policing, including recruitment, selection, stress, and use of body worn cameras.

TEACHING EXPERIENCE

Graduate Courses Designed and Taught

2015-2017 SSCI5010G – Data Analysis 1
University of Ontario Institute of Technology
Semesters: Fall 2015, 2016, and 2017

Undergraduate Courses Designed and Taught¹

2017-2018 PSYC3410U – Forensic Psychology
University of Ontario Institute of Technology
Semesters: Winter 2017 and 2018

2013-2018 PSYC1000U – Introductory Psychology (In Class Section)
University of Ontario Institute of Technology
Semesters: Fall 2013 and 2014, Winter 2016, 2017, and 2018

2013-2018 PSYC1000U – Introductory Psychology (Online/Hybrid Section)
University of Ontario Institute of Technology
Semesters: Fall 2013 and 2014, Winter 2016 and 2018

2015 PSYC3999U – Selected Topics: Psychology of Criminal Behaviour
University of Ontario Institute of Technology
Semester: Winter 2015

2011 HSS2381AP – Measurement and Data Analysis
University of Ottawa
Semester: Fall 2011

Guest Lectures

2012 First Year Seminar 1310B – Catching Criminals: Behind the Scenes in Police Investigation
Lecture Topic: Geographic Profiling
Carleton University

2010 PSYC2400 – Introduction to Forensic Psychology
Lecture Topic: Police Psychology and Police Investigations
Carleton University

Teaching Assistantships

2008-2012 PSYC1001/1002 – Introduction to Psychology I and II
Carleton University

¹ Note that the following teaching evaluation scale is used at UOIT: Poor = -2, Below Average = -1, Average = 0, Above Average = 1, and Outstanding = 2.

STUDENT SUPERVISION

Graduate Forensic Psychology Doctoral Dissertations

2018-Present

1. *Student:* Lyndsay Woolridge
Thesis: Do Accents Speak Louder than Words? Linguistic Mediators of the Effect of Language Proficiency on Deception Judgments
Advisor: Amy Leach
Committee Member: Karla Emeno

2017-Present

1. *Student:* Laleh Dadgardoust
Thesis: Improving Understanding of Rape Proclivity
Advisor: Leigh Harkins
Committee Member: Karla Emeno

2016-Present

1. *Student:* Cristina Ferrara
Thesis: The Impact of Social Media Portrayals of Use-of-Force Encounters on Public Attitudes towards Police and Police Officer Performance
Advisor: Karla Emeno

Graduate Interdisciplinary Doctoral Dissertations

2017

1. *Student:* Sharon Trenholm
Thesis: Identifying the Necessary Components of a Police Decision-Making Model
Advisors: Brent Snook, Kara Arnold, and Vernon Curran
School: Memorial University, St. John's, Newfoundland
External Examiner: Karla Emeno

Graduate Forensic Psychology Master's Theses

2018

1. *Student:* Jeffrey Kaplan
Thesis: Perceptions and Attitudes of Criminality toward Muslims in Canada

Co-Advisors: Brian Cutler

External: Karla Emeno

2015-2017

1. *Student:* Maaha Farrukh
Thesis: Perceptions and Attitudes of Criminality toward Muslims in Canada
Co-Advisors: Kimberley Clow and Arshia Zaidi
Committee Member: Karla Emeno

Undergraduate Forensic Psychology Honours Theses

2017-2018

1. *Student:* Johanna Young
Advisor: Karla Emeno
2. *Student:* Isaac Nolan
Advisor: Karla Emeno

2015-2016

1. *Student:* Rhea Boettcher
Thesis: The Public and the Police: What Qualities Make an Effective Community Police Officer?
Advisor: Karla Emeno
2. *Student:* Erika Gilbert
Thesis: The Impact of Psychopathic-Related Personality Traits and Family Cohesion on Perceptions of the Police
Advisor: Karla Emeno

2014-2015

1. *Student:* Jennifer Bennett
Thesis: An Examination of Job Stress among Senior-Ranked Civilian and Police Officers in Ontario
Advisor: Karla Emeno
2. *Student:* Nicole Charewicz
Thesis: How Observant Are We? Examining the Influence of Technology Use and Intervening Emotionality on Recall Accuracy in a Naturalistic Setting
Advisor: Karla Emeno

Directed Lab Research

Winter 2016

1. *Student:* Desiree Hebert

Project: Using Antisocial Personality Traits and the Big Five Personality Factors to Analyze Police Officer Behaviour: A Literature Review
Advisor: Karla Emeno

RESEARCH EMPLOYMENT EXPERIENCE

2012-2013	Research Assistant Personnel and Family Support Research Director General Military Personnel Research and Analysis Department of National Defence, Ottawa, ON
2006-2013	Research Assistant Police Research Lab Carleton University, Ottawa, ON
2008-2009	Research Assistant Policy, Planning and Operations National Parole Board, Ottawa, ON

PUBLICATIONS

Refereed Publications

1. **Emeno, K.,** & Bennell, C. (2017). Near repeat space-time patterns of Canadian crime. *Canadian Journal of Criminology and Criminal Justice*. Advance online publication. <https://doi.org/10.3138/cjccj.2017-0009>
2. Ellingwood, H., **Emeno, K.,** Bennell, C., Forth, A., Kosson, D., & Hare, R. (2017). Multidimensional Scaling Analysis of Psychopathy in Male Juveniles using the PCL: YV. *Journal of Criminal Psychology, 7*, 262-279. Advance online publication. <https://doi.org/10.1108/JCP-03-2017-0019>
3. **Emeno, K.,** Bennell, C., Snook, B., & Taylor, P. J. (2016). Geographic profiling survey: An examination of geographic profilers' views and experiences. *International Journal of Police Science and Management, 18*, 3-12. doi:10.1177/1461355715621070
4. **Emeno, K.,** & Bennell, C. (2013). The effectiveness of calibrated versus default distance decay functions for geographic profiling: A preliminary examination of crime type. *Psychology, Crime & Law, 19*, 215-232. doi: 10.1080/1068316X.2011.621426
5. Bloomfield, S., Bennell, C., **Emeno, K.,** & Musolino, E. (2013). Classifying serial sexual murder/murderers: An attempt to validate Keppel and Walter's (1999) Model. *Criminal Justice and Behaviour, 40*, 5-25. doi: 10.1177/0093854812460489
6. Bennell, C., **Emeno, K.,** Snook, B., Taylor, P. J., & Goodwill, A. M. (2010). The precision, accuracy, and efficiency of geographic profiling predictions: A simple heuristic versus mathematical algorithms. *Crime Mapping: A Journal of Research and Practice, 1*, 65-84.
7. **Emeno, K.,** Bennell, C., Snook, B., & Taylor, P. J. (2008). Clinical versus actuarial geographic profiling approaches: A meta-analysis. In G. Bourgon, R. K. Hanson, J. D. Pozzulo, K. E. Morton Bourgon, & C. L.

Tanasichuk (Eds.), *Proceedings of the 2007 North American Correctional & Criminal Justice Psychology Conference (User Report)* (pp. 77-80). Ottawa, ON: Public Safety Canada.

Manuscripts in Preparation

1. Ellingwood, H., Schultheis, E. A., **Emeno, K.**, & Bennell, C. (in preparation). Public perception on the use of body worn video by police in the UK.
2. **Emeno, K.**, Ferrara, C., Ellingwood, H., & Bennett, J. (in preparation). The influence of social support and coping style on job stress among senior-ranked police officers in Ontario.
3. **Emeno, K.**, & Bennell, C. (in preparation). Testing the boost account as an explanation for repeat and near repeat Canadian burglary.

Chapters in Edited Books

1. Skomorovsky, A., Thompson, A., & **Emeno, K.** (2013). Life satisfaction among Canadian Forces members. In A. B. Aiken & S. A. H. Bélanger (Eds.), *Beyond the Line: Military and Veteran Health Research*. Kingston, ON: McGill-Queen's University Press.

Government Research Reports

1. Parole Board of Canada. (2009). *Waivers, postponements, and withdrawals: Offenders, parole officers, and Parole Board of Canada perspectives* (PBC Publication). Ottawa, ON: T. Beauchamp, T. Cabana, **K. Emeno**, & Bottos, S.

Book Reviews

1. **Emeno, K.**, Mugford, R., & Taylor, A. (2008). L. J. Alison, *The forensic psychologist's casebook: Psychological profiling and criminal investigation* [Book review]. *Journal of Police and Criminal Psychology*, 23, 100-102.

Conference Presentations

1. Ferrara, C., **Emeno, K.**, Ellingwood, H., Schultheis, E. A., & Bennell, C. (2018, March). *Public perceptions of police credibility when video evidence and officer testimony contradict each other*. Paper presented at the annual meeting of the American Psychology-Law Society, Memphis, TN.
2. Ferrara, C., **Emeno, K.**, Ellingwood, H., Schultheis, E. A., & Bennell, C. (2017, September). *Public perceptions of police body worn camera video evidence*. Poster presented at the annual meeting of the Society for Police and Criminal Psychology, San Diego, CA (winner of the Michael F. Serafino best poster award).
3. Schultheis, E. A., Ellingwood, H., **Emeno, K.**, & Bennell, C. (2017, September). *Perceptions of police legitimacy and legal authoritarianism in community and student samples*. Poster presented at the annual meeting of the Society for Police and Criminal Psychology, San Diego, CA.
4. Schultheis, E. A., Ellingwood, H., **Emeno, K.**, & Bennell, C. (2016, September). *The relationship between perceived police legitimacy, degree of authoritarianism, and public opinion of police use of body worn cameras*. Poster presented at the annual meeting of the Society for Police and Criminal Psychology, Austin, TX.

5. Schultheis, E. A., Ellingwood, H., **Emeno, K.**, & Bennell, C. (2016, July). *Public opinion of body worn cameras reveals a lack of knowledge about their limitations: Implications for the police and the courts*. Paper presented at the 3rd Asian Conference of Criminal and Operations Psychology, Singapore.
6. Schultheis, E. A., Ellingwood, H., **Emeno, K.**, & Bennell, C. (2016, July). *Captured on camera: An international study of what the public really thinks about police use of body worn cameras*. Poster presented at the 3rd Asian Conference of Criminal and Operations Psychology, Singapore.
7. **Emeno, K.**, & Bennett, J. (2015, September). *The influence of social support and coping style on job stress among senior-ranked police officers in Ontario*. Poster presented at the annual meeting of the Society for Police and Criminal Psychology, Atlanta, GA.
8. **Emeno, K.**, & Bennell, C. (2014, September). *Testing the boost account as an explanation for repeat and near repeat Canadian burglary*. Paper presented at the annual meeting of the Society for Police and Criminal Psychology, Las Vegas, NV.
9. **Emeno, K.**, & Bennell, C. (2013, September). *Space-time clustering of Canadian crime*. Poster presented at the annual meeting of the Society for Police and Criminal Psychology, Ottawa, ON (winner of the Michael F. Serafino best poster award).
10. Blaskovits, B., Bennell, C., & **Emeno, K.** (2013, September). *The effectiveness of actuarial tools for linking serial burglaries*. Poster presented at the annual meeting of the Society for Police and Criminal Psychology, Ottawa, ON.
11. **Emeno, K.**, Gerlach, A., & Bennell, C. (2012, November). *Examining the role of prime gender in the weapon identification task*. Poster presented at the annual meeting of the Society for Police and Criminal Psychology, Birmingham, AL.
12. **Emeno, K.**, & Bennell, C. (2011, October). *Preliminary results from an international geographic profiling survey*. Poster presented at the annual meeting of the Society for Police and Criminal Psychology, Chicago, IL.
13. Ellingwood, H., **Emeno, K.**, Bennell, C., Forth, A., Kosson, D., & Hare, R. (2011, June). *A multidimensional scaling analysis of psychopathy in female young offenders*. Poster presented at the annual meeting of the Canadian Psychological Association, Toronto, ON.
14. Ellingwood, H., Bennell, C., **Emeno, K.**, Forth, A., Kosson, D., & Hare, R. (2011, March). *A multidimensional scaling analysis of the Psychopathy Checklist: Youth Version: Examining the structure of psychopathy in juveniles*. Poster presented at the 4th International Congress on Psychology and Law, Miami, FL.
15. **Emeno, K.**, Bennell, C., Snook, B., Taylor, P. J., & Goodwill, A. M. (2009, August). *The precision, accuracy, and efficiency of geographic profiling predictions: Simple heuristics versus mathematical algorithms*. Paper presented at the 10th Crime Mapping Conference, New Orleans, LA.
16. Beauchamp, T., & **Emeno, K.** (2009, June). *Examining the reasons and implications of parole review delays*. Paper presented at the annual meeting of the Canadian Psychological Association, Montreal, QC.
17. **Emeno, K.**, & Bennell, C. (2009, March). *The effectiveness of calibrated vs. default distance decay functions for geographic profiling: An examination of geographic region*. Poster presented at the annual meeting of the American Psychology-Law Society, San Antonio, TX.

18. Corey, S., Bennell, C., **Emeno, K.**, & Martens, C. (2009, March). *A meta-analysis of the worked example effect*. Poster presented at the 3rd International Cognitive Load Theory Conference, Heerlen, Netherlands.
19. **Emeno, K.**, & Bennell, C. (2008, October). *The effectiveness of calibrated vs. default distance decay functions for geographic profiling: An examination of crime type*. Poster presented at the annual meeting of the Society for Police and Criminal Psychology, Walnut Creek, CA.
20. Bennell, C., **Emeno, K.**, Snook, B., & Taylor, P. (2008, October). *Fast and frugal geographic profiling revisited: Simple heuristics vs. Bayesian model*. Poster presented at the annual meeting of the Society for Police and Criminal Psychology, Walnut Creek, CA.
21. **Emeno, K.** & Bennell, C. (2008, June). *Improving geographic profiling predictions through the use of calibrated distance decay functions*. Poster presented at the annual meeting of the Canadian Psychological Association, Halifax, NS.
22. **Emeno, K.**, Bennell, C., Jones, N. J., & Melnyk, T. (2008, March). *Linking serial rapes: A comparison of similarity coefficients*. Poster presented at the annual meeting of the American Psychology-Law Society, Jacksonville, FL.
23. **Emeno, K.**, Bennell, C., & Pozzulo, J. (2007, September). *Criminal profiling evidence: Impact on juror decision-making*. Poster presented at the annual meeting of the Society for Police and Criminal Psychology, Springfield, MA.
24. **Emeno, K.**, Bennell, C., Snook, B., & Taylor, P. J. (2007, June). *Clinical versus actuarial geographic profiling approaches: A meta-analysis*. Poster presented at the annual meeting of the Canadian Psychological Association, Ottawa, ON.
25. **Emeno, K.** (2006, May). *Age differences in functional interdependence during collaborative problem-solving*. Paper presented at the annual meeting of the Atlantic Provinces Council on the Sciences, Sydney, NS.

GRANT SUBMISSIONS

2017	<p><i>Agency:</i> SSHRC Insight Development Grant</p> <p><i>Research project:</i> The Development of Targeted Police Recruitment Messages</p> <p><i>Requested funds:</i> \$61,050</p> <p><i>Status:</i> Unsuccessful</p>
2016	<p><i>Agency:</i> SSHRC Insight Development Grant</p> <p><i>Research project:</i> The Development of Targeted Police Recruitment Messages</p> <p><i>Requested funds:</i> \$56,090</p> <p><i>Status:</i> Unsuccessful</p>
2015	<p><i>Agency:</i> UOIT SSHRC Small Research Grants Program</p> <p><i>Research project:</i> The Development of Targeted Police Recruitment Messages</p> <p><i>Requested funds:</i> \$3942</p> <p><i>Status:</i> Unsuccessful</p>

ACADEMIC AWARDS

2009-2012	Canada Graduate Scholarship (\$105,000)
2008-2012	Dean of Graduate Studies Academic Excellence Scholarship (\$24,000)
2008-2011	Graduate Scholarship (\$10,500)
2010-2011	Nicholas P. Spanos Memorial Award in Psychology, Carleton University (\$500)
2008-2009	Ontario Graduate Scholarship (\$15,000)
2008-2009	Nicholas P. Spanos Memorial Award in Psychology, Carleton University (\$500)
2006-2007	Naida Waite Graduate Scholarship, Carleton University (\$5,000)
2006-2007	Athreya-Haritha Graduate Scholarship, Carleton University (\$1,000)
2005	Natural Sciences and Engineering Research Council of Canada Summer Undergraduate Award (\$5,750)

UNIVERSITY SERVICE

2017-Present	Member, Sessional Committee, UOIT
2017- Present	Forensic Psychology Representative, Teaching Assistant Committee, UOIT
2016-Present	Member, Durham College Program Advisory Committee, UOIT
2015-Present	Member, Forensic Psychology Comprehensive Examination Committee, UOIT
2013-Present	Faculty Representative, UOIT Faculty of Social Science and Humanities Convocation
2017	Member, SSHRC (Doctoral) Faculty Selection Committee, UOIT
2016-2017	Member, Hiring Committee for Forensic Psychology Tenure-Track Assistant Professor Position, UOIT
2013-2017	Forensic Psychology Representative, Undergraduate Curriculum Committee, UOIT
2014-2016	Member, Faculty of Social Science and Student Academic Support Strategist and Retention Committee, UOIT
2016	Member, 2016 Undergraduate Research Award Selection Committee, UOIT
2016	Faculty Representative, UOIT Fall Open House

2015-2016	Member, Risk Register Committee, UOIT
2014-2015	Faculty Representative, UOIT Open House
2014-2015	Social Science and Humanities Faculty Representative, Campus Infrastructure and Space Planning Committee, UOIT
2015	Member, Hiring Committee for One-Year Term Forensic Psychology Academic Associate Position, UOIT
2015	Member, 2015 Undergraduate Research Award Selection Committee, UOIT
2015	Faculty Representative, Ontario Universities Fair
2014-2015	Member, Misconduct/Academic Integrity Committee, UOIT
2014	Member, First Year Program Review Subcommittee, UOIT

PROFESSIONAL SERVICE

2016-Present	Ad hoc reviewer for <i>Military Psychology</i>
2015-Present	Society for Police & Criminal Psychology Secretary
2014-Present	Book review editor for <i>Journal of Police and Criminal Psychology</i>
2008-Present	Ad hoc reviewer for <i>Journal of Police and Criminal Psychology</i>
2012-2013	Volunteer for the organization of the 2013 annual meeting of the Society for Police & Criminal Psychology
2011-2012	Campus Representative for the American Psychology-Law Society
2008-2012	Society for Police & Criminal Psychology Student Committee Member
2007	Conference volunteer at the annual meeting of the Canadian Psychological Association, Ottawa, ON.

LEIGH HARKINS

ACADEMIC QUALIFICATIONS

2004-2008 **University of Birmingham** Birmingham, UK

Ph.D.

Forensic Psychology

Conducted research regarding risk, need, responsivity, and process issues within sex offender treatment with particular attention to the role of group composition, within treatment change and psychopathy

2002- 2004 **OISE/ University of Toronto** Toronto, Canada

M.A.

Counselling Psychology for Psychology Specialists

Completed a 500 hour practicum with the Correctional Service of Canada conducting research and counselling federal offenders

M.A. thesis was a sexual offender treatment outcome study and an examination of change within treatment on a number of measures

1996 - 2000 **University of Toronto** Mississauga, Canada

Honors B.Sc. (with Distinction)

Psychology (Specialist), Forensic Science (Major), Biology (Minor)

Completed an undergraduate thesis on Perfectionism and Distress using structural equation modelling

Completed a Mentorship in Forensic Science in the Law and Mental Health Program at the Centre for Addiction and Mental Health

PROFESSIONAL MEMBERSHIPS

Association for the Treatment of Sexual Abusers (ATSA)

2008-2013: Forensic Psychologist with the British Psychological Society, Registered Psychologist with the Health Professions Council

PROFESSIONAL EXPERIENCE

Academic Posts 2016-Present: University of Ontario Institute of Technology Associate Professor

2013-2016: University of Ontario Institute of Technology Assistant Professor

**Committee
Membership**

2008-2013: University of Birmingham Lecturer

2007-2008: University of Birmingham School Instructor

2004-2007: University of Birmingham School of Psychology Teaching Assistant

2017- Present: UOIT Graduate Studies Committee

2016-Present: External member of Ontario Shores Centre for Mental Health Forensic Psychology Research Committee

2014-Present: UOIT Faculty Leadership Committee

2015- Present: UOIT Forensic Psychology Graduate Committee

2016-2017: UOIT Faculty Recruitment Committee

2015-2016: UOIT Teaching Assistant Committee

2013-2016: UOIT Research Ethics Board Member

2013- 2015: UOIT Faculty of Social Science and Humanities Graduate Committee

2011-2012: Chair, University of Birmingham School of Psychology Ethics Committee

2010-2012: University of Birmingham School of Psychology Teaching and Learning Committee

2009-2012: National Organisation for the Treatment of Abusers (NOTA), Research Committee Member

2009-2010: University of Birmingham Life and Health Sciences Ethical Review Committee

2008-2009: University of Birmingham School of Psychology Ethics Committee Member

2003-2006: Student Member of the Association for the Treatment of Sexual Abusers (ATSA) Research Committee

**Other
Professional
Experience**

Examiner for 3 PhDs, 8 Foren.Psy.D. and 3 M.A. theses

2016-Present: Editorial Board for Psychology, Crime and Law

2011-Present: Collaborator of the Good Lives Model on www.goodlivesmodel.com.

2010- Present: Editorial Board for Journal of Sexual Aggression

2009 (February)-2009 (April): Positive Alternatives to Crime and Exclusion Ltd. Research Associate, gang violence research project on behalf of London Metropolitan

Police and Ministry of Justice conducting interviews with gang members in prison.

2008 (June)-2008 (August): Associate of Forensic Psychology Practice, Ltd., undertaking assessment of dynamic risk and report preparation for sex offenders in prison.

2005-Present: Journal reviewer for Child Abuse Review, International Journal of Offender Therapy and Comparative Criminology, Sexual Abuse: A Journal of Research and Treatment, Criminology and Public Policy, Psychology, Crime and Law, and Legal and Criminological Psychology.

2000-2004: Research Analyst in the Law and Mental Health Program at the Centre for Addiction and Mental Health, Toronto, ON.

2010-12: Postgraduate Certificate in Learning and Teaching in Higher Education; Fellow of the Higher Education Academy, UK.

2009: Trained in the use of N-Vivo qualitative analysis software

Training

2008: Stable and Acute 2007 Dynamic Risk Assessment

2008: Structured Risk Assessment

2006: Historical and Clinical Risk (HCR)-20 Assessment

2004: Psychopathy Checklist- Youth Version

Co-facilitation of sex offender treatment groups with Correctional Service of Canada and the Law and Mental Health Program at the Centre for Addiction and Mental Health

**Summary of
Clinical/
Practice
Experience**

Counselling work with men who had committed sexual offences, violent nonsexual offences, and those with addiction problems, as well as work with a female offender who had committed a violent offence

Assessment of dynamic risk in sex offenders

TEACHING EXPERIENCE

**Teaching
Commitments**

2017-Present: University of Ontario Institute of Technology Graduate Program
Director of Forensic Psychology

2016-2017: University of Ontario Institute of Technology Undergraduate Director of

Forensic Psychology

2014-2015: University of Ontario Institute of Technology (Acting) Director of Forensic Psychology

2011 to 2013: Course Director Masters in Criminological Psychology

2011-2013: Forensic Specialist Lead for the MSci in Psychology and Psychological Practice

2008-2013: Course organizer for Introduction to Forensic Psychology undergraduate module

Other Teaching Experience

2004-2013: Course tutor for Doctorate in Forensic Psychology Practice and MSc in Criminological Psychology

2005, 2006, 2007 Guest Lecturer for Clinical Psychology Doctoral Course, University of Warwick/ Coventry University, on Risk Assessment and Treatment with Sexual Offenders

Supervisory Experience

2017-Present: MSc in Forensic Psychology supervision of Alisia Palermo

2015 to Present: PhD in Forensic Psychology supervision of Laleh Dadgardoust

2015 to Present: PhD in Forensic Psychology supervision of Carisa Collins

2015 to 2016: MA Criminology supervision of Mersedeh Jahanzadeh

2010-2015: PhD supervision of Stephanie Kewley, part-time student. The role of religiosity in desistance from sex offending.

2009-2015: PhD co-supervision of Jenny Tew, part time student. Investigating parallels in OASys and PCL-R risk assessment

2011-2014: PhD supervision of Juliane Kloess, full-time student, Exploration of the processes involved in online offending.

2010-2014: PhD co-supervision of Zoe Stephenson, full-time student. Effective sequencing of offender interventions.

2010- 2014: PhD co-supervision of Teresa da Silva, full-time student. Group sexual aggression.

2009-2013: PhD co-supervision of Ross Bartels, full-time student. The cognitive processes underlying deviant sexual fantasy.

2009-2011: ForenPsyD supervision of Poppy Cullen. An Investigation into Personality Typologies of Adolescent Sexual Offenders

2008-2010: ForenPsyD supervision of Eleanor Haddock. Investigating gang

involvement in young people.

2013-2014: MA Criminology Committee member for Alyx Ivany

2004-2013: Primary supervisor of 25+ MSc students and 3 ForenPsyD regarding the development and implementation of research projects.

Facilitation of Reflective Practice groups for Forensic Doctorate students

AWARDS/ GRANTS RECEIVED

Harkins, L & Holmes, M. (2015). Investigation of sex offender's socio-affective deficits using novel assessment approaches. UOIT Office of Research Services/Social Sciences and Humanities Research Council of Canada (Small Research Grant. \$3,771.

Bilby, C., Caulfield, L, Parkes, R., & Harkins, L. (2012). Enrichment activities? Arts and creativity in criminal justice systems Seminar Series. Economic and Social Research Council, UK. £17,372

Dixon, L, Harkins, L., Larkin, M, & Christian, J. (2012). Understanding the sexual experiences and beliefs of British urban street gang youth to inform preventative practice. National Organisation for the Treatment of Abuser. £4,919.

Harkins, L., Beech, A.R., & Sawyer, S. (2011). The role of group process factors in group member satisfaction and successful completion of sex offender treatment: A multinational examination. National Organisation for the Treatment of Abuser. £5,000.

Bartels, R., Harkins, L., & Beech, A.R. (2010). The Assessment of Deviant Sexual Interests and Fantasies using the Sorting Paired Features Task, Go/No-Go Task, and Lexical Decision Task. National Organisation for the Treatment of Abuser. £5,184.

Harkins, L., Woodhams, J., Hamilton-Giachritsis, C., & Dixon, L. (2010). Developing professional skills for forensic psychology graduates using workplace simulations. Higher Education Academy Psychology Network Miniproject. £6000.

Harkins, L. (2010). The impact of sex offender denial on treatment and sexual recidivism University of Birmingham School of Psychology Research Start-up funds. £1870.

Woodhams, J., & Harkins, L. (2010). Effective Interventions with Offenders. Ministry of Justice PhD studentship. £24,000

Beech, A.R., & Harkins, L. (2008). Evaluation of the Good Lives component of the Northumbria (Probation) Sex Offender Treatment Programme. Ministry of Justice. £19953.

Beech, A.R., & Harkins, L. (2007). Evaluation of Geese Theatre's Reconnect Programme. Geese Theatre Company. £8744.

Beech, A.R. & Harkins, L. (2007).). Evaluation of West Midlands Probation Service's Sex Offender Treatment Programme. Report prepared for the West Midlands Probation Service. West Midlands Probation Service. £6000.

Harkins, L. (2007). Factors influencing the Therapeutic Climate of Sexual Offender Group Treatment and their Relationship to Treatment Progress. Association for the Treatment of Sexual Abusers Student Investigator Grant. \$10,850.

2004-2007. University of Birmingham School of Psychology Post-Graduate Studentship

2003-2004. OISE/ UT Adult Education, Community Development, and Counseling Psychology Departmental Scholarship

JOURNAL ARTICLES

- Published** Bartels, R.M., Harkins, L., Harrison, S.C., Beard, N., & Beech, A.R. (in press). The effect of bilateral eye-movements versus no eye-movements on sexual fantasies. *Journal of Behaviour Therapy and Experimental Psychiatry*
- Da Silva, T., Woodhams, J. & Harkins, L. (2018). 'An adventure that went wrong': Reasons given by convicted perpetrators of multiple perpetrator sexual offending for their involvement in the offense. *Archives of Sexual Behaviour, 47*, 443–456.
- Loney, D.M. & Harkins, L. (2018). Examining the good lives model and antisocial behaviour. *Psychology, Crime & Law, 24*, 38-51.
- Stephenson, Z., Woodhams, J. & Harkins, L. (2017). The sequencing and delivery of interventions: Views of imprisoned for public protection (IPP) prisoners in the UK. *Journal of Forensic Psychology: Research and Practice, 17*, 275-294
- Bartels, R.M., Harkins, L., & Beech, A.R. (2017). The influence of fantasy proneness, dissociation, and vividness of mental imagery on male's aggressive sexual fantasies. *Journal of Interpersonal Violence*, Advance Online Publication, 1-24.
- Bartels, R.M., Beech, A.R., Harkins, L. & Thornton, D. (2017). Assessing sexual interest in children using the Go/No-Go Association Test. *Sexual Abuse: A Journal of Research and Treatment*, Advance Online Publication.
- Kewley, S., Larkins, M., Harkins, L., & Beech, A.R. (2017). Restoring identity: The use of religion as a mechanism to transition between an identity of sexual offending to a non-offending identity. *Criminal Justice and Behaviour, 17*, 79-96.
- Watson, S., Harkins, L. & Palmer, M. (2016). The experience of deniers on a community sex offender group programme. *Journal of Forensic Psychology Practice, 16*. 374-392.
- Kewley, S., Beech, A.R., & Harkins, L. (2015). Examining the role of faith community groups with sex offenders: A systematic review. *Aggression and Violent Behaviour, 25*, 142-149.
- Da Silva, T., Woodhams, J., & Harkins, L. (2015). Multiple perpetrator rape: A critical review of existing explanatory theories. *Aggression and Violent Behaviour, 25*, 150-158.
- Kewley, S., Beech, A., Harkins, L., & Bonsall, H. (2015). Effective risk management planning for those convicted of sexual offending. *Journal of Aggression, Conflict, and Peace Research, 7*, 237-257.

- Niebieszczanski, R. Harkins, L., Judson, J., Smith, K., & Dixon, L. (2015). The role of moral disengagement in street gang offending. *Psychology, Crime, and Law, 21*, 589-605
- Jones, E., Harkins, L., & Beech, A.R (2015). The development of a new risk model: The Threat Matrix. *Legal and Criminological Psychology, 20*, 165-175.
- Tew, J., Harkins, L., & Dixon, L. (2015). Assessing the validity of the Self Report Psychopathy Scale in a UK offender population. *Journal of Forensic Psychiatry and Psychology, 26*, 166-184.
- Harkins, L., Howard, P., Barnett, G., Wakeling, H., & Miles, C. (2015). Relationships between denial, risk, and recidivism in sexual offenders. *Archives of Sexual Behaviour, 44*, 157-166.
- Da Silva, T., Woodhams, J. & Harkins, L. (2014). Heterogeneity within multiple perpetrator rapes: A national comparison of lone, duo and 3+ perpetrator rapes. *Sexual Abuse: A Journal of Research and Treatment, 26*, 503-522.
- Kloess, J.A., Beech, A.R., & Harkins, L. (2014). Online Child Sexual Exploitation: Prevalence, Process, Offender Characteristics. *Trauma, Violence and Abuse, 15*, 126-139.
- Harkins, L., Beech, A.R., & Thornton, D. (2013). The influence of risk and psychopathy on the therapeutic climate in sex offender treatment. *Sexual Abuse: A Journal of Research and Treatment, 25*, 103-122.
- Harkins, L., Flak, V. E., & Beech, A.R., & Woodhams, J. (2012). Evaluation of a community-based sex offender treatment program using a Good Lives Model approach. *Sexual Abuse: A Journal of Research and Treatment, 24*, 519-543.
- Beech, A.R., & Harkins, L. (2012). DSM-IV Paraphilias: Descriptions, demographics and treatment interventions. *Aggression and Violent Behaviour, 17*, 527-539.
- Tew, J., Dixon, L., Harkins, L. & Bennett, A. (2012). An investigation into changes in anger and aggression in participants of Chromis: a programme for violent offenders with high levels of psychopathic traits. *Criminal Behaviour and Mental Health, 22*, 191-201
- Brown, S.J., Harkins, L. & Beech, A.R. (2012). General and victim specific empathy: Associations with actuarial risk, treatment outcome and sexual recidivism. *Sexual Abuse: A Journal of Research and Treatment, 24*, 411-430.
- Woodhams, J., Cooke, C., Harkins, L. & da Silva, T. (2011). Leadership in multiple perpetrator rape. *Journal of Interpersonal Violence, 27*, 728-752.
- Abracen, J., Looman, J., Ferguson, M., Harkins, L., Mailloux, D., & Serin, R. (2011). Recidivism among treated sexual offenders and comparison subjects: Recent outcome data from the Regional Treatment Centre (Ontario) High Intensity Sex Offender Treatment Program. *Journal of Sexual Aggression, 17*, 142-152.

Harkins, L, Pritchard, C., Haskayne, D., Watson, A., & Beech, A.R. (2011). Evaluation of Geese Theatre's Reconnect program: Addressing resettlement issues in prison. *International Journal of Offender Therapy and Comparative Criminology*, 55, 546-566.

Harkins, L., Beech, A.R., & Goodwill, A.M. (2010). Examining the influence of denial, motivation, and risk in sexual offenders. *Sexual Abuse: A Journal of Research and Treatment*, 22, 78-94.

Harkins, L. & Dixon, L. (2010). Sexual offending in groups: An examination. *Aggression and Violent Behaviour*, 15, 87-99.

Langton, C.M., Barbaree, H.E., Harkins, L., Peacock, E.J., Arenovich, T. (2008). Further investigation of findings reported for the MnSOST-R. *Journal of Interpersonal Violence*, 23, 1363-1379.

Langton, C.M., Barbaree, H.E., Harkins, L., Arenovich, T., McNamee, J., Peacock, E.J., et al. (2008). Denial and minimization among sex offenders: Post-treatment presentation association with sexual recidivism. *Criminal Justice and Behaviour*, 35, 69-98.

Harkins, L., & Beech, A.R. (2008). Examining the impact of mixing child molesters and rapists in group-based cognitive behavioural treatment for sexual offenders. *International Journal of Offender Therapy and Comparative Criminology*, 52, 31-45.

Harkins, L., & Beech, A.R. (2007). A review of the factors that can influence the effectiveness of sexual offender treatment: Risk, need, responsivity, and process issues. *Aggression and Violent Behaviour*, 12, 616-627.

Langton, C. M., Barbaree, H. E., Hansen, K. T., Harkins, L., & Peacock, E. J. (2007). Reliability and validity of the Static-2002 among adult sex offenders with reference to treatment status. *Criminal Justice and Behaviour*, 34, 616-640.

Harkins, L. & Beech, A.R. (2007). Measurement of the effectiveness of sex offender treatment. *Aggression and Violent Behaviour*, 12, 36-44.

Langton, C. M., Barbaree, H. E., Seto, M. C., Peacock, E. J., Harkins, L., & Hansen, K. T. (2007). Actuarial assessment of risk for reoffense among adult sex offenders: Evaluating the predictive accuracy of the Static-2002 and five other instruments. *Criminal Justice and Behaviour*, 34, 37-59.

Langton, C. M., Barbaree, H. E., Harkins, L., & Peacock, E. J. (2006). Sex offenders' response to treatment and its association with recidivism as a function of psychopathy. *Sexual Abuse. A Journal of Research and Treatment*, 18, 99-120.

BOOKS AND BOOK CHAPTERS

Harkins, L. (In press). Essay 'No single path but persistence and guidance can get you

- there'. In C.R. Bartol & A.M. Bartol (Eds). Introduction to forensic psychology (5th Ed). Thousand Oaks: Sage
- Harkins, L. (In press). Sexual offenders: Treatment outcome research. In R.D. Morgan (Ed.). *The Sage encyclopedia of criminal psychology*. Thousand Oaks: Sage.
- Collins, C., Harkins, L. & Dadgardoust, L. (in press). Assessing the therapeutic needs of sexual offenders. In J.L. Ireland, C. Ireland, & P. Birch (Eds.), *Violent and sexual offenders: Assessment, treatment, and management* (2nd Ed.). UK: Willan.
- Kewley, S., Harkins, L., Beech, A.R., & Larkin, M. (2018). Incarcerated child sexual offenders and the reinvention of self through religious and spiritual affiliation. In K. R. Kerley (Ed.) *Finding Freedom in Confinement: The Role of Religion in Prison Life*. Santa Barbara: ABC-CLIO, LLC.
- Harkins, L, Ware, J. & Mann, R. (2017). Intervention with dangerous offenders. In G. Davies & A.R. Beech (Eds.), *Forensic psychology: Crime, justice, law, interventions* (3rd ed.). Chichester: Wiley.
- Bartels, R.M., Beech, A.R., & Harkins, L. (2017). Rape. In B.K. Puri & I. Treasaden (Eds.) *Forensic Psychiatry*. London: Hodder Arnold (Health Sciences).
- Wilcox, D.T., Garrett, T, & Harkins, L. (Eds.). (2015). *Sex offender treatment: A case study approach to issues and interventions*. Wiley-Blackwell.
- Wilcox, D.T., Garrett, T., & Harkins, L (2015). The continuing need for individualised interventions with sex offenders. In D.T. Wilcox, T. Garrett, & L. Harkins (Eds.), *Sex offender treatment: A case study approach to issues and interventions*. Wiley-Blackwell.
- Ware, J & Harkins, L. (2015). Addressing denial. In D.T. Wilcox, T. Garrett, & L. Harkins (Eds.), *Sex offender treatment: A case study approach to issues and interventions*. Wiley-Blackwell.
- Harkins, L., Garrett, T., & Wilcox, D.T., (2015). Conclusions: Reflections and formulations. In D.T. Wilcox, T. Garrett, & L. Harkins (Eds.), *Sex offender treatment: A case study approach to issues and interventions*. Wiley-Blackwell.
- DaSilva, T., Woodhams, J. & Harkins, L. (2013). Multiple perpetrator rape: An international phenomenon. In M. Horvath & J. Woodhams (Eds.) *Handbook on the study of multiple perpetrator rape* (p.10-36). Oxford: Routledge.
- Tew, J., Harkins, L. & Dixon, L. (2013). What works in reducing violent reoffending in psychopathic offenders. In L. Craig, L. Dixon, & T. Gannon (Eds.). *What works in offender rehabilitation: An evidence based approach to assessment and treatment* (p.129-141). Chichester: Wiley-Blackwell.
- Harkins, L. & Dixon, L. (2013). A multi-factorial approach to understanding multiple perpetrator sexual offending. In T. Gannon & J. Wood (Eds.) *Crime and crime reduction: The importance of group processes* (p.75-95). New York: Routledge.
- Harkins, L. & Beech, A.R. (2012). Paraphilias and sexual offending. In P. Sturmey & M. Hersen (Eds.), *Handbook of evidence-based practice in clinical psychology* (p. 437-458). Chichester: Wiley.

Harkins, L., Ware, J., & Mann, R (2012). Treating dangerous offenders. In G. Davies & A.R. Beech (Eds.) *Forensic Psychology* (349-368), 2nd Ed. Chichester: Wiley

Harkins, L. & Thomas-Peter, B. (2010). Treatment of sex offenders. In J. Brown, J. & E. Campbell, E. (Eds.), *Cambridge handbook of forensic psychology* (p.434-440). Cambridge: Cambridge University Press.

Craig, L.E., Beech, A.R., & Harkins, L. (2009). The predictive accuracy of risk factors and frameworks. In A. R. Beech, L.E. Craig, & K.D. Browne (Eds.), *Assessment and treatment of sex offenders* (p. 53-75). Chichester: Wiley.

Harkins, L., & Beech, A.R. (2009). Assessing therapeutic needs for sex offenders. In J.L.Ireland, C. Ireland, & P. Birch (Eds.), *Violent and sexual offenders: Assessment, treatment, and management* (p.97-131). UK: Willan.

REPORTS

Harkins, L., Abracen, J., Looman, J., & Maillet, G. (2011). *Within-treatment change on dynamic predictors of sexual offense recidivism*. Correctional Service of Canada Research Report No. R-240

Harkins, L., Haskayne, D., Watson, A., Beech, A.R., & Sweeney, C. (2009). *Evaluation of Geese Theatre's Inside Talk Programme*. Report prepared for the Geese Theatre Company.

Harkins, L., Flak, V.E., & Beech, A.R.. (2008). *Evaluation of the N-SGOP Better Lives Programme*. Report prepared for the Ministry of Justice.

Harkins, L., Flak, V.E., & Beech, A.R.. (2007). *Evaluation of West Midlands Probation Service's Sex Offender Treatment Programme*. Report prepared for the West Midlands Probation Service.

PRESENTATIONS

Conference Organisation Harkins, L & Craig, L. (2012, October). *New Directions in Sex Offender Practice*, University of Birmingham, Birmingham, UK.

Harkins, L & Craig, L. (2011, October). *New Directions in Sex Offender Practice*, University of Birmingham, Birmingham, UK.

Conference Invited Symposia Harkins, L. (2010, June). *Examining Sex Offender Denial: Implications for Assessment and Treatment*. British Psychological Society Division of Forensic Psychology Annual Conference, Canterbury, Kent, UK.

Conference Invited talks Harkins, L., Flak, V., Beech, A.R., & Woodhams, J. (2011, June). *Evaluating and Implementing a Good Lives Approach to the Treatment of Sexual Abusers*. Stockholm Criminology Symposium, Stockholm, Sweden.

Harkins, L. & Dixon, L. (2011). *What do we know about multiple perpetrator sex offending?* British Psychological Society Seminar Series on Multiple Perpetrator

Rape, University of Birmingham, Birmingham, UK.
Harkins, L. (2011, November). *The Good Lives Model*. Criminal Sanctions Agency Seminar, Helsinki, Finland.

**Invited
Workshops**

Dixon, L., & Harkins, L. (2010, March). *Risk assessment and gang sexploitation: What does psychology have to say?* Presented at Gangology, UK: How to reclaim the streets, Birmingham, UK.

Thornton, D. & Harkins, L. (2008, September). *Implications of denial for assessment and treatment*. Paper presented at the 18th Annual Conference of the National Organisation for the Treatment of Abusers, Cardiff, Wales.

**Conference
Symposia
Organiser and
Chair**

Harkins, L. (2014, October). *Factors influencing multiple perpetrating sexual offending*. Annual Conference of the Association for the Treatment of Sexual Abusers, San Diego, US.

Harkins, L. (2011, November). *Indirect approaches in assessing factors related to sexual offending*. Annual Conference of the Association for the Treatment of Sexual Abusers, Toronto, Canada.

Harkins, L. & Woodhams, J. (2011, September). *Advancing our understanding of multiple perpetrator sex offending*. Annual Conference for the National Organisation for the Treatment of Abusers, Brighton, UK.

Harkins, L., & Beech, A.R. (2008, October). *Examining the role of psychopathy in sex offender treatment*. Presented at the 27th Annual Conference of the Association for the Treatment of Sexual Abusers, Atlanta, Georgia, USA.

**Invited
Departmental
Talks**

Harkins, L (2011, September). *Evaluation of a Good Lives Model approach*. Opening of Centre of Research and Education in Forensic Psychology, University of Kent, Canterbury, Kent.

Harkins, L (2010). *Examining the role of denial in sexual recidivism*. Coventry University.

Harkins, L. (2010). *Examining the role of denial in sexual recidivism*. University of Kent.

**Conference
Individual
Papers**

Collins, C. Harkins, L., & O' Ciardha, C. (March 2017). *Offense-avoidance strategies used by minor-attracted person*. Annual conference of American Psychology-Law Society, Portland, OR.

Dadgardoust, L, Heasman, A., & Harkins, L. (November, 2016). *Denial, level of risk, and program participation among men with sexual offences*. Annual Conference for the Association for the Treatment of Sexual Abusers, Orlando, FL.

Loney, D.M., Harkins, L., & Zidenberg, A. (November, 2016). *Validating the Measure of Life Priorities: A questionnaire based measure of Good Lives Model Goods*. Annual

Conference for the Association for the Treatment of Sexual Abusers, Orlando, FL.

Harkins, L. & Brown, V. (November, 2016). *Rape supportive cognitions and proclivity towards multiple perpetrator sex offending*. Annual Conference for the Association for the Treatment of Sexual Abusers, Orlando, FL.

Loney, D.M & Harkins, L. (2016, March). *An examination of the relationship between Good Lives Model goods and antisocial behaviours*. Annual conference of American Psychology-Law Society, Atlanta, GA.

Dadgardoust, L, & Harkins, L. (2016, March). *Treatment responsivity of victim age polymorphic sex offenders*. Annual conference of American Psychology-Law Society, Atlanta, GA.

Harkins, L. Yapp, D., Farrukh, M., O Ciardha, C & Alleyne, E. (2015, October). *The relationship between rape supportive cognitions and a proclivity towards multiple perpetrator sex offending*. Annual Conference for the Association for the Treatment of Sexual Abusers, Montreal, QC.

Loney, D.M & Harkins, L. (2015, August). *Examining the relationships between life priorities and offending*. Annual Conference for the American Psychological Association, Toronto, ON.

Zidenberg, A.M. & Harkins, L (2015, August). *Peer influence on perceptions of sexual coercion*. Poster presented at Annual Meeting of International Association of Sex Research, Toronto, ON.

Harkins, L., Dixon, L., Hutson, C., Deroux, K., King, M., & Ostridge, L. (2014). *Peer influence on perceptions of sexual coercion*. Annual Conference of the Association for the Treatment of Sexual Abusers, San Diego, US.

Harkins, L., Howard, P., Barnett, G., & Wakeling, H. (2011, November). *Relationships between denial, risk, and recidivism in sexual offenders*. Annual Conference of the Association for the Treatment of Sexual Abusers, Toronto, Canada.

Harkins, L., Dixon, L. & Lenjesson, M. (2011, September). *Multiple perpetrator sexual offenses: Comparison of pair and group offenses*. National Organisation for the Treatment of Abusers, Brighton, UK.

Harkins, L., Flak, V., & Beech, A.R. (2010, October). *Evaluation of a community-based treatment programme using a Good Lives approach*. Paper presented at the 29th Annual Conference of the Association for the Treatment of Sexual Abusers, Phoenix, Arizona, USA.

Harkins, L., Thornton, D, & Beech, A.R. (2009, October). *The use dynamic risk domains assessed using psychometric measures, to revise relative risk assessments using Static 2002 and Risk Matrix 2000*. Paper presented at the 28th Annual Conference of the Association for the Treatment of Sexual Abusers, Dallas, Texas,

USA.

Harkins, L., Beech, A.R., & Goodwill, A.M. (2009, June). *The Influence of Actuarial Risk and Denial on Sexual Recidivism*. International Academy of Law and Mental Health Annual Conference. New York, New York, USA.

Harkins, L., Beech, A.R., & Goodwill, A.G. (2008, August). *The influence of denial and actuarial risk on sexual recidivism*. Paper presented at the 10th Bi-Annual Conference of the International Association for the Treatment of Sexual Offenders, Cape Town, South Africa.

Harkins, L., Beech, A.R., & Goodwill, A.G. (2007, November). *The influence of denial and actuarial risk on sexual recidivism*. Paper presented at the 26th Annual Conference of the Association for the Treatment of Sexual Abusers, San Diego, California.

Harkins, L., Beech, A.R., & Oliver, C. (2007, July). *Identification of sexual and violent motivations in rapists: Implications for treatment*. Paper presented at the 3rd Annual Conference of the International Congress of Psychology and Law, Adelaide, South Australia.

Looman, J., Abracen, J., & Harkins, L. (2005, July). *Assessment of in-treatment change with sexual offenders*. Paper presented at the 17th Annual Conference of the World Congress of Sexology, Montreal, Quebec.

Looman, J., Abracen, J., & Harkins, L. (2004, October). *Relapse Prevention Evaluation Test: Data from the Regional Treatment Center Sex Offender Treatment Program (RTCSOTP)*. Paper presented at the 23rd Annual Conference of the Association for the Treatment of Sexual Abusers, Albuquerque, New Mexico

Abracen, J., Looman, J., Mailloux, D., Harkins, L., Serin, R., & Malcolm, P.B. (2003, October). *Recidivism among treated and matched comparison subjects*. Paper presented at the 22nd Annual Conference of the Association for the Treatment of Sexual Abusers, St. Louis Missouri.

Langton, C.M., Barbaree, H.E., & Harkins, L. (2003, October). *Failure to complete sexual offender treatment and sexual recidivism: Do actuarial risk or psychopathy account for the association?* Paper presented at the 22nd Annual Conference of the Association for the Treatment of Sexual Abusers, St. Louis Missouri.

Lecce, S., Blankstein, K.R., Pavri, S., Harkins, L., Winkworth, G., Halsall, J., & Williams, M. (2003, August). *UTM Longitudinal study of adjustment and academic performance*. Paper presented at the 111th Annual Conference of the American Psychological Association, Toronto Ontario.

Langton, C.M., Harkins, L., Peacock, E., & Barbaree, H.E. (2003, August). *Core dimensions underlying risk assessment instruments for sex offenders*. Paper presented at the 111th Annual Conference of the American Psychological Association, Toronto Ontario.

Harkins, L., Langton, C.M., Peacock, E., & Barbaree, H.E. (2003, August). *Predictive*

Validity of Risk Assessment Instruments with Sexual Offenders. Paper presented at the 111th Annual Conference of the American Psychological Association, Toronto Ontario.

Harkins, L., Blankstein, K.R., Jalali, D., Krawczyk, B., & Wheeler, H. (2003, August). *Self-critical perfectionism: Analysis of mediation and scale development.* Paper presented at the 111th Annual Conference of the American Psychological Association, Toronto Ontario.

Langton, C.M., Barbaree, H.E., Harkins, L., Seto, M.C., & Peacock, E. (2003, June). *Does treatment-related information and PCL-R score add to the accuracy of an actuarial assessment of risk for sexual recidivism?* Paper presented at the 64th Annual Conference of the Canadian Psychological Association, Hamilton Ontario.

Langton, C.M., Barbaree, H.E., Harkins, L., Seto, M.C., & Peacock, E. (2002, October). *Evaluating the predictive validity of seven risk assessment instruments for sex offenders.* Paper presented at the 21st Annual Conference of the Association for the Treatment of Sexual Abusers, Montreal Quebec.

Langton, C.M., Barbaree, H.E., Seto, M.C., Harkins, L., & Peacock, E. (2002, October). *How should we interpret behaviour in treatment.* Paper presented at the 21st Annual Conference of the Association for the Treatment of Sexual Abusers, Montreal Quebec.

Shannon Vettor, PhD.
126 Brunswick Avenue, Toronto ON M5S 2M2
Curriculum Vitae
slvettor@gmail.com

PERSONAL DETAILS

Date of Birth: 30.08.80 Nationality: Canadian Tel: (289) 923-7185

ACADEMIC QUALIFICATIONS

2008 – 2012 PhD. in Forensic Psychology, University of Birmingham.
Thesis: *Offender profiling: A review, critique, and an investigation of the influence of context, perception, and motivations on sexual offending.*
Supervisor: Prof. Anthony Beech & Dr. Jessica Woodhams

2004 – 2005 MSc in Psychology and Investigation, University of Liverpool.
Dissertation: *Specialised offenders: Their versatile criminal histories and careers.*
Supervisors: Prof. David Canter & Dr. Donna Youngs

1999 – 2003 Honours BSc. Double Major in Psychology and Crime & Deviance, University of Toronto.
Research Projects: *Effect of the presence of the opposite sex on eating habits on attitudes of homosexuality on campus*

EMPLOYMENT

2015 – Present	Academic Associate in Psychology, University of Ontario Institute of Technology
2013 – 2015	Sessional Instructor in Psychology, University of Ontario Institute of Technology
2009 – 2012	Associate Lecturer in Forensic Psychology, The Open University
2009 – 2011	Early Assessment Research Assistant for Brighter Futures Team, Birmingham City Council
2008 – 2012	Teaching Assistant in Psychology, University of Birmingham
2006 – 2008	Research Associate in Child Maltreatment, University of Birmingham
2004 – 2005	Research Assistant in Psychology, University of Liverpool
2003 – 2004	Teaching Assistant in Psychology, University of Ontario Institute of Technology
2003 – 2004	Research Assistant in Sociology, University of Toronto

TEACHING EXPERIENCE

Courses taught at The University of Ontario Institute of Technology:

- PSYC1000 Introduction to Psychology

- PSYC2010 Development Psychology
- PSYC2020 Social Psychology
- PSYC2030 Abnormal Psychology
- PSYC3060 Personality Psychology
- PSYC3210 Forensic Psychology
- PSYC3320 Eyewitness Psychology
- PSYC3400 Investigative Psychology
- PSYC3500 Stereotypes & Prejudice
- PSYC3999 Special Topics: Psychology of Criminal Behaviour
- PSYC4999 Special Topics: Offender Profiling
- PSYC4999 Special Topics: Antisociality

Courses taught at The Open University:

- D873: Witnesses, Experts, and Evidence on Trial

Courses taught at The University Birmingham:

- Community Engagement talk: Forensic Psychology and Offender Profiling
- UG Third Year lecture: Offender Profiling
- Graduate lecture: Professional Writing, Training, and Presentation Skills
- Graduate lecture: Development of a Training and Information Package and Poster
- Graduate lecture: Advanced Multivariate Statistics

SUPERVISION EXPERIENCE

2016 to 2017	Honours Thesis Supervision at the University of Ontario Institute of Technology
2008 to 2012	Masters of Science Student Supervision at the University of Birmingham
2009 to 2012	Supervision of students on the Witnesses, Experts, and Evidence on Trial
Masters	Module at The Open University

RESEARCH

PUBLICATIONS:

Peer Reviewed Academic Journals

Healey, J., Beauregard, E., Beech, A.R., & Vettor, S. (2016). Is the sexual murderer a unique type of offender? A typology of violent sexual offenders using crime scene behaviours. *Sexual Abuse: Journal of Research and Treatment*, 28, 512-533.

Griffin, H.L., & Vettor, S. (2012). Predicting sexual re-offending in a UK sample of learning disabled adolescents. *Journal of Sexual Aggression*, 18, 64-80.

Academic Books

Vettor, S., Beech, A.R., & Woodhams, J. (2014). Rapists and sexual murderers: Combined pathways to offending. In J. Proulx, E. Beauregard, P. Lussier, & B. Lecler

c (eds). *Pathways to Sexual Aggression*. Routledge: Taylor & Francis Group

Vettor, S., Woodhams, J., & Beech, A.R. (2014). Offender Profiling: A review and critique of the approaches and major assumptions. In *Crime: International Perspectives, Socioeconomic Factors and Psychological Implications*. Nova Publications.

Ioannou, M., & Vettor, S. (2008). Social explanations of crime. In D.V. Canter (ed.) *Criminal Psychology Topics in Applied Psychology* (pp. 37-53). London: Hodder Arnold.

Published Official Reports

Browne, K.D., Hamilton-Giachritsis, C.E., & Vettor, S. (joint authors) (2007). The Cycles of Violence: The relationship between childhood maltreatment and the risk of later victimisation and antisocial offending. *World Health Organisation Policy Briefing*. Geneva: WHO.

Browne, K.D., Hamilton-Giachritsis, C.E., & Vettor, S. (joint authors) (2007). Preventing Child Maltreatment in Europe: A Public Health Approach. *World Health Organisation Policy Briefing*. Geneva: WHO.

Browne, K.D., Vettor, S., & Dejanovic, V. (2006). Report to UNICEF and the Government of Serbia on deinstitutionalising and transforming services for children in Serbia. *UNICEF*.

CONFERENCE COMMUNICATIONS:

Published abstracts

Vettor, S., Beech, A.R., & Woodhams, J. (2011). *Rapists and sexual murderers: Combined pathways to offending*. Paper presented at the 4th International Congress on Psychology and Law, in conjunction with the 2011 Annual Meeting of the American Psychology-Law Society, Miami, Florida, USA. 2-5 March 2011.

Browne, K., and Vettor, S. (2006). *WHO Information and Training Package on the Prevention of Child Abuse and Neglect*. Workshop given at the 14th ISPCAN International Congress on Child Abuse and Neglect. York, England. 3-6 September 2006.

Conference Presentations

Vettor, S., Beech, A.R., & Woodhams, J. (2011). *Rapists and sexual murderers: Combined pathways to offending*. Paper presented at the 4th International Congress on Psychology and Law, in conjunction with the 2011 Annual Meeting of the American Psychology-Law Society, Miami, Florida, USA. 2-5 March 2011.

Vettor, S., and Goodwill, A. (2008). *Offender Profiling: Perceptions, Motivations, and Context*. Presentation at the Current and Future Research Initiatives in Forensic Psychology. Birmingham, England. 11th June 2008.

Poster Presentations

Caro Arroyave, S. & Vettor, S. (2017). *The effects of pornography on multiple perpetrator rape cognitions*. Poster presented at the Forensic Psychology in Canada Conference, Ottawa, Ontario, Canada. 25-27 April 2017.

Vettor, S., Beech, A.R., & Woodhams, J. (2011). *Routine activities and rational choice: Towards an integrated theory of offender profiling*. Poster presented at the 4th International Congress on Psychology and Law, in conjunction with the 2011 Annual Meeting of the American Psychology-Law Society, Miami, Florida, USA. 2-5 March 2011.

Vandam, A. & Vettor, S. (2017) *Public perception of police and the influence of media*. Poster presented at the Forensic Psychology in Canada Conference, Ottawa, Ontario, Canada. 25-27 April 2017.

OTHER PROFESSIONAL EXPERIENCE

2014 – 2016 **Volunteer** for Department of Medicine, University of Toronto
2010 – 2013 **Circles of Accountability and Support**, Lucy Faithful Foundation

PROFESSIONAL DEVELOPMENT

Clinical Practice Guideline for PTSD (1 hour). American Psychological Association Webinar. 12th December 2017.
Applied Suicide Intervention Training (16 hours). LivingWorks Education. University of Ontario Institute of Technology, Oshawa, Ontario, Canada. 18-19th December 2017

REFERENCES

Dr. Brian Cutler
Faculty of Social Science & Humanities
Department of Forensic Psychology
University of Ontario Institute of Technology
2 Simcoe Street South, Oshawa, ON L1H 8C1
Brian.Cutler@uoit.ca

Dr. Leigh Harkins
Faculty of Social Science & Humanities
Department of Forensic Psychology
University of Ontario Institute of Technology
2 Simcoe Street South, Oshawa, ON L1H 8C1
leigh.harkins@uoit.ca

Professor Anthony Beech
School of Psychology
University of Birmingham
Edgbaston, Birmingham
England B15 2TT

a.r.beech@bham.ac.uk

Curriculum Vitae
June 2017

Kimberley A. Clow

University of Ontario Institute of Technology (UOIT)

Faculty of Social Science & Humanities

EDUCATIONAL BACKGROUND

Doctor of Philosophy in Social Psychological Research; University Of Western Ontario; 2002
Challenging the Pervasiveness of Sex and Race Categorisations: Looking at the Mental Representations of Familiar Others
Advisor: Victoria M. Esses

Master of Arts in Social Psychological Research; University Of Western Ontario; 1998
Developing Group Stereotypes from Descriptions of Group Members: An Individual Difference Approach
Advisor: Victoria M. Esses

Bachelor of Arts in Psychology; University Of Waterloo; 1996
Individualism and Collectivism: Gender Differences or Gender Similarities?
Advisor: Michael Ross

ACADEMIC AND PROFESSIONAL EXPERIENCE

Associate Professor; UOIT	2009 – present
Assistant Professor; UOIT	2004 – 2009
Lecturer; University of Western Ontario	2002 – 2004
Lecturer; King's University College	2002 – 2004

PROFESSIONAL AFFILIATIONS

American Psychological and Law Society (AP-LS)
American Society of Criminology (ASC)
Society for the Psychological Study of Social Issues (SPSSI)

RESEARCH INTERESTS

Stereotypes, Prejudice & Discrimination
Wrongful Conviction
Gender Roles

PUBLICATIONS

Journal Articles (* Indicates a student author)

- Savage, M.E., Clow, K.A., Schuller, R.A., & Ricciardelli, R. (in press). After exoneration: How attributions of responsibility impact perceptions. *Canadian Journal of Law & Society*.
- Ricciardelli, R., **Clow, K.A.**, & Adjordan, M. (in press). Examining determinants of parole conditions among federal releases. *The Prison Journal*.
- *Blandisi, I.M., **Clow, K.A.**, & Ricciardelli, R. (2015). Public perceptions of the stigmatization of wrongly convicted individuals: Findings from semi-structured interviews. *The Qualitative Report*, 20(11), 1881-1904.
- Clow, K.A., Ricciardelli, R., & Bartfay, W.J. (2015). Are you man enough to be a nurse? The impact of ambivalent sexism and role congruity theory on perceptions of men and women in nursing advertisements. *Sex Roles*, 72, 363–376. doi: 10.1007/s11199-014-0418-0
- Clow, K.A., & Leach, A.-M. (2015). Stigma and wrongful conviction: All exonerees are not perceived equal. *Psychology, Crime & Law*, 21(2), 172-185. doi: 10.1080/1068316X.2014.951645.
- Clow, K.A., & Leach, A.-M. (2015). After innocence: Perceptions of individuals who have been wrongfully convicted. *Legal and Criminological Psychology*, 20(1), 147-164. doi: 10.1111/lcrp.12018
- Clow, K.A., & Ricciardelli, R. (2014). Public perceptions of wrongful conviction. *Canadian Criminal Law Review*, 18, 183-198.
- Clow, K.A., Ricciardelli, R., & Bartfay, W.J. (2014). Attitudes and stereotypes of male and female nurses: The influence of social roles and ambivalent sexism. *Canadian Journal of Behavioural Science*, 46(3), 446-455. doi: 10.1037/a0034248
- Clow, K.A., *Lant, J.M., & Cutler, B.L. (2013). Perceptions of defendant culpability in pre-trial publicity: The effects of defendant ethnicity and participant gender. *Race and Social Problems*, 5, 250-261. doi: 10.1007/s12552-013-9102-1
- Ricciardelli, R., & Clow, K.A. (2013). The portrayal of elements historically associated with masculine and feminine domains in lad and metrosexual men's lifestyle magazines. *Masculinities and Social Change*, 2(2), 116-145. doi: 10.4471/MCS.2013.26
- Clow, K.A., *Blandisi, I.M., Ricciardelli, R., & Schuller, R.A. (2012). Public perception of wrongful conviction: Support for compensation and apologies. *Albany Law Review*, 75(3), 1415-1438.
- Ricciardelli, R., *Bell, J.G., & Clow, K.A. (2012). "Now I see it for what it really is": The impact of participation in an innocence project practicum on criminology students. *Albany Law Review*, 75(3), 1439-1466.
- Ricciardelli, R., & Clow, K.A. (2012). The impact of an exoneree's guest lecture on students' attitudes toward wrongly convicted persons. *Journal of Criminal Justice Education*, 23(2), 127-147. doi: 10.1080/10511253.2011.590512
- Clow, K.A., & Ricciardelli, R. (2011). Women and men in conflicting social roles: Implications from social psychological research. *Social Issues and Policy Review*, 5(1), 191-226. doi: 10.1111/j.1751-2409.2011.01030.x
- Bartfay, W.J., Bartfay, E., Clow, K.A., & Wu, T. (2010). Attitudes and perceptions towards men in nursing education. *Internet Journal of Allied Health Sciences and Practice*, 8(2), 1-7.
- Clow, K.A., & Esses, V.M. (2010). Mental representation of familiar others: The impact of occupation, sex, and race. *Basic and Applied Social Psychology*, 32(2), 144-154. doi: 10.1080/01973531003738718

- Clow, K.A., & Olson, J.M. (2010). Conceptual-motor compatibility and homonegativity: Approaching and avoiding words associated with homosexuality. *Canadian Journal of Behavioural Science*, 42(4), 222-233. doi: 10.1037/a0020010
- *Ricciardelli, R., Clow, K.A., & White, P. (2010). Investigating hegemonic masculinity: Portrayals of masculinity in men's lifestyle magazines. *Sex Roles*, 63(1-2), 64-78. doi: 10.1007/s11199-010-9764-8
- *Ricciardelli, R., *Bell, J.G., & Clow, K.A. (2009). Student attitudes toward wrongful conviction. *Canadian Journal of Criminology and Criminal Justice*, 51(3), 411-430. doi: 10.3138/cjccj.51.3.411
- *Ricciardelli, R., & Clow, K.A. (2009). Men, appearance, and cosmetic surgery: The role of self-esteem and comfort with the body. *Canadian Journal of Sociology*, 34(1), 105-134.
- Alvi, S., Clow, K.A., & DeKeseredy, W.S. (2008). Woman abuse and resilience in a sample of minority low-income women. *Women's Health and Urban Life*, 7(2), 51-67.
- *Bell, J.G., Clow, K.A., & *Ricciardelli, R. (2008). Causes of wrongful conviction: Looking at student knowledge. *Journal of Criminal Justice Education*, 19(1), 75-96. doi: 10.1080/10511250801892979
- *Bell, J.G., & Clow, K.A. (2007). Student attitudes toward the post-conviction review process in Canada. *Journal of the Institute of Justice & International Studies*, 7, 90-103.
- Clow, K.A., & Esses, V.M. (2007). Expectancy effects in social stereotyping: Automatic and controlled processing in the Neely paradigm. *Canadian Journal of Behavioural Science*, 39(3), 161-173. doi: 10.1037/cjbs20070013
- Clow, K.A., & Scott, H. (2007). Psychopathic traits predicting nursing and criminal justice majors: A pilot study. *Psychological Reports*, 100, 495-498.
- Clow, K.A., & Esses, V.M. (2005). The development of group stereotypes from descriptions of group members: An individual difference approach. *Group Processes & Intergroup Relations*, 8(4), 429-445.

Book Chapters (* Indicates a student author)

- Clow, K.A.** (2017). Does the 'wrongful' part of wrongful conviction make a difference in the job market? In R. Ricciardelli and A.M.F. Peters (Eds.) *After Prison: Navigating Employment and Reintegration* (pp. 243-257). Waterloo: Wilfred Laurier University Press.
- Clow, K.A.**, & Ricciardelli, R. (2015). Wrongly convicted and wrongly incarcerated: Exoneree experiences and public perceptions. In C. Reeves (Ed.) *Experiencing Imprisonment: Research on the Experience of Living and Working in Carceral Institutions* (pp. 264-279). New York: Routledge.
- Ricciardelli, R., & **Clow, K.A.** (2015). Extrapolating the realities of stigma: Correctional officers "seeing" prisoners versus prisoners "seeing" correctional officers. In C. Reeves (Ed.) *Experiencing Imprisonment: Research on the Experience of Living and Working in Carceral Institutions* (pp. 11-26). New York: Routledge.
- Clow, K.A., Ricciardelli, R., & *Cain, T.L. (2012). Stigma-by-association: Prejudicial effects of the prison experience for offenders and exonerees. In D.W. Russell and C.A. Russell (Eds.) *The Psychology of Prejudice: Interdisciplinary Perspectives on Contemporary Issues* (pp. 127-154). New York: Nova Science Publishers, Inc.

Clow, K.A., Leach, A-M, & Ricciardelli, R. (2011). Life after wrongful conviction. In B.L. Cutler (Ed.) Conviction of the Innocent: Lessons from Psychological Research (pp. 327-341). Washington: APA Books.

Clow, K.A., & Ricciardelli, R. (2010). Ambivalence in stereotypes and attitudes: The implications of possessing positive and negative perceptions. In E.L. Simon (Ed.), Psychology of Stereotypes (pp. 243-264). New York: Nova Science Publishers, Inc.

Other Publications (* Indicates a student author)

*Cullen, B., & Clow, K.A. (2011). Community Capacity Inventory of Immigration Services in Durham Region. Report for the Welcoming Communities Initiative and Durham Region.

Bartfay, W.J., Bartfay, E., Clow, K., D'Astolfo, J. (2008). Issues and challenges facing men in nursing in Canada: A discussion and five year strategic plan. Report for the Canadian Men in Nursing Group (CMNG).

Clow, K.A., & *Bell, J.G. (2007). Post-conviction review: Student perception. The AIDWYC Journal, 8, 40-41.

Clow, K.A., & *Bell, J.G. (2006). How much do university students know about wrongful convictions? The AIDWYC Journal, 7, 40.

CONFERENCE PRESENTATIONS (* Indicates a student author)

*Farrukh, M., **Clow, K.A.**, & Zaidi, A. (2017, March). Perceptions of criminality toward Canadian Muslims. Paper presented at the annual meeting of the American Psychology-Law Society, Seattle, WA.

*Farrukh, M., **Clow, K.A.**, & Zaidi, A. (2016, November). Perceptions of criminality: Willingness to accuse Muslims. Paper presented at the annual meeting of the American Society of Criminology, New Orleans, LA.

*Cline, C., Ricciardelli, R., & **Clow, K.A.** (2016, May). Perceptions of justice: Factors impacting miscarriages of justice and wrongful convictions through the eyes of Canadian parolees. Paper presented at the annual Qualitative Analysis Conference, St. Catharines, ON.

Clow, K.A., *Farrukh, M., & Ricciardelli, R. (2016, March). Reducing stigma toward exonerees: The impact of education. Paper presented at the annual meeting of the American Psychology-Law Society, Atlanta, GA.

*Lant, J.M., Ricciardelli, R., **Clow, K.A.**, & Adjordan, M. (2016, March). Examining determinations of parole conditions and level of intervention among federal parolees. Paper presented at the annual meeting of the American Psychology-Law Society, Atlanta, GA.

Clow, K.A., *Farrukh, M., & Ricciardelli, R. (2015, November). Adding insult to injury: Stigma and wrongful conviction. Paper presented at the annual meeting of the American Society of Criminology, Washington, DC.

Ricciardelli, R., Adorjan, M., & **Clow, K.A.** (2015, November). The promise and pitfalls of correctional assessment. Paper presented at the annual meeting of the American Society of Criminology, Washington, DC.

- Ricciardelli, R., **Clow, K.A.**, & Adorjan, M. (2015, June). Assessing desistance potential: Examining determinations of parole conditions among federal parolees. Paper presented at the annual meeting of Canadian Sociological Association, Ottawa, Ontario.
- *Skinner, S., & **Clow, K.A.** (2014, August). Wrongful conviction in Canadian newspapers. Paper presented at the annual Student Research Showcase at the University of Ontario Institute of Technology, Oshawa, Ontario.
- *Ivany, A.A, **Clow, K.A.**, Schuller, R. & Ricciardelli, R. (2014, March). Examining the Effects of Apology and Compensation on Perceptions of Exonerees. Poster presented at the annual meeting of the American Psychology-Law Society, New Orleans, Louisiana.
- *Savage, M.E., **Clow, K.A.**, Schuller, R., & Ricciardelli, R. (2014, March). Perceptions of False Confessions: Reducing Prejudice Toward Exonerees Through the Use of Educational Materials. Poster presented at the annual meeting of the American Psychology-Law Society, New Orleans, Louisiana.
- *Ivany, A.A, Ricciardelli, R. & **Clow, K.A.** (2013, November). Manifestations of guilt and justice: Canadian parolees' perceptions of the factors underlying wrongful conviction. Paper presented at the annual meeting of the American Society of Criminology, Atlanta, Georgia.
- *Savage, M.E., **Clow, K.A.**, & Ricciardelli, R. (2013, November). To Compensate or Not: Public Perceptions Towards "Deservingness" of Exonerees Based on Factors Underlying the Erroneous Verdict. Paper presented at the annual meeting of the American Society of Criminology, Atlanta, Georgia.
- *Misir, N.N., & Clow, K.A. (2013, August). Stigmatization of exonerees in the job market. Paper presented at the annual Student Research Showcase at the University of Ontario Institute of Technology, Oshawa, Ontario.
- *Skinner, S., & Clow, K.A. (2013, August). Student attitudes towards rightfully and wrongfully convicted individuals. Paper presented at the annual Student Research Showcase at the University of Ontario Institute of Technology, Oshawa, Ontario.
- Ricciardelli, R., *Ivany, A., & Clow, K.A. (2013, March). Defining wrongful conviction: Perspectives of Canadian federal ex-prisoners. Paper presented at the annual meeting of the American Criminal Justice Sciences, Dallas, Texas.
- *Savage, M.E., Clow, K.A., Schuller, R.A., & Ricciardelli, R. (2013, March). Do wrongful conviction factors and police procedure influence perceptions of a wrongful conviction exoneree? Paper presented at the annual meeting of the American Psychology-Law Society, Portland, Oregon.
- Schuller, R.A., *Dyer, K.J., & Clow, K.A. (2013, March). A profile of wrongful convictions in Canada. Paper presented at the annual meeting of the American Psychology-Law Society, Portland, Oregon.
- *Tolson, D., *Thompson, A.M., Levett, L.M., & Clow, K.A. (2013, March). The role of context in perceptions of exonerees and ex-convicts. Paper presented at the annual meeting of the American Psychology-Law Society, Portland, Oregon.
- Clow, K.A., *Blandisi, I., Ricciardelli, R., & Schuller, R.A. (2012, November). Wrongful conviction and perceptions of the Canadian criminal justice system: Interviews with community members. Paper presented at the annual meeting of the American Society of Criminology, Chicago, Illinois.

- *Ivany, A., Ricciardelli, R., & Clow, K.A. (2012, November). How do cons define wrongful conviction? An investigation of the perspectives of Canadian federal parolees. Paper presented at the annual meeting of the American Society of Criminology, Chicago, Illinois.
- *Savage, M.E., Clow, K.A., Ricciardelli, R., & Schuller, R.A. (2012, November). Perceptions of wrongfully convicted individuals who have been misidentified or false confessed. Paper presented at the annual meeting of the American Society of Criminology, Chicago, Illinois.
- *Colmenero, D.M., *Savage, M.E., & Clow, K.A. (2012, August). Apology and wrongful conviction. Paper presented at the annual Student Research Showcase at the University of Ontario Institute of Technology, Oshawa, Ontario.
- *Li, D., Schuller, R.A., & Clow, K.A. (2012, March). Public perceptions of wrongful conviction and exoneration. Paper presented at the annual meeting of the American Psychology-Law Society, San Juan, Puerto Rico.
- *Lant, J.M., & Clow, K.A. (2012, March). The impact of cognitive load, race, gender, and criminal history on perceptions of defendant guilt in pre-trial publicity. Paper presented at the annual meeting of the American Psychology-Law Society, San Juan, Puerto Rico.
- *Lutchman, K., Sivasubramaniam, D. & Clow, K.A. (2012, March). Public support for restorative justice: Effects of provocation, intent and harm. Paper presented at the annual meeting of the American Psychology-Law Society, San Juan, Puerto Rico.
- Ricciardelli, R., & Clow, K.A. (2012, March). The impact of an exoneree's guest lecture on students' attitudes toward wrongly convicted persons. Invited paper presented at the annual meeting of the Academy of Criminal Justice Sciences, New York City, New York.
- Clow, K.A., Ricciardelli, R., *Cain, T.L., & Baltovich, R. (2011, September). Stigma & wrongful conviction: The influence of government compensation and DNA testing. Paper presented at the annual meeting of the Midwestern Criminal Justice Association, Chicago, Illinois.
- *Cain, T.L., Clow, K.A., & Ricciardelli, R. (2011, August). Stigma and wrongful conviction: Factors influencing student confidence in interacting with exonerees. Paper presented at the annual Student Research Showcase at the University of Ontario Institute of Technology, Oshawa, Ontario.
- Clow, K.A., & Ricciardelli, R. (2011, March). Reducing stigma toward wrongly convicted persons: The impact of a guest lecture. Paper presented at the annual meeting of the American Psychology-Law Society, Miami, Florida.
- *Lant, J.M., Clow, K.A., & Cutler, B.L. (2011, March). Perceptions of defendant culpability in pre-trial publicity: The effects of defendant ethnicity and cognitive load. Paper presented at the annual meeting of the American Psychology-Law Society, Miami, Florida.
- Clow, K.A., & Ricciardelli, R. (2010, November). In the public's eye: Attitudes toward wrongful conviction. In S. D. Westervelt (Chair), Wrongful convictions: Moving the discussion forward. Symposium conducted at the annual meeting of the American Society of Criminology, San Francisco, California.
- Clow, K.A., & Cutler, B.L. (2010, March). An examination of pre-trial bias against minority defendants in a sexual assault case. Paper presented at the annual meeting of the American Psychology-Law Society, Vancouver, British Columbia.
- Clow, K.A., & Leach, A.-M. (2009, March). After innocence: Perceptions of the wrongfully convicted. In B. L. Cutler (Chair), Conviction of the innocent: Psychological perspectives and research. Symposium conducted at the meeting of the American Psychology-Law Society, San Antonio, Texas.

- *Bell, J.G., *Ricciardelli, R., & Clow, K.A. (2008, November). Undergraduates reviewing claims of wrongful conviction: Student experiences and organizational challenges. Paper presented at the annual meeting of the American Society of Criminology, St. Louis, Missouri.
- Veenvliet, S.G., & Clow, K.A. (2008, June). Watching torture on prime time: Positive attitudinal effects on perceptions of evil. Paper presented at the annual meeting of the Canadian Psychological Association, Halifax, Nova Scotia.
- *Bell, J.G., Clow, K.A., & *Ricciardelli, R. (2007, November). "An Indian guy with a prior. What's more juicy than that?": Race and wrongful conviction. Paper presented at the annual meeting of the American Society of Criminology, Atlanta, Georgia.
- Clow, K.A., *Ricciardelli, R., & *Bell, J.G. (2007, November). Perceived guilty: Prejudice toward gay men and wrongful conviction. Paper presented at the annual meeting of the American Society of Criminology, Atlanta, Georgia.
- *Bell, J.G., & Clow, K.A. (2007, February). Wrongful convictions: Student attitudes toward the post-conviction review process in Canada. Paper presented at the annual meeting of the Institute of Justice and International Studies, Warrensburg, Missouri.
- Alvi, S., & Clow, K.A. (2006, November). Woman abuse, ethnicity and poverty: The role of collective efficacy. Paper presented at the annual meeting of the American Society of Criminology, Los Angeles, California.
- Scott, H. & Clow, K.A. (2006, November). The psychopath goes to school: Examining psychopathic personality traits in different fields of study. Paper presented at the annual meeting of the American Society of Criminology, Las Vegas, California.
- Clow, K.A., & Olson, J.M. (2006, January). Approaching and avoiding homosexuality: A conceptual-motor compatibility study. Paper presented at the annual meeting of the Society for Personality and Social Psychology, Palm Springs, California.
- Clow, K.A., & Alvi, S. (2005, November). Perceptions of physical and mental well-being in a sample of ethnically diverse low income abused women. Paper presented at the annual meeting of the American Society of Criminology, Toronto, Ontario.
- Scott, H. & Clow, K.A. (2005, November). Functionality of psychopathic traits: looking at students and vocational choices. Paper presented at the annual meeting of the American Society of Criminology, Toronto, Ontario.
- Clow, K.A., & Esses, V.M. (2005, January). Do we automatically categorize people according to sex & race? A look at familiar others. Paper presented at the annual meeting of the Society for Personality and Social Psychology, New Orleans, Louisiana.
- Clow, K.A., & Esses, V.M., & *Pinkus, R.T. (2002, February). The pervasiveness of gender & race categorizations? A look at familiar others. Paper presented at the annual meeting of the Society for Personality and Social Psychology, Savannah, Georgia.
- Kacinik, N.A., Clow, K.A., & Lupker, S.J. (2001, June). Comprehending combined concepts: Schemas are activated faster than thematic relations. Paper presented at the annual meeting of the American Psychological Society, Toronto, Ontario.
- Clow, K.A., & Esses, V.M. (2001, February). Automatic and controlled processing: Stereotypes as expectancies. Paper presented at the annual meeting of the Society for Personality and Social Psychology, San Antonio, Texas.
- Clow, K.A., & Esses, V.M. (2000, July). A qualitative and quantitative approach to stereotype content. Paper presented at the annual meeting of the Canadian Psychological Association, Ottawa, Ontario.

- Clow, K.A., Esses, V.M., & *Pinkus, R.T. (2000, June). The pervasiveness of gender and race? The social categorization of celebrities. Presented at the bi-annual meeting of the Society for the Psychological Study of Social Issues, Minneapolis, Minnesota.
- Clow, K.A., & Olson, J.M. (2000, February). Conceptual-motor compatibility in the domain of prejudice. Paper presented at the annual meeting of the Society for Personality and Social Psychology, Nashville, Tennessee.
- Kacinik, N.A., Clow, K.A., & Lupker, S.J. (1999, May). Conceptual combination: The schema approach versus the thematic relations view. Paper presented at the annual meeting of the Western Psychological Association, Irvine, California.
- Clow, K.A., & Esses, V.M. (1999, May). Developing accurate and confident stereotypes: An individual difference approach. Paper presented at the annual meeting of the Canadian Psychological Association, Halifax, Nova Scotia.
- Clow, K.A., & Esses, V.M. (1997, October). Stereotype development: An individual difference approach. Paper presented at the annual meeting of the Society of Experimental Social Psychology, Toronto, Ontario.

GRADUATE COURSES

Courses Designed & Taught

- Wrongful Conviction (2015-2016)
- Stereotypes and Prejudice (2017-2018)

New Courses Developed & Proposed

- Advanced Research Methods
- Stereotypes and Prejudice
- Wrongful Conviction

Program Development

- Forensic Psychology M.Sc. (co-developed; May 2009-Jan 2015)
- Forensic Psychology Ph.D. (co-developed; May 2011-Jan 2015)

UNDERGRADUATE COURSES

Courses Designed & Taught

- Advanced Justice: Stereotypes & Prejudice (2009-2010)
- Criminology & Justice Integrated Project (2007-2008; 2009-2010)
- Human Adjustment (2002-2004)
- Introduction to Psychology (2002-2010; 2011-2013; 2017-2018)
- Personality Psychology (2003-2004; 2011-2012)
- Psychological Explanations of Crime (2004-2006)
- Research Methods (2005-2010)
- Sensation and Perception (2003-2004)
- Social Psychology (2002-2003; 2012-2013)

- Stereotypes & Prejudice (2013-2015)
- Special Topics in Forensic Psychology II: Wrongful Conviction (2014-2016)
- The Human Mind (2002-2004)

New Courses Developed & Proposed

- Criminology Honours Thesis (co-developed)
- Criminology Independent Study (co-developed)
- Directed Laboratory Research (co-developed)
- Forensic Psychology Honours Thesis (co-developed)
- Investigating Psychological Disorders
- Personality Theory
- Social Psychology
- Special Topics in Forensic Psychology I (co-developed)
- Special Topics in Forensic Psychology II (co-developed)
- Stereotypes and Prejudice

Program Development

- Psychology and Law Minor (co-developed; Apr 2008-Jun 2009)
- Forensic Psychology Major (co-developed; Sept 2007-Jan 2011)

STUDENT THESES & PROJECTS

Graduate Theses

Victoria Hall. Perceptions of Confessions: The Influence of Police Interrogation Tactics and Exoneree Characteristics.

Advisor: K.A. Clow

Faculty of Social Science & Humanities; Forensic Psychology M.Sc.; UOIT; 2017-present.

Maaha Farrukh. Attitudes of Suspicion, Perceptions of Criminality and Willingness to Report Muslims in Canada.

Primary Advisor: K.A. Clow; Co-Supervisor: Arshia Zaidi

Faculty of Social Science & Humanities; Forensic Psychology M.Sc.; UOIT; 2015-2017.

Alyx Ivany. Examining the Effects of Apology and Compensation on Perceptions of Exonerates.

Advisor: K.A. Clow

Faculty of Social Science & Humanities; Criminology M.A.; UOIT; 2012-2014.

Meaghan Savage. Perceptions of False Confessions: Reducing Prejudice Toward Exonerates Through the Use of Educational Materials.

Advisor: K.A. Clow

Faculty of Social Science & Humanities; Criminology M.A.; UOIT; 2011-2013.

Kiri Lutchman. Intent, Harm, and Provocation: Factors Affecting Public Support for Restorative Justice Processes.

Advisor: K.A. Clow

Faculty of Social Science & Humanities; Criminology M.A.; UOIT; 2011-2012.

Isabella Blandisi. Societal Perceptions of Wrongful Convictions.

Advisor: K.A. Clow

Faculty of Social Science & Humanities; Criminology M.A.; UOIT; 2010-2012.

Graduate Projects

Caroline Erentzen. Frequency Estimates of Wrongful Conviction by Ontario Lawyers.

Primary Advisor: R. Schuller; Co-Supervisor: K.A. Clow

Department of Psychology; Minor Area Ph.D. Paper; York University; 2015-present

Jessica Osei. The Experiences of Black Canadians.

Primary Advisor: Karla Dhungana-Sainju; Co-Supervisor: K.A. Clow

Faculty of Social Science & Humanities; Criminology M.A. Major Paper; UOIT; 2015-2017.

Undergraduate Theses

Rochelle Montague. The Impact of President Trump's Rhetoric on Canadian Students' Reports of Personal Wellbeing and Social Stigma.

Advisor: K.A. Clow

Faculty of Social Science & Humanities; Forensic Psychology Major; UOIT; 2017-present

Canna Liang. Role Congruity Theory and Transgendered Persons: Does Biological Sex or Gender Lead to Perceived Role Conflict?

Advisor: K.A. Clow

Faculty of Social Science & Humanities; Forensic Psychology Major; UOIT; 2017-present

Kyle Young. The Impact of Education on Perceptions of Forensic Evidence and Wrongful Conviction.

Advisor: K.A. Clow

Faculty of Science; Forensic Science Major; UOIT; 2012-2013

Tanya Cain. Dressing Up Role Congruity Theory: The Effects of Clothing on Perceptions Of Women Seeking Role Congruent And Role Incongruent Occupations.

Advisor: K.A. Clow

Faculty of Social Science & Humanities; Criminology Major; UOIT; 2011-2012.

James Lant. The Influence of Cognitive Load and Anti-Defendant Pre-Trial Publicity for Minority Defendants.

Advisor: K.A. Clow

Faculty of Social Science & Humanities; Criminology Major; UOIT; 2010-2011.

Megan McWade. Wrongful Conviction and Stigma.

Primary advisor: K.A. Clow. Co-advisor: A. Leach

Faculty of Science; Forensic Science Major; UOIT; 2008-2009

James Bell. Canadian Wrongful Convictions.

Advisor: K.A. Clow

Faculty of Social Science & Humanities; Criminology Major; UOIT; 2007-2008.

Rebecca Pinkus. The Pervasiveness of Race and Gender? The Social Categorization of Famous People.

Primary advisor: K.A. Clow. Co-advisor: V.M. Esses

Faculty of Social Science; Psychology Major; University of Western Ontario; 1999-2000.

Undergraduate Projects

Jennifer Bennet. Role Congruity or Social Desirability Concerns? Men and Women's Perceptions of Gendered Occupations. Directed Lab Research Course. (2013).

Supervisor: K.A. Clow

Hilary Jandricic. Stigmatizing those Who are Different: Looking at Exonerees and Men in Nursing. Directed Lab Research Course. (2013)

Supervisor: K.A. Clow

Fatema Abdulhusein. Stigma Toward Men in Nursing. Directed Lab Research Course. (2010)

Supervisor: K.A. Clow

Chelsea Timmins. Perceptions of Wrongly Convicted Individuals. Directed Lab Research Course. (2010)

Supervisor: K.A. Clow

Sunny Sharma. Stigma and Wrongful Conviction: Looking at Employment Opportunities.

Criminology & Justice Practicum (2009)

Practicum Supervisor: K.A. Clow

Ryan Carter. Stigma and Wrongful Conviction. Criminology & Justice Practicum (2009)

Practicum Supervisor: K.A. Clow

Jenna Espersen. Lawyering and Wrongful Conviction. Criminology & Justice Practicum (2008)

Practicum Supervisor: K.A. Clow

Laura Eaton. Attitudes and Stereotypes about Nurses. Criminology & Justice Practicum (2007)

Practicum Supervisor: K.A. Clow

RESEARCH AWARDS & GRANTS

The role of personal factors, penal experiences, community support and positive case management in former federal prisoners pathway to desistance or recidivism: The decision to "make good" or remain criminally active

Agencies: Social Sciences and Humanities Research Council

Funds: \$74,850

PI: Rosemary Ricciardelli

Co-I: **Kimberley Clow**, Michael Adorjan

Period: 2014-2016

Confidence in the Canadian criminal justice system: Wrongful conviction and forms of redress

Agencies: Social Sciences and Humanities Research Council

Funds: \$80,950

PI: Kimberley Clow

Co-I: Regina Schuller

Period: 2011-2014

Examining the influence of pretrial publicity on perceptions of defendants

Agencies: Institutional Grant – UOIT Internal Grant program
Funds: \$1,500
PI: Kimberley Clow
Period: 2010-2011

Welcoming communities: Working to improve the inclusion of visible minorities and immigrants in second and third tier Ontario cities.

Agencies: Social Sciences and Humanities Research Council
Funds: \$999,000
PI: Victoria Esses
Co-I: Caroline Andrew; Audrey Kobayashi; Dawn Zinga; Bruce Newbold; Carl Nicholson
Coll.: Kimberley Clow and others
Period: 2009-2014

PROFESSIONAL SERVICE

Editorial Board Member

- Psychology, Public Policy, & Law (2015-2016; 2017-present)

Ad Hoc Reviewer

- Analyses of Social Issues and Public Policy (2013-2014)
- Asian Journal of Social Psychology (2007)
- British Journal of Social Psychology (2011)
- Cultural Diversity and Ethnic Minority Psychology (2015-2016)
- Group Processes & Intergroup Relations (2001)
- International Journal of Intercultural Relations (2015-2016)
- Journal of Applied Social Psychology (2009; 2013-2014; 2016-present)
- Personality and Individual Differences (2008)
- Psychology, Public Policy, & Law (2011-2015)
- Law and Human Behaviour (2008-2011)
- Law & Social Inquiry (2015-2016)
- Sex Roles (2016)
- Social Influence (2010)
- Violence & Victims (2013-2014)

Textbook Review

- Pearson Education Canada
- McGraw Hill Ryerson Limited
- Thomson Canada Limited
- Wiley Canada

Other

- Reviewer of conference submissions for the American Psychology-Law Society (2015-2016) Committee for the 2013 Society for the Psychological Study of Social Issues (SPSSI) program at the annual American Psychological Association convention (2013)
- Adjudicator for K.L. Dion Award, Canadian Psychological Association (2006)
- Adjudicator for B.G. Rule Award, Canadian Psychological Association (2006)
- Member of Review Committee for the 2006 Canadian Psychological Association annual convention (2006)

COMMUNITY SERVICE

Member

- Community Partners in Diversity, Durham Region (2010-present)
- Innocence Canada (2008-present)
- Welcoming Communities Initiative (2008-2014)

Pro Bono Research Consultant

- Centre of Forensic Sciences, Toronto (2006-2007)
- Oshawa PUC Networks Inc., Oshawa (2006-2008)
- The Youth Centre, Ajax (2004-2005)

Faculty Speaker

- Community Connections Speaker Series: Where Theory Meets Practice. (November 6, 2013). *Wrongful conviction: Facts vs. fiction*. Symposium on Defence of the Wrongly Convicted.
- Let Them Be Kids, Oshawa (June 2006)
- UOIT's Student Law Society (April 2012). *Wrongful conviction: The problem of false perceptions*. Panel on Wrongful Conviction.

UNIVERSITY SERVICE

(FSSH = Faculty of Social Science & Humanities; UOIT = University of Ontario Institute of Technology)

Chair

- Criminology M.A. Defence, FSSH (2015)
- Forensic Psychology Limited Term Appointment Search Committee, FSSH (2015-2016)
- Forensic Psychology Program Meetings, FSSH (2013; 2015-2016)
- Forensic Psychology Search Committee, FSSH (2012-2013)
- Forensic Psychology Student Assessment Sub-Committee, FSSH (2014-2016)

- Psychology and Law Search Committee, FSSH (2007-2008)
- STAR Awards Committee, FSSH (2014-2016)
- Undergraduate Curriculum Committee, FSSH (2015-2016)

Director

- Forensic Psychology, FSSH (2013; 2015-2016; 2017-present)

External Referee

- Tenure Application, Carleton University (2013-2014)

Faculty Representative

- FSSH Faculty Intake Session (2016-2017)
- UOIT Convocation Ceremony (2008-2010; 2011-2013; 2015)
- UOIT Open Houses & University Fair (2004-2010; 2011-2013; 2015-2016; 2017-present)
- UOIT Science Rendezvous (2009-2010; 2011-2012)
- UOIT Student Awards Ceremony (2007-2008; 2012-2013)
- UOIT Undergraduate Research Awards (2014-2016)

Internal Referee

- Third Year Review Application, FSSH (2015-2016)
- Tenure Application, FSSH (2015-2016)

Member

- Admissions & Scholarship Committee, UOIT (2006-2009)
- Budget & Planning Officer Search Committee, FSSH (2008-2009)
- Curriculum and Program Review Committee, UOIT (2015-2016)
- Dean's Advisory Committee, FSSH (2007-2008; 2013; 2015-2016)
- Entrepreneurship Search Committee, Business & IT (2005-2006)
- E-Portfolios Committee, UOIT (2006-2007)
- Faculty Council, FSSH (2004-2010; 2011-2013; 2015-2016; 2017-present)
- Finance Search Committee, Business & IT (2005-2006)
- Forensic Science Advisory Committee, Science (2007-2010; 2011-2014)
- Forensic Psychology Program Development Committee (2010-2011)
- Forensic Psychology Thesis Excellence Committee (2016-present)
- Graduate Committee, FSSH (2011-2014)
- Health & Safety Committee, UOIT, (2008-2010; 2011-2013; 2015-2016; 2017-present)
- Health Policy Search Committee, Health Sciences, (2007-2008)
- Human Resources Search Committee, Business & IT (2007-2008)
- Legal Studies Search Committee, FSSH (2005-2006; 2009-2010)
- Legal Studies Limited Term Appointment Search Committee, FSSH (2009-2010)
- Nursing Search Committee, Health Sciences (2007-2008)
- Psychology & Law Minor Committee, FSSH (2008-2010)
- Psychology & Law MA Planning Committee, FSSH (2008-2011)
- Psychology Faculty Departmental Meetings, FSSH (2008-2010; 2011-2014; 2015-2016; 2017-present)
- Psychology Search Committee, FSSH (2006-2007)

- Quantitative Search Committee, FSSH (2006-2007)
- Search Committee, FSSH (2004-2005)
- Speaker/Event Assessment Committee, FSSH (2009-2010)
- Strategic Planning Advisory Committee, FSSH (2011-2013)
- Student Leadership Awards Committee, UOIT (2015-2016)
- Student Recruitment Committee, FSSH (2015-2016)
- TA Committee, FSSH (2008-2010)
- Teaching Evaluation Committee, FSSH (2008-2010)
- Third Year Review Committee, FSSH (2009-2010)
- Third Year Review Committee, Science (2015-2016)
- Undergraduate Curriculum Committee, FSSH (2004-2008; 2011-2015; 2017-present)
- Work Study Committee, FSSH (2017-present)
Organizer
- Organizer, Forensic Psychology Research Meetings & Volunteers, FSSH (2007-2010)

Panelist

- UOIT New Faculty Orientation (2005-2006; 2008-2009)

Participant

- UOIT Strategic Planning Forum (2004-2005)

Steering Committee Member

- Centre on Hate, Bias and Extremism (2017-present)

PARENTAL LEAVE*

15/06/2016 - 14/06/2017

02/01/2014 - 02/01/2015

* Canadian employment laws and social norms generously allow a 12-18 month leave

Dr. Joseph Eastwood

Correspondence language: English

Sex: Male

Date of Birth: 7/08

Canadian Residency Status: Canadian Citizen

Contact Information

The primary information is denoted by (*)

Address

Home (*)

432 king street east Oshawa
Ontario L1H 1E6

Canada **Telephone**

Primary Affiliation

Faculty of Social Science & Humanities
University of Ontario Institute of Technology
2000 Simcoe Street North
Oshawa Ontario L1H 7K4
Canada

Home (*)	905-438-0042
Work	905-721 8668 extension: 5971

Email

Personal (*)	eastwooj@gmail.com
Work Website	joseph.eastwood@uoit.ca

Community	www.alertlab.ca
Personal	www.josepheastwood.ca
Social Media	https://twitter.com/profeastwood

i

Dr. Joseph Eastwood

Language Skills

Language	Read	Write	Speak	Understand	Peer Review
English	Yes	Yes	Yes	Yes	Yes

Degrees

2007/9 - 2011/9	Doctorate, Doctor of Philosophy, Experimental Social Psychology, Memorial University of Newfoundland Degree Status: Completed Thesis Title: Improving the comprehension of Canadian police cautions Supervisors: Dr. Brent Snook
2005/9 - 2007/8	Master's Thesis, Master's of Science, Experimental Social Psychology, Memorial University of Newfoundland Degree Status: Completed Thesis Title: What the public wants from their professional: Attitudes toward decision making strategies Supervisors: Dr. Brent Snook
2001/9 - 2005/4	Bachelor's Honours, Bachelor of Arts, Psychology, University of New Brunswick Degree Status: Completed Thesis Title: A critical narrative review and preliminary meta-analysis of offender profiling Supervisors: Dr. Paul Gendreau

Recognitions

2007/9	Fellow of the School of Graduate Studies Memorial University of Newfoundland Distinction Awarded in recognition of outstanding academic achievement throughout a graduate programme.
--------	---

User Profile

Researcher Status: Researcher
Research Interests: Policing; Investigative Interviewing
Fields of Application: Law and Justice
Disciplines Trained In: Psychology
Countries: Canada, United States
Areas of Research: Ideology and Social Policy
Research Specialization Keywords: Forensic Psychology; Investigative Interviewing
Research Disciplines: Psychology
Geographical Regions: North America

Employment

2013/7	Assistant Professor Social Sciences and Humanities, University of Ontario Institute of Technology Full-time, Assistant Professor Tenure Status: Tenure Track
2012/7 - 2013/4	Assistant Professor Psychology, Bishop's University Full-time, Term, Assistant Professor Tenure Status: Non Tenure Track
2011/9 - 2012/6	Assistant Professor Psychology, Bishop's University Full-time, Term, Assistant Professor Tenure Status: Non Tenure Track
2007/1 - 2007/3	Research Consultant Cabinet Secretariat, Gov of Newfoundland and Labrador

Affiliations

The primary affiliation is denoted by (*)

(*) 2013/7	Assistant professor, Social Sciences and Humanities, University of Ontario Institute of Technology
------------	--

Research Funding

History Awarded [n=3]

2015/9 - 2018/8 Principal Applicant	Durham Regional Police Service Research Agreement: Improving Investigative Interviewing Techniques, Grant Funding Sources: Durham Regional Police Service Total Funding - 34,200 (Canadian dollar)
2015/1 - 2016/12 Co-applicant	Online Course Development Grant: Forensic Psychology, Grant Funding Sources: Ontario Ministry of Training, Colleges and Universities Total Funding - 70,000 (Canadian dollar)
2014/6 - 2016/5 Principal Applicant	Improving the Accuracy of Alibi Generation and Assessment, Grant Funding Sources: Social Sciences and Humanities Research Council of Canada (SSHRC) Insigh Development Grant Total Funding - 64,803 (Canadian dollar)

Completed [n=5]

2013/9 - 2014/8 Principal Applicant	Alibi Generation and Assessment within Criminal Investigations, Grant Funding Sources: Social Sciences and Humanities Research Council of Canada (SSHRC) Small Research Grant Total Funding - 2,000 (Canadian dollar)
2012/6 - 2013/5 Principal Applicant	Senate Research Committee Research Grant, Grant Funding Sources: 2012/5 - 2013/4 Bishop's University Total Funding - 8,936 (Canadian dollar)
2011/10 - 2011/10 Principal Applicant	Senate Research Committee Travel Grant, Grant Funding Sources: 2012/3 - 2012/3 Bishop's University Total Funding - 1,000 (Canadian dollar)
2008/5 - 2011/5 Principal Applicant	CGS-Doctoral Scholarship, Scholarship Funding Sources: 2008/9 - 2011/4 Social Sciences and Humanities Research Council of Canada (SSHRC) Total Funding - 105,000 (Canadian dollar)
2006/9 - 2007/8 Principal Applicant	CGS-Master's Scholarship, Scholarship Funding Sources: 2006/9 - 2007/8 Social Sciences and Humanities Research Council of Canada (SSHRC) Total Funding - 17,500 (Canadian dollar)

Student/Postdoctoral Supervision

Bachelor's Honours [n=10]

Principal Supervisor	Amanda Whan (In Progress) Student Degree Expected Date: 2017/5
Principal Supervisor	Michael Dunk (In Progress) Student Degree Expected Date: 2017/5
2015/9 Principal Supervisor	Samantha Skinner (Completed) , University of Ontario Institute of Technology Thesis/Project Title: The Use of Collaborative Interviewing with Eyewitnesses
2014/9 - 2015/5 Principal Supervisor	Melissa McMillan (Completed) , University of Ontario Institute of Technology Thesis/Project Title: Investing the Efficacy of a Sketch Procedure for Recall of a Live Interaction
2014/9 - 2015/5 Principal Supervisor	Daniel Robertson (Completed) , University of Ontario Institute of Technology Thesis/Project Title: Police Interrogations and "Shock the Conscience" Principle

2014/9 - 2015/5
Principal Supervisor Sara Lidstone (Completed) , University of Ontario Institute of Technology
Thesis/Project Title: The Effect of Media-Generated Associations Between Race and Crime on Alibi Corroboration.

2013/8 - 2014/5
Principal Supervisor Jiana Caldwell (Completed) , University of Ontario Institute of Technology
Thesis/Project Title: A Potential Approach for Reducing the Occurrence of Wrongful Convictions through Juror Education on Forensic Evidence

2012/9 - 2013/5
Co-Supervisor Alexis Gagnon-Dolbec (Completed) , Bishop's University

2012/9 - 2013/5
Principal Supervisor Stuart Freedman (Completed) , Bishop's University

2011/9 - 2012/5
Co-Supervisor Nicholas Lefebvre (Completed) , Bishop's University

Master's Thesis [n=1]
Principal Supervisor Mark Snow (In Progress)
Student Degree Expected Date: 2018/5

Doctorate [n=2]

Principal Supervisor Christina Connors (In Progress)
Student Degree Expected Date: 2020/5

2015/9
Principal Supervisor Davut Akca (In Progress) , University of Ontario Institute of Technology
Student Degree Expected Date: 2019/5
Thesis/Project Title: Comparative Analysis of Canadian and Turkish Investigative Interviewing Practices

Event Administration

2015/2 - 2015/2 Administrator, PEACE Investigative Interviewing Course, Course, 2016/5 - 2016/5
Administrator, PEACE Investigative Interviewing Course (Victims and Witnesses), Course, 2015/2 - 2015/2

2010/10 - 2010/10 Co-Administrator, PEACE Investigative Interviewing Course, Course, 2010/12 - 2015/7

Journal Review Activities

2014/9 Ad-Hoc Reviewer, Journal of Forensic Psychology Practice
Number of Works Reviewed / Refereed: 1

2013/6 Ad-Hoc Reviewer, Journal of Behavioral Decision Making
Number of Works Reviewed / Refereed: 1

2013/1 Book Review Editor, Criminal Justice and Behavior
Number of Works Reviewed / Refereed: 4

2012/12 Ad-Hoc Reviewer, Criminal Justice and Behavior
Number of Works Reviewed / Refereed: 1

2010/9 Ad-Hoc Reviewer, Journal of Police and Criminal Psychology
Number of Works Reviewed / Refereed: 7

Event Participation

2015/2 - 2015/2 Participant, Investigative Interviewing Training: Niagara Regional Police Service, Course 2008/12
- 2008/12 Participant, PEACE Investigative Interviewing Course, Course

Presentations

1. Lively C, Keeping Z, Eastwood J, & Snook B. (2016). Exploring the relative strength of factors impacting alibi believability through policy-capturing. International Investigative Interviewing Research Group (iIRG) Annual Conference, London, United Kingdom
Invited?: No, Keynote?: No
2. Luther K, Snook B, & Eastwood J. (2016). Visual learning: The effect of sketching on the comprehension of a free narrative. International Investigative Interviewing Research Group (iIRG) Annual Conference, London, United Kingdom
Main Audience: Researcher
Invited?: No, Keynote?: No
3. Luther K, Eastwood J, Freedman S, & Snook B. (2016). Protecting vulnerable individuals: Improving the comprehensibility of police youth waiver forms. Aldrich Multidisciplinary Graduate Research Conference, St. John's, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No
4. McMillan M, & Eastwood J. (2015). Investigating the efficacy of a sketch procedure for recall of a live interaction. North American Correctional and Criminal Justice Psychology Conference, Ottawa, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
5. Eastwood J, & Snook B. (2015). Safety in numbers: A policy capturing analysis of the alibi assessment process. American Psychology-Law Society Conference, San Diego, United States
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
6. Freedman S, & Eastwood J. (2015). "I have the right to what?". American Psychology-Law Society Conference, San Diego, United States
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
7. Luther K, Eastwood J, Freedman S, & Snook B. (2015). Safeguarding youth interrogation rights: Improving the comprehensibility of police youth waiver forms. North American Correctional and Criminal Justice Psychology Conference, Ottawa, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
8. Eastwood J, Snook B, Luther K, Collins R, & Evans S. (2015). Improving police caution comprehension in an adult sample through listenability. North American Correctional and Criminal Justice Psychology Conference, Ottawa, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
9. King M, & Eastwood J. (2015). Incorporating sketches into police interviewing: What is the best method of administering the sketch interview. North American Correctional and Criminal Justice Psychology Conference, Ottawa, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes

10. Freedman S, Eastwood J, Snook B, & Luther K. (2014). "What are my rights again?": Comprehension of Canadian youth waiver forms. American Psychology-Law Society Conference, New Orleans, United States
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
11. Eastwood J, Collins R, Luther K, & Snook B. (2013). The effect of listenability factors on the comprehension of police cautions in a mock police interview. American Psychology-Law Society Conference, Portland, United States
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
12. Freedman S, & Eastwood J. (2013). "That's the way my Wednesdays always go": The role of schemas in innocent suspects' alibi creation. American Psychology-Law Society Conference, Portland, United States
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
13. Gagnon-Dolbec A, McKelvie S, & Eastwood J. (2013). The relationship between sport-confidence and performance. Canadian Psychology Association Conference, Quebec City, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
14. Eastwood J. (2013). You have the right to remain confused: Comprehension of legal rights in police interrogations. Society for Police and Criminal Psychology Conference, Ottawa, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
15. Freedman S, & Eastwood J. (2013). "That's the way my Wednesdays always go": The role of schemas in innocent suspects' alibi creation. Society for Police and Criminal Psychology Conference, Ottawa, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
16. Eastwood J, Snook B, & MacDonald S. (2012). Police witness interview training, supervision, and feedback: A survey of Canadian police officers. American Psychology-Law Society Conference, San Juan, United States
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
17. Chaulk S, Snook B, & Eastwood J. (2012). Predicting police caution comprehension in adult offenders: What do they already know?. Canadian Psychology Association Conference, Halifax, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
18. Luther K, Eastwood J, & Snook B. (2012). Measuring the reading complexity and oral comprehension of Canadian youth waiver forms. American Psychology-Law Society Conference, San Juan, United States
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
19. Lynch K, Snook B, & Eastwood J. (2011). Measuring comprehension of the right-to-legal counsel caution in a mock investigation. North American Correctional and Criminal Justice Psychology Conference, Toronto, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes

20. MacDonald S, Snook B, & Eastwood J. (2011). The effect of speed of delivery on the comprehension of a Canadian police caution. North American Correctional and Criminal Justice Psychology Conference (NACCJPC), Toronto, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
21. Chaulk S, Snook B, & Eastwood J. (2011). Predicting police caution comprehension in adult offenders. North American Correctional and Criminal Justice Psychology Conference, Toronto, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes
22. Eastwood, J. & Snook, B. (2011). The effect of listenability factors on the comprehension of police cautions. North American Correctional and Criminal Justice Psychology Conference, Toronto, Canada
Main Audience: Researcher
Invited?: No, Keynote?: No, Competitive?: Yes

Broadcast Interviews

2015/02/10 False Memory and Police Interviewing, Radio Morning Show, Canadian Broadcasting Corporation

Text Interviews

2011/07/16 Comprehension of police cautions, Vancouver Sun

Publications

Journal Articles

1. Keeping, Z., Eastwood, J., Lively, C., & Snook, B. (2017). Don't stop believing: The relative impact of internal alibi details on judgments of veracity. *Psychology, Crime, & Law*.
Co-Author,
Refereed?: Yes
2. Eastwood J, Snook B, *Au D. (2016). Safety in numbers: A policy capturing study of the alibi assessment process. *Applied Cognitive Psychology*.
First Listed Author
Published,
Refereed?: Yes, Open Access?: No
Contribution Percentage: 61-70
3. Eastwood J, Snook B, *Luther K, *Freedman S. (2016). Engineering comprehensible youth interrogation rights. *New Criminal Law Review*.
First Listed Author
Published,
Refereed?: Yes, Open Access?: No
Contribution Percentage: 41-50
4. Eastwood J, Luther K. (2016). What you should want from your professional: The impact of educational information on peoples' attitudes toward simple actuarial tools. *Professional Psychology: Research and Practice*.

- In Press,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 61-70
5. Eastwood J, Snook B, Moore T E, *Fitzsimmons C L. (2015). Engineering comprehension of detainees' legal rights: A review of two Canadian programs of research. *Investigative Interviewing: Research and Practice*. 7: 36-46. First Listed Author
 Published,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 41-50
 6. Snook B, *Luther K, Eastwood J, *Collins R, *Evans S. (2014). Advancing legal literacy: The effect of listenability on the comprehension of interrogation rights. *Legal and Criminological Psychology*. Co-Author
 In Press,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 21-30
 7. *Freedman S, Eastwood J, Snook B, *Luther K. (2014). Safeguarding youth interrogation rights: The effect of grade level and reading complexity of youth waiver forms on the comprehension of legal rights. *Applied Cognitive Psychology*.
 Co-Author
 Published,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 31-40
 8. *Chaulk S, Eastwood J, Snook B. (2014). Measuring and predicting police caution comprehension in adult offenders. *Canadian Journal of Criminology and Criminal Justice*. 56: 323-340. Co-Author
 Published,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 31-40
 9. Eastwood J, *Caldwell J. (2014). Educating jurors about forensic evidence: Using an expert witness and judicial instructions to mitigate the impact of invalid forensic science testimony. *Journal of Forensic Science*. First Listed Author
 In Press,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 51-60
 10. Snook B, Eastwood J, Barron T. (2013). The next stage in the evolution of interrogations: The PEACE model. *Canadian Criminal Law Review*. 18: 219-239. Co-Author
 Published,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 31-40
 11. Eastwood J, Snook B, *Luther K. (2013). On the need to ensure better comprehension of interrogation rights. *Canadian Criminal Law Review*. 18: 171-181.
 First Listed Author
 Published,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 61-70
 12. Snook B, House J, *MacDonald S, Eastwood J. (2012). Police interview training, supervision, and feedback practices: A survey of Canadian police officers. *Canadian Journal of Criminology and Criminal Justice*. 54: 363-372.
 Last Author

- Published,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 11-20
13. Eastwood J, Snook B, *Luther K. (2012). What people want from their professionals: Attitudes toward decision making strategies. *Journal of Behavioral Decision Making*. 25: 458-468. First Listed Author
 Published,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 61-70
14. Eastwood J, Snook B. (2012). The effect of listenability factors on the comprehension of police cautions. *Law and Human Behavior*. 36: 177-183.
 First Listed Author
 Published,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 61-70
 Funding Sources: Social Sciences and Humanities Research Council of Canada (SSHRC)
15. Eastwood J, Snook B, *Luther K. (2012). Measuring the reading complexity and oral comprehension of Canadian youth waiver forms. *Crime & Delinquency*.
 First Listed Author
 Published,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 51-60
 Funding Sources: Social Sciences and Humanities Research Council of Canada (SSHRC)
16. Snook B, Eastwood J, Gendreau P, Bennell C. (2010). The importance of knowledge cumulation and the search for hidden agendas: A reply to Kocsis, Middeldorp, and Karpin (2008). *Journal of Forensic Psychology Practice*. 10: 214-223.
 Co-Author
 Published,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 21-30
17. Eastwood J, Snook B, *Chaulk S. (2010). Measuring reading complexity and listening comprehension of Canadian police cautions. *Criminal Justice and Behavior*. 37: 453-471. First Listed Author
 Published,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 61-70
 Funding Sources: Social Sciences and Humanities Research Council of Canada (SSHRC)
18. Snook B, Eastwood J, Stinson M, Tedeschini J, House J. (2010). Reforming investigative interviewing in Canada. *Canadian Journal of Criminology and Criminal Justice*. 52: 203-217.
 Co-Author
 Published,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 31-40
19. Eastwood J, Snook B. (2010). Comprehending Canadian police cautions: Are the rights to silence and legal counsel understandable?. *Behavioral Sciences & the Law*. 28: 366-377. First Listed Author
 Published,
 Refereed?: Yes, Open Access?: No
 Contribution Percentage: 71-80

20. Snook B, Eastwood J, *MacDonald S. (2010). A descriptive analysis of how Canadian police officers administer the right-to-silence and right-to-legal counsel cautions. *Canadian Journal of Criminology and Criminal Justice*. 52: 545-560.
Co-Author
Published,
Refereed?: Yes, Open Access?: No
Contribution Percentage: 41-50

Book Reviews

1. Book review: Behavior, truth and deception: Applying profiling and analysis to the interview process. *Criminal Justice and Behavior*. 38: 105-108.
Published,
Review Year: 2011
Refereed?: No

Dissertations

1. Improving the comprehension of Canadian police cautions. (2011). Memorial University of Newfoundland. Doctorate. Supervisor: Brent Snook

Magazine Entries

1. First Listed Author. (2011). Is the Reid technique really the solution? A reply to Adcock. *International Investigative Interviewing Research Group Bulletin*. (3)
Published,
Contribution Percentage: 91-100
2. Co-Author. (2010). Dispelling myths and moving forward with PEACE. *Blue Line Magazine*. (22) Published,
Contribution Percentage: 21-30
3. First Listed Author. (2010). Charter-proofing police cautions: What we know so far. *Blue Line Magazine*. (22)
Published,
Contribution Percentage: 71-80

Contact Information:

Faculty of Social Science & Humanities, University of Ontario Institute of Technology, 2000 Simcoe Street North, Oshawa, Ontario, Canada L1H 7K4, (905) 721-8668, Ext 3807; brian.cutler@uoit.ca; brianCutler@mac.com

Education in Psychology: BA, U of Rochester '82; MA, SUNY Geneseo '84; PhD, U of Wisconsin '87

Employment History

2016 – 2017 Interim Dean, Faculty of Social Science & Humanities, University of Ontario Institute of Technology
 2010 – 2016 Associate Dean, Faculty of Social Science & Humanities, University of Ontario Institute of Technology
 2008 – Present Professor of Social Sciences & Humanities, University of Ontario Institute of Technology
 2002 – 2008 Professor of Psychology and Department Chair, University of North Carolina at Charlotte
 1992 – 1998 Associate Dean, College of Arts & Sciences, Florida International University
 1987 – 2002 Assistant, Associate, Full Professor of Psychology, Florida International University

Other Professional Appointments and Activity

2014 – 2016 Council Representative for Division 41, American Psychological Association
 2010 – 2013 President Elect, President, and Past President of the American Psychology-Law Society (Division 41, American Psychological Association)
 2005 – 2011 Editor-in-Chief, *Law and Human Behavior*
 1989 – Consultant and Expert Witness in U.S. State Courts (AL, FL, GA, IL, IN, MA, MD, MI, NY, NC, SC, UT, VA, WI), U.S. Federal Courts (FL, GA, DC, VA) and Canadian Courts

Professional Affiliations

2009 – American Psychological Association
 2002 – Association for Psychological Science (Fellow, 2003 – Present)
 1983 – American Psychology-Law Society (Distinguished Member, 2006 – Present)

Research Grants

Cutler, B. L., Leach, A. M., & Marion, S. (2016-2018). Development and validation of the Coercion Assessment Instrument for witness and suspect interviews. *Social Science and Humanities Research Council* (\$65,126).

Marshall, A. M., & Cutler, B. L. (2011). Future directions in law and social science. *National Science Foundation* (\$36,076).

Kovera, M. B., & Cutler, B. L. (2000-2002). Investigator bias in identification Procedures: Mechanisms and safeguards. *National Science Foundation* (\$191,682).

1

Cutler, B. L., & Kravitz, D. K. (1996-1997). Supplemental request to Validity of intuitive theories underlying legal safeguards in cases involving eyewitness identification. *National Science Foundation* (\$30,570).

Cutler, B. L., & Kravitz, D. K. (1994-1996). Validity of intuitive theories underlying legal safeguards in cases involving eyewitness identification. *National Science Foundation* (\$123,557).

Fisher, R. P., & Cutler, B. L. (1989-1991). The relation between consistency and accuracy of eyewitness reports. *National Science Foundation* (\$72,111).

Books

Cutler, B. L., & Zapf, P. A. (Editors). (2014). *The APA Handbook of Forensic Psychology*. Washington DC: American Psychological Association Press.

Cutler, B. L. (2013). *Reform of eyewitness identification procedures*. Washington DC: American Psychological Association Press.

Kovera, M. B., & Cutler, B. L. (2012). *Jury selection*. New York: Oxford University Press (Oxford Forensic Best Practices Series).

Cutler, B. L. (2011). *Conviction of the innocent: Lessons from psychological research*. Washington DC: American Psychological Association Press.

Cutler, B. L. & Kovera, M. B. (2010). *Evaluating eyewitness identification*. New York: Oxford University Press (Oxford Forensic Best Practices Series).

Cutler, B. L. (Editor) (2009). *Expert testimony on the Psychology of eyewitness identification*. New York: Oxford University Press (American Psychology-Law Society Series).

Cutler, B. L. (Editor). (2008). *Encyclopedia of Psychology and Law* (Volumes I & II). Thousand Oaks, CA: Sage Publications.

Cutler, B. L. (2002). *Eyewitness testimony: Challenging your opponent's witness*. Notre Dame, IN: National Institute for Trial Advocacy Press (translated into Japanese, 2007).

Cutler, B. L., & Penrod, S. D. (1995). *Mistaken identification: Eyewitnesses, psychology and the law*. New York: Cambridge University Press.

Books Chapters

Smith, A. M., Lindsay, R. C. L., & Cutler, B. L. (2014). Eyewitness psychology in the context of international criminal law. In I. Bantekas and E. Mylonaki (Eds.), *Criminological approaches to international criminal law* (pp. 159-191). Cambridge, UK: Cambridge University Press.

Smith, A. M., & Cutler, B. L. (2013). Identification procedures and conviction of the innocent. In B. L. Cutler (Ed.), *Reform of Eyewitness Identification Procedures* (pp. 3-21). Washington DC: American Psychological Association Press.

Smith, A. M., & Cutler, B. L. (2013). Identification test reforms. In B. L. Cutler (Ed.), *Reform of Eyewitness Identification Procedures* (pp. 203-219). Washington DC: American Psychological Association Press.

2

Cutler, B. L., & Kovera, M. B. (2013). Evaluating eyewitness identification. In R. Roesch and P. Zapf (Eds), *Forensic Assessments in Criminal and Civil Law: A Handbook for Lawyers* (pp. 118-132). New York: Oxford University Press.

Kovera, M. B., & Cutler, B. L. (2013). Jury selection. In R. Roesch and P. Zapf (Eds), *Forensic Assessments in Criminal and Civil Law: A Handbook for Lawyers* (pp. 88-102). New York: Oxford University Press.

Horry, R., Palmer, M. A., Brewer, N., & Cutler, B. L. (2012). Comparative legal psychology. In D. S. Clark (Ed.), *Comparative law and society* (pp. 133-153). Cheltenham, UK: Edward Elgar Publishing.

Stinson, V. & Cutler, B. L. (2011). Training of trial consultants. In R. L. Wiener and B. H. Bornstein (Eds), *Trial Consulting: A Psychological Handbook* (pp. 331- 349). New York: Springer.

Cutler, B. L., & Wells, G. L. (2009). Expert testimony regarding eyewitness identification. J. Skeem, K. Douglas, & S. Lilienfeld (Eds.), *Psychological science in the courtroom: Consensus and controversies* (pp. 100-123). New York: Guilford Press.

Devenport, J. L., Kimbrough, C. D., & Cutler, B. L. (2009). Effectiveness of traditional safeguards against erroneous conviction arising from mistaken eyewitness identification. In B. L. Cutler (Ed.), *Expert testimony on the Psychology of eyewitness identification* (pp. 51-68). New York: Oxford University Press (American Psychology-Law Society Series).

Myers, B., Lecci, L., Cutler, B. (2009). Examining the relation between pretrial juror attitudes and performance (pp. 169-185). In A. Kakanowski & M. Narusevich (Eds.) *Handbook of Social Justice*. New York: Nova Science Publishers, Inc.

Wells, G. L., Cutler, B. L., & Hasel, L. E. (2009). The Duke-Lacrosse rape investigation: How not to do eyewitness identification procedures. In M. L. Siegel (Ed.), *Race to injustice: Lessons learned from the Duke lacrosse rape case* (pp. 307-322). Durham, NC: Carolina Academic Press.

Neuschatz, J.S. & Cutler, B. L (2008). Eyewitness Identification. In H. L. Roediger, III (Ed.), *Cognitive Psychology of Memory (Volume 2 of Learning and Memory: A Comprehensive Reference (J. Byrne, Series Ed.)* (pp. 845-865). Oxford: Elsevier.

Van Wallendaal, L. R., Devenport, J. L., Cutler, B. L., & Penrod, S. D. (2007). Mistaken Identification = Erroneous Convictions? Assessing and Improving Legal Safeguards. In R. C. L. Lindsay, D. F. Ross, J. D. Read, and M. P. Toglia (Eds.), *Handbook of Eyewitness Testimony*. (pp. 557-582). Mahwah, NJ: Erlbaum.

Levett, L. M., Danielsen, E. M., Kovera, M. B., & Cutler, B. L. (2005). The psychology of jury and juror decision-making. In N. Brewer and K. D. Williams (Eds.), *Psychology and law: An empirical perspective*. New York: Guilford Press (pp 365-406).

Kovera, M. B., Dickinson, J. J., & Cutler, B. L. (2002). Voir dire and jury selection: Practical issues, research findings, and directions for future research. In A. M. Goldstein (Ed.), *Comprehensive Handbook of Psychology, Volume 11: Forensic Psychology* (pp. 161-175). New York: John Wiley & Sons.

Sporer, S. L., & Cutler, B. L. (2002). Identification evidence in Germany and in the US: Common sense assumptions, empirical evidence, guidelines, and judicial practices. In P.J. van Koppen, P.J., & S.D. Penrod, S.D. (Eds.), *Adversarial versus inquisitorial justice: Psychological perspectives on criminal justice systems* (pp. 191-208). New York: Plenum.

Koehn, C. E., Fisher, R. P., & Cutler, B. L. (1999). Using cognitive interviewing to construct facial composites. In D. Cantor and L. Alison (Eds.), *Interviewing and Deception* (Offender Profiling Series, Vol. 1). Brookfield: Ashgate-Dartmouth (pp. 25-39).

Penrod, S. D., & Cutler, B. L. (1999). Preventing mistaken convictions in eyewitness identification trials: The case against traditional safeguards. In R. Roesch, S. D. Hart, and J. R. P. Ogloff (Eds.), *Psychology and law: The state of the discipline* (pp. 89-118). New York: Kluwer.

Fisher, R. P., & Cutler, B. L. (1996). The relation between consistency and accuracy of eyewitness testimony. In G. M. Davies, Lloyd-Bostock, S., McMurrin, M., & Wilson, C. (Eds.), *Psychology and Law: Advances in Research*. Berlin: De Gruyter (pp. 21-28).

Cutler, B. L., & Penrod, S. D. (1995). Assessing the accuracy of eye-witness identifications. In R. Bull and D. Carson (Eds.), *Handbook of psychology in legal contexts* (pp. 193-213). Chichester: John Wiley & Sons.

Narby, D. J., Cutler, B. L., & Penrod, S. D. (1995). Estimator variables and eyewitness memory. In S. Sporer, R. S. Malpass, and G. Koehnken (Eds.), *Psychological Issues in Eyewitness Identification* (pp. 23-52). Hillsdale, NJ: Erlbaum.

Cutler, B. L., Penrod, S. D., & Fisher, R. P. (1994). Conceptual, practical and empirical issues associated with eyewitness identification test media. In D. Ross, J. Read and M. Togli (Eds.), *Adult eyewitness testimony: Current trends and developments* (pp. 163-181). New York: Cambridge University Press.

Penrod, S. D., & Cutler, B. L. (1992). Eyewitnesses, experts and jurors: Improving the quality of jury decision-making in eyewitness cases. In J. Misumi, B. Wilpert, & H. Motoaki (Eds.), *Organizational and work psychology*. Hillsdale, NJ: Erlbaum.

Kromsky, D. F., & Cutler, B. L. (1991). The admissibility of expert testimony on the battered woman syndrome. In D. Knudson & J. L. Miller (Eds.), *Abused and battered: Social and legal responses to family violence* (pp. 101-109). Hawthorne, NY: Aldine de Gruyter.

Cutler, B. L., & Penrod, S. D. (1990). Faktoren, die zuverlaessigkeit von zeugenaussagen beeinflussen. In G. Koehnken & S.L. Sporer (Eds.), *Identifizierung von tatverdaechtigen durch augenzeugen* (pp. 25-51). Stuttgart: Verlag fuer angewandte Psychologie.

Cutler, B. L., & Penrod, S. D. (1988). Context reinstatement and eyewitness identification. In G. Davies & D. Thomson (Ed.), *Memory in context: Context in memory*. New York: Wiley (pp. 231-244).

Penrod, S. D., & Cutler, B. L. (1987). Assessing the competency of juries. In I. B. Weiner and A. K. Hess (Eds.), *The handbook of forensic psychology*. New York: Wiley (pp. 293-318).

Articles in Peer-Reviewed Journals

Loney, D. M., & Cutler, B. L. (2016). Coercive interrogation of eyewitnesses can produce false accusations. *Journal of Police and Criminal Psychology*, 31, 29-36.

Elek, J. K., Rottman, D. B., & Cutler, B. L. (2014). Judicial performance evaluation in the states: A reexamination. *Judicature*, 98, 12-19.

Cutler, B. L., Findley, K. A., & Moore, T. E. (2014). Interrogations and false confessions: A psychological perspective. *Canadian Criminal Law Review*, 18, 153-170.

-
- Cutler, B. L., Loney, D., & Findley, K. A. (2014). Expert testimony on interrogations and false confessions. *University of Missouri Kansas City Law Review*, 82, 589-622.
- Clow, K. A., Lant, J. M., & Cutler, B. L. (2013). Perceptions of defendant culpability in pretrial publicity: The effects of defendant ethnicity, cognitive load, and participant gender. *Race and Social Problems*, 5, 250-261.
- Smith, A. M., Cutler, B. L., & Leach, A. M. (2013). Facilitating accuracy in showup identification procedures: The effects of the presence of stolen property. *Applied Cognitive Psychology*, 27, 216-221.
- Elek, J. K., Rottman, D. B., & Cutler, B. L. (2012). State judicial performance evaluation programs: Steps to improve survey process and measurement. *Judicature*, 96, 65-75.
- Quinlivan, D. S., Neuschatz, J. S., Cutler, B. L., Wells, G. L., McClung, J., & Harker, D. L. (2012). Do preadmonition suggestions moderate the effect of unbiased-lineup instructions? *Legal and Criminological Psychology*, 17, 165-176.
- Cutler, B. L., & Kovera, M. B. (2011). Expert psychological testimony. *Current Directions in Psychological Science*, 20, 53-57.
- Pavia, M., Berman, G. L., Cutler, B. L., Platania, J., & Weipert, R. (2011). Influence of confidence inflation and explanations for changes in confidence on evaluations of eyewitness identification accuracy. *Legal and Criminological Psychology*, 16, 266-276.
- Smith, A. M., Cutler, B. L., & Findley, K. A. (2011). An investigation of top-down vs. bottom-up processing in post-appellate review of a criminal case. *Albany Law Review*, 74, 1365-1378.
- Leach A., & Cutler, B. L., & Van Wallendael, L. R. (2009). Lineups and eyewitness identification. *Annual Review of Law and Social Science*, 5, 157-178.
- Cutler, B. L., Daugherty, B., Babu, S., Hodges, L., & Van Wallendael, L. R. (2009). Creating blind photoarrays using virtual human technology: A feasibility test. *Police Quarterly*, 12, 289-300.
- Daugherty, B., Babu, S., Van Wallendael, L. R., Cutler, B. L., & Hodges, L. (2008). A comparison of virtual human vs. human administration of police lineups. *IEEE Computer Graphics and Applications*, 28 (6), 65-75.
- Cutler, B. L., & Kovera, M. B. (2008). Introduction to commentaries about the Illinois Pilot Study. *Law and Human Behavior*, 32, 1-2.
- Cutler, B. L. (2006). A sample of witness, crime, and perpetrator characteristics affecting eyewitness identification accuracy. *Cordozo Public Law, Policy & Ethics Journal*, 4, 327-340.
- Devenport, J. L., & Cutler, B. L. (2004). Impact of defense-only and opposing eyewitness experts on juror judgments. *Law and Human Behavior*, 28, 569-576.
- Van Wallendael, L, and Cutler, B. L. (2004). Limitations to empirical approaches to jury selection. *Journal of Forensic Psychology Practice*, 4 (2), 79-86.
- Devenport, J. L., Stinson, V., Cutler, B. L., & Kravitz, D. A. (2002). How effective are the expert testimony and cross-examination safeguards? Jurors' perceptions of the suggestiveness and fairness of biased lineup procedures. *Journal of Applied Psychology*, 87, 1042-1054.
- Cutler, B. L., & Hughes, D. M. (2001). Judging jury service: Results of the North Carolina Administrative Office of the Courts Juror Survey. *Behavioral Sciences & the Law*, 19, 305-320.
-

-
- Scott-Lennox, J. A., McLaughlin-Miley, C., Lennox, R. D., Bohlig, A., Cutler, B. L., Yan, C., & Jaffe, M. (2001). Stratification of flare intensity identifies placebo responders in a treatment efficacy trial of patients with osteoarthritis. *Arthritis and Rheumatism*, 44, 1599-1607.
- Brock, P, Fisher, R .P., & Cutler, B .L. (1999). Examining the Cognitive Interview in a double-test paradigm. *Psychology, Crime, & Law*, 5, 29-45.
- Phillips, M., McAuliff, B. D., Kovera, M. B., & Cutler, B. L. (1999). Double-blind lineup administration as a safeguard against investigator bias. *Journal of Applied Psychology*, 84, 940-951.
- Berman, G. L., & Cutler, B. L. (1998). The influence of processing instructions at encoding and retrieval on face recognition accuracy. *Psychology, Crime, & Law*, 4, 89-106.
- Devenport, J. L., Penrod, S. D., & Cutler, B. L. (1998). Eyewitness identification evidence: Evaluating commonsense evaluations. *Psychology, Public Policy, & Law*, 3, 338-361.
- Moran, G., & Cutler, B. L. (1997). Bogus publicity items and the contingency between awareness and media-induced pretrial prejudice. *Law and Human Behavior*, 21, 339-344.
- Stinson, V., Devenport, J. L., Cutler, B. L., & Kravitz, D. S. (1997). How effective is the motion-to-suppress safeguard? Judges' perceptions of the suggestiveness and fairness of biased lineup procedures. *Journal of Applied Psychology*, 82, 211-220.
- Berman, G. L., & Cutler, B. L. (1996). Effects of inconsistencies in eyewitness testimony on mock-juror decisionmaking. *Journal of Applied Psychology*, 81, 170-177.
- Stinson, V., Devenport, J. L., Cutler, B. L., & Kravitz, D. K. (1996). How effective is the presence-of-counsel safeguard? Attorney perceptions of suggestiveness, fairness, and correctability of biased lineup procedures. *Journal of Applied Psychology*, 81, 64-75.
- Berman, G. L., Narby, D. J., & Cutler, B. L. (1995). Effects of inconsistent eyewitness statements on mock-jurors' evaluations of eyewitnesses, perceptions of defendant culpability and verdicts. *Law and Human Behavior*, 19, 79-88.
- Penrod, S. D., & Cutler, B. L. (1995). Witness confidence and witness accuracy: Assessing their forensic relation. *Psychology, Public Policy and Law*, 1, 817-845. Reprinted in Roesch, R., & Gagnon, N. (Eds.) (2007). *Psychology and law: Criminal and civil perspectives*. Hampshire, UK: Ashgate.
- Penrod, S. D., Fulero, S. M., & Cutler, B. L. (1995). Expert psychological testimony in the United States: A new playing field? *European Journal of Psychological Assessment*, 11, 65-72.
- Penrod, S. D., Fulero, S. M., & Cutler, B. L. (1995). Expert testimony on eyewitness reliability before and after *Daubert*: The state of the law and science. *Behavioral Science & the Law*, 13, 229-260.
- Sporer, S. L., Penrod, S. D., Read, J. D., & Cutler, B. L. (1995). Choosing, confidence and accuracy: A meta-analysis of the confidence-accuracy relation in eyewitness identification studies. *Psychological Bulletin*, 118, 315-327.
- Moran, G., Cutler, B. L., & De Lisa, A. (1994). Attitude toward tort reform scientific jury selection and juror bias: Verdict inclination in criminal and civil trials. *Law and Psychology Review*, 18, 309-328.
- Narby, D. J., & Cutler, B. L. (1994). Effectiveness of voir dire as a safeguard in eyewitness cases. *Journal of Applied Psychology*, 79, 724-729.

-
- Cutler, B. L., Kravitz, D. A., Cohen, M., & Schinas, W. (1993). The Driving Appraisal Inventory: Psychometric characteristics and construct validity. *Journal of Applied Social Psychology, 23*, 1196-1213.
- Kravitz, D. A., Cutler, B. L., & Brock, P. (1993). Reliability and validity of the original and revised legal attitudes questionnaire. *Law and Human Behavior, 17*, 661-677.
- Narby, D. J., Cutler, B. L., & Moran, G. (1993). A meta-analysis of the association between authoritarianism and jurors' perceptions of defendant culpability. *Journal of Applied Psychology, 78*, 3442.
- Cutler, B. L., Moran, G., & Narby, D. J. (1992). Jury selection in insanity defense cases. *Journal of Research in Personality, 26*, 165-182.
- Dexter, H. R., Cutler, B. L., & Moran, G. (1992). Voir dire as a remedy for the prejudicial impact of pretrial publicity. *Journal of Applied Social Psychology, 22*, 819-832.
- Moran, G., & Cutler, B. L. (1991). The prejudicial impact of pretrial publicity. *Journal of Applied Social Psychology, 21*, 345-367.
- Cutler, B. L. (1990). The status of scientific jury selection in psychology and law. *Forensic Reports, 3*, 227-232.
- Cutler, B. L., Dexter, H. R., & Penrod, S. D. (1990). Nonadversarial methods for improving juror sensitivity to eyewitness evidence. *Journal of Applied Social Psychology, 20*, 1197-1207.
- Cutler, B. L., & Fisher, R. P. (1990). Live lineups, videotaped lineups, and photoarrays. *Forensic Reports, 3*, 439-448.
- Cutler, B. L., Penrod, S. D., & Dexter, H. R. (1990). Juror sensitivity to eyewitness identification evidence. *Law and Human Behavior, 14*, 185-191.
- Moran, G., Cutler, B. L., & Loftus, E. F. (1990). Jury selection in major controlled substance trials: The need for extended voir dire. *Forensic Reports, 3*, 331-348.
- Prager, I. G., & Cutler, B. L. (1990). Attributing traits to oneself and to others: The role of acquaintance level. *Personality and Social Psychology Bulletin, 16*, 309-319.
- Rogers, R., Bagby, R. M., Crouch, M., & Cutler, B. L. (1990). Effects of ultimate opinions on juror perceptions of insanity. *International Journal of Law and Psychiatry, 13*, 225-232.
- Wells, W. P., & Cutler, B. L. (1990). The right to counsel at videotaped lineups: An emerging dilemma. *Connecticut Law Review, 22*, 373-395.
- Cutler, B. L., Dexter, H. R., & Penrod, S. D. (1989). Expert testimony and jury decision making: An empirical analysis. *Behavioral Sciences and the Law, 7*, 215-225.
- Cutler, B. L., Fisher, R. P., & Chicvara, C. L. (1989). Eyewitness identification from live versus videotaped lineups. *Forensic Reports, 2*, 93-106.
- Cutler, B. L., & Penrod, S. D. (1989). Forensically relevant moderators of the relation between eyewitness identification accuracy and confidence. *Journal of Applied Psychology, 74*, 650-652.
- Cutler, B. L., & Penrod, S. D. (1989). Moderators of the confidence-accuracy relationship in face recognition: The roles of information-processing and base-rates. *Applied Cognitive Psychology, 3*, 95107.

-
- Cutler, B. L., Penrod, S. D., & Dexter, H. R. (1989). The eyewitness, the expert psychologist, and the jury. *Law and Human Behavior*, 13, 311-332.
- Cutler, B. L., & Wolfe, R. N. (1989). Self-monitoring and the association between accuracy and confidence. *Journal of Research in Personality*, 23, 410-420.
- Kromsky, D. F., & Cutler, B. L. (1989). The battered woman syndrome: A matter of common sense? *Forensic Reports*, 2, 187-193.
- O'Rourke, T. E., Penrod, S. D., Cutler, B. L., & Stuve, T. E. (1989). The external validity of eyewitness identification research: Generalizing across subject populations. *Law and Human Behavior*, 13, 385-395.
- Penrod, S. D., & Cutler, B. L. (1989). Eyewitness expert testimony and jury decision making. *Law and Contemporary Problems*, 52, 43-83.
- Prager, I. G., Deckelbaum, J., & Cutler, B. L. (1989). Improving juror understanding for intervening causation instructions. *Forensic Reports*, 2, 173-189.
- Cutler, B. L., & Penrod, S. D. (1988). Improving the reliability of eyewitness identification: Lineup construction and presentation. *Journal of Applied Psychology*, 73, 281-290.
- Cutler, B. L., Penrod, S. D., & Stuve, T. E. (1988). Juror decision making in eyewitness identification cases. *Law and Human Behavior*, 12, 41-55.
- Cutler, B. L., Stocklein, C. J., & Penrod, S. D. (1988). An empirical examination of a computerized facial composite production system. *Forensic Reports*, 1, 207-218.
- Schmolesky, J. M., Cutler, B. L., & Penrod, S. D. (1988). Presumption instructions and juror decision making. *Forensic Reports*, 1, 165-192.
- Sharp, G. L., Cutler, B. L., & Penrod, S. D. (1988). Performance feedback improves the resolution of confidence judgments. *Organizational Behavior and Human Decision Processes*, 42, 271-283.
- Cutler, B. L., Penrod, S. D., & Martens, T. K. (1987). Improving the reliability of eyewitness identifications: Putting context into context. *Journal of Applied Psychology*, 72, 629-637.
- Cutler, B. L., Penrod, S. D., & Martens, T. K. (1987). The reliability of eyewitness identifications: The role of system and estimator variables. *Law and Human Behavior*, 11, 223-258.
- Kallio, K. D., & Cutler, B. L. (1987). Does lexical marking influence eyewitness memory? *Journal of Psychology*, 12, 249-258.
- Cutler, B. L., Penrod, S. D., O'Rourke, T. E., & Martens, T. K. (1986). Unconfounding the effects of contextual cues on eyewitness identification accuracy. *Social Behaviour: An International Journal of Applied Social Psychology*, 2, 113-134.
- Wolfe, R. N., Lennox, R. D., & Cutler, B. L. (1986). Getting along and getting ahead: Empirical support for a theory of protective and acquisitive self-presentation. *Journal of Personality and Social Psychology*, 50, 356-361.
- Cutler, B. L., & Wolfe, R. N. (1985). Construct validity of the Concern For Appropriateness Scale. *Journal of Personality Assessment*, 49, 318-323.

Articles in Professional Association Journals and Newsletters

- Cutler, B. L. (2017). Sources of contamination in lineup identifications. *The Champion*, May, p. 16-22.
- Cutler, B. L., & Leo, R. A. (2016). Analyzing videotaped interrogations and confessions. *The Champion*, December, p. 40-46.
- Leo, R. A., & Cutler, B. L. (2016). False confessions in the 21st century. *The Champion*, May, p. 46-55.
- Moore, T. E., Cutler, B. L., & Shulman, D. (2014). Shaping eyewitness and alibi testimony with coercive interview practices. *The Champion*, October, p. 34-42.
- Cutler, B. L., & Moore, T. E. (2013). The roots of wrongful conviction: It's all in the technique. *Lawyer's Weekly* (Canada), May 13, p. 14-15.
- Cutler, B. L., & Moore, T. E. (2013). Mistaken eyewitness identification, false confession, and conviction of the innocent. *For the Defence*, 34 (1), 20-26.
- Small, R., Platania, J., & Cutler, B. L. (2013). Assessing the readability of capital pattern jury instructions. *The Jury Expert*, 25 (1),
- Studebaker, C. A., & Cutler, B. L. (2011). Assessing your case: Some questions are best answered with jury research. *Connecticut Lawyer*, 21 (7), 24-27
- Smith, A., & Cutler, B. L. (2010). The lineup reform movement. *AIDWYC Journal*, 11, 38-41.
- Cutler, B. L. (2003). Strategies for mitigating the impact of eyewitness experts. *The Prosecutor*, January/February.
- Cutler, B. L., & Van Wallendael, L. (2003). Six recommendations for improving photoarrays and lineups. *Trial Briefs*, December, 11-14.
- Cutler, B. L. (2002). Focus on . . . focus groups: Assessing cases and improving case presentations using focus groups. *Connecticut Lawyer*, 12 (14).
- Cutler, B. L. (2002). How jurors think and talk about accidents. *North Carolina Lawyers Weekly*, 15, 0067.
- Cutler, B. L. (2002). Answers to frequently asked questions about focus groups. *Campbell Law Observer*, (March Issue).
- Cutler, B. L. (2002). Reducing the risk of false identification. *Campbell Law Observer* (May Issue).
- Cutler, B. L. (2001). Test-driving your case with focus groups. *North Carolina Lawyers Weekly*, 14 (463); reprinted in *Virginia Lawyers Weekly*, 16 (915)
- Cutler, B. L. (2001). Eyewitness evidence: A guide for law enforcement is valuable trial tool. *North Carolina Lawyers Weekly*, 14 (1105).
- Cutler, B. L. (2001). (2001). Conducting effective juror interviews. *Virginia Lawyers Weekly*, 16 (422); reprinted in *North Carolina Lawyers Weekly*, 14, 1463.
- Cutler, B. L. (2001). Expert testimony on the psychology of eyewitness memory. *North Carolina Lawyers Weekly*, 14 (514).

Cutler, B. L. (2001). Trial tip: A conversational approach to voir dire. *Virginia Lawyers Weekly*, 15(51); reprinted in . *North Carolina Lawyers Weekly*, 14 (1263); *Connecticut Lawyer*, 12 (8).

Cutler, B. L., & Narby, D. J. (2001). Enhancing juror self-disclosure during voir dire: Recommendations from trial consultants. *North Carolina Lawyers Weekly*, 14 (13).

Platania, J., Moran, G., & Cutler, B. L. (1999). Prosecutorial misconduct during the penalty phase of capital trials: Harmless error? *the Champion*, 19-22.

Narby, D. J., & Cutler, B. L. (1991). Improving lineups and photoarrays: Practical recommendations based on current research. *National Police Research Unit Review*, 6, 12-21. Reprinted in the *California Attorneys for Criminal Justice Forum*, 19, 40-47.

Cutler, B. L. (1989). Cross-examination of expert witnesses. *APA Monitor*, 20, (12).

Cutler, B. L. (1989). Reasonable suspicion and investigative detention. *APA Monitor*, 20 (6).

Cutler, B. L. (1988). Videotaped evidence in court. *APA Monitor*, 19(12).

Cutler, B. L. (1988). A novel plan for charging the jury in RICO cases. *APA Monitor*, 19(6).

Cutler, B. L., & Fisher, R. P. (1988). When the defense hires an expert psychologist to discredit an eyewitness. *The Florida Prosecutor* (August issue).

Matlin, M. W., Cutler, B. L., & Matlin, A. H. (1986). Pediatrician's attitudes toward maternal employment. *Clinical Pediatrics*, 25, 419.

Book Reviews

Moran, G., & Cutler, B. L. (2003). Review of *Stack and Sway. Analysis of Social Issues and Public Policy*, 3. 1-2.

Cutler, B. L. (1999). Review of Peter B. Ainsworth, *Psychology, Law and Eyewitness Testimony. Expert Evidence*, 7, 67-70.

Cutler, B. L., & Fisher, R. P. (1993). *Identifying Ivan*: Some thoughts on the application of psychological research to the evaluation of eyewitness testimony. *Expert Evidence*, 1, 119-126.

Conference Presentations

Author or Co-author of over 100 presentations at the following conferences:

- American Association for the Advancement of Science
- American Bar Association Commission on College and University Legal Studies
- American Psychological Association
- American Psychological Society/Association for Psychological Science
- American Psychology-Law Society
- American Society of Criminology
- American Sociological Association
- Association of Heads of Departments of Psychology
- Canadian Society of Criminology

-
- Eastern Psychological Association
 - Florida Conference on Cognition, Sensation, Perception, and Action
 - European Conference on Psychology and Law
 - International Association for Applied Psychology
 - International Conference on Practical Aspects of Memory
 - International Psychology-Law Conference (AP-LS, EAPL)
 - Law and Society Conference
 - Midwestern Psychological Association
 - Psychonomic Society
 - Society for Police and Criminal Psychology
 - Southeastern Psychological Association
 - Southeastern Society for Social Psychology

CURRICULUM VITAE OF
LINDSAY C. MALLOY
FACULTY OF SOCIAL SCIENCE AND HUMANITIES
UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY

CONTACT INFORMATION

University of Ontario Institute of Technology
Faculty of Social Science and Humanities
2000 Simcoe Street North
Oshawa, ON L1H 7K4
Canada

Office Phone: (905) 721-8668 ext. 5965
Cell Phone: (647) 549-9026
Email: lindsay.malloy@uoit.ca

EDUCATION

Ph.D., *University of California, Irvine*, **Developmental Psychology** 2004-2008 M.A., *University of California, Irvine*,
Social Ecology 2002-2004
B.S. in B.A., *Central Michigan University*, **Management** 1998-2002
B.S., *Central Michigan University*, **Psychology** 1998-2002

FULL-TIME ACADEMIC EXPERIENCE

University of Ontario Institute of Technology, Associate Professor Dec 2017 - present Faculty of Social
Science and Humanities

Florida International University, Associate Professor Aug. 2017 – Dec 2017
Department of Psychology, Legal Psychology

Florida International University, Assistant Professor Jan. 2011 – Aug. 2017
Department of Psychology, Legal Psychology

University of Cambridge, UK, Postdoctoral Research Associate Jul. 2008 – Dec. 2010
Department of Psychology, Applied Developmental Psychology

PUBLICATIONS IN DISCIPLINE

Books (1)

1. Lamb, M.E., La Rooy, D.J., **Malloy, L.C.**, & Katz, C. (Eds.). (2011). *Children's Testimony: A Handbook of Psychological Research and Forensic Practice* (2nd Ed.) London: Wiley. **Google Scholar Citation Count: 93**

Peer-Reviewed Journal Articles (24)

<https://scholar.google.com/citations?user=OhgyTmkAAAAJ&hl=en>

Google Scholar count on 2/23/18

Roles: ** Undergraduate student; *Graduate student under my supervision

24. *Mugno, A.P., **Malloy, L.C.**, Waschbusch, D. Pelham, W.E., & Talwar, V. (in press). An experimental investigation of antisocial lie-telling among children with Disruptive Behavior Disorders and typically developing children. *Child Development*.

Impact Factor: **3.791** Google Scholar Citation Count: **0**

23. **Malloy, L.C.**, Orbach, Y., Lamb, M.E., & Walker, A.G. (2017). How and why prompts in forensic investigative interviews with preschool children. *Applied Developmental Science, 21*, 58-66.

Impact Factor: **1.364** (5-Year Impact Factor: **1.776**) Google Scholar Citation Count: **2**

22. **Malloy, L.C.**, *Mugno, A.P., *Rivard, J.R., Lyon, T.D., & Quas, J.A. (2016). Familial influences on recantation in substantiated child sexual abuse cases. *Child Maltreatment, 21*, 256-261.

Impact Factor: **2.292** Google Scholar Citation Count: **3**

21. *Molinaro, P., & **Malloy, L.C.** (2016). Statements from youth in legal contexts: Effects of consistency, legal role, and age. *Behavioral Sciences and the Law, 34*, 139-159.

Impact Factor: **1.055** Google Scholar Citation Count: **1**

20. **Malloy, L.C.**, & *Mugno, A.P. (2016). Children's recantation of adult wrongdoing: An experimental investigation. *Journal of Experimental Child Psychology, 145*, 11-21.

Impact Factor: **2.333** (5-Year Impact Factor: **3.110**) Google Scholar Citation Count: **5**

19. *Arndorfer, A., **Malloy, L.C.**, & Cauffman, E. (2015). Interrogations, confessions, and adolescent offenders' perceptions of the legal system. *Law and Human Behavior, 39*, 503-513.

Impact Factor: **2.542** (5-Year Impact Factor: **2.884**) Google Scholar Citation Count: **6**

18. *Pimentel, P.S., *Arndorfer, A., & **Malloy, L.C.** (2015). Taking the blame for someone else's wrongdoing: The effects of age and reciprocity. *Law and Human Behavior, 39*, 219-231.

Impact Factor: **2.542** (5-Year Impact Factor: **2.884**) Google Scholar Citation Count: **10**

17. **Malloy, L.C.**, Katz, C., Lamb, M.E., & *Mugno, A.P. (2015). Children's requests for clarification in investigative interviews with suspected victims of child sexual abuse. *Applied Cognitive Psychology, 29*, 323333.

Impact Factor: **1.481** Google Scholar Citation Count: **7**

16. Hershkowitz, I., Lamb, M.E., Katz, C., & **Malloy, L.C.** (2015). Does enhanced rapport-building alter the dynamics of investigative interviews with suspected victims of intra-familial abuse? *Journal of Police and Criminal Psychology, 30*, 6-14.

Impact Factor: **N/A** Google Scholar Citation Count: **43**

15. **Malloy, L.C.**, Quas, J.A., Lyon, T.D., & Ahern, E.C. (2014). Disclosing adult wrongdoing: Maltreated and non-maltreated children's expectations and preferences. *Journal of Experimental Child Psychology, 124*, 7896.

Impact Factor: 2.333 (**5-Year Impact Factor:** 3.110)

Google Scholar Citation Count: 6

14. **Malloy, L.C.**, Shulman, E.P., & Cauffman, E. (2014). Interrogations, confessions, and guilty pleas among serious adolescent offenders. *Law and Human Behavior*, 38, 181-193.

Impact Factor: 2.542 (**5-Year Impact Factor:** 2.884) Google Scholar Citation Count: 49

13. **Malloy, L.C.**, Brubacher, S.P., & Lamb, M.E. (2013). "Because she's one who listens": Children discuss to whom they disclosed abuse (or not) and why in forensic interviews. *Child Maltreatment*, 18, 245-251. **Impact Factor:** 2.292

Google Scholar Citation Count: 36

12. **Malloy, L.C.**, Johnson, J.L., & Goodman, G.S. (2013). Children's memory and event reports: The current state of knowledge and best practice. *Journal of Forensic Social Work*, 3, 106-132. **Impact Factor:** N/A

Google Scholar Citation Count: 14

11. Brubacher, S.P., **Malloy, L.C.**, Lamb, M.E., & Roberts, K.P. (2013). How do interviewers and children discuss individual occurrences of repeated alleged abuse in forensic interviews? *Applied Cognitive Psychology*, 27, 443-450.

Impact Factor: 1.481 Google Scholar Citation Count: 19

10. Katz, C., Hershkowitz, I., **Malloy, L.C.**, Lamb, M.E., Atabaki, A., & Spindler, S. (2012). Non-verbal behavior of children who disclose or do not disclose child abuse in investigative interviews. *Child Abuse and Neglect*, 36, 12-20.

Impact Factor: 2.397 (**5-Year Impact Factor:** 2.974) Google Scholar Citation Count: 41

9. **Malloy, L.C.**, Brubacher, S.P., & Lamb, M.E. (2011). Expected consequences of disclosure revealed in investigative interviews with suspected victims of child sexual abuse. *Applied Developmental Science*, 15, 819.

Impact Factor: 1.364 (**5-Year Impact Factor:** 1.776) Google Scholar Citation Count: 71

8. La Rooy, D., Katz, C., **Malloy, L.C.**, & Lamb, M.E. (2010). Do we need to rethink guidance on repeated interviews? *Psychology, Public Policy, & Law*, 16, 373-392.

Impact Factor: 1.986 Google Scholar Citation Count: 60

7. **Malloy, L.C.**, & Lamb, M.E. (2010). Biases in judging victims and suspects whose statements are inconsistent. *Law and Human Behavior*, 34, 46-48. **Impact Factor:** 2.542 (**5-Year Impact Factor:** 2.884)

Google Scholar Citation Count: 18

6. Lyon, T.D., Ahern, E.C., **Malloy, L.C.**, & Quas, J.A. (2010). Children's reasoning about adult transgression secrecy: Effects of adult identity, child age, and maltreatment. *Child Development*, 81, 1714-1728 **Impact Factor:** 3.791

Google Scholar Citation Count: 34

5. Lyon, T.D., **Malloy, L.C.**, & Quas, J.A., & Talwar, V. (2008). Coaching, truth induction, and young maltreated children's false allegations and false denials. *Child Development*, 79, 914-929.

Impact Factor: 3.791 Google Scholar Citation Count: 111

4. **Malloy, L.C.**, Lyon, T.D., Quas, J.A. (2007). Filial dependency and recantation of child sexual abuse. *Journal of the American Academy of Child & Adolescent Psychiatry*, 46, 162-170.

Impact Factor: **7.182** Google Scholar Citation Count: **177**

3. Quas, J.A., **Malloy, L.C.**, Melinder, A., Goodman, G.S., Schaaf, J., & D'Mello, M. (2007). Developmental differences in the effects of repeated interviews and interviewer bias on young children's event memory and false reports. *Developmental Psychology*, *43*, 823-837.

Impact Factor: **3.116** (5-Year Impact Factor: **4.289**) Google Scholar Citation Count: **80**

2. Miller-Perrin, C.L., & **Malloy, L.C.** (2007). Curriculum guide for instruction in child maltreatment. *Office of Teaching Resources in Psychology*, American Psychological Association Division 2. **Impact Factor:** N/A

Google Scholar Citation Count: **6**

1. Clarke-Stewart, K.A., **Malloy, L.C.**, Allhusen, V.D. (2004). Verbal ability, self-control, and close relationships with parents protect children against misleading suggestions. *Applied Cognitive Psychology*, *18*, 1037-1058.

Impact Factor: 1.481 **Google Scholar Citation Count:** 74

Chapters in Books (14)

Roles: **Undergraduate student; *Graduate student under my supervision

14. **Malloy, L.C.**, *Mugno, A.P., & *Arndorfer, A. (in press). Interviewing children with Autism Spectrum Disorder: The NICHD and Ten Step Protocols. In G.S. Goodman, J.L. Johnson, & P.C. Mundy (Eds.), *The Wiley Handbook of Autobiographical Memory, Autism Spectrum Disorder, and the Law*.

13. *Mugno, A.P., **Malloy, L.C.**, & La Rooy, D.J. (in press). Interviewing witnesses. In G.M. Davies & A. Beech (Eds.), *Forensic Psychology* (3rd ed.). London: Wiley.

Google Scholar Citation Count: **0**

12. **Malloy, L.C.**, & Lamb, M.E. (2015). Children and the law: Examples of applied developmental psychology in action. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental Science: An Advanced Textbook* (7th ed., pp. 729-773). New York: Taylor and Francis.

Google Scholar Citation Count: **0**

11. Lamb, M.E., **Malloy, L.C.**, Hershkowitz, I., & La Rooy, D. (2015). Children and the law. In R.M. Lerner (Ed.), & M.E. Lamb (Vol. Ed.), *Handbook of Child Psychology and Developmental Science* (7th ed., pp. 464-512), *Volume 3: Social, Emotional, and Personality Development*. Hoboken, NJ: Wiley.

Google Scholar Citation Count: **29**

10. Lamb, M.E., & **Malloy, L.C.** (2013). Child development and the law. In R.M. Lerner M. A. Easterbrooks, & J. Mistry (Eds.), *Handbook of Psychology* (2nd ed.), *Volume 6: Developmental Psychology* (pp. 571-594). Hoboken, NJ: Wiley.

Google Scholar Citation Count: **0**

9. **Malloy, L.C.**, Wright, D.B., & Skagerberg, E.M. (2012). Eyewitness evidence. In G.M. Davies & A. Beech (Eds.), *Forensic Psychology* (2nd ed., pp. 99-115). London: Wiley.

[Google Scholar Citation Count: 0](#)

8. Davies, G., & **Malloy, L.C.** (2011). Relationship between research and practice. In M.E. Lamb, D. La Rooy, **L.C. Malloy**, & C. Katz (Eds.), *Children's Testimony: A Handbook of Psychological Research and Forensic Practice* (2nd ed., pp. 371-402). London: Wiley.

[Google Scholar Citation Count: 0](#)

7. La Rooy, D.J., **Malloy, L.C.**, & Lamb, M.E. (2011). The development of memory in childhood. In M.E. Lamb, D. La Rooy, **L.C. Malloy**, & C. Katz (Eds.), *Children's Testimony: A Handbook of Psychological Research and Forensic Practice* (2nd ed., pp. 49-68). London: Wiley. **Google Scholar Citation Count: 16**

6. Lamb, M.E., **Malloy, L.C.**, & La Rooy, D.J. (2011). Setting realistic expectations: Developmental characteristics, capacities, and limitations. In M.E. Lamb, D. La Rooy, **L.C. Malloy**, & C. Katz (Eds.), *Children's Testimony: A Handbook of Psychological Research and Forensic Practice* (2nd ed., pp. 1-14). London: Wiley.

[Google Scholar Citation Count: 21](#)

5. **Malloy, L.C.**, La Rooy, D.J., & Lamb, M.E. (2011). Facilitating effective participation by children in the legal system. In M.E. Lamb, D. La Rooy, **L.C. Malloy**, & C. Katz (Eds.), *Children's Testimony: A Handbook of Psychological Research and Forensic Practice* (2nd ed., pp. 423-430). London: Wiley. **Google Scholar Citation Count: 1**

4. **Malloy, L.C.**, La Rooy, D.J., Lamb, M.E., & Katz, C. (2011). Developmentally sensitive interviewing for legal purposes. In M.E. Lamb, D. La Rooy, **L.C. Malloy**, & C. Katz (Eds.), *Children's Testimony: A Handbook of Psychological Research and Forensic Practice* (2nd ed., pp. 15-48). London: Wiley. **Google Scholar Citation Count: 14**

3. **Malloy, L.C.**, Lamb, M.E., & Katz, C. (2010). Children and the law: Examples of applied developmental psychology in action. In M.H. Bornstein & M.E. Lamb (Eds.), *Developmental Science: An Advanced Textbook* (6th ed., pp. 645-686). New York: Taylor and Francis. [Also appears in: M.H. Bornstein & M.E. Lamb (Eds.), *Social and Personality Development: An Advanced Textbook*. New York: Taylor and Francis.] **Google Scholar Citation Count: 17**

2. **Malloy, L.C.**, & Quas, J.A. (2009). Children's suggestibility: Areas of consensus and controversy. In K. Kuehnle & M. Connell (Eds.), *The Evaluation of Child Sexual Abuse Allegations: A Comprehensive Guide to Assessment and Testimony* (pp. 267-298). Hoboken, NJ: Wiley.

[Google Scholar Citation Count: 47](#)

1. **Malloy, L.C.**, Mitchell, E.B., Block, S.D., Quas, J.A., & Goodman, G.S. (2006). Children's eyewitness memory: Balancing children's needs and defendants' rights when seeking the truth. In M.P. Toglia, J.D. Read, D.F. Ross, & R.C.L. Lindsay (Eds.), *Handbook of Eyewitness Psychology, Volume 1: Memory for Events* (pp. 545-574). Mahwah, NJ: Lawrence Erlbaum Associates, Inc. **Google Scholar Citation Count: 18**

OTHER PUBLICATIONS

Invited Reviews/Commentaries (1)

1. **Malloy, L.C.**, & Lyon, T.D. (2006). Caregiver support and child sexual abuse: Why does it matter? *Journal of Child Sexual Abuse*, 15, 97-103.

Impact Factor: .807 (**5-Year Impact Factor:** 1.090) **Google Scholar Citation Count:** 42

Encyclopedia Entries (2)

1. **Malloy, L.C.**, & *Arndorfer, A. (in press). Law. In M.H. Bornstein, *The SAGE Encyclopedia of Lifespan Human Development*.

2. **Malloy, L.C.**, & *Mugno, A.P. (2015). Child Sexual Abuse Accommodation Syndrome. In R. Cautin & S. Lilienfeld (Eds.), *Encyclopedia of Clinical Psychology* (pp. 1-3). Hoboken, NJ: Wiley. **Google Scholar Citation Count:** 0

Other Publications

7. **Malloy, L.C.** (2017, January 17). Why we still need to pay attention to Zika. *CNN Opinion*. Retrieved from <https://www.cnn.com/2017/01/16/opinions/zika-funding-is-still-important-malloy/index.html>

6. **Malloy, L.C.**, & *Arndorfer, A. (2015, October 16). Teens, false confessions, and perceptions of police. *The Psych Report*. <http://thepsychreport.com/science/teens-false-confessions-and-perceptions-of-the-police/>

5. **Malloy, L.C.**, *Molinaro, P., *Mugno, A.P., *Rivard, J. (2014, Winter). Recantation in legal contexts. *American Psychology-Law Society Newsletter*.

4. *Arndorfer, A., & **Malloy, L.C.** (2013, Summer). Actual innocence research: Interrogations, confessions, and the vulnerability of youth. *American Psychology-Law Society Newsletter*.

3. Brubacher, S.P., **Malloy, L.C.** & Lamb, M.E. (2012). Children's expectations surrounding consequences of sexual abuse disclosure: A summary. *Bulletin of the International Investigative Interviewing Research Group*.

2. Lamb, M.E. & **Malloy, L.C.** (2010). The NICHD Investigative Interview Protocol: Looking back and moving forward. *The Advocate*, 33, 9-13.

1. **Malloy, L.C.** (2008). Recantation in investigate interviews with children. *Bulletin of the International Investigative Interviewing Research Group*.

PRESENTED PAPERS AND LECTURES

Invited Lectures (28)

28. **Malloy, L.C.** (2018, February). What children say (and don't say) in legal contexts: Evidence from lab and field studies. Talk presented at Brock University, St. Catharine's, ON.

-
27. **Malloy, L.C.** (2016, December). Caregiver supportiveness and recantation of adult wrongdoing. Talk presented at the London School of Economics, London, UK.
26. **Malloy, L.C.** (2016, December). Statements from youth in legal contexts: Insights from field and lab research. Talk presented at the John Jay College of Criminal Justice, CUNY, New York, NY.
25. **Malloy, L.C.** (2016, November). What leads to juvenile false confessions? TedX talk presented at TedXFIU, Miami, FL.
24. **Malloy, L.C.** (2016, November). Statements from youth in legal contexts: Insights from field and lab research. Talk presented at the University of Ontario Institute of Technology, Oshawa, ON.
23. **Malloy, L.C.** (2015, November). Stress, trauma, and child development. Plenary session at the Office of Juvenile Justice and Delinquency Prevention Youth Violence Prevention Communities of Practice Fall Convening, Baltimore, MD.
22. **Malloy, L.C.** (2015, April). Children's memory and suggestibility. Talk presented at the Family Law Clinic, Florida International University School of Law, Miami, FL.
21. **Malloy, L.C.** (2014, November). Interviewing children: Issues of consensus. Talk presented at the Immigrant Children's Justice Clinic, Florida International University School of Law, Miami, FL.
20. **Malloy, L.C.** (2014, April). Children's statements in legal contexts: Evidence from naturalistic and laboratory studies. Invited colloquium talk at Portsmouth University, Portsmouth, UK.
19. **Malloy, L.C.** (2014, March). What children say (and don't say) and why in legal contexts: Insights from field and lab research. Saleem Shah Early Career Award for Excellence in Psychology and Law address delivered at the annual meeting of the American Psychology-Law Society, New Orleans, LA.
18. **Malloy, L.C.** (2012, November). Children's statements in legal contexts: Insights from field and lab research. Invited colloquium talk presented to the Departments of Psychology and Sociology, Anthropology, and Social Work at Central Michigan University, Mt. Pleasant, MI.
17. **Malloy, L.C.** (2012, May). Dynamics of sexual abuse recantation: What does the research tell us? Talk presented at *The Children's Advocacy Center 2012 Child Abuse Symposium: Recantation and Abuse*, Medford, OR.
16. **Malloy, L.C.** (2012, May). Research on children's memory and suggestibility: Areas of consensus. Talk presented at *The Children's Advocacy Center 2012 Child Abuse Symposium: Recantation and Abuse*, Medford, OR.
15. **Malloy, L.C.**, Katz, C., & Lamb, M.E. (2012, August). Children's requests for clarification in investigative interviews about suspected child sexual abuse. In N. Carrick & A. Evans, *Getting Children to Tell the Whole Truth and Nothing but the Truth*. Invited symposium presented in the Division 7 Program at the annual meeting of the American Psychological Association, Orlando, FL.
14. **Malloy, L.C.** (2011, February). Child development and children's eyewitness testimony. Talk presented at the Florida University International/Florida Atlantic University Joint Conference on Cognition and Cognitive Development, Miami, FL.
13. **Malloy, L.C.** (2010, January). Children's disclosure of negative experiences: Insights from field and lab research. Invited talk to the Department of Psychology, Ryerson University, Toronto, ON.

-
12. **Malloy, L.C.** (2010, January). Children's disclosure of negative experiences: Insights from field and lab research. Invited talk to the Department of Psychology, Florida International University, Miami, FL.
 11. **Malloy, L.C.** (2009, November). What do children think about telling on an adult? Invited talk to the University of Cambridge, Faculty of Politics, Psychology, Sociology, and International Studies, Graduate Seminar Series, Cambridge, UK.
 10. **Malloy, L.C.** (2009, March). Maltreated and non-maltreated children's evaluations of disclosing an adult's wrongdoing. Invited poster presented in the "Dissertation Award Winner's Circle" at the annual meeting of the American Psychology-Law Society, San Antonio, TX.
 9. **Malloy, L.C.** (2009, February). Children's disclosure of adult wrongdoing: In the lab and in the field. Invited talk at the University of Cambridge, Trinity Hall College, McMenemy Series, Cambridge, UK.
 8. **Malloy, L.C.** (2008, November). Maltreated and non-maltreated children's evaluations of disclosing an adult's wrongdoing. Invited talk at the University of Cambridge, Department of Social and Developmental Psychology Seminar Series, Cambridge UK.
 7. **Malloy, L.C.**, Lyon, T.D., Quas, J.A., & Forman, J. (2005, May). Recantation among child sexual abuse victims: A study of substantiated Child Protective Service cases. Invited paper presentation at the annual grantee meeting for the Office of Child Abuse and Neglect, Boston, MA.
 6. ***Malloy, L.C.**, Lyon, T.D., Quas, J.A., & Forman, J. (2005, April). Child sexual abuse: Characteristics, disclosure, and recantation. Invited poster presented at the National Conference on Child Abuse and Neglect, Boston, MA.
 5. ***Malloy, L.C.**, Lyon, T.D., Forman, J., & Quas, J.A. (2004, March). Ethnic differences in disclosure of sexual abuse: A study of substantiated Child Protective Service cases. Invited poster presented at the Office of Child Abuse and Neglect Annual Grantee Meeting, Washington, DC.
 4. **Malloy, L.C.** (2004, December). What research can tell us about child witnesses. Invited presentation to the California Association of Marriage and Family Therapists Orange County Chapter and the Attorney/Therapist Committee (Continuing Education seminar), *Children's testimony: Fact or fiction*, Orange, CA.
 3. **Malloy, L.C.**, & Poole, D.A. (2002, April). The use of time line representations in forensic interviewing of children. Invited poster presented at the Student Research and Creative Endeavors Exhibit, Central Michigan University, Mount Pleasant, MI.
 2. **Malloy, L.C.**, & Poole D.A. (2001, November). The undergraduate research experience: A talk to members of the honors program. Invited presentation at Central Michigan University, Mount Pleasant, MI.
 1. **Malloy, L.C.**, & Poole, D.A. (2001, November). How to start your honors thesis project: A workshop for Centralis scholarship recipients. Invited presentation at Central Michigan University, Mount Pleasant, MI.

Scientific Meeting Presentations (69)

Roles: **Undergraduate student; *Graduate student under my supervision

69. Shaffer, S.A., Evans, J.R., & **Malloy, L.C.** (2018, March). Decision making in interrogation and plea bargaining contexts: The role of individual differences and sentence-relevant factors among college-aged adults. Paper presented at the annual meeting of the American Psychology-Law Society, Memphis, TN.

-
68. **Malloy, L. C.**, Mugno, A. P., Waschbusch, D. A., Pelham, W. E., & Talwar, V. (2018, March). Parents' attitudes about and socialization of honesty and dishonesty in typically-developing children and children with disruptive behavior disorders. Paper presented at the annual meeting of the American Psychology-Law Society, Memphis, TN.
67. *Mugno, A. P., & **Malloy, L. C.** (2018, March). Priming for honesty: A novel technique for encouraging children's true disclosures of adult wrongdoing. In K. McWilliams, *An Empirical Examination of the Dynamics of Children's Disclosures of Wrongdoing*. Symposium presented at the annual meeting of the American Psychology-Law Society, Memphis, TN.
66. *Arndorfer, A., & **Malloy, L.C.** (2018, March). Exploring possible factors underlying young suspects' increased interrogative vulnerability. Paper presented at the annual meeting of the American PsychologyLaw Society, Memphis, TN.
65. *Arndorfer, A., & **Malloy, L.C.** (2018, February). You have the right to understand but do you(th)?: Exploring developmental influences on Miranda Rights Comprehension. Paper presented at the Academy of Criminal Justice Sciences Conference, New Orleans, LA.
64. *Arndorfer, A., **Arce, M., Pimentel, P.S., & **Malloy, L.C.** (2017, March). Anxiety, age, and false confessions to protect someone else. Paper presented at the annual meeting of the American PsychologyLaw Society, Seattle, WA.
63. *Arndorfer, A., & **Malloy, L.C.** (2016, November). Taking a deal: Exploring influences on plea decisions among adolescents and adults. Paper presented at the annual meeting of the American Society of Criminology, New Orleans, LA.
62. **Malloy, L.C.**, & Pathman, T. (2016, August). Early career leadership opportunities in Division 7: Developmental psychology. Poster presented at the annual meeting of the American Psychological Association, Denver, CO.
61. **Malloy, L.C.**, *Mugno, A.P., Pelham, W.E., Hawk, L., & Lamb, M.E. (2016, June). Memory and secretkeeping among children with Attention Deficit Hyperactivity Disorder. In E.C. Ahern, *Child interviewing: Diverse research perspectives*. Symposium presented at the International Investigative Interviewing Research Group, London, UK.
60. **Perez, C.O., *Mugno, A.P., **Alvarez, F., & **Malloy, L.C.** (2016, March). Sociomotivational and developmental influences on children's disclosure patterns. Poster presented at the Conference for Undergraduate Research at Florida International University, Miami, FL.
59. *Mugno, A.P., & **Malloy, L.C.**, (2016, March). Caregiver supportiveness and children's willingness to disclose wrongdoing. In S.S. Roosevelt, *Children's disclosures: Overcoming reluctance, understanding recantation, and promoting clarity*. Symposium presented at the annual meeting of the American Psychology-Law Society, Atlanta, GA.
58. **Perez, C.O., *Mugno, A.P., **Alvarez, F., & **Malloy, L.C.** (2016, March). The effects of age and maternal supportiveness on children's (non)-disclosure strategies. Paper presented at the annual meeting of the American Psychology-Law Society, Atlanta, GA.
57. *Villalba, D.K., & **Malloy, L.C.** (2016, March). Building rapport during suspect interrogations: Can rapport improve the diagnosticity of confessions? Paper presented at the annual meeting of the American Psychology-Law Society, Atlanta, GA.
56. **Arce, M.A., *Arndorfer, A., Pimentel, P.S., **Malloy, L.C.** (2015, October). Anxiety, age, and false confessions. Poster presented at the annual McNair Scholars Research Conference, Miami, FL.
55. **Malloy, L.C.**, & *Mugno, A.P. (2015, August). Maternal supportiveness and children's recantation of adult wrongdoing. In A. Evans, *Children's disclosure of wrongdoing*. Symposium presented at the annual meeting of the American Psychological Association, Toronto, ON.

-
54. *Mugno, A.P., **Malloy, L.C.**, Pelham, W.E., Hawk, L., & Lamb, M.E. (2015, June). Memory and suggestibility among children with Attention Deficit Hyperactivity Disorder. Paper presented at the International Congress on Children and the Law, Porto, Portugal.
53. *Mugno, A.P., & **Malloy, L.C.** (2015, April). Children's recantation of adult wrongdoing. Paper presented at the University Graduate School Appreciation Week Scholarly Forum, Florida International University, Miami, FL.
52. **Malloy, L.C.**, *Arndorfer, A., & Pimentel, P.S. (2015, March). Protecting peers: False confessions among adolescents and adults. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
51. *Mugno, A.P., **Malloy, L.C.**, Talwar, V., & Waschbusch, D. (2015, March). Lying for concealment or gain: Antisocial lie-telling among children with Disruptive Behavior Disorders. In **L.C. Malloy** & V. Talwar, *Development of lying in children with externalizing problems: Cognitive and social correlates*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
50. *Rivard, J., Mugno, A.P., **Malloy, L.C.**, Lyon, T.D., & Quas, J.A. (2015, March). In the field: Predictors of recantation in substantiated child sexual abuse cases. In K. McWilliams, *External sources of influence on children's eyewitness memory reports*. Symposium presented at the annual meeting of the American Psychology-Law Society, San Diego, CA.
49. *Arndorfer, A., **Malloy, L. C.**, & Cauffman, E. (2015, March). False confession and interrogation experiences influence juvenile offenders' perceptions of police (in)justice. Paper presented at the Academy of Criminal Justice Sciences Conference, Orlando, FL.
48. **Alonso, M., *Mugno, A.P., & **Malloy, L.C.** (2014, October). Theory of mind and children's lies for personal gain. Poster presented at the McNair Scholars Research Conference, Miami, FL.
47. **Malloy, L.C.**, *Mugno, A.P., *Rivard, J., Lyon, T.D., & Quas, J.A. (2014, March). A detailed investigation of recanted child sexual abuse case. Paper presented at the annual meeting of the American PsychologyLaw Society, New Orleans, LA.
46. *Pimentel, P.S., *Arndorfer, A., & **Malloy, L.C.** (2014, March). Developmental differences in considering a false confession. Paper presented at the annual meeting of the American Psychology-Law Society, New Orleans, LA.
45. *Mugno, A.P., **Malloy, L.C.**, Talwar, V., & Waschbusch, D. (2014, March). Caught in a lie: An experimental examination of lie telling among children with Disruptive Behavior Disorders. Paper presented at the annual meeting of the American Psychology-Law Society, New Orleans, LA.
44. **Castro, A., **Barrios, E., *Mugno, A.P., & **Malloy, L.C.** (2014, February). An examination of lie-telling among children with Disruptive Behavior Disorders. Poster presented at the Florida Undergraduate Research Conference, Miami, FL.
43. **Miguel, E., **Sandoval, J., *Pimentel, P.S., *Arndorfer, A., & **Malloy, L.C.** (2014, February). Are adolescents or adults more likely to falsely confess to protect someone else? Poster presented at the Florida Undergraduate Research Conference, Miami, FL.
42. *Mugno, A.P., **Malloy, L.C.**, Katz, C., & Lamb, M.E. (2013, April). Children's requests for clarification in investigative interviews. In **L.C. Malloy**, *The whole truth and nothing but: When do children report wrongdoing?* Symposium presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
41. *Arndorfer, A., **Malloy, L.C.**, & Cauffman, E. (2013, March). False confession and interrogation experiences influence adolescent offenders' perceptions of procedural justice. In **L.C. Malloy**, *Suspects and defendants during pre-trial proceedings: A focus on vulnerable populations*. Symposium presented at the annual meeting of the American Psychology-Law Society, Portland, OR.

-
40. Lamb, M.E., Hershkowitz, I., **Malloy, L.C.**, & Katz, C. (2013, March). Does enhanced focus on rapportbuilding affect the cooperativeness of reluctant children in forensic interview contexts? In J. Vallano, *Examining the benefits and strategies used to build rapport with child and adult witnesses*. Symposium presented at the annual meeting of the American Psychology-Law Society, Portland, OR.
39. **Malloy, L.C.**, Shulman, E.P., & Cauffman, E. (2013, March). True and false confessions to police: Selfreported experiences of serious adolescent offenders. In K. Scherr, *The veracity and consequences of information obtained during interrogations*. Symposium presented at the annual meeting of the American Psychology-Law Society, Portland, OR.
38. *Mugno, A.P., **Malloy, L.C.**, Katz, C., & Lamb, M.E. (2013, March). How do interviewers respond when children request clarification in investigative interviews? In **L.C. Malloy**, *Contexts that affect children's reporting*. Symposium presented at the annual meeting of the American Psychology-Law Society, Portland, OR.
37. *Molinaro, P., & **Malloy, L.C.** (2013, March). Statements from youth in legal contexts: The role of age, legal role, and consistency. Paper presented at the annual meeting of the American Psychology-Law Society, Portland, OR.
36. *Pimentel, P., *Arndorfer, A., & **Malloy, L.C.** (2013, March). Taking responsibility to protect someone else. In **L.C. Malloy**, *suspects and defendants during pre-trial proceedings: A focus on vulnerable populations*. Symposium presented at the annual meeting of the American Psychology-Law Society, Portland, OR.
35. *Villalba, D., **Malloy, L.C.**, & Lamb, M.E. (2013, March). Rapport building in investigative interviews with children. In J. Vallano, *Examining the benefits and strategies used to build rapport with child and adult witnesses*. Symposium presented at the annual meeting of the American Psychology-Law Society, Portland, OR.
34. Arseneau, C., Brubacher, S.P., **Malloy, L.C.**, Lamb, M.E., & Roberts, K.P. (2012, September). Particularization of multiple incidents in forensic interviews with alleged child sex abuse victims. Poster presented at the 5^e Colloque International sur les Entrevues d'Enquête/5th International Conference on Investigative Interviewing, Nicolet, QC, Canada.
33. **Malloy, L.C.**, Shulman, E.P., & Cauffman, E. (2012, May). Correlates of false confessions among serious juvenile offenders. Paper presented at the annual meeting of the International Investigative Interviewing Research Group, Toronto, ON.
32. **Bergamasco, A., & **Malloy, L.C.** (2012, March). Reluctance and rapport building in forensic interviews with children. Poster presented at the annual meeting of the American Psychology-Law Society, San Juan, Puerto Rico.
31. **Malloy, L.C.**, Brubacher, S.P., Lamb, M.E., & *Benton, P. (2012, March). How many and how often: Children's use of number words and frequency estimations in forensic interviews. In L. Wandrey, *Field research on child victims: Questioning strategies and children's responses*. Symposium presented at the annual meeting of the American Psychology-Law Society, San Juan, Puerto Rico.
30. **Malloy, L.C.**, Brubacher, S.P., & Lamb, M.E. (2011, June). Children discuss disclosure recipients in forensic interviews about suspected abuse. Paper presented at the annual meeting of the International Investigative Interviewing Research Group, Dundee, Scotland.
29. Brubacher, S.P., **Malloy, L.C.**, Roberts, K.P., & Lamb, M.E. (2011, June). Talking about repeated events: How interviewers and children organize memories of alleged multiple abuse. Paper presented at the annual meeting of the Society for Applied Research in Memory and Cognition, New York, NY.

-
28. **Malloy, L.C.**, Brubacher, S.P., & Lamb, M.E. (2011, March). Do expected consequences of disclosure provide insight into delayed disclosure of child sexual abuse? In **L.C. Malloy**, *Motivational and cognitive influences on children's testimony*. Symposium presented at the annual meeting of the American Psychology-Law Society, Miami, FL.
27. **Malloy, L.C.**, Brubacher, S.P., & Lamb, M.E. (2010, June). Children's expectations of consequences in investigative interviews. Paper presented at the annual meeting of the International Investigative Interviewing Research Group, Stavern, Norway.
26. **Malloy, L.C.**, Pipe, M.E., Lamb, M.E., Orbach, Y., & Rothenberg, D. (2010, March). Discussion of secrets, threats, and fears in investigative interviews with children. In C. Katz, *Motivation counts: The effect of motivation on children's performance in investigative interviews*. Symposium presented at the annual meeting of the American Psychology-Law Society, Vancouver, BC.
25. **Malloy, L.C.**, Lamb, M.E., Orbach, Y., & Walker, A. (2010, March). How do interviewers use and young children respond to How/Why/How Come in investigative interviews with suspected victims of child sexual abuse? In **L.C. Malloy**, *Cognitive issues in children's testimony*. Symposium presented at the annual meeting of the American Psychology-Law Society, Vancouver, BC.
24. **Malloy, L.C.**, Katz, C., Lyon, T.D., Quas, J.A., & Lamb, M.E. (2009, April). When lack of motivation leads to denial: Recantation in investigative interviews with children. In C. Katz, *The effects of motivation on investigative interviews with alleged victims of child abuse*. Symposium presented at the annual meeting of the International Investigative Interviewing Research Group, Middlesbrough, England.
23. LaRooy, D., Katz, C., **Malloy, L.C.**, & Lamb, M.E. (2009, April). The effectiveness of using multiple interviews. In D. LaRooy, *Finding out 'more' about what happened: The use of drawings, diagrams, and repeated interviews with children*. Symposium presented at the annual meeting of the International Investigative Interviewing Research Group, Middlesbrough, England.
22. Katz, C., Hershkowitz, I., **Malloy, L.C.**, Atabaki, A., Spindler, S.K., & Lamb, M.E. (2009, April). "The body talks": Trying to understand reluctant children through their non-verbal behavior during investigative interviews. In C. Katz, *The effects of motivation on investigative interviews with alleged victims of child abuse*. Symposium presented at the annual meeting of the International Investigative Interviewing Research Group, Middlesbrough, England.
21. **Malloy, L.C.**, Kaasa, S.O., & Cauffman, E. (2009, April). Sexual abuse disclosure among incarcerated female adolescents. In K. London & L. Melnyk, *Adolescents: The neglected eyewitnesses*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
20. Ahern, E.C., Lyon, T.D., Quas, J.A., & **Malloy, L.C.** (2008, September). Non-maltreated and maltreated children's attitudes about transgression secrecy: Parents vs. strangers. Paper presented at the Conference on Empirical Legal Studies, Ithaca, NY.
19. **Siedlecka, A., Malloy, L.C.**, & Cauffman, E. (2008, April). On the "outside" and "inside": Victimization experiences of serious juvenile offenders. Poster presented at the annual meeting of the Western Psychological Association, Irvine, CA.
18. **Malloy, L.C.**, Quas, J.A., Lyon, T.D., & Ahern, E.C. (2008, March). Anticipatory supportiveness: Maltreated and non-maltreated children's predictions of caregiver belief. In **L.C. Malloy** & E.C. Ahern, *Children's disclosure, non-disclosure, and false disclosure of wrongdoing: In the lab and in the field*. Symposium presented at the annual meeting of the American Psychology-Law Society, Jacksonville, FL.
17. **Malloy, L.C.**, Kaasa, S.O., & Cauffman, E. (2008, March). False confessions among serious juvenile offenders. In **L.C. Malloy** & A.D. Redlich, *False confessions: Dispositional and situational risk factors*. Symposium presented at the annual meeting of the American Psychology-Law Society, Jacksonville, FL.

-
16. **Malloy, L.C.**, Quas, J.A., Lyon, T.D., & Ahern, E.C. (2008, March). Maltreated and non-maltreated children's perceptions of the consequences of disclosing an adult's wrongdoing. Paper presented at the annual meeting of the American Psychology-Law Society, Jacksonville, FL.
15. Ahern, E.C., Lyon, T.D., Quas, J.A., & **Malloy, L.C.** (2008, March). Maltreated and non-maltreated children's attitudes about transgression secrecy: Parents vs. strangers. In **L.C. Malloy** & E.C. Ahern, *Children's disclosure, non-disclosure, and false disclosure of wrongdoing: In the lab and in the field*. Symposium presented at the annual meeting of the American Psychology-Law Society, Jacksonville, FL.
14. Kaasa, S.O., **Malloy, L.C.**, & Cauffman, E. (2008, March). Procedural justice and the adolescent offender. Paper presented at the annual meeting of the American Psychology-Law Society, Jacksonville, FL.
13. **Malloy, L.C.**, Cauffman, E., Kelly, E., & Kimonis, E. (2007, April). The influence of peers on adjustment to incarceration. In E. Cauffman, *Peer relations of aggressive and delinquent youth*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
12. **Malloy, L.C.**, & Quas, J.A. (2007, March). Taking a closer look at the consequence of repeated interviews on child witnesses. In M.E. Pipe, *Children's evidence: Lessons from the lab and field*. Symposium presented at the Off the Witness Stand: Psychology in the Practice of Justice conference, New York, NY.
11. **Malloy, L.C.**, Lyon, T.D., & Quas, J.A. (2006, March). Recantation reversals in substantiated child sexual abuse. In V. Talwar, *Children's disclosures: From the laboratory to the courtroom*. Symposium presented at the annual meeting of the American Psychology-Law Society, St. Petersburg, FL.
10. **Malloy, L.C.**, Lyon, T.D., Quas, J.A., & Forman, J. (2005, May). Factors affecting children's sexual abuse disclosure patterns in a social services sample. In **L.C. Malloy** & V. Talwar, *Factors affecting children's disclosure: From the laboratory to the field*. Symposium presented at the annual meeting of the American Psychological Society, Los Angeles, CA.
9. **Malloy, L.C.**, Lyon, T.D., Quas, J.A., & Forman, J. (2005, April). Denial and recantation of sexual abuse in a social services sample. In **L.C. Malloy** & J.A. Quas, *Disclosing child abuse: Insight from forensic and courtroom settings*. Symposium presented at the annual meeting of the American Psychology-Law Society, La Jolla, CA.
8. Lyon, T.D., **Malloy, L.C.**, Talwar, V., & Quas, J.A. (2005, April). Detecting maltreated children's false reports with truth induction. In V. Talwar, *Three dimensions of deception: Concealment, detection, and perception*. Symposium presented at the annual meeting of the American Psychology-Law Society, La Jolla, CA.
7. Carrick, N.R., Quas, J.A., **Malloy, L.C.**, & Levine, L. (2005, April). Young children's memory for images depicting discrete emotions. Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
6. **Malloy, L.C.**, Quas, J.A., Melinder, A., D'Mello, M., & Goodman, G.S. (2004, March). The effects of repeated interviewing and leading instructions on young children's event reports. In M. Pipe, *Repeated interviewing and child witness capabilities*. Symposium presented at the biennial meeting of the American Psychology-Law Society, Phoenix, AZ.
5. Lyon, T.D., **Malloy, L.C.**, Talwar, V., & Quas, J.A. (2004, March). Truth induction: Reducing maltreated children's lies and secrets. Paper presented at the biennial meeting of the American Psychology-Law Society, Phoenix, AZ.
4. **Malloy, L.C.**, Lyon, T.D., & Quas, J.A. (2003, October). I tricked you! The effects of coaching on young maltreated children's event reports. Poster presented at the biennial meeting of the Cognitive Development Society, Park City, UT.

3. **Malloy, L.C.**, Quas, J.A., Melinder, A., D’Mello, M., & Goodman, G.S. (2003, October). False reports in preschool children: A result of repeated interviews or leading instructions? Poster presented at the biennial meeting of the Cognitive Development Society, Park City, UT.

2. Lyon, T.D., Quas, J.A., & **Malloy, L.C.** (2003, August). Effects of truth induction on maltreated children’s coached reports. In T.D. Lyon & A. Crossman, *Veracity of children: The psychological and legal implications*. Symposium presented at the annual meeting of the American Psychological Association, Toronto, Canada.

1. **Malloy, L.C.**, & Poole, D.A. (2002, March). The use of time line representations in forensic interviewing of children. In A.R. Warren, & D.A. Poole, *Forensic interviews with young children: Continuing challenges and controversies*. Symposium presented at the biennial meeting of the American Psychology-Law Society, Austin, TX.

Chaired Conference Symposia and Discussant (10)

10. **Malloy, L.C.** (2018, March). Discussant in S. Williams, *Potential Pitfalls and Opportunities when Interviewing Children in Forensic and Legal Settings*. Symposium presented at the annual meeting of the American Psychology-Law Society, Memphis, TN.

9. **Malloy, L.C.**, & Talwar, V. (2015, March). Development of lying in children with externalizing problems: Cognitive and social correlates. Symposium presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

8. **Malloy, L.C.** (2013, April). The whole truth and nothing but: When do children report wrongdoing? Symposium presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

7. **Malloy, L.C.** (2013, March). Suspects and defendants during pre-trial proceedings: A focus on vulnerable populations. Symposium presented at the annual meeting of the American Psychology-Law Society, Portland, OR.

6. **Malloy, L.C.** (2013, March). Contexts that affect children's reporting. Symposium presented at the annual meeting of the American Psychology-Law Society, Portland, OR.
5. **Malloy, L.C.** (2011). Motivational and cognitive influences on children's testimony. Symposium presented at the annual meeting of the American Psychology Law Society, Miami, FL.
4. **Malloy, L.C.** (2010). Cognitive issues in children's testimony. Symposium presented at the annual meeting of the American Psychology-Law Society, Vancouver, BC.
3. **Malloy, L.C.**, & Ahern, E.C. (2008). Children's disclosure, non-disclosure, and false disclosure of wrongdoing: In the lab and in the field. Symposium presented at the annual meeting of the American Psychology-Law Society, Jacksonville, FL.
2. **Malloy, L.C.** & Redlich, A.D. (2008). False confessions: Dispositional and situational risk factors. Symposium presented at the annual meeting of the American Psychology-Law Society, Jacksonville, FL.
1. **Malloy, L.C.** & Talwar, V. (2005). Factors affecting children's disclosure: From the laboratory to the field. Symposium presented at the annual meeting of the American Psychological Society, Los Angeles, CA.

WORKS IN PROGRESS

Roles: **Undergraduate student; *Graduate student under my supervision

Manuscripts under Review (1)

1. **Malloy, L.C.**, *Mugno, A.P., Waschbusch, D., Pelham, W.E., & Talwar, V. (under revision). Parent socialization of children's lie-telling.

Manuscripts in Progress (5)

1. **Arce, M.A., *Arndorfer, A., *Pimentel, P.S., & **Malloy, L.C.** (in preparation). Anxiety, age, and false confessions to protect someone else.
2. *Villalba, D.K., & **Malloy, L.C.** (in preparation). Can building rapport during suspect interrogations improve the diagnosticity of confessions?
3. **Malloy, L.C.**, *Mugno, A.P., Pelham, W.E., & Lamb, M.E. (in preparation). Event memory and suggestibility among children with Attention Deficit Hyperactivity Disorder.
4. Williams, S., Lyon, T.D., **Malloy, L.C.**, & Roosevelt, S.S. (in preparation). Recantation of child sexual abuse allegations: A review.
5. *Arndorfer, A., & **Malloy, L.C.** (in preparation). Increasing the elicitation of truthful information from young suspects.

FUNDED RESEARCH

- 2016-2017 *Interviewing Youth about Immigration*
Malloy, L.C. (PI)
Center for Children and Families, Florida International University
Total Award: \$5,000
- 2014-2017 *Episodic Memory and Suggestibility in Children with Attention Deficit Hyperactivity Disorder*
(1R03HD077161-01A1)
Malloy, L.C. (PI)
Co-Is: William E. Pelham (FIU) & Tan Li (FIU)
National Institute of Child Health and Human Development
Total Award: \$138,888 (all to PI – no subcontracts)
Score: 10, 1st percentile
Effort: 1 summer month & 3% academic year for Malloy; 2% and 1% calendar year for Li and Pelham, respectively).
- 2014 *An Experimental Investigation of Lie-Telling Among Children with Disruptive Behavior Disorders*
Malloy, L.C. (PI)
Center for Children and Families, Florida International University Total
Award: \$4,000 (all to PI – no subcontracts) Effort: No salary support.
- 2013-2016 *Children's Recantation of Adult Wrongdoing: In the Field and In the Lab* (SES-1252074)
Malloy, L.C. (PI)
National Science Foundation
Total Award: \$159,970 (all to PI – no subcontracts) Effort: 1 summer month.
- 2013-2016 *Children's Recantation of Adult Wrongdoing: In the Field and In the Lab* (SES-1252074)
Malloy, L.C. (PI)
Research Experiences for Undergraduates Competitive Supplemental Award National Science
Foundation
Total award: \$10,939 (all to PI – no subcontracts)
Effort: No salary support.
Note that this supplemental award was a competition among current NSF grant holders.
- 2012-2014 *Memory and Suggestibility in Children with Attention Deficit Hyperactivity Disorder*
Malloy, L.C. (PI)
Early Career Professionals Grant-in-Aid
American Psychology-Law Society
Total award: \$5,000 (all to PI – no subcontracts) Effort: No salary
support.

2012 *Episodic Memory and Suggestibility in Children with Attention Deficit Hyperactivity Disorder*
Malloy, L.C. (PI)

Summer Faculty Development Grant
 College of Arts and Sciences, Florida International University Total
 Award: \$7,500 (all to PI – no subcontracts) Effort: 1 summer month.

2007-2008 *Doctoral Dissertation Research: Maltreated and Non-Maltreated Children's Evaluations of the
 Consequences of Disclosing Negative Events (SES-0720421)*

Malloy, L.C. (Student PI), & Quas, J.A. (Faculty Mentor)
 Dissertation Improvement Grant
 National Science Foundation
 Total Award: \$9,297 (all to Student PI – no subcontracts)
 Effort: No salary support.

2007 *Maltreated Children's Evaluations of the Consequences of Disclosing Negative Events*

Malloy, L.C. (PI)

Diversity in Psychology Research Award
 American Psychology-Law Society
 Total Award: \$500 (all to PI – no subcontracts)
 Effort: No salary support.

2003-2005 *Ethnic Differences in Disclosure of Sexual Abuse: A Study of Substantiated Child Protective Service
 Cases*

Malloy, L.C. (Student PI), & Quas, J.A. (Faculty Mentor)
 U.S. Department of Health and Human Services, Office of Child Abuse and Neglect Total Award:
 \$50,000 (all to Student PI – no subcontracts) Effort: 100% calendar year.

Mentored Student Grants

2016-2017 *Priming for Honesty: A Novel Technique for Encouraging Children's True Disclosures of Adult
 Wrongdoing*

*Mugno, A.P. (Student PI), & **Malloy, L.C.** (Faculty Mentor).
 Doctoral Dissertation Improvement Grant
 National Science Foundation
 Total Award: \$26,100

2016 *Increasing the Elicitation of Truthful Information from Young Suspects*

*Arndorfer, A. (Student PI), & **Malloy, L.C.** (Faculty Mentor).

Student Grant-in-Aid
 American Psychology-Law Society Total

Award: \$750

2016 *Increasing the Elicitation of Truthful Information from Young Suspects*

*Arndorfer, A. (Student PI), & **Malloy, L.C.** (Faculty Mentor).

Doctoral Evidence Acquisition Fellowship
 College of Arts and Sciences, Florida International University Total

Award: \$8300

2015 *Increasing the Elicitation of Truthful Information from Young Suspects*
*Arndorfer, A. (Student PI), & **Malloy, L.C.** (Faculty Mentor).
Seed Fund Award
Department of Psychology, Florida International University Total
Award: \$2000

2014-2015 *Access Path to Psychology and Law Experience (APPLE)*
Perez, C.O. (Student PI), & **Malloy, L.C. (Faculty Mentor).
Minority Affairs Committee

American Psychology-Law Society Total
Award: \$3,000

2013 *Rapport Building in Investigative Interviews with Children*
*Villalba, D.K. (Student PI), & **Malloy, L.C.** (Faculty Mentor).
Student Grant-in-Aid
American Psychology-Law Society Total
Award: \$750

2012-2015 *Voluntary False Confessions: Taking Responsibility to Protect Someone Else*
*Pimentel, P.S. (Student PI), & **Malloy, L.C.** (Faculty Mentor).
Graduate Research Fellowship Program
National Science Foundation
Total Award: \$136,000

2012-2013 *Access Path to Psychology and Law Experience (APPLE)*
Castro, A. (Student PI), & **Malloy, L.C. (Faculty Mentor).
Minority Affairs Committee
American Psychology-Law Society Total
Award: \$3,000

2012 *Voluntary False Confessions: Taking Responsibility to Protect Someone Else*
*Pimentel, P.S. (Student PI), & **Malloy, L.C.** (Faculty Mentor).
Student Grant-in-Aid
American Psychology-Law Society Total
Award: \$750

2012 *Children's Recantation of Adult Wrongdoing: A Laboratory Investigation*
*Mugno, A.P. (Student PI), & **Malloy, L.C.** (Faculty Mentor).
Student Grant-in-Aid
American Psychology-Law Society
Total Award: \$750

PROFESSIONAL HONORS, PRIZES, AND FELLOWSHIPS

Provost Award for Outstanding Mentorship of Graduate Students
University Graduate School, Florida International University

2016

<p>Saleem Shah Award for Early Career Excellence in Psychology and Law <i>American Psychology-Law Society (Division 41 of APA) / American Academy of Forensic Psychology</i> Total Award: \$2,000</p>	2014
<p>Invited Panel Member Advice on Early Career Success from Successful Early Career Professionals <i>American Psychology-Law Society</i></p>	2014
<p>Diane J. Willis Early Career Award <i>Division 37 of APA / American Psychological Foundation</i></p>	2013



Total Award: \$2,000

Invited "Luminary" Attendee Networking Social: Connecting Early Career Professionals and Students with Luminaries in the Field <i>American Psychology-Law Society</i>	2013
Selected Attendee, Summer Policy Workshop <i>Society for the Psychological Study of Social Issues, Washington, DC</i>	2013
Top Scholar in Recognition for Awards/Honors <i>Office of the Provost</i> Florida International University	2013
Rising Star <i>Association for Psychological Science</i>	2011
Junior Academic Award for Early Career Contributions <i>International Investigative Interviewing Research Group</i>	2010
Dissertation Award, Third Place <i>American Psychology-Law Society</i> Total Award: \$250	2009
Young Scholars Travel Grant <i>Translational Research on Child Neglect Consortium</i> Total Award: \$1,100	2009
Overseas Conference Grant <i>The British Academy</i> (Society for Research in Child Development meeting) Total Award: £500	2009
Competitive Conference Travel Award <i>American Psychology-Law Society</i> Total Award: \$250	2008
Psi Chi Regional Research Award <i>Western Psychological Association</i> Total Award: \$300	2008
Graduate Mentor Award <i>Department of Psychology and Social Behavior</i> University of California, Irvine	2008
Dean's Dissertation Writing Fellowship <i>School of Social Ecology</i> University of California, Irvine	2008



Total Award: \$8,300

Chancellor's Club Fund for Excellence Fellowship
University of California, Irvine

2008

Total Award: \$10,000

Dean's Dissertation Gathering Fellowship
School of Social Ecology
University of California, Irvine
Total Award: \$2,500



2007

Competitive Conference Travel Award
American Psychology-Law Society
Total Award: \$250

2006

Elected Graduate Fellow
The American Academy of Political and Social Science

2005

Honorable Mention, Graduate Research Fellowship Program
National Science Foundation

2004

Fellowship
School of Social Ecology
University of California, Irvine
Total Award: \$20,000

2002-2003

Academic Excellence Award
Honors Program (one recipient per year)
Central Michigan University

2002

Outstanding Graduate Award for Scholarship, Research, and Service
Department of Psychology
Central Michigan University

2002

Study Abroad Scholarship
Office of International Education
Central Michigan University
Total Award: \$1,000

2000

Academic Achievement Scholarship
Middlesex University, London, England
Total Award: £500

2000

Centralis Scholarship
4-year full scholarship (tuition, room/board, books)
Central Michigan University
Total Award: \$36,000

1998-2002

OFFICES HELD IN PROFESSIONAL SOCIETIES

Student Representative

Section 37 on Child Maltreatment, Division 37 of APA (2004)

Chair, Dissertation Awards Committee

American Psychology-Law Society (2014-2017)

Early Career Network Representative (elected)

Division 7 of APA (2015-2017)



Newsletter Editor
Division 7 of APA (2016-2018)

OTHER PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE

Undergraduate Teaching

Legal Psychology (SOP 4842): Fall 2011, Fall 2012, Fall 2013, Fall 2014, Spr 2014, Spr 2015, Spr 2016
Psychology of Infancy and Childhood (DEP 2001): Fall 2013, Spr 2013, Spr 2014
Legal Psychology (SOP4842) Online: Fall 2016
Senior Seminar: Children and the Law (PSY 4931): Spr 2016, Fall 2016
Independent Research (PSY 4916): Spr 2012, Sum 2012, Fall 2012, Spr 2013, Fall 2013, Spr 2014, Sum 2014, Fall 2014, Spr 2015, Spr 2016, Sum 2016, Fall 2016
[Note: I was on leave in Fall 2015 and Fall 2017]

Graduate Teaching

The Child Witness: Spr 2018
Special Topics: Developmental Psychology and the Law (PSY 5939): Spr 2012, Spr 2017
Special Topics: Investigative Interviewing (PSY 5939): Fall 2014

Graduate Teaching Assistant

Impacts of Divorce, University of California, Irvine: Fall 2003
Child Clinical Psychology, University of California, Irvine: Sum 2007

Guest Lectures, Seminars, and Panel Discussions

Panel Member, <i>Grant Writing</i> Psychology Graduate Student Association, Florida International University	2014
Panel Member, <i>Post-Graduate Career Options</i> Current Issues in Psychology Research Ph.D. Seminar Department of Psychology, Florida International University	2012
Guest Lecture, <i>Repeated Interviews</i> Cognitive Development Ph.D. Seminar Department of Psychology, Florida International University	2011
Guest Lecture, <i>It's More than Memory: Impediments to Disclosure</i> Mphil Seminar, Department of Social and Development Psychology University of Cambridge	2010



Guest Seminar, <i>Mid-PhD Review: How to Tackle the Mid-PhD Slump</i> Faculty of Politics, Psychology, Sociology, and International Studies University of Cambridge	2009
Guest Lecture, <i>Naturalistic Field Research</i> Department of Psychology, University of California, Irvine	2008
Guest Lecture, <i>Mental Health of Serious Juvenile Offenders</i> Child Clinical Psychology, University of California, Irvine	2007
Guest Lecture, <i>Directed Studies</i> Department of Psychology, University of California, Irvine	2005-06

Student Supervision and Advising

Graduate Student Supervision as Major Advisor

Daniella Villalba (2009 [transferred] - 2014)
Andrea Arndorfer (2010 [transferred] - 2016)
Allison Mugno (2011 – 2017)
Lillian Rodriguez-Steen (Fall 2017 – present)

Graduate Student Supervision as Collaborator

Jillian Rivard (Graduated 2014)
Peter Molinaro (Graduated 2015)
Amelia Mindthoff
Sarah Shaffer

Masters Thesis Committees

Chair

Allison Mugno (2014)
Pamela Pimentel (2014)

Committee Member

Seyram Kekessie (2013)
Katherine Kendrick (2015)
Mark Snow (2018 – present)

Dissertation Committees

Chair

Daniella Villalba (2015)
Andrea Arndorfer (2016)
Allison Mugno (2017)



Committee Member

Shari Schwartz (2013)
Stephen Joy (2013)
Jenna Kieckhaefer (2014)
Jillian Rivard (2014)
Dana Hirn Mueller (2015)
Peter Molinaro (2015)
Seyram Kekessie (2015)
Ali Mosser (2017)

Undergraduate Student Supervision

Honors Thesis Committee Chair

Amy Castro (Spring 2014)
Melissa Cruz (Spring 2014)
Maria Alejandra Arce (December 2015)

Volunteer Mentees (Undergraduate)

Anabella Bergamasco
Rosaly De Las Mercedes Chaviano
Iliana Jimenez
Janila Mirzahateri
Lissette Moreno
Patricia Araujo
Nathalie Fernandez
Fabiola Florez Gomez
Jessica Hernandez
Monique Pardo
Amy Castro
Melissa Cruz
Amy Cruz
Elizabeth Miguel
Karina Perez
Jennifer Sandoval
Melisa Alonso
Erika Barrios
Sadaf Chaudry
Maria Alejandra Arce
Stephanie Fernandez
Stefanie McLaney
Stephanie Pena
Sergio Potes
Analay Perez
Christina Perez
Yael Safirstein
Leslie San Miguel

Julia Schwarz
Alfredo Wong
Robert Wood
Gabriel Mejias
Andrew Schmidt
Anjelica Halim
Riley Langburt
Alexandra Golik Sabrina
McBath
Natalie Brunelle
Jose Perez
Vanessa Nunez
Guillherme Araujo
Alan Di Diego
Anabella Bergamasco
Casey Roca
Steffi Hudson
Fernando Alvarez
Kevin-Mitchel Suarez
Marley Vera
Aranxa Garcia
Shannon Bressler
Jacqueline Gener
Marilaura Maldonado
Giuliana Martino
Maricruz Molinero
Jorissa Perez
Roxana Rodriguez
Andrea Sardi
Lorena Gonzalez
Luis Lopez
Francis Pepe
Alis Hernandez
Jophiel Espinal
Rachel Fernandez
Claudia Guerra
Caridad Hierro
Malcolme Jones
Janelle Ramcharan
Jairo Ramos
Amanda Rodriguez
Natalie Rosa
Debbie Sanchez
Kevin Sanchez
Michelle Trujillo
Laura Acosta
Sandra Arango
Sophia Birriel-Sanchez



Sofia Castellon
Solace Mills
Andrea Primelles
Amanda Raude
Claire Scott-Bacon
Juliana Almeida

Volunteer Mentees (High School)

Sabrina McBath
Francis Pepe
Alis Hernandez
Natalie Brunelle
Jose Perez
Vanessa Nunez
Guilherme Araujo
Alan Di Diego

Student Awards

Graduate Student Awards

Allison Mugno, Honorable Mention, National Science Foundation Graduate Research Fellowship Program (2012)
Allison Mugno, American Psychology-Law Society Competitive Student Travel Award (2014)
Allison Mugno, *Best Master's Thesis in Psychology*, College of Arts and Sciences, Florida International University (2015)
Allison Mugno, Society for Research in Child Development Competitive Student Travel Award (2015) Undergraduate Student Awards

Amy Castro, Worlds Ahead Graduate, Office of the Provost, Florida International University (2014) M. Alejandra Arce, Academic Excellence Award, Department of Psychology, Florida International University (2015)
M. Alejandra Arce, Best Poster Presentation in Social Sciences (2nd place), McNair Scholars Research Conference, Florida International University (2015)
Christina Perez, American Psychology-Law Society Competitive Student Travel Award (2016)
Christina Perez, Minority Affairs Committee, American Psychology-Law Society Diversity Travel Award (2016)

Notable Undergraduate Student Placements

Amy Castro: Fall 2014 PhD Program in Developmental Psychology, University of California, Irvine
Casey Roca: Fall 2015 PhD Program in Clinical Psychology, Central Michigan University
Christina Perez: Fall 2016 PhD Program in Developmental Psychology, University of Toledo
M. Alejandra Arce: Fall 2016 PhD Program in Clinical Psychology, Georgia State University

Notable Graduate Student Placements

Andrea Arndorfer, Assistant Professor, California State University, Fresno (Fall 2016 -)
Allison Mugno, Assistant Professor, Huntingdon College, Montgomery, AL (Fall 2017-)
Daniella Villalba, Postdoctoral Research Associate, Carnegie Mellon University (Sum 2016 -)

Research Cited in Amicus Briefs Submitted to the U.S. Supreme Court

State of Ohio v. Darius Clark (2015): whether young children's disclosures of abuse to mandatory reporters are testimonial and thus inadmissible in criminal prosecutions



Bob Camreta v. Sarah Greene (2011): whether in-school interviews of children about suspected maltreatment constitute seizures subject to the Fourth Amendment of the U.S. Constitution
Patrick Kennedy v. State of Louisiana (2008): whether the death penalty for child rapists is cruel and unusual punishment and thus in violation of the Eighth Amendment of the U.S. Constitution

Professional Service

Society Service

Member, *Dissertation Awards Committee*, 2011-2014
American Psychology-Law Society

Presenter, *American Psychology-Law Society Webinar*, 2015
After your Degree: A Panel Discussion on the Elusive Research Post-Doc

Editorial Board Service

Law and Human Behavior, Appointed 2014

Ad-hoc Journal Reviewer

American Psychologist
Applied Cognitive Psychology
Applied Social Psychology
Basic and Applied Social Psychology
Behavioral Sciences and the Law
Child Abuse and Neglect
Child Development
Child Maltreatment
Children and Youth Services Review
Clinical Psychology Review
Developmental Psychology
Developmental Science
Journal of Applied Research on Memory and Cognition
Journal of Experimental Child Psychology
Journal of Experimental Psychology: Applied
Journal of Forensic Psychology Practice
Law & Human Behavior
Legal and Criminological Psychology
Memory
Psychology, Crime, and Law
Psychology, Public Policy, & Law
Social Development
Social Influence
WIREs Cognitive Science

Ad-hoc Grant Reviewer

National Science Foundation, Law and Social Science Panel, 2017, 2018
American Psychological Foundation, APA Koppitz Fellowship Program, 2017



American Psychology-Law Society Research and Interdisciplinary Grant Committee, 2017
Gonville and Caius Research Fellowship, University of Cambridge, 2016
Natural Sciences and Engineering Research Council of Canada, 2016
Social Sciences and Humanities Research Council of Canada, 2013
Marsden Fund, Royal Society of New Zealand, 2010

Textbook Reviewer

Wiley Blackwell, 2013
Worth Publishers, 2012

Conference Reviewer

American Psychology-Law Society, 2006-2014
American Psychological Association, Division 37 Program, 2012-2015
American Psychological Association, Division 41 Program, 2012, 2013
Society for Research in Child Development, 2012, 2014

Department, College, and University Service

Service to Department (Florida International University)

SACS Reviewer, 2014-2015
Member, Awards and Advancement Committee (2013-present)
Member, Legal Psychology Hiring Committee (2012)
Member, Legal Psychology Curriculum Committee (2011-present)
Affiliated Faculty, Developmental Science Program (2011-present)
Chair, Research Colloquium Series Committee (2011-2013)
Member, Research Colloquium Series Committee (2011-2014)
Member, Cognitive Neuroscience Hiring Committee (2011)

Service to College and University (Florida International University)

Faculty Mentor, College of Arts, Sciences, and Education Faculty Mentoring Program (2016-2017)
Panel Member, *FIU Women, Gender, and Violence Conference* (2015)
Panel Member, *Grant Writing Workshop for Faculty* (2014)
Panel Member, *Grant Writing Roundtable for Graduate Students* (2014)
Panel Member, UM/FIU First Annual Southeast Cross-University Mentoring Conference (2014)
Attendee, *Child Abuse Prevention and Reporting Training: A Training Program for FIU Faculty, Staff, and Service Providers* (2013)
Member, Center for Children and Families (2012-present)
Mentee, College of Arts & Sciences Faculty Mentor Program (Mentor: Laurel Collins) (2012-present)
Mentor, FIU Summer Research Internship Program (2012-2014)
Member, CAT Junior Faculty Writing Group (2012)
Affiliated Faculty, Women's Studies (2011-present)



Service to Community and Public

Panel Member, Juvenile and adolescent violence: Why the unthinkable happens? Broward County Crime Commission	Sept 2016
Panel Member, <i>Handling Cases of Juveniles in Immigration Proceedings</i> Legal Training Program Executive Office for Immigration Review	Aug 2016
Co-Presenter (with Dr. Zoe Klemfuss) <i>Talking to Kids: Connections Between Parent-Child Conversations and Child Development</i> Free Community Workshop, Center for Children and Families Florida International University	Apr 2015
Co-Organizer and Co-Presenter (with Dr. Zoe Klemfuss) <i>Talking to Kids: Research-Based Techniques</i> Parent Workshop, Center for Children and Families Florida International University	Jun 2014
Contributor, Society for the Psychological Study of Social Issues Electronic Newsletter on Immigration of Unaccompanied Minors for Legislators, Public Policy Makers, and NGOs	Nov 2014
Children's Trust Family Expo	Aug 2013, 2014, 2015
Guest Speaker, Everglades Correctional Institute Corrections Transition Program	Jun & Oct 2013
Practitioner Training, The Children's Advocacy Center Regional Conference, Medford, OR	May 2012
Practitioner Training, California Association of Marriage and Family Therapists Orange County Chapter and the Attorney Therapist Committee	Dec 2004

Professional Memberships

American Psychology-Law Society – Division 41 of APA
Developmental Psychology – Division 7 of APA
Section on Child Maltreatment – Division 37 of APA
Society for Research in Child Development
International Investigative Interviewing Research Group



Curriculum Vitae: Matthew S. Shane, Ph.D.

Updated Mar 15th, 2018

A. BIOGRAPHICAL INFORMATION

A1. PERSONAL

Work Address:

University of Ontario Institute of Technology
Social Science and Humanities
2000 Simcoe St. NW
Oshawa, ON, L1H 7K4

Work phone: (905) 721-5698

Work email: matthew.shane@uoit.ca

B. EDUCATION:

B1. DEGREES EARNED

Degree	Year	Institution
B.A. (Psychology)	1997	University of Western Ontario
M.A. (Psychology)	2000	University of Toronto
Ph.D. (Experimental Psychology)	2004	University of Toronto
Post-doctoral work (Forensic Psychology)	2005	University of Wisconsin – Madison
Post-doctoral work (Translational Neuroscience)	2006	Olin Neuropsychiatric Research Center

Master's Thesis title: *Juror's Use of Hearsay Testimony in a Criminal Trial.*

Supervisor: Jonathan Freedman, Ph.D.

Doctoral Thesis title: *Differential Allocation of Processing Resources toward Positive and Negative Feedback and Experiential Learning.*

Supervisor: Jordan B. Peterson, Ph.D.

B2. ACADEMIC AWARDS

Dean's Honor List, University of Western Ontario	1994-1997	
University of Toronto Fellowship	1999-2004	\$85,000
University of Toronto Thesis Award	2004	\$ 4,000
Category 1 ranking of doctoral dissertation – University of Toronto	2004	



C. PROFESSIONAL EXPERIENCE

2013-present: ASSISTANT PROFESSOR, FORENSIC PSYCHOLOGY

Social Science and Humanities, University of Ontario Institute of Technology, Oshawa, ON

- Tenure-track faculty position with full teaching responsibilities (2:2 load)
- Director of the Clinical Affective Neuroscience Laboratory (CANlab) at UOIT, which incorporates cognitive and neuroimaging measures towards the study of antisocial behavior
- Supervising UOIT students at undergraduate, graduate (as external) and post-doctoral levels
- Service includes coordinator of the Psych participant pool and mentor to sessional lecturers

2007-present: ASSISTANT PROFESSOR OF TRANSLATIONAL NEUROSCIENCE

The Mind Research Network, Albuquerque, NM

- Continues to serve as PI on an NIH R01 project focused on utilizing multimodal neuroimaging measures (EEG/fMRI) to elucidate the integrity of neural metrics of error-monitoring in cocaine abusers
- Recently completed three additional NIH-funded R21 projects

2006-2007: POST-DOCTORAL FELLOW

Olin Neuropsychiatry Research Center, Hartford, CT

- Learned MRI technique and analysis
- Analyzed data; contributed to research dissemination and publication

D. SCHOLARLY AND PROFESSIONAL WORK

D1. CURRENT RESEARCH FUNDING (n = 3, totaling ~\$214,857)

SSHRC Insight Development Grant (PI: Shane, MS)	\$72,915
The contribution of perspective taking and empathy to the accurate identification of another’s emotional state.	2015-2018
SSHRC Insight Development Grant (PI: Arbuckle, NL; Role: Co-investigator/Mentor)	\$73,572
Using fMRI to investigate intentional control of empathic concern	2015-2018
IIF (co-PI: Shane, MS; Eastwood, J., Paterson, J.)	\$68,370
Impact of Interview Training and Personality Characteristics on Investigative Interviewing Performance	2018-2019

D2. PENDING RESEARCH FUNDING (n = 2, total funds: ~\$718,128)

SSHRC Insight Grant (PI: Shane, MS)	\$383,252
The contribution of perspective taking and empathic concern to the accurate understanding	

of another person

NSERC Discovery Grant (PI: Shane, MS)

\$334,876

Structural, functional and resting-state dynamics underlying perspective-taking and empathic concern

D3. PAST RESEARCH FUNDING (n = 11, totaling ~\$4,481,850)

R01. National Institute of Drug Abuse, NIDA; (PI: Shane, M.S.)

\$US 1,885,000

Error Monitoring and Error Awareness in Cocaine-dependent Individuals

2010-2017

R21. National Institute of Mental Health, NIMH (PI: Shane, M.S.)

\$472,274

Emotional Reactivity and Voluntary Emotional Control in Psychopathic Individuals

09/01/10-13

R21. National Institute of Drug Abuse, NIDA (MPIs: Shane, MS, Kiehl, KA, Posse, S)

\$669,951

Using real-time fMRI to Facilitate Neuromodulation to Drug- and Nondrug-Cues in Adolescent Abusers

08/01/10-13

R21. National Institute of Drug Abuse, NIDA (MPIs: Shane, MS, Kiehl, KA, Posse, S)

\$469,333

Using real-time fMRI to Modulate Neural Response to Drug- and Non-drug Cues

10/01/09-12

The Mind Research Network/Department of Energy (PI: Shane, M.S.)

\$96,450

Emotional Reactivity and Emotional Control in Psychopathic Inmates

04/01/08-09

National Science and Engineering Research Council (PI: Peterson)

\$125,000

Automatic and Controlled Aspects of Attentional Control to Threat
Honorable Mention

08/2001-08/2006

I/START R03. National Institute of Drug Abuse, NIDA (PI: Shane, M.S.)

\$246,892

Error Monitoring and Error Awareness in Incarcerated Cocaine-dependent Individuals

04/15/04-10

The Mind Research Network/Department of Energy (PI: Shane, M.S.)

\$50,000

Voluntary Control of Error Processing in Healthy Individuals

01/01/10-11

R01. National Institute of Drug Abuse, NIDA (PI: Kiehl, K.A.; my role: 30% effort Co-I.)

\$3,756,893

Action Monitoring and Dopaminergic Genes in Substance Abusers

08/15/10-11

Ministry of Training, Colleges, and Universities (PI: Forth, A.; Role: Co-investigator)

\$75,000

Online Course in Forensic Psychology

2015-2016

UOIT SSHRC Small Research Grant (PI: Shane, M.S.)

~\$4,300

The influence of target personality on the ability to identify another's emotional state.

2015-2016

D4. ARTICLES AND MANUSCRIPTS

D4a. Peer-reviewed Manuscripts (n = 19; total citation count: 1375; h-index: 14)

* Denotes student author

1. **Shane, M.S.** & *Groat, L. (2018). Psychopathic individuals show capacity to increase neural reactivity to emotional cues: All you have to do is ask. *Social, Cognitive and Affective Neuroscience*, XX, XX-XX. **Citation count: NA**
2. Claus, E., & **Shane, M.S.** (2018). Reduced dACC response following presentation of negative feedback differentiates stimulant abusers from nonabusers and is associated with abstinence twelve months later. *Neuroimage: Clinical*, XX, XX-XX. **Citation count: NA**
3. *Arbuckle, N.L., & **Shane, M.S.** (2016). Up-regulation of neural indicators of empathy in offenders. *Social Neuroscience*, X, XX-XX. doi: 10.1080/17470919.2016.1179669. **Citation count: 4**
4. **Shane, M.S.**, & *Weywadt, C.R. (2014). Voluntary modulation of anterior cingulate response to negative feedback. *PLoS One*, 9, 1-10. **Citation count: 1**
5. *Cope, L., **Shane, M.S.**, Segall, J., Stevens, M., Pearlson, G., & Kiehl, K.A., (2012). Examining the effect of psychopathic traits on gray matter volume in a community substance abuse sample. *Psychiatric Research: Neuroimaging*, 91-100. **Citation count: 34**
6. Posse, S., Ackley, E., Mutihac, R., Rick, J., **Shane, M.S.**, Murray-Krezan, C., et al. (2012). Enhancement of temporal resolution and BOLD sensitivity in real-time fMRI using multi-slab echo-volumar imaging. *NeuroImage*, 61, 115-130. **Citation count: 53**
7. Harenski, C.L., Harenski, K.A., **Shane, M.S.**, & Kiehl, K.A. (2012). Neural development of mentalizing in moral judgment from adolescence to adulthood. *Developmental Cognitive Neuroscience*, 2, 162-173. **Citation count: 28**
8. Mayer, A.R., Teshiba, T.M., Franco, A.R., Ling, J., **Shane, M.S.**, Stephen, J.M., & Jung, R.E. (2012). Modeling conflict and error in the medial frontal cortex. *Human Brain Mapping*, 33, 2843-2855. **Citation count: 32**
9. DeYoung, C.G., Hirsch, J.B., **Shane, M.S.**, Papademetris, X., Rajeevan, N., & Gray, J.R. (2010). Testing Predictions from Personality Neuroscience: Brain Structure and the Big Five. *Psychological Science*, 21, 820–828. **Citation count: 637**
New York Times article on this study: http://www.nytimes.com/2010/06/29/science/29obbrain.html?_r=0
10. Harenski, C., Harenski, KA, **Shane, M.S.**, Kiehl, K.A. (2010). Aberrant neural processing of moral violations in criminal psychopaths. *Journal of Abnormal Psychology*, 119, 863-874. **Citation count: 189**

11. Harenski, C., Antonenko, O., **Shane, M.S.**, & Kiehl, K.A. (2010). A functional imaging investigation of moral deliberation and moral intuition. *NeuroImage*, *49*, 2707-2716. **Citation count: 60**
12. **Shane, M.S.**, Stevens, M., Harenski, C.L. & Kiehl, K.A. (2009). Double dissociation between perspective-taking and empathic-concern as predictors of hemodynamic response to another's mistakes. *Social, Cognitive and Affective Neuroscience*, *4*, 111-118. **Citation count: 20**
13. Luu, P., **Shane, M.S.**, Pratt, N., & Tucker, D. (2009). Corticolimbic mechanisms in the control of trial and error learning. *Brain Research*, *1287*, 100-113. **Citation count: 44**
14. Harenski, C.L., Antonenko, O., **Shane, M.S.**, Kiehl, K.A. (2008) Gender differences in neural mechanisms underlying moral sensitivity. *Social, Cognitive, and Affective Neuroscience*, *3*, 313-321. **Citation count: 96**
15. **Shane, M.S.**, Stevens, M., Harenski, C.L. & Kiehl, K.A. (2008). Neural correlates of the processing of another's mistakes: A possible underpinning for social and observational learning. *NeuroImage*, *42*, 450-459. **Citation count: 64**
16. **Shane, M.S.**, & Peterson, J.B. (2007). An evaluation of early and late stage attentional processing of positive and negative stimuli in dysphoria. *Cognition and Emotion*, *21*, 789-815. **Citation count: 59**
17. **Shane, M.S.**, & Kiehl, K.A. (2007). Psychopathy as a measure of offender risk: An important component of a comprehensive risk assessment battery. *Offender Substance Abuse Report*, *4*, 1-12. **Citation count: NA**
18. **Shane, M.S.**, & Peterson, J.B. (2004). Self-induced memory distortions and the allocation of processing resources at encoding and retrieval. *Cognition and Emotion*, *18*, 533-558. **Citation count: 18**
19. **Shane, M.S.**, & Peterson, J.B. (2004). Defensive copers show a deficit in passive avoidance learning on Newman's go/no-go task: Implications for self-deception and socialization. *Journal of Personality*, *72*, 939-966. **Citation count: 31**

D3b. Articles Under Review (n = 1)

1. *Groat, L, & **Shane, M.S.** (in revisions). Validating the Psychopathy Screening Device (PSD) for predicting PCL-R scores: faster scoring for community populations including probation and parolees.

D3c. Book Chapters (n =2)

1. **Shane, M.S.**, & Kiehl, K.A. (2007). Psychopathy as an Important Component of a Comprehensive Risk Assessment Battery. In K. Knight and D. Farabee (Eds.). *Treating Addicted Offenders: A Continuum of Effective Practices*. NJ: Civic Research Institute.
2. Peterson, J.B., & **Shane, M.S.** (2004). The functional neuroanatomy and psychopharmacology of predatory and defensive aggression. J. McCord (Ed.). *Different Perspectives on the Criminal and Criminal Behavior*. 149-174.

D5. SELECTED PRESENTATIONS AND SYMPOSIA

D5a. Selected Talks and symposia

1. *O'Connell, J., & **Shane, M.S.** (2017). Psychopathic Traits and the Ability to Modulate the Neural Indicators of Empathy for Same and Other-Race Targets. Talk to be given at the 6th Annual International Conference for the Society for the Scientific Study of Psychopathy. Antwerp, Belgium. May 2017.
2. **Shane, MS.** (2017). Emotion, Attention and Psychopathy: A Neural Perspective. Talk to be given at the 6th Annual International Conference for the Society for the Scientific Study of Psychopathy. Antwerp, Belgium. May 2017.
3. *O'Connell, J (2017). Empathic Concern and Perspective Taking in Individuals with Autistic versus Psychopathic Traits. Talk to be given at the Canadian Psychological Association Conference, June 2017.
4. *Denomme, W.J. & **Shane, M.S.** (2017, May). *Psychopathic traits and the neural response to drug cues: Delving deeper into the relationship between psychopathy and substance use disorders*. Talk presented at the Society of the Scientific Study of Psychopathy 2017 Conference, Antwerp, Belgium.
5. *Denomme, W.J. & **Shane, M.S.** (2017, April). *Psychopathic traits and the neural response to drug cues: Delving deeper into the relationship between psychopathy and substance use disorders*. Talk presented to the Carleton University Forensic Psychology in Canada Conference, Ottawa, ON.
6. **Shane, M.S.,** & Claus, E.D. (May 2015). Reduced dACC Response Following the Presentation of Negative Feedback Differentiates Stimulant Abusers from Nonabusers and Predicts Abstinence at 12 months. **Symposium Talk** to be presented at the 70th annual meeting of the Society for Biological Psychiatry. Toronto, ON, Canada.
7. **Shane, M.S.** & *Arbuckle, N.L. (June 2015). Psychopathic Individuals have Heightened Ability to Increase Empathy in Response to Instruction. **Symposium Talk** to be presented at the 6th biennial meeting of the Society for the Scientific Study of Psychopathy. Chicago, IL.
8. Shane, M.S., Kiehl, K.A., & Posse, S. (June 2014). Use of real-time functional magnetic resonance imaging for facilitation of self-regulation of nucleus accumbens response in cocaine abusers. Symposium Talk to be presented at the 103rd annual meeting for the College of Problems of Drug Dependence. San Juan, PR.
9. Shane, M.S. (May 2014). Neuromodulation Techniques as Novel Treatment Opportunities for Substance Abuse Disorders. **Symposium Chair**. Symposium to be presented at the 69th annual meeting for the Society for Biological Psychiatry. New York, NY.
10. Shane, M.S., Kiehl, K.A., & Posse, S. (May 2014). Use of real-time functional magnetic resonance imaging for facilitation of self-regulation of nucleus accumbens response in cocaine abusers. Symposium Talk to be presented at the 69th annual meeting for the Society for Biological Psychiatry. New York, NY.

11. *Arbuckle, N.L., **Shane, M.S.**, & Cunningham, W.A. (2014, February). Increasing concern for others in antisocial individuals. Talk presented at the annual meeting of the Society for Personality and Social Psychology, Austin, TX.
12. *Arbuckle, N., & Shane, M.S. (June, 2013). Psychopathic Individuals Show Increased Flexibility of Neural Responses to Emotional Material: An Alternative to Emotional Deficit Models of Psychopathy. Symposium Talk to be presented at the 5th *Bi-annual conference for the Society for the Scientific Study of Psychopathy*. Washington, D.C. June 6-8th, 2013.
13. Shane, M.S. (Sept, 2012). Voluntary Modulation of Neural Response to Emotional Material in Psychopathic Individuals. Symposium Talk presented at the 26th annual conference for the Society for Research in Psychophysiology. New Orleans, LA. Sept 19-23rd, 2012.
14. Shane, M.S. (August, 2012). Voluntary Modulation of Neural Response to Cocaine Cues in Adult and Adolescent Cocaine Abusers. Symposium Talk presented at the 120th annual conference for the American Psychological Association. Orlando, FL, July 31st-August 4th, 2012.
15. Shane, M.S., *Wasserott, B., & *Weywadt, C. (2012). Voluntary Modulation of Anterior Cingulate Response to Errors: Implications for Anxiety. Poster presentation at the 67th Annual meeting for the Society for Biological Psychiatry. Philadelphia, PA, May 3-5th, 2012.
16. Shane, M.S. (2011, September). Neuromodulation of nucleus accumbens response to cocaine cues in cocaine abusers. Lecture presented at the NIDA sponsored Integrating Neuroscience and Substance Abuse Treatment conference. Washington D.C., USA.
17. Shane, M.S. (2011, February). Can People Voluntarily Modulate Their Neural Responses to Their Own Mistakes? Lecture presented at the MRN Internal Award Presentation Meeting. Albuquerque, NM, USA.
18. Shane, M.S. (2009, April). Unique neural underpinnings of psychopathy and comorbid substance abuse: Findings across multiple paradigms. Lecture presented at the 4th Annual Meeting of the Society for the Scientific Study of Psychopathy. New Orleans, LA, USA.
19. Shane, M.S. (2008, April). Understanding and Correcting Problem Behavior in Psychopathic and Substance Abusing Populations. Lecture presented to the MRN Board of Governors. Albuquerque, NM, USA.
20. Shane, M.S., (2007, April). Why should I care what happens to you? Empathy, psychopathy, and the observation of other's mistakes. Lecture presented at 3rd Annual Meeting of the Society for the Scientific Study of Psychopathy. University of Minnesota, Minneapolis, MN, USA.
21. Shane, M.S., (2003, November). The selective allocation of processing resources and intelligence: It isn't the size the matters, but how you use it. Lecture presented at the 2003-2004 Ebbinghaus Empire Meetings. University of Toronto, Toronto, Ontario, Canada.
22. Shane, M.S. (2003, April). Defensive processing in the psychopath: A new take on their inability to learn from punishment. Law and Psychology Conference, Toronto, Ontario, Canada.

23. Shane, M.S. (2002, November). Big-five trait structure and level of disinhibition in self-reported psychopaths: Similarities and differences with classic clinical diagnoses. In Silverthorn, P. (Chair), *Assessing Psychopathy: Age, Gender, Rater, and Methodological Issues*. Annual Meeting of the Association for the Advancement in Behavior Therapy, Reno, Nevada, USA.

D5b. Selected Posters and Abstracts

1. *Groat, L., & **Shane, M.S.** (2017). Neural Indicators of Empathy and Perspective Taking in Individuals with Differing Levels of Psychopathic Traits. Poster to be presented at the 6th Annual International Conference for the Society for the Scientific Study of Psychopathy. Antwerp, Belgium.
2. Denomme, W.J. & **Shane, M.S.** (2017, June). *Psychopathic traits, drug use, and drug addiction: Unraveling and elaborating the moderation effect of psychopathy on the development of drug addiction*. Poster presented at the Canadian Psychological Association 2017 Annual Convention, Toronto, ON.
3. *Groat, L.L., & Shane, M.S. (2016). Empathic Accuracy in Psychopathy. Poster presented at the 5th annual Mental Health Conference. Whitby, ON, Canada.
4. *Cassidy, S, & Shane, M.S. (2016). Motivated Empathy in Psychopathy. Poster presented at the 5th annual Mental Health Conference. Whitby, ON, Canada.
5. ***O'Connell, J, & Shane, M.S. (2016). Empathic Accuracy: Psychopathy versus Autism Spectrum Traits.** Poster presented at the 5th annual Mental Health Conference. Whitby, ON, Canada.
6. *Groat, L.L., Wasserott, B., & Shane, M.S. (2016). Convergent validity of the Psychopathy Screening Device: A scale for the preliminary estimation of PCL-R scores. Poster submitted for presentation at the 1st annual GTA Forensic Exchange.
7. *O'Connell, J., & Shane, M.S. (2016). **Empathic Accuracy: Psychopathy versus Autism Spectrum Traits.** Poster submitted for presentation at the 1st annual GTA Forensic Exchange.
8. *Arbuckle, N.A., & Shane, M.S. (2016). **Empathic Accuracy: Psychopathy versus Autism Spectrum Traits.** Poster submitted for presentation at the 1st annual GTA Forensic Exchange.
9. *Darling, B., & Shane, M.S. (2016). Psychopathy, Feedback, and Attention: A Neural Perspective. Poster submitted for presentation at the 1st annual GTA Forensic Exchange.
10. Shane, M.S., & Claus, E.D. (June 2015). Reduced dACC Response Following the Presentation of Negative Feedback Differentiates Stimulant Abusers from Nonabusers and Predicts Abstinence at 12 months. Poster Presentation to be presented at the 77th annual meeting of the College on Problems of Drug Dependence. Chicago, IL.

11. Shane, M.S., & Claus, E.D. (2015). Reduced dACC Response Following the Presentation of Negative Feedback Differentiates Stimulant Abusers from Nonabusers and Predicts Abstinence at 12 months. Poster presented at the 77th annual meeting of the College on Problems of Drug Dependence. Chicago, IL.
12. *Arbuckle, N.L., & Shane, M.S. (2015). Neural Indicators of Increased Empathy in Offenders. Poster presented at the 70th annual meeting of the Society for Biological Psychiatry. Toronto, ON, Canada.
13. Shane, M.S., Harenski, C.L., Nyalakanti, P., & Kiehl, K.A. (2011, May). Psychopaths can show “normal” levels of emotional reactivity: All you have to do is ask. Poster presented at the 4th Annual Meeting of the Society for the Scientific Study of Psychopathy. Montreal, QB, Canada.
14. Shane, M.S., Harenski, C.L., & Kiehl, K.A. (2011, April). Real-time fMRI neurofeedback aids modulation of nucleus accumbens in incarcerated cocaine abusers. Poster presented at the 67th Annual Meeting of the Society of Biological Psychiatry. San Francisco, CA, USA.
15. Shane, M.S., Harenski, C.L., Nyalakanti, P., & Kiehl, K.A. (2011, April). Psychopaths Can Increase their Neural Reactivity to Aversive Pictures. Poster presented at the 67th Annual Meeting of the Society of Biological Psychiatry. San Francisco, CA, USA.
16. Shane, M.S., Harenski, C.L., Nyalakanti, P., & Kiehl, K.A. (2010, June). Evidence of “normal” emotional reactivity in psychopaths: All you have to do is ask. Poster presented at the 16th Annual Meeting of Human Brain Mapping. Barcelona, Spain.
17. Shane, M.S., Harenski, C.L., Stevens, M.C., & Kiehl, K.A. (2009, April). Attenuated feedback error related negativity in cocaine abusers. Poster presented at the 16th Annual Meeting of the Cognitive Neuroscience Society. San Francisco, CA, USA.
18. Shane, M.S., Harenski, C.L., Stevens, M.C., & Kiehl, K.A. (2008, Nov). Attenuated recruitment in psychopaths and substance abusers during the performance and observation of errors. Poster presented at the 38th Annual Meeting of the Society for Neuroscience. Washington, DC, USA.
19. Shane, M.S., Harenski, C.L., Stevens, M.C., & Kiehl, K.A. (2008, April). Unique neural recruitment during response inhibition associated with substance abuse and psychopathy. Poster presented at the 15th Annual Meeting of the Cognitive Neuroscience Society. San Francisco, CA, USA.
20. Shane, M.S., Harenski, C.L., Stevens, M.C., & Kiehl, K.A. (2007, April). Neural response to success-related and error-related feedback within a time-estimation task. Poster presented at the 14th Annual Meeting of the Cognitive Neuroscience Society. San Francisco, CA, USA.
21. Shane, M.S., Harenski, C.L., Stevens, M.C., & Kiehl, K.A. (2007, March). Self-report and fMRI evidence of reduced empathy, but intact perspective-taking, associated with psychopathic traits. Poster presented at the 47th Annual Meeting of the Society for Physiological Research.

22. Shane, M.S., Harenski, C.L., Stevens, M.C., & Kiehl, K.A. (2007, January). This hurts me as much as it hurts you: Empathic concern and the observation of another's errors. Poster presented at the Social Psychology and Personality Society Annual Meeting.
23. Shane, M.S., Harenski, C.S., Stevens, M.C., & Kiehl, K.A. (2007, April). Reduced cingulate and medialfrontal activity in psychopathy during the viewing of another person making a mistake. Poster presented at the 2nd Annual Meeting of the Society for the Scientific Study of Psychopathy.
24. Byrd, A.L., Shane, M.S., Book, G., Kahn, R., Antonenko, O., & Kiehl, K.A. (2007, April). Response inhibition as a protective factor against incarceration in those high and low in psychopathic traits. Poster presented at the 2nd Annual Meeting of the Society for the Scientific Study of Psychopathy.
25. Antonenko, O., Shane, M.S., Harenski, C.L., Kahn, R., Byrd, A., & Kiehl, K.A. (2007, April). The PCL-R and self-report scales in a community sample. Poster presented at the 3rd Annual Meeting of the Society for the Scientific Study of Psychopathy.
26. Shane, M.S., & Newman, J.P. (2005, April). Psychopathy and repressive coping: Implications for affective poverty in psychopathic offenders. Poster presented at the 1st Annual Meeting of the Society for the Scientific Study of Psychopathy. Vancouver, BC, Canada.
27. Shane, M. S., & Peterson, J. B. (2004, December). Learning to learn: Forcing exposure to negative feedback improves learning performance in previously inferior learners. Poster presented at the 112th Annual Meeting of the American Psychological Association. Honolulu, Hawaii, USA.
28. DeYoung, C., Shane, M.S., Peterson, J.B., Seguin, J., & Tremblay, R. (2003, April). How is self-deception like psychopathy? Poster presented at the 1st Annual Meeting on Psychopathic Behavior. Madison, Wisconsin, USA.
29. Shane, M.S., & Peterson, J.B. (2003, January). Self-induced memory distortions and the allocation of processing resources at encoding and retrieval. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology. Los Angeles, California, USA.

D5c. Invited Talks

1. Shane, M.S. (2015). Neural underpinnings of psychopathic behavior. Invited talk presented to York University clinical grand rounds.
2. Shane, M.S. (2012). Using rt-fMRI as a potential intervention for adolescent cocaine dependence. Invited talk presented to NIH Roundtable of Novel Interventions for Addiction in Adolescence.

E. TEACHING AND SUPERVISORY EXPERIENCE

E1. COURSES TAUGHT

Course	Level/Type	Institution
Introduction to Cognition	Undergraduate	University of Ontario Institute of Technology
Brain and Behavior	Undergraduate	University of Ontario Institute of Technology
Psychology of Deviance	Undergraduate	University of Ontario Institute of Technology
Special Topics: Psychopathic Behavior	Undergraduate	University of Ontario Institute of Technology
Forensic Psychology	Undergraduate	University of Ontario Institute of Technology / Brock University / Carleton University
Cognition and Psychopathology	Undergraduate	University of Wisconsin - Madison
Cognitive and Neuroscience Perspectives On Function and Dysfunction	Undergraduate	University of Toronto

E2. UNDERGRADUATE THESES SUPERVISED

Level/Type	Date	Student
Undergraduate Thesis	2015-2016	Jennifer O'Connell
Undergraduate Thesis	2015-2016	Rebecca Bloom
Undergraduate Thesis	2014-2015	Brian Darling
PhD Dissertation	2011-2012	Christina Weywadt
Undergraduate Thesis	2005-2006	Diana Macpherson
Undergraduate Honours Thesis	2002-2003	Jamie Myslik
Undergraduate Honours Thesis	2001-2002	Kelly Liao

E3. GRADUATE STUDENTS SUPERVISED

Level/Type	Date	Student
PhD	2015-	Lindsay Groat
MA	2016-	William Denomme
MA	2016-	Jennifer O'Connell



PhD

2017-

Isabelle Simard

E4. POST-DOCTORAL SUPERVISION

Name	Date	Level	Institution
Dr. Nathan Arbuckle	2012-present	Post-doctoral Fellow	University of Ontario Institute of Technology
Dr. Eric L. Claus	2013-present	Junior Scientist	The Mind Research Network

E4. OTHER STUDENT SUPERVISION

Name	Date	Level	Institution
Nicole Charewicz	2013-2015	Undergraduate	University of Ontario Institute of Technology
Peter Goheen	2014-2015	Undergraduate	University of Ontario Institute of Technology
Erika Gilbert	2014-2015	Undergraduate	University of Ontario Institute of Technology
Peter Quon	2014-2015	Undergraduate	University of Ontario Institute of Technology
Rhea Boettcher	2014-2015	Undergraduate	University of Ontario Institute of Technology
Shantel Munr	2014-2015	Undergraduate	University of Ontario Institute of Technology
Hanna Serhan	2014-2015	Undergraduate	University of Ontario Institute of Technology
Irina Levit	2013-2015	Undergraduate	University of Ontario Institute of Technology
Danielle Loney	2013-2014	Undergraduate	University of Ontario Institute of Technology



Nicole Smith 2014-2015 Undergraduate University of Ontario Institute of Technology

F. SERVICE

F1. Faculty-level Service Commitments

Assistant Dean, Interdisciplinary Research Development	Dean	UOIT	2017-present
Practicum Review Committee	Member	UOIT	2016-present
Technology Committee	Member	UOIT	2014-present
Departmental Small Fund Distribution Committee,	Member,	UOIT	2014
Psychology Graduate Comprehensive Exam Committee	Member	UOIT	2015-present
Sessional Committee Member	Member	UOIT	2014-present
Academic Computing Committee	Member	UOIT	2013-present
Participant Pool Coordinator	Coordinator	UOIT	2013-present
Pilot Scan Review Committee	Member	MRN	2008-2009

F2. Institutional-level Service Commitments

Research Ethics Board	Member	UOIT	2014-present
CFI Award Competition Review Committee	Member	UOIT	2015
Internal Review Board	Member	MRN	2011-2013
Internal Award Competition Review Committee	Member	MRN	2008-2009
Internal Space Committee	Member	MRN	2009-2012

F3. Field-level Service Commitments

Review Editor: *Frontiers in Human Neuroscience*

Ad hoc manuscript reviewer: *Archives of General Psychiatry*
Bipolar Disorders
Cognition and Emotion
Cognitive Brain Research
Emotion
NeuroImage
Neuropsychologia
Personality and Individual Differences
Social Neuroscience
Social, Cognitive and Affective Neuroscience
PLoS One

Ad hoc grant reviewer: *French National Research Agency (ANR) - CE372016 program*

G. PROFESSIONAL MEMBERSHIPS

Society for Biological Psychiatry
Society for Social Neuroscience
Society for Neuroscience
Society for Scientific Study of Psychopathy
Society for Social and Personality Psychology (past)
Cognitive Neuroscience Society (past)
Human Brain Mapping (past)
Society for Psychophysiology Research (past)

Business Plan

PROGRAM FINANCIAL SUMMARY

Enrolement	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Year 1	95	105	116	128	128	128
Year 2	0	76	84	93	103	96
Year 3	0	0	69	76	84	93
Year 4	0	0	0	69	76	83
Year 5	0	0	0	0	0	75
TOTAL New Students	95	181	269	366	391	408

Revenue	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Domestic Tuition	\$665,696	\$1,306,376	\$1,999,766	\$2,802,497	\$3,083,742	\$3,314,353
International Tuition	\$40,753	\$79,975	\$122,424	\$171,567	\$188,785	\$202,902
Grant	\$270,269	\$709,528	\$1,157,037	\$1,650,634	\$1,785,769	\$2,239,821
Total Revenue	\$976,719	\$ 2,095,880	\$ 3,279,227	\$ 4,624,698	\$ 5,058,296	\$ 5,757,076

Course Summary	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
# of lecture sections	2	6	10	16	17	17
# of labs	0	0	0	0	0	0
# of tutorials	0	4	7	8	9	9

Required Hires	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
# of TTT	0	1	1	1	1	1
# of TF	0	0	1	1	1	1
# of PT Faculty	2	6	1	5	6	6

Only 1 TTT and 1 TF total hire is required; continued TTT/TF numbers are used solely to calculate salary (below)

Expenses	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Academic Salaries						
FT Faculty	\$ -	\$ 131,127	\$ 230,729	\$ 237,651	\$ 244,781	\$ 252,124
FT Benefits (18.5%)	\$ -	\$ 24,259	\$ 42,685	\$ 43,965	\$ 45,284	\$ 46,643
FT Total	\$ -	\$ 155,386	\$ 273,414	\$ 281,617	\$ 290,065	\$ 298,767

Salary breakdown per year for 1 TTT and 1 TF hired in 2021-2022 and 2022-2023, respectively

PT Faculty	\$ 16,762	\$ 52,801	\$ 9,240	\$ 48,511	\$ 61,124	\$ 64,180
Additional TAs	\$ 5,644	\$ 23,705	\$ 43,557	\$ 75,137	\$ 85,754	\$ 90,041
TAs	\$ -	\$ 23,705	\$ 43,557	\$ 52,269	\$ 61,743	\$ 64,830
Lab Instructors	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PT Benefits (11%)	\$2,465	\$11,023	\$10,599	\$19,351	\$22,948	\$24,096
PT Total	\$ 24,871	\$ 111,234	\$ 106,954	\$ 195,267	\$ 231,568	\$ 243,147
Total Academic Salaries	\$ 24,871	\$ 266,619	\$ 380,368	\$ 476,884	\$ 521,634	\$ 541,914

Support Staff Salaries	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
Benefits (18.5%)	\$0	\$0	\$0	\$0	\$0	\$0
Total Support Staff Salaries	\$0	\$0	\$0	\$0	\$0	\$0

Operational Expense	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Instructional Supplies	\$200	\$200	\$200	\$200	\$200	\$200
Start-up	\$0	\$0	\$20,000	\$20,000	\$0	\$0
PD (\$2,350/faculty in 21-22)	\$0	\$0	\$4,700	\$4,850	\$5,000	\$5,150
Travel	\$0	\$0	\$0	\$0	\$0	\$0
Recruitment/Moving Expenses	\$0	\$5,000	\$15,000	\$0	\$0	\$0
Promotion	\$0	\$2,000	\$0	\$0	\$0	\$0

Telecommunication	\$0	\$0	\$0	\$0	\$0	\$0
Office Supplies	\$500	\$500	\$500	\$500	\$500	\$500
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL Operating	\$700	\$7,700	\$40,400	\$25,550	\$5,700	\$5,850

Capital	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Faculty Office (2)	\$0	\$0	\$0	\$0	\$0	\$0
Psychology Lab	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL Capital	\$0	\$0	\$0	\$0	\$0	\$0

Total Expenses	\$25,571	\$274,319	\$420,768	\$502,434	\$527,334	\$547,764
-----------------------	-----------------	------------------	------------------	------------------	------------------	------------------

NET Income with Grant	\$951,148	\$1,821,560	\$2,858,459	\$4,122,264	\$4,530,962	\$5,209,312
NET Income without Grant	\$680,879	\$1,112,032	\$1,701,422	\$2,471,630	\$2,745,193	\$2,969,491

REVIEWERS' REPORTS FOR NEW PROGRAMS

Reviewers' Report on the Proposed Bachelor of Arts/Bachelor of Science Program in Psychology at the University of Ontario Institute of Technology

Justin M. Carré, Ph.D.
Associate Professor
Department of Psychology
Assistant Dean of Graduate Studies and Research
Nipissing University
North Bay, Ontario
P1B 8L7

1. OUTLINE OF THE REVIEW

Please indicate whether this review was conducted by desk audit or site visit. For those reviews that included a site visit, please indicate the following:

- Who was interviewed

During my one-day site visit, I had the opportunity to meet with several faculty members, administrators, and students. *Faculty:* Dr. Matthew Shane, Dr. Karla Emeno, Dr. Leigh Harkins, Dr. Kimberly Clow, Dr. Joseph Eastwood, and Dr. Lindsay Malloy. *Administrators:* Dr. Peter Stoett, Dr. Glenn Harvel, Kellie Smith, Alexandra Davidson, Monica Jain. *Students:* Will Denomme, Isabelle Simard.

- What facilities were seen

During my visit, I had the opportunity to see several buildings. In particular, I visited the DTC building which houses the research labs of Drs. Shane, Harkins, Leach, and Clow, as well as the psychology faculty offices. I also visited the Education building which houses several labs in the basement, and a developmental psychology lab on the main floor. Finally, I visited the Science building on the North Campus.

2. EVALUATION CRITERIA

NOTE: Reviewers are asked to provide feedback on each of the following Evaluation Criteria.

2.1 Objectives

The University of Ontario Institute of Technology (UOIT) Strategic Plan (SP) is set around the three goals: Challenge, Innovate, and Connect. *Challenge:* A General Psychology degree (either BA or BSc) will attract a large number of students and will provide future leaders with real-world skillsets through extensive training in theoretical, methodological, and applied aspects of psychological science. This type of program will attract a much larger number of students than is possible with the current popular, yet more niche area of Forensic Psychology. *Innovate:* Providing students with options to pursue a BA or BSc in General

Psychology with specializations in either Developmental Psychological Science or Affective Science and Mental Health is an innovative offering at UOIT that provides students with an interdisciplinary approach to the study of psychology. The large number of course offerings in the major (and the specializations) is certainly a major benefit to students wishing to obtain a well-rounded education in psychological science. *Connect*: As described on p. 6 of the program proposal, UOIT's existing Forensic Psychology program has already initiated and developed partnerships with many local organizations in the Durham region and the Greater Toronto Area. While the addition of the General Psychology programs (BA, BSc) will strengthen these existing relationships and help foster new partners, the proposal does not offer any examples. I recommend that the application include a few examples of new partnerships that can emerge from the development of these programs.

The program's requirements and learning outcomes are very clearly laid out and are appropriate. I have no suggestions for improvement here.

The degree's nomenclature is quite straightforward (BA = more social science approach to psychology; BSc = more natural science approach to psychology). However, I do not understand the rationale for offering a non-empirical thesis option for students wishing to obtain a BA or BSc in General Psychology with honours. For me, an honours degree should be reserved for those students who complete a rigorous empirical thesis during their fourth year of studies. As currently proposed, a student who opts out of the empirical thesis option can take two electives to fulfill the requirements for an honour's degree in General Psychology. I find it hard to believe that completing two electives is equivalent to completing an honour's thesis project in which students must "devise a novel research project, obtain ethical approval for the project, collect participant data, analyze participant data, and write a final research report of study results" (p. 28 of proposal). In full disclosure, my own institution (Nipissing University) has the same approach (i.e., you can get an honour's degree without completing an empirical thesis project). A strong majority of the faculty members in our department would like to see this changed so that honour's degrees can only be obtained by completion of an empirical thesis project. One approach discussed with UOIT faculty members during my visit was a special designation such as "BA, Honours in General Psychology – With Empirical Thesis" versus "BA, Honours in General Psychology – Without Empirical Thesis". I highly recommend that such a designation approach to granting of honours degrees in General Psychology be implemented.

2.2 Admission requirements

The admissions requirements for the BA program in General Psychology include a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic degree. Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M credits including English and a Math. For the BSc program in General Psychology, current Ontario secondary school students must complete the OSSD with six 4U or 4M credits including English, Advanced Functions, and two of Biology, Calculus and Vectors, Chemistry or Physics. These admission requirements seem fairly standard for BA and BSc programs (at least, these are similar to the admission requirements in the programs offered at Nipissing University).

However, I did not see any description of alternative forms of education that may serve as substitutes for the minimum high school requirements. For instance, perhaps a student may not have the required high school science courses for admission to the BSc program in General Psychology, but they may have taken similar courses at a community college (e.g., Durham College). In this case, it would seem that admissions into the BSc program in General Psychology should consider this relevant education and be flexible in terms of admitting people who have substantial experience with these science courses, without having taken the pre-requisite courses in high school. A similar argument could be made for mature students who may have worked in industries in which substantial knowledge in biology, chemistry, and/or physics may serve as a substitute for the formal high school training. I discussed this issue with the psychology faculty, and it appears that alternative forms of education can be used in place of such high school requirements and that these are usually discussed on a person-by-person basis. I recommend that a short paragraph in the program proposal be added that includes these alternative forms of education in terms of how they can be used in place of existing admissions requirements.

2.3 Structure

The structure and learning outcomes of the BA and BSc programs in General Psychology are very clear and concise. Years 2-4 of the program appear to require similar courses for both streams (with the exception that for year 3, BA students require 2 FSSH electives, whereas BSc students require 2 Science electives). My only relatively minor concern here is the substantial difference in year 1 of training for BA vs. BSc students. Specifically, imagine a student who is enrolled in the BA program, takes BIOL 1841 (Essentials of Biology) and realizes that they really like the biological approach, and want to ‘switch’ over to the BSc program. In my discussions with Clarissa Livingstone (Academic Planning Specialist in Science), we discussed this issue at length (i.e., whether people in BA stream could transition to BSc without having to do another year of studies). It appears that most of the required BSc courses for the 1st year are offered in the fall and winter terms, and that some courses may also be offered in the Spring/Summer. I recommend that some text be included in the proposal that details the type of roadmap that could be used in cases that involved BA students going into BSc (and vice-versa). I also recommend that such a road map be shared with Academic Advising so that they may advise students as to the most effective way to transition from one degree program to another without having to take an additional year of studies.

2.4 Program content

The BA and BSc programs in General Psychology offer a wide variety of courses that address the current state of psychological sciences. These courses include: Developmental Psychology, Social Psychology, Abnormal Psychology, Brain and Behaviour, Cognitive Psychology, Personality Psychology, Research Methods, and Data Analysis. In addition, there are a number of electives available such as Fundamentals in Neuroscience, Neuropharmacology, Child Maltreatment, Adolescence, Emotion, etc.. I am very impressed with the diversity of courses offered in light of the relatively small number of faculty

members in the psychology program. One area that might receive attention in the empirical thesis course is the importance of good open science practices in psychological science. Many areas of psychology (especially Social Psychology) have undergone somewhat of a 'replication crisis', which is in part fueled by poor research practices. The field has responded by recommending the use of practices such as pre-registration, power analyses, open data, etc.. Perhaps these issues will be covered in the empirical thesis course and/or the Research Methods course, but if not, I strongly recommend that such issues be covered in a newly developed course Open Science Practices in Psychology. Related to research methods/statistics, during my site visit, I learned that the stats courses (SSCI2910 and SSCI3910) are not being taught by psychology faculty members. I strongly recommend that a faculty member from the psychology program with extensive experience in quantitative methods of analysis be the person to teach these courses. While I don't doubt the ability of a sociologist or criminologist to teach statistics – I do not think they have sufficient experience in psychological research to be able to relate the content of the courses to students wishing to be trained in psychology. In addition, I am doubtful that faculty members outside of psychology would be aware of some of the major methodological issues facing psychologists. Such issues range from power analyses, pre-registration of research hypotheses, open data practices, etc.. **Therefore, in the interest of providing students with a strong foundation in good methodological practices in psychological science, I strongly recommend that stats courses be taught by a faculty member in the psychology program.**

The required courses for the Developmental Psychological Science specialization should be revised to include more science/neuroscience offerings. As currently written, it appears that people in the BA program will be more drawn toward the Developmental stream, whereas those in the BSc program will be more drawn toward the Affective Science and Mental Health stream. However, I can envision a scenario in which someone in the BSc program would like to specialize in Developmental Psychological Science and would like to take courses that touch upon developmental neuroscience, or developmental biology. Thus, I recommend included courses such as:

Biopsychology of Sex (PSYC 3065)
Developmental Biology (BIO 3050U)

Another course that could be developed (perhaps by the new TT hire) is **Developmental Cognitive Neuroscience**. Finally, I think the proposal should make it clear that regardless of program (BSc or BA), students in the General Psychology degree are free to choose either the Developmental Psychological Science OR the Affective Science and Mental Health streams.

The one unique curriculum component for both BA and BSc programs in General Psychology includes the Core Research Module for first year students. I think this is an excellent idea! Students can be exposed to psychological research through direct participation in research studies. In addition to gaining 'hands-on' experience in these studies, participation in psychological research helps honours thesis students get data for their own projects.

2.5 Mode of delivery

The modes of delivery are quite standard for a university undergraduate program and certainly meet the program learning outcomes and degree level expectations. Therefore, I do not have any recommendations here.

2.6 Assessment of teaching and learning

Methods of assessment of student achievement are appropriate. However, I would have liked the proposal to detail a plan for tracking their majors after graduation. It would be highly beneficial to prospective students to have an idea of the success rate of students in the BA/BSc programs in General Psychology in obtaining jobs, and the types of jobs received. Moreover, tracking of students may also be beneficial in terms of marketing the program in future years. **Thus, I strongly recommend that the proposal includes a section that details such a tracking plan.**

2.7 Resources for all programs

Human Resources: The psychology program has 9 core faculty members (which includes a full-time teaching stream faculty member who was recently hired). These faculty members specialize in Social, Clinical, Developmental, Forensic, and Cognitive Neuroscience. Examination of the faculty members' CVs indicates that many of them are publishing regularly in reputable journals, and some of the faculty members have been successful in obtaining external funding for their programs of research. Also, examination of the CVs reveals that this group of faculty members is heavily involved in undergraduate and graduate student supervision. In addition to research, these faculty members play a crucial role in the program's ability to offer the full breadth of courses, and the supervision of research projects by undergraduate students. In light of the projected number of students to be enrolled in the BSc and BA General Psychology degrees (and the existing Forensic Psychology program), the proposal indicates that they require the hiring of 1 new tenure-track faculty member and 1 full-time teaching stream faculty member. **I agree 100% with this assessment and believe that without these new hires, there would be insufficient human resources to support the proposed programs. Thus, I consider it of paramount importance (perhaps even mandatory) for the hiring of a tenure-track faculty member and a full-time teaching stream faculty member.** Without this additional support, current faculty members will be overburdened with teaching and supervisory responsibilities, and ultimately, their programs of research will suffer, and as a result, there will be an erosion of the quality of education provided to psychology students. Given the specializations offered (Developmental Psychological Science/ Affective Science and Mental Health), I highly recommend that the program seek to hire a tenure-track faculty member with a research background in developmental neuroscience as they would be able to teach courses offered in both specializations and supervise thesis students in both areas. In addition to adding faculty members (tenure track and teaching stream), I strongly suggest that an additional Academic Advisor be hired to help offset the additional time required due to more students enrolled in the BA/BSc programs in General Psychology. I discussed the proposed programs with Kellie Smith and Alexandra Davidson (Academic Advising), and although they are very much looking forward to assisting students pursuing degrees in General Psychology, they also

indicated to me that without a new hire in academic advising, the additional students will cause some stress in terms of offering the same level of quality services to a larger group of students.

Physical Resources: The faculty members have very good laboratory space to conduct their research. Half of the faculty members are in the DTB building, and the other half are in the Education building. The DTB building has a single floor dedicated to laboratory space and faculty offices. For the most part, each faculty member's laboratory space consists of a conference/meeting room, separate small private testing rooms, and a larger room from group testing spaces separated by partitions for testing multiple people at once. Each laboratory appears to have sufficient equipment (e.g., computers, cameras, microphones) for conducting research with human subjects. During my visit, Dr. Stoett (Dean, FSSH) informed me that the laboratory space in the Education building (basement floor) would no longer be available to faculty members within the next few years (by 2023). **It is critical that faculty members losing their laboratory space be re-located to a new space (comparable to their current space) as soon as possible so that they can continue to successfully carry out their programs of research.** Also, the addition of a new tenure track faculty member will require additional laboratory space. **I cannot stress enough the importance of providing tenure-track faculty members with sufficient laboratory space to carry out their programs of research. Without laboratory space, these faculty members' research productivity could suffer, and thus, the quality of education provided to undergraduate and graduate students will suffer.**

The report by Chelsie Lalonde (Social Sciences and Education Librarian) indicates that they have the physical and electronic resources to support the BA and BSc programs in General Psychology. I agree with this assessment.

In summary, I think it is absolutely necessary to add a tenure track faculty member, a teaching stream faculty member, and provide laboratory space for displaced faculty members (see above), as well as the new TT faculty member. With these additional human and physical resources, I am confident that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities.

2.8 Quality and other indicators Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).

Faculty members in the psychology program have a diverse set of research interests (e.g., social, forensic, development, cognitive neuroscience) that provides students the opportunity to be trained in various areas of psychological science. I was impressed by the number and quality of publications achieved by the faculty members in the psychology program. I was able to review 7 CVs from the tenure-track faculty members and found that collectively, they have published 68 manuscripts in the past 5 years. This is an average of nearly 2 publications/year/faculty member, which is remarkable for a relatively small university. In

terms of grant success, I note that about half of faculty members currently hold (or have recently held) Tri-Council funding (all through SSHRC). I encourage the faculty members to continue to seek out Tri-Council funding to support their research. In addition, now that they are offering a BSc program, I think they should also seek out NSERC funding.

NOTE: Reviewers are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas of the program (fields) that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

3. OTHER ISSUES

N/A

4. SUMMARY AND RECOMMENDATIONS

NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.

As detailed in my review, the proposed General Psychology degrees will attract a large number of students and will provide future leaders with real-world skillsets through extensive training in theoretical, methodological, and applied aspects of psychological science. The specializations in Developmental Psychological Science or Affective Science and Mental Health is an innovative offering at UOIT that provides students with an interdisciplinary approach to the study of psychology. The large number of course offerings is certainly a major benefit to students wishing to obtain a well-rounded education in psychological science. The program's requirements and learning outcomes are very well described in the proposal. The faculty members' qualifications, scholarly records, teaching portfolios, and supervisory experience are impressive. I strongly believe that this program will prove to be successful if the following conditions are met:

- 1 – Hire 1 new tenure-track faculty member
- 2 – Hire 1 new full-time teaching-stream faculty member
- 3 – Provide all tenure-track faculty members sufficient laboratory space
- 4 – Add biological courses to the Developmental Psychological Science specialization
- 5 – Attempt to have a psychology faculty member teach the core statistics courses

Signature

A handwritten signature in black ink, appearing to be 'J. E.', written in a cursive style.

Date: August 30, 2018

Response to the External Review Team Report for the:

BA in General Psychology

And

BSc in General Psychology

Submitted By

Dr. Peter J. Stoett, Dean, FSSH

Dr. Matthew S. Shane, Assistant Dean, FSSH

Introduction

New Bachelor of Arts and Bachelor of Science degree programs in General Psychology at UOIT will afford students exciting educational opportunities capable of supporting a broad range of student interests and career aspirations. With a diverse and varied range of course offerings, these General Psychology programs will offer students the flexibility to create an educational experience in line with their personalized career goals. Moreover, students will have unique opportunities to develop focused expertise in one of two specialization areas: *Developmental Psychological Science* or *Affective Science and Mental Health*. These specializations are unique within the Southern Ontario university cluster; thus General Psychology graduates at UOIT will gain the core foundational knowledge relevant to psychology, as well as specialized perspectives unique to the UOIT programs.

Towards development and approval of these degree programs, UOIT commissioned Dr. Justin M. Carré to serve as external reviewer for the programs. Dr. Carré is an internationally-recognized expert in psychology, with a particular expertise in social neuroendocrinology. His dual expertise in both social/affective and physiological/neural subdisciplines made him a particularly appropriate and skilled reviewer for both the BA and BSc programs. To facilitate his review, UOIT provided Dr. Carré a copy of the program proposal, and also hosted him for a one-day onsite review on Aug. 21st. During this visit, he was able to observe the downtown and North UOIT campuses, tour relevant facilities including library resources and psychology/biology laboratories, and meet with relevant psychology faculty and administrative staff.

Dr. Carré provided his written evaluation of the program proposals on August 30th, 2018. Within this evaluation, he expressed particular enthusiasm for the programs' ability to attract a large number of students, for their large number of diverse course offerings, for the clear and well-thought out learning outcomes, and for the 'impressive' teaching, research and supervisory portfolios of the psychology faculty. Nonetheless, Dr. Carré did make several recommendations for ways in which he felt the program could be strengthened further.

Dr. Carré's report was structured such that his recommendations were discussed throughout, with his 'key conditions' reiterated at the end. To best address these key conditions, this response letter has been structured such that they are discussed first. Responses to Dr. Carré's remaining recommendations follow in turn.

Summary of Key Conditions, and Responses to these Conditions

At the conclusion of Dr. Carré's review, he summarized his key recommendations, indicating that he "strongly believe[d] that this program will prove to be successful if the

following conditions are met”. Below I list these key conditions, and indicate how they will be handled.

Dr. Carré’s key conditions were as follows:

1. *Hire 1 new tenure-track faculty member.*

Response: UOIT Faculty and Administration confirm the necessity for this new tenure-track hire. As indicated within the proposal, UOIT administration has made a firm commitment to hire a new tenure-track faculty member in Psychology prior to the 2nd year of the General Psychology programs. This faculty member will further enhance the size and expertise of the Psychology faculty, will help handle the anticipated increased teaching load of the program, and will be available to supervise the program’s first class of Honours thesis students in year 4.

2. *Hire 1 new full-time teaching-stream faculty member.*

Response: UOIT Faculty and Administration confirm the necessity for this new teaching-track hire. As indicated within the proposal, UOIT administration has made a firm commitment to hire a new full-time teaching-stream faculty member in Psychology prior to the 3rd year of the General Psychology programs. This timing is appropriate, as years 1 and 2 of the program make use of core, fundamental courses already administered at UOIT, and which do not increase teaching-resource requirements for the institution or faculty. With this timeframe, this hire will be available to teach the new 3rd/4th year elective course included in the proposal.

3. *Provide all tenure-track faculty members sufficient laboratory space.*

Response: Dr. Carré had the opportunity to explore the existing laboratory space for Psychology faculty, and indicated that “[t]he faculty members have very good laboratory space to conduct their research”. Indeed, while space limitations plague all Ontario universities, UOIT has made a consistent commitment to finding quality laboratory space for all faculty, and has made a commitment to continue to do so. Dr. Carré is correct that some existing laboratory space in the Education building will only be available until 2023, and UOIT is committed to working with the faculty addressing their needs in light of the changing space requirements of the future.

4. *Add biological courses to the Developmental Psychological Science [(DPS)] specialization.*

Response: As Dr. Carré has recommended, *PSYC 3065 Developmental Biology* and *Bio 3150 Biopsychology of Sex* will be added as available courses towards the DPS specialization. While we believe our current course offerings to offer students a comprehensive, diverse education in psychology, we anticipate continually working to develop new and exciting course offerings to the degree programs in future years.

5. *Attempt to have a psychology faculty member teach the core statistics courses.*
Response: We will ensure that the core statistics courses are taught by psychology instructors moving forward.

Summary of All Recommendations, and Responses to these Recommendations

In addition to the key conditions listed above, Dr. Carré had additional comments and recommendations to further strengthen the program. Below is a complete list of these comments/recommendations, and my responses to them.

1. “One approach discussed with UOIT faculty members during my visit was a special designation such as “BA, Honours in General Psychology – With Empirical Thesis” versus “BA, Honours in General Psychology – Without Empirical Thesis”. I highly recommend that such a designation approach to granting of honours degrees in General Psychology be implemented.”

Response: We agree with Dr. Carré that the 4th year Honours Thesis is a substantive undertaking for undergraduate students, for which they deserve appropriate recognition. That said, it has become standard parlance across Ontario universities to label all 4-year degree programs with a ‘Honours’ designation, and we fear that removing this designation from non-thesis students may put them at some disadvantage. As such, we believe that Dr. Carré’s recommendation to apply separate designations for students who do/don’t complete an Honours thesis is a good one. As such, we agree to use the following designations on student’s official transcripts:

BA, Honours in General Psychology – 4th-year thesis
BA, Honours in General Psychology – 4th-year coursework

BSc, Honours in General Psychology – 4th-year thesis
BSc, Honours in General Psychology – 4th-year coursework

We emphasize that these designations do not represent unique degree designations; only specification re specific coursework attained

2. “...admission requirements seem fairly standard for BA and BSc programs...[h]owever, I did not see any description of alternative forms of education that may serve as substitutes for the minimum high school requirements. I recommend that a short paragraph in the program proposal be added that includes

these alternative forms of education in terms of how they can be used in place of existing admissions requirements.”

Response: We very much appreciate this point, as UOIT is committed to providing opportunities to all students, including those who have taken less traditional paths towards their university education. Specific language regarding these student admission processes was not included in the proposal, but only because UOIT has already developed broad language for dealing with these admission pathways, which is included in the *Admissions* section of the Undergraduate Academic Calendar. Those requirements read as follows:

Admission requirements for undergraduate programs

Regardless of educational background, all applicants to undergraduate programs must have specific prerequisite subject knowledge for their intended program of study. The prerequisite subjects for each program and other program specific requirements are listed under the specific [program](#).

Current students and graduates of secondary schools (no post-secondary education) will be evaluated based on their secondary school courses. Students who have followed a secondary school curriculum other than those listed below are encouraged to visit admissions.uoit.ca or contact the Registrar's office for further information.

The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, relevance to the academic program and supplementary assessment mechanisms such as CASPer™. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

Note: *Admission requirements are subject to change. The admission requirements listed in this Undergraduate Academic Calendar and Course Catalogue were the requirements for admission to UOIT for the 2017-2018 academic year. Applicants seeking admission to UOIT for a different academic year should visit admissions.uoit.ca for specific admission requirements. The university reserves the right to accept or deny students based on overall performance through the variety of measures listed below.*

Applicants from Ontario secondary schools

Applicants must have an Ontario Secondary School Diploma with a minimum of six 4U or 4M credits or equivalent, including credits and courses to satisfy the academic prerequisites of specific programs and present a competitive admission average.

Home-schooled applicants

Home-schooled applicants will be evaluated on the basis of examinations (through distance learning or alternative education centres) or on a combination of SAT Subject Tests in prerequisite courses and a portfolio. Parent-generated transcripts will be accepted as a reflection of courses completed and marks attained, but these transcripts must be submitted in conjunction with standardized test scores.

Applicants who have completed courses through distance learning or alternative education centres should include marks from these courses at the time of application. If official transcripts like these indicate completion of specific prerequisite subjects then there is no need to submit SAT Subject Test scores or a portfolio.

Alternatively, applicants may write four specific SAT Subject Tests and submit a personal/career portfolio. A minimum score is required to demonstrate sufficient background each of the Subject Tests. The portfolio should detail personal and community participation and achievements including academic, volunteering and mentorship. The portfolio should also include an essay detailing future goals and reasoning for application to their program of choice. A letter of reference to support the application should also be submitted. For additional information, including the specific SAT Subject Tests required for each program, please visit admissions.uoit.ca or email connect@uoit.ca.

Applicants from secondary schools in other Canadian provinces

Specific information on admission requirements for students completing high school in other provinces can be viewed online at uoit.ca/outofprovince. The normal minimum requirement consists of meeting the necessary academic program requirements, presenting a competitive admission average and completion of secondary school.

Applicants from secondary schools in other countries

Applicants from the United States must achieve high school graduation with a competitive admission average including the prerequisite courses for the intended program of study. All applicants must present a SAT or an ACT score. UOIT does not accept scores more than five years after the test date. UOIT's SAT code is 4192.

Applicants from other countries should visit uoit.ca/internationalrequirements for admission requirements specific to their curriculum.

International Baccalaureate students

Full diploma candidates who achieve passes in six subjects with at least three at the Higher Level, and who accumulate a grade total of 24 with no score lower than 4 are

eligible for admission to first year. Students must hold the appropriate prerequisite subjects at the Higher Level. English may be held at either Higher or Standard Level. Applicants offering prerequisites at Standard Level will be given individual consideration. See [advanced standing](#) for information on advanced standing for International Baccalaureate students.

Students applying from other colleges and universities

Transfer students must present a competitive average in the specific prerequisite subjects for their intended program of study. The prerequisite subjects for each program are listed in the faculty sections of this calendar. Prerequisite subject requirements may be met by a combination of secondary and post-secondary studies. Applicants must be in good academic standing at their previous post-secondary institution.

Mature applicants

A mature applicant is defined as one who meets all of the following criteria:

- Has not completed any post-secondary education
- Has been away from formal education for at least two years
- Will have reached the age of 21 by December 31 of the year of application
- Is a Canadian citizen or permanent resident
- Does not qualify for admission as a secondary school graduate

Mature applicants may be admitted upon successful completion of secondary-level courses in the prerequisite subjects for their intended program of study and must present a competitive admission average.

Visiting students

With a letter of permission from a recognized institution, a student studying elsewhere may be allowed to enrol in UOIT courses, subject to availability. In some instances the letter of permission may be used in lieu of transcripts from their home institution; however, some faculties require the submission of academic transcripts. As a result, it is the responsibility of the student to ensure they have the necessary prerequisites and are academically prepared for the course. These students will be admitted as special students not seeking a degree and will be subject to the applicable application process and letter of permission deadlines.

Readmission of former UOIT students

Students previously admitted to UOIT who have not been in attendance for two consecutive semesters and have not received a deferral will be required to apply for

readmission to the university. Applications for readmission are submitted directly to the Registrar's office and adhere to specific deadlines.

We note that the calendar copy entry for the BA/BSc program (pg. 40) reads as follows: “Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M credits including English (ENG4U), Advanced Functions (MHF4U), and two of Biology (SBI4U), Calculus and Vectors (MCV4U), Chemistry (SCH4U) or Physics (SPH4U). All other applicants should refer to the *Admissions* section of this calendar for the requirements for their specific category of admission.”

3. “I recommend that some text be included in the proposal that details the type of roadmap that could be used in cases that involved BA students going into BSc (and vice-versa). I also recommend that such a road map be shared with Academic Advising so that they may advise students as to the most effective way to transition from one degree program to another without having to take an additional year of studies.”

Response: As discussed with Dr. Carré during his site visit, the first year BSc curriculum has intentionally included both PSYC 1000U Intro to Psychology and SOCI 1000U Introduction to Sociology, so that these BSc students will have the prerequisites required to enroll in upper year PSYC-/SOCI-designated elective courses, should they so choose. This will afford a more streamlined roadmap for students who choose to transition from BSc to BA following either their first or second years of study. The roadmap for students who choose to transition in the other direction, from BA to BSc, cannot be quite as streamlined, as these students will be required to show prerequisites or equivalents in BIOL, CHEM, PHYS and MATH prior to their 3rd year of study. As Dr. Carré outlined in his report, he spoke with Clarissa Livingstone, Academic Advisor in Faculty of Science about this, and Ms. Livingstone indicated that these first year core courses are regularly taught in both the Spring and Summer semesters. Thus, students wishing to switch from BA to BSc after either their first or second years would be able to do so, without major delays to their academic timeline, by enrolling in these Spring/Summer courses.

To address this issue, we have added text to the proposal (pages 30 and 41) to indicate that transitioning between BA/BSc degree programs will be allowed, and that students wishing to consider this option will be advised to speak with Academic Advising about their options.

4. “[I]n the interest of providing students with a strong foundation in good methodological practices in psychological science, I strongly recommend that stats courses be taught by a faculty member in the psychology program.”

Response: A unique characteristic of UOIT is its philosophy of interdisciplinary collaboration, which has led it to eschew traditional disciplinary boundaries. To this end, students in all programs receive a core first year (in either Social Science or Science, respectively), as well as shared upper-year interdisciplinary courses wherever possible. This shared interdisciplinary curriculum has cultivated a particularly collaborative spirit that affords broader perspectives, and the ability to tackle problems with solutions beyond those of any single discipline. That said, we appreciate Dr. Carré's request to see psychology instructors teaching the statistics courses within the psychology program. To address this, we have made commitments to ensure that these core statistics courses are taught by psychology instructors moving forward.

5. "I am very impressed with the diversity of courses offered in light of the relatively small number of faculty...[however, t]he required courses for the Developmental Psychological Science [(DPS)] specialization should be revised to include more science/neuroscience offerings. Biopsychology of Sex (PSYC 3065) Developmental Biology (BIO 3050U). Another course that could be developed (perhaps by the new TT hire) is Developmental Cognitive Neuroscience."

Response: We appreciate that Dr. Carre was broadly impressed by the diverse course offerings the program will be able to offer students within these degree programs. As indicated in the *Key Conditions* section of this document, we have added both *PSYC 3065U Biopsychology of Sex* and *BIO 3050U Developmental Biology* to the list of courses that can count towards the DPS specialization. Together with the other course offerings within this specialization (e.g. *PSYC 3040 Adolescence*, *HLSC 2810 Child and Adolescent Health*, *HLSC 4807 Perspectives in Aging*), we believe this will offer students substantive and diverse opportunities to personality their educational goals. We agree with Dr. Carre that development of a course such as *Developmental Cognitive Neuroscience* would be an valuable course to include in the program, and will work with the new faculty hires (planned for hire within years 2/3 of the program) to develop a course within this domain. To this end, while we believe our current course offerings to students provide a comprehensive and valuable education, we of course anticipate continually working to develop new and exciting course offerings in future years.

6. "I strongly recommend that the proposal includes a section that details such a tracking plan."

Response: We agree that some language within the proposal regarding our plan for tracking student success would be beneficial. We have thus included a short section

(1h. *Student Tracking*) on page 13 of the revised proposal. At present, the majority of FSSH's tracking of student success is based out of the alumni office, where records of student placement and contact information are kept updated. Through this initiative, we are proud to report that 82% of our FSSH students find employment within 6-months of their graduation. Future metrics would benefit from a more program-specific focus, however; to this end, the Faculty plans to collect and evaluate detailed metrics regarding retention, graduation and employment rates for all students graduating from the proposed BA/BSc programs. These metrics will be compared to other UOIT programs, and – where possible – to provincial/national averages, towards a continuous evaluation and improvement of the programs year over year.

7. "I agree 100%...that without...new hires, there would be insufficient human resources to support the proposed programs. Thus, I consider it of paramount importance (perhaps even mandatory) for the hiring of a tenure-track faculty member and a full-time teaching stream faculty member."

Response: As indicated in the *Key Conditions* section of this document, UOIT administration has made a firm commitment to hire these two new faculty members – one tenure-track, one teaching-track – prior to the 3rd year of the new General Psychology programs. This timing is appropriate, as years 1 and 2 of the program make use of core, fundamental courses already administered at UOIT, and which do not increase teaching-resource requirements for the institution or faculty. Hiring these positions prior to year 3 of the programs will allow these faculty members to contribute to teaching the new 3rd/4th year elective courses included in the proposal, and (in the case of the tenure-track faculty) to supervise our first class of Honours Thesis students in their 4th year.

8. It is critical that faculty members losing their laboratory space be re-located to a new space (comparable to their current space) as soon as possible so that they can continue to successfully carry out their programs of research. I cannot stress enough the importance of providing tenure-track faculty members with sufficient laboratory space to carry out their programs of research. Without laboratory space, these faculty members' research productivity could suffer, and thus, the quality of education provided to undergraduate and graduate students will suffer.

Response: As indicated in the *Key Conditions* section of this document, UOIT has made a consistent commitment to finding quality laboratory space for all faculty, and plans to keep that commitment with their existing and new psychology faculty. Dr. Carré himself had the opportunity to tour the existing psychology laboratories, and left with a very positive impression re the amount and quality of space

provided. Nonetheless, Dr. Carré is correct that some existing laboratory space in the Education building will only be available until 2023, and that commitments to continue to provide quality laboratory space must extend into the future. To this end, UOIT administration has expressed a firm commitment to working with the faculty – existing and new – to address their needs in light of the changing space requirements of the future.

List of changes made within the proposal

1. Section 1h. *Student Tracking* has been added to the proposal, to describe initial plans for tracking student success throughout the program, and to acknowledge the importance of these tracking initiatives.
2. Two existing courses *PSYC 3065U Biopsychology of Sex* and *BIO 3050U Developmental Biology* have been added to the *Developmental Psychological Science* specialization stream for both BA and BSc degrees.
3. Sections 2a5 and 2b5 have been added to the proposal (pages 30 and 41) to indicate that transitioning between BA/BSc degree programs will be allowed, and that students wishing to consider this option will be advised to speak with Academic Advising about their options.