Table of Contents

Welcome and description of CRDH

A Word from the Director ................................................................. 7
Message de la directrice adjointe ..................................................... 8
Message from the Associate Director .............................................. 9
What is CRDH? ............................................................................. 10
Our Mission Statement ................................................................. 12
Research Theme and Axes ............................................................ 14

Members

Introduction .................................................................................. 20
CRDH Members ............................................................................ 22
International Members ................................................................. 23
Carsten Wrosch ............................................................................ 24
Jamshid Etezadi ............................................................................. 25

Research

Introduction .................................................................................. 26
Selected Grants 2005-2006 ............................................................. 28
Featured Research Project—Internalization Problems ...................... 34
Featured Research Project—Generalized Anxiety Disorder .......... 36
Publications ................................................................................ 38

Training

Introduction .................................................................................. 50
CRDH Students ............................................................................. 54
Training Activities ........................................................................ 56
Featured Postdoctoral Fellow—Jennifer Nachshen ...................... 62
Featured Graduate Students .......................................................... 64
Graduate Student Perspective ......................................................... 66
Selected Thesis Titles ................................................................... 68
Recognizing Excellence in Research Training ............................... 69

Communication

Introduction .................................................................................. 70
Selected Members in the News ....................................................... 72
Members in the community .......................................................... 73
Conference Presentations .............................................................. 74
CRDH Conference ........................................................................ 92
As we complete the second year as a “Regroupement Stratégique” of the FQRSC, our Centre continues to transform and expand in exciting new directions. New research programs, projects, seminars, workshops, and community outreach activities have been implemented and expanded over the past twelve months. Most exciting of all, our members and their students from a wide variety of complementary social science and health disciplines, across five universities and colleges, have rapidly continued their integration within our research team this year. These additions have more than doubled the size of our CRDH faculty to 35 members since 2004. We have also expanding our research and training programs over the past year, with over 150 graduate students and post-docs from many different departments and disciplines participating in our Centre’s activities during the 2005-2006 academic year!

The theme of our Regroupement Stratégique is “Navigating critical transitions across the life course”. A renewed emphasis on integrating basic and applied research strategies drawn from across the social-science and health disciplines to solve urgent social problems is the central focus of our mandate. The ongoing goal of our Centre’s research and training programs, as described in our Mission Statement, is to promote outstanding, multi-disciplinary research on human development across the life-course, and to provide unique research training opportunities for young scientists in Quebec. In addition, new mandates in the areas of research transfer, policy consultation, and community outreach are now included within the goals of our Regroupement Stratégique program.

During 2005-06, we have continued to build momentum as new research and training programs are being implemented. New (and “old”!) members are increasingly finding opportunities to participate in the Centre’s expanding programs, and to initiate new directions for research projects and training activities.
C'est donc avec enthousiasme que je me joins aux efforts du CRDH dans sa poursuite des conditions optimales favorisant la circulation des idées et des savoirs entre institutions et disciplines diverses. Cette ouverture dynamise les initiatives de recherche en réunissant les chercheurs du centre et des chercheurs périphériques au centre autour d’objets communs de recherche. 

En tant que professeure et chercheure à l’UQAM, ce dynamisme prend sa mesure avec la création d’une nouvelle équipe de recherche en centre subventionnée par le FQRSC et les IRSC pour se pencher sur la vulnérabilité, la résilience et la santé des individus au croisement de multiples identités, sexuelles et ethnoculturelles, et de multiples discriminations. Cette équipe comprend quatorze chercheurs au sein de 8 universités canadiennes situées dans 5 provinces canadiennes et représentant plus de 10 disciplines du savoir. Elle inclut trois membres du CRDH respectivement associés à Concordia (Paul Hastings), au College de Maisonneuve (Line Chamberland) et à l’UQAM (Danielle Julien) et collabore avec des partenaires majeurs du milieu communautaire. Ce faisant, le CRDH expose les jeunes chercheurs et les étudiants du CRDH à la diversité des théories et des méthodes sur ces objets, et il s’applique à former cette nouvelle génération de chercheurs et de praticiens qui auront à fournir des réponses adaptées à la complexité des problèmes sociaux de notre société.

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Danielle Julien, Associate Director

Le CRDH termine sa deuxième année de soutien en provenance du programme de regroupement stratégique du FQRSC. Je suis fière d’être associée aux efforts d’ouverture à la pluri-disciplinarité du CRDH. Cette ouverture dynamise les initiatives de recherche en réunissant les chercheurs du centre et des chercheurs périphériques au centre autour d’objets communs de recherche.

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C’est donc avec enthousiasme que je me joins aux efforts du CRDH dans sa poursuite des conditions optimales favorisant la circulation des idées et des savoirs entre institutions et disciplines diverses.

Danielle Julien, Associate Director

This past year marks the beginning of my involvement as a CRDH Associate Director, replacing Dr. Diane Poulin-Dubois. Following in her considerable footsteps, the year has been a learning experience for me in terms of getting familiar with the administrative side of the Centre, and meeting some of the FQRSC Administrators. It has been an exciting year to be closely involved in CRDH activities, as the transition to our more comprehensive, multidisciplinary and multi-university Centre structure has begun to prove its worth. The outcomes to date have been very encouraging, and pave the way for even more multi-disciplinary collaborations. The wealth of complementary expertise in CRDH provides great potential for innovation in that specific research questions can be tackled simultaneously with newly combined methods. We have already seen this multi-method approach yield results in terms of student training (see feature on page 68).

In my own research on successful aging and multi-task performance, I have profited a great deal from the complementary expertise of CRDH members Drs. Richard DeMont and Virginia Penhune. Dr. DeMont’s expertise in athletic injury and gait analysis, and Dr. Penhune’s expertise in motor learning, have enabled the completion of a project on the influence of age, balance status, and attention on walking performance. Sarah Fraser (CRDH graduate trainee) and I presented these findings at the first ever International Conference on Gait and Mental Functioning in Madrid this winter, and were delighted to see the gait community’s growing interest in cognitive factors. As a trained cognitive aging researcher, I did not predict that I would ever measure the electrical output of leg muscles in my studies! We are presently venturing further into multi-disciplinary work by incorporating 3-D motion capture technology in our studies of aging and keyboard fingering performance during full and divided attention. This line of research is truly like a three-legged table: we could not possibly carry it out as individual researchers.

There are several highlights about the CRDH worth noting. There were opportunities to showcase the Centre’s current research and facilities to Concordia’s new President, Dr. Claude Lajeunesse. During the Learning, Human Development and Human Environment session, a speaker event with the President of Concordia University, our two Canada Research Chairs Drs. Mark Ellenbogen and David Forman, were invited to present their latest findings. Overall, these opportunities to raise awareness about the scientific output of the CRDH, and the recent expansion of Centre membership to multiple disciplines and Quebec universities were useful vehicles for strengthening relations between the CRDH and University administration.

Another notable development within the Centre involves the recognition of new, up-and-coming researchers. Dr. Carsten Wrosch’s research on coping and its consequences for psychological and physical health was recently recognized with a CIHR New Investigator Award (see feature on page 68). Dr. Virginia Penhune was recognized for her research on motor learning across the lifespan with a FQRSC Chercheure Boursier award. Together, these awards underscore the high calibre of research activity at our Centre, which should help to attract future collaborators and trainees alike.

Karen Li, Associate Director
The CRDH is an internationally recognized research and training centre, with central facilities housed at Concordia University, in Montreal, Quebec. The Centre is a multi-disciplinary and multi-institutional organization with a membership of 35 faculty researchers and over 100 graduate and post-doctoral trainees, from 7 disciplines at 5 universities and colleges across Quebec. The Centre includes a growing number of community partners and international research associates who help to guide our research program, and participate in our ongoing research and training projects. The Centre and its members are committed to advancing our understanding and support of human growth and development from birth through old age. Using a model that focuses on key transitions in the human life cycle, CRDH serves as a centre for advanced research training, collaboration, and cross-disciplinary work.

Life transitions present opportunities for growth. But they can also present serious challenges across the life-course. A baby learning to talk, an adolescent beginning to take on more adult responsibilities, and an adult becoming a parent for the first time, all face critical tests of the skills they have learned up to that point. When a life transition does not go well, for whatever reason, that individual is likely to be ill-prepared for the next inevitable challenge. A negative cascade begins, and it can affect the individual, the family, and the community. On the other hand, when developmental challenges are successfully met, positive outcomes and enhanced contributions to society are likely to follow.

The CRDH is committed not only to state-of-the-art science and training, but also to bringing the best research to the community. CRDH and its members reach out to service organizations and policymakers whose goals are to translate understanding of human development into effective public policy.

What is the Centre for Research in Human Development?

Le Centre de recherche en développement humain (CRDH) est un centre de recherche et de formation de réputation internationale basé à l'Université Concordia, Montréal, Québec. Organisation multidisciplinaire et multi-institutionnelle, le Centre regroupe 35 chercheurs-enseignants et plus de 100 étudiants des programmes de maîtrise, de doctorat et de post-doctorat. Le CRDH recoupe sept disciplines dans cinq universités et collèges du Québec. De plus, il comprend de nombreux partenaires de la collectivité et d'associés de recherche internationaux qui aident à orienter son programme de recherche et qui participent à ses projets de recherche et de formation. L’objectif du Centre et de ses chercheurs consiste à comprendre, à soutenir et à faire progresser la croissance et le développement humain, de la naissance à la vieillesse. Axé sur les transitions clés du cycle de la vie, le CRDH favorise la collaboration, la formation avancée en recherche et les travaux multidisciplinaires.

Les transitions qui jalonnent la vie sont certes des occasions de croissance, mais elles posent également de sérieux défis. Qu’il s’agisse d’un bébé qui apprend à parler, d’un adolescent qui commence à prendre de plus en plus de responsabilités ou d’un adulte qui devient parent pour la première fois, tous sont confrontés à des situations qui mettent à l’épreuve les habiletés acquises jusque là. Une transition mal franchie, peu importe la raison, rendra la personne vraisemblablement mal préparée pour négocier les inévitables défis qui vont suivre. Sensuune cascade d’événements négatifs qui l’affecteront ainsi que sa famille et sa communauté. Par contre, il y a de fortes chances qu’un défi développemental surmonté avec succès s’accompagne de retombées positives pour un individu, incluant une plus grande contribution à la société.

Le CRDH est engagé non seulement à promouvoir la science et la formation de pointe, mais aussi à produire la meilleure recherche possible pour la communauté. Ainsi, le CRDH et ses membres bénéficient du partenariat des organismes de service et de ceux et celles qui établissent les politiques et qui ont pour mandat de traduire notre compréhension du développement humain en des politiques sociales publiques et communautaires efficaces.

Qu’est-ce que le Centre de recherche en développement humain ?
Finding effective and economical solutions to complex social and health issues requires a focused, multi-disciplinary research approach. The Centre for Research in Human Development (CRDH) was established in 1981, with the mission of promoting excellent research and training highly qualified personnel in the field of human development. Our mission also includes research dissemination, communication, and consultation with government policy and community service agencies. With a renewed mandate in 2004 from the Regroupements Stratégiques program of the Fonds de recherche sur la société et la culture (FQRSC), the Centre for Research in Human Development provides researchers and trainees with exceptional opportunities to collaborate with fellow investigators working on basic and applied developmental issues, from across related disciplines and institutions.

Our Mission Statement
Notre Mission

La complexité des questions sociales et des problèmes de santé requiert une approche de recherche multidisciplinaire afin de trouver des solutions à la fois efficaces et économiques. Créé en 1981, le Centre de recherche en développement humain (CRDH) s’est donné comme mission de promouvoir l’excellence en recherche et la formation d’un personnel hautement qualifié dans le domaine du développement humain. Notre mission inclut également la dissémination des résultats scientifiques, la communication et la consultation auprès des agences gouvernementales chargées des politiques et des agences des services communautaires. Avec le renouvellement de sa subvention en 2004 (FQRSC), le Centre de recherche en développement humain offre aux chercheurs, aux étudiants et aux stagiaires des occasions uniques de réaliser des projets de recherche de nature fondamentale ou appliquée, avec des collègues en provenance de disciplines connexes.

The CRDH was established in 1981, with the mission of promoting excellent research and training highly qualified personnel in the field of human development.

Créé en 1981, le CRDH s’est donné comme mission de promouvoir l’excellence en recherche et la formation d’un personnel hautement qualifié dans le domaine du développement humain.
Critical transitions and challenges across the life-course

The members of the Centre for Research in Human Development study human development from infancy to old age. The main objective of our research program is to examine individual and family adaptation across critical developmental transitions. Our research program focuses on the acquisition and maintenance of human competencies across the life course, and the social and environmental factors that allow individuals to successfully use these competencies to face the challenges of successive developmental transitions. The theoretical and methodological underpinnings of our approach are drawn from the social and life sciences. This approach integrates models and methods drawn from related social, health, and neuroscience disciplines. To have the most innovative and comprehensive approach possible, CRDH integrates the unique and complementary strengths of researchers from psychology, sociology, education, geography, political science, decision science, and exercise science.

We include normative, atypical, and clinical populations within our research program. Each distinct group can contribute to our understanding of specific developmental, health, and policy issues, including population needs and potential solutions. Because basic competencies and adaptations to successive transitions affect future developmental outcomes, we take a life-course approach to understanding and studying development. Due to the complexity of the issues, we have intensified our cross-disciplinary approach to the specific areas of transition within our research program. Our methods are integrated from across disciplines, in order to have the most innovative and comprehensive approach possible. Accordingly, the development and application of innovative methods is one of the basic research priorities of our program. Health, education, and social policy in relation to developmental transitions is integrated within each axis, enabling us to integrate policy needs and implications within each of our research and dissemination programs. The specific axes of our research program are described in the following pages.

Les transitions et les défis critiques qui jalonnent la vie


Notre programme de recherche inclut des populations normatives ainsi que des populations atypiques et cliniques. Chacun de ces groupes contribue à notre compréhension des problématiques liées à l’évolution, à la santé et aux politiques, y compris les besoins des populations et les solutions possibles. Parce que les compétences de base et l’adaptation aux diverses transitions successives ont des répercussions sur le développement ultérieur, notre programme couvre tous les cycles de vie. Étant donné la complexité des problématiques, nous avons intensifié notre approche interdisciplinaire face aux diverses transitions qui font l’objet de notre programme de recherche. Nos méthodologies intégrées recoupent diverses disciplines pour arriver à une approche qui soit la plus innovatrice et la plus globale possible. En fait, l’élaboration et l’application de méthodes novatrices constituent l’une de nos priorités. Nous intégrons les problématiques en matière de santé, d’éducation et de politiques à l’intérieur de chaque axe de recherche, afin d’inclure les besoins en matière de politiques et leurs implications dans chacun de nos programmes de recherche et de dissémination. Les descriptions de chacun de nos axes de recherche sont dévoilées dans les pages suivantes.
Infancy and Early Childhood
Acquiring basic skills and entering the social world

Our general goal is to identify the risk and protective factors that influence children’s development of essential skills and abilities in the years leading up to the critical transition into school. Our current research projects focus on: (a) learning basic skills and interpersonal competencies, (b) temperament, disposition, and individual vulnerability, (c) environmental and socioeconomic factors, community and neighborhood effects on early development and health, (d) school (e.g., classroom composition and environment) and neighborhood effects on school adjustment and achievement, (e) understanding and overcoming the inequities faced by children within socially vulnerable groups (e.g., economically disadvantaged, low birthweight, cultural minorities).

Members: Aboud, Bukowski, Burgos, Doyle, Dugas, Ellenbogen, Etezadi, Hastings, Penhune, Phillips, Serbin, Stack, Schwartzman

Parenthood
New roles and responsibilities

Our general goal is to identify differences in family structure and child-rearing approaches, and to understand the diversity of parenting strategies used to promote healthy outcomes in children. We presently focus on the following problems: (a) social and economic factors that impact family structure, parenting distress, and post-partum health, (b) the transfer of parenting style from one generation to the next, (c) diverse family structures (e.g., lesbian, single parent) and influence of immigrant and minority status on parenting practices, (d) parenting in the context of special populations (e.g., very low birthweight infants, low income families, autistic toddlers, aggressive or withdrawn children).

Members: Abela, Chamberland, DesRivieres-Pigeon, Doyle, Forman, Hastings, Howe, Julien, Pettrakos, Sandberg, Scala, Schwartzman, Serbin, Stack, Weinfeld (continued, page 18)

Adolescence
A period of multiple transitions and challenges

Our main objective is to examine how the key transitions of adolescence (e.g., puberty, rapid cognitive and physical changes, school transitions, increasing autonomy and individualization; entering the workforce and accepting new social and family roles) are affected by the interactions between individual characteristics and the environment, using an interdisciplinary approach. Ongoing research projects concern: (a) genetic influences on the development of psychopathology in childhood through early adulthood, (b) the effects of behavioural predisposition, family relationships, experience, and cultural context on healthy adaptation, (c) the effects of neighborhood poverty, racial inequality, school characteristics and social networks on health outcomes, (d) parental, peer, and romantic relationships and their subsequent influence on adjustment (e.g., school achievement, drug use, delinquency).

Members: Abela, Bukowski, Burgos, Doyle, Dugas, Ellenbogen, Etezadi, Hastings, Penhune, Phillips, Serbin, Stack, Schwartzman

Axes

Enfance
Acquisition des habiletés de base pour s'intégrer au monde social

Notre objectif général est d'identifier les facteurs de risque et de protection qui contribuent au développement des aptitudes et des habiletés essentielles pendant les années qui mènent à l'importante transition vers l'école. Nos projets actuels portent sur: a) l'acquisition des habiletés et des compétences interpersonnelles de base; b) les variations de tempérament, la disposition et les vulnérabilités personnelles; c) les effets des facteurs environnementaux et socio-économiques, et ceux de la communauté où habite l'enfant, sur son développement et sa santé pendant ses premières années; d) l'école (par ex. composition de la classe et environnement scolaire) et le quartier comme facteurs d’adaptation et de rendement scolaire; et e) la compréhension et la remédiation des inégalités avec lesquelles composent les enfants des groupes socialement vulnérables (par ex. le désavantage économique, le faible poids à la naissance, les minorités culturelles).

Membres : Aboud, Bukowski, DesRivieres-Pigeon, Forman, Hastings, Howe, Jacobs, Pettrakos, Poulin-Dubois, Ross, Sandberg, Serbin, Stack, Tessier, Weinfeld, Zelazo

Adolescence
Période où se multiplient transitions et défis

Notre objectif principal, ici, est d'identifier comment les transitions clés de l'adolescence (par ex. puberté, changements cognitifs et physiques rapides, transition scolaire, autonomie et individualisation accrues, entrée sur le marché du travail, acceptance de nouveaux rôles sociaux et familiaux) sont affectées par les interactions entre les caractéristiques individuelles et l'environnement, en utilisant une approche multidisciplinaire. Les projets en cours traitent a) des influences génétiques sur l'étiologie de la psychopathologie, de l'enfance au début de l'âge adulte; b) des effets de la prédisposition comportementale, des relations familiales, de l'expérience et du contexte culturel sur l'adaptation; c) des effets de la pauvreté du voisinage, des inégalités raciales, des caractéristiques du milieu scolaire sur la santé; et d) des relations avec les parents et les pairs, des relations amoureuses, et de leur influence sur l'adaptation (par ex. rendement scolaire, usage de drogues, délinquance).

Membres : Abela, Bukowski, Burgos, Doyle, Dugas, Ellenbogen, Etezadi, Hastings, Penhune, Phillips, Serbin, Stack, Schwartzman

Parentage
Nouveaux rôles, nouvelles responsabilités

Notre objectif général est d’identifier les différences dans la structure familiale et les approches pour élever les enfants pour mieux comprendre la diversité des stratégies de parentage utilisées pour promouvoir la santé chez les enfants. Nos travaux actuels portent sur les différents problèmes: a) le facteurs sociaux et économiques qui affectent la structure familiale, la détresse parentale et la santé post-partum; b) le transfert de style parental d’une génération à l’autre; c) l’influence de certaines structures familiales (par ex. parents lesbiennes, monoparentalité) et celles du statu d’immigrant, de groupe minoritaire sur les pratiques parentales; d) le parentage chez les populations spéciales (par ex. enfants de faible poids à la naissance, enfants autistiques, enfants agressifs-renfermés, familles à faible revenu).

Healthy Aging
Managing loss and maintaining quality of life

This axis focuses on identifying specific losses, potentially positive or negative outcomes, and adaptive processes that seniors use to manage late-life transitions. Our current projects focus on (a) how seniors use active strategies (e.g., use of external support structures) versus internal adjustments (e.g., downscaling, re-prioritizing) to handle losses, (b) how societal factors (e.g., social networks, health care institutions) facilitate successful outcomes, (c) lifestyle and individual factors that lead to smooth retirement transition, (d) the epidemiological examination of risk factors for Alzheimer’s disease, vascular-related dementias, and depression, (e) the identification of normative patterns of cognitive, sensorimotor, and neuronal decline in healthy seniors.

Members: Conway, DeMont, Etezadi, Fuhrer, Li, Penhune, Phillips, Pushkar, Ross, Schwartzman, Wrosch

Methodology
Bringing innovation to research in human development

Our researchers employ a diverse range of innovative methodologies, both in terms of measurement (e.g., eye movements, brain activity, stress hormones, motor skills) and data analyses (e.g., Hierarchical Linear Modeling, Growth Curve Analysis). CRDH has significant strengths in the analysis of longitudinal data sets, neighborhood effects, and epidemiological data. The Centre’s multidisciplinary composition facilitates the emergence of new applications of these cutting-edge research methods in the context of developmental phenomena.

Members: All Members
The 35 members of CRDH comprise an extraordinary group of researchers, ranging in experience from outstanding young faculty to senior scientists who have achieved world-recognition for their research accomplishments and unique expertise. Each of our members holds research grants, and reviews regularly for scientific journals and funding agencies, several serving in senior editorial positions or as members of standing review committees for provincial, federal, or US funding agencies. Many of our current members play leadership roles in the direction of research networks in the areas of health, education, and social services and also serve in ongoing research advisory roles to public policy and service agencies. Ten of our members currently hold research chairs or special research awards, funded by Concordia (Bukowski, Serbin), McGill (Abela, Weinfeld), the Canada Research Chairs program (Ellenbogen, Forman), and other external funding agencies (CIHR/SSHRC, Phillips, Wrosch; CIHR, Dugas, Ross).

Each of our members holds research grants, and reviews regularly for scientific journals and funding agencies, several serving in senior editorial positions or as members of standing review committees for provincial, federal, or US funding agencies.
CRDH Members
Membres du CRDH

ABELA, John; Assistant Professor, Department of Psychology, McGill University
ABOUD, Frances; Professor, Department of Psychology, McGill University
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BUKOWSKI, William; Professor, Department of Psychology, Concordia University
BURGOS, Giovanni; Assistant Professor, Department of Sociology, McGill University
CHAMBERLAND, Line; Enseignement, Département de sciences sociales, Collège de Maisonneuve
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FORMAN, David; Assistant Professor, Department of Psychology, Concordia University
FUHRER, Rebecca; Professor & Chair, Department of Epidemiology, Biostatistics & Occupational Health, McGill University
HASTINGS, Paul; Associate Professor, Department of Psychology, Concordia University
HOWE, Nina; Professor, Department of Education, Concordia University
JACOBS, Ellen; Professor & Chair, Department of Education, Concordia University
JULIEN, Danielle; Professeure titulaire, Département de psychologie, Université du Québec à Montréal
LI, Karen; Associate Director of CRDH & Associate Professor, Department of Psychology, Concordia University
Membres du CRDH

CRDH International Members

BOURQUE, Paul; Director, School of Psychology, University of Moncton (New Brunswick, Canada)
COPLAN, Robert; Department of Psychology, Carlton University (Ontario, Canada)
FELDMANN, Maurice; Director, Research Group in Developmental Psychology, Brock University (Ontario, Canada)
FOGEL, Alan; Professor, Department of Psychology, University of Utah (Utah, USA)
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any older adults live longer than ever before. However, despite the increase in longevity, older adults are likely to experience common age-related challenges that can influence their psychological and physical health. For example, health declines are common and often inevitable in old age. Moreover, the experience of chronic health threats (e.g., arthritis) may lead to functional disabilities (e.g., constraints in basic activities of daily living) and acute physical symptoms (e.g., pain). Psychological challenges also have the potential to compromise an older person’s quality of life. For example, research shows that up to 90% of older adults experience psychological challenges associated with regret of major life decisions. Importantly, both the occurrence of health threats and the experience of regret have been shown to increase older adults’ risk of experiencing depressive symptoms. In addition, several studies have demonstrated that depression can adversely affect a person’s biological health (e.g., cortisol dysregulation) and physical health.

Considering these negative consequences of common age–related challenges on older adults’ health, the Canadian Institutes of Health Research (CIHR) recently awarded a New Investigator Award to CRDH Researcher, Dr. Carsten Wrosch (Psychology; Concordia University). Dr. Wrosch’s application received the top ranking in CIHR open competition in research on aging and was further awarded with the CIHR IA Recognition Prize in Research in Aging. These awards will support his research program, which is aimed at identifying protective factors involved in effective self-regulation of health threats and life regrets. Dr. Wrosch’s research and theories predict that older adults can adaptively manage the occurrence of challenges. For example, they can engage in overcoming a challenge and thereby prevent possible negative consequences on their psychological and physical health. In addition, older adults can engage in self-protective processes by adjusting their goals. This alternative may be adaptive especially when it becomes more difficult to pursue the original goals.

To test the model’s basic principles, Dr. Wrosch received operating funding from CIHR in 2003 and began to study a heterogeneous sample of 215 older adults as part of the Montreal Aging and Health Study. Analyses from the first wave of the study demonstrated meaningful associations between health threats, life regrets, depressive symptoms, and diurnal cortisol secretion. For example, the experience of intense regret was shown to be associated with higher levels of diurnal cortisol secretion. In addition, adaptive self-regulation buffered the effects of daily physical symptoms on daily depressive symptoms. Finally, the findings indicated that the beneficial emotional consequences of adaptive self-regulation further reduced the adverse effects of physical threats on older adults’ diurnal cortisol secretion.

Given these promising findings and the possibility that cortisol dysregulation may represent early manifestations of later health problems, Dr. Wrosch’s research will follow the study’s participants over the next 5 years and examine long-term effects of adaptive self-regulation on indicators of older adults’ mental and physical health. It is expected that the results of this research program will contribute to understanding pathways to psychological, biological, and physical health in the elderly, and are applicable to developing intervention techniques aimed at improving older adults’ quality of life.
Since the funding of CRDH under the new Regroupements Statégiques program in 2004, a large number of new research collaborations have resulted in an enormous growth at CRDH. In 2005-2006, CRDH Researchers held 105 grants, corresponding to $9,626,282 of research funds. Many of these projects were new initiatives from teams composed of faculty affiliated to psychology, sociology, exercise science, public health, neurosciences, gerontology, psychiatry, education, and political science departments from across Quebec and Canada.

Researchers
Chercheurs

Depuis l'obtention de la subvention sous le programme des Regroupements stratégiques, en 2004, un grand nombre de nouvelles collaborations de recherche ont vu le jour, ce qui a entraîné une croissance phénoménale des subventions de recherche obtenues sous la bannière du CRDH. En 2005-2006, les chercheurs du CRDH ont reçu 105 subventions, pour un total de 9 626 282 $. Nombre de ces projets émanaient d'initiatives prises par des équipes composées de professeurs provenant d’un peu partout au Québec et au Canada, dans les départements suivants : psychologie, sociologie, sciences de l'exercice, santé publique, sciences neurologiques, gérontologie, psychiatrie, éducation, sciences politiques.

In 2005-2006, CRDH Researchers held 105 grants, corresponding to $9,626,282 of research funds.


Ellenbogen, M. Faculty Research Development Award. Concordia University, Arts and Science, 2004-2006.


Forman, D. Faculty Research Development Award. Concordia University, Arts and Science, 2004-2006.


Selected Grants
2005-2006

Goldner, E. & Fuhrer, R. Building capacity in mental health and addictions services and policy research. CIHR; 2003-2008.


Jacobs, E. & Howe, N. Canadian Child Care Curriculum Study. HRDC; 2003-2006.


Li, K. Attentional control of sequential action in adulthood and aging. NSERC; 2005-2010.


Subventions
2005-2006


Ross, N. Multilevel patterns and processes of health in Canada. CIHR (Operating); 2002-2007.

Ross, N. Community and health in Québec. FRSQ (Nouveau chercheur); 2002-2006.
Ross, N. Community and health in Québec. FRSQ (Equipement); 2002-2006.
Scala, F. The politics and regulation of human biotechnology: Cases from Canada, Sweden and Norway. CIHR (Nouveau Chercheur); 2003-2006.

Selected Grants 2005-2006

Harnessing and Extending Canadian Developmental Trajectories Research on Early-Emerging Internalizing Problems

In 2005, several CRDH members and their colleagues were awarded a major new research grant by the Canadian Institutes of Health Research (Institute of Human Development, Child and Youth Health), to conduct an innovative investigation of children’s risk for development of internalizing problems, specifically anxiety and depression. This team is led by CRDH International Member, Dr. Rosemary Mills (University of Manitoba), and involves CRDH Members Paul Hastings, Lisa Serbin, Dale Stack, Jamshid Etezadi, John Abela, and Alex Schwartzman, and CRDH International Member Dr. Robert Coplan (Carleton University). Drs. Mills, Hastings, and Serbin recognized that, in each of their three independent studies of early childhood development, they had been collecting complementary measures of child and family functioning at the same points of development. Their measures of young children’s physiology and temperament, parental well-being and socialization practices, and family circumstances were ideal for evaluating the conditions contributing to children’s future development of anxiety and depression. These internalizing problems (IP) are the most common class of mental health problems in children, affecting 14% to 18% of young people. Building effective new means of helping anxious and depressed children will require efforts to bridge large-sample research with the intensive, detailed measures obtained in more focused studies.

This team’s objective is to investigate the interplay between biological, psychosocial, and environmental influences, and determine how the interactions among these factors direct developmental trajectories toward anxiety and/or depression, or toward healthy adaptation in childhood. Progress toward this goal is being made by pooling the three prospective longitudinal samples, creating a combined sample of more than 450 families, and combining the expertise of researchers with diverse skills and specializations, to forge an inter-institutional and multi-disciplinary environment for training excellent new researchers to become the next generation of developmental scientists. The model guiding our perspective on likely pathways to internalizing problems suggests that IP most likely originate from the interactive effects of high physiological reactivity to stress, inhibited temperament, experiences of parental overcontrol, and exposure to stressful familial, economic and social disadvantages. Depending on how risk and protective factors interact, there will be many different pathways, some leading to various forms of IPs and others leading away from problems and toward health.

In the first year of collaborative activity, the team members have integrated the existing databases of child, parent and family variables, and begun to test the relations that these factors have to early-emerging IPs. The three samples are continuing to be followed prospectively, providing glimpses of how the children are faring as they proceed through elementary school. With the team’s collaborative efforts continuing for the next four years, we can expect to learn many valuable new insights that will lead to new treatments for the common and serious problems of childhood anxiety and depression.
With the goal of improving the efficacy of our treatment, we are investigating biases in the way individuals with GAD process information from their environment.

Intolerance of uncertainty and fear of anxiety in generalized anxiety disorder: Cognitive processing in nonclinical and clinical samples

Generalized anxiety disorder (GAD) is a condition characterized by chronic and excessive worry and anxiety. Although important advances have been made in the conceptualization and treatment of generalized anxiety disorder (GAD), it remains one of the most intractable anxiety disorders. Over the past decade, our research team (Dr. Michel Dugas and colleagues from Concordia and Université Laval) has developed a cognitive model and treatment for GAD that primarily focuses on its hallmark feature, pathological worry. In our model, intolerance of uncertainty (IU) is considered a cognitive risk factor for the development and maintenance of GAD. Recent findings suggest that IU leads to biases in the processing of ambiguous information which in turn contributes to the symptoms of GAD. Given that numerous studies suggest that the well-established avoidant function of worry is linked to fear of anxiety (FA), we have now turned our attention to the role of FA in worry and GAD. The primary objective of our current research is to examine the combined effects of IU and FA on cognitive processing and GAD worry.

With the goal of improving the efficacy of our treatment, we are investigating biases in the way individuals with GAD process information from their environment. This investigation, which is funded by CIHR, uses a series of computer tasks to examine biases in attention (e.g., paying more attention to ambiguous information than to neutral information) and appraisal (e.g., making more threatening appraisals of ambiguous information) in individuals seeking help for GAD at the Anxiety Disorders Clinic at Sacré-Coeur Hospital of Montreal. Co-investigators include CRDH member Dr. Natalie Phillips (Concordia University, Psychology), and Dr. Adam Radomsky (Concordia University, Psychology). In the study, we will examine the impact of these information processing biases, measured at intake, on the efficacy of cognitive-behavioural treatment for GAD, and also the impact of residual information processing biases, measured at post-treatment, on the maintenance of treatment gains over 18 months following treatment. We expect that high levels of pre-treatment biases will predict poorer outcomes immediately following therapy, and that high levels of post-treatment biases will predict relapse during the 18 months following therapy.

The proposed studies will shed light on the relationship between intolerance of uncertainty and fear of anxiety, and will yield new information regarding their combined effects on various cognitive processing biases and GAD worry. The integration of fear of anxiety in our current model of GAD promises to increase our understanding of the mechanisms underlying the development and maintenance of this disorder, which will permit us to enhance our current treatment.

Michel Dugas
Publications


Publications


Publications


Publications


Special section Filles et deviance: perspectives développementales.


The CRDH provides an enriched training milieu in terms of quality and variety of research training experiences, support services, state of the art facilities, and many other resources available to trainees. Following our distinctive model of integrated research training, students at CRDH receive a broad background in both basic and applied aspects of human development, along with intensive training within their specialized research area. Students receive direct exposure to trans-disciplinary conceptual and methodological approaches and policy applications are being integrated into our training program. There are currently over 100 graduate students and post-doctoral fellows supervised by CRDH members, plus numerous undergraduate students completing advanced research projects (e.g., honours theses) or summer projects (e.g., NSERC Undergraduate awards). In addition, CRDH annually trains and employs a large number of BA and MA level research assistants who work closely with faculty, senior research coordinators, graduate students and laboratory technicians. These individuals typically enroll in graduate programs following this “hands-on” training experience, or become advanced research technicians at the Centre or at other research facilities across Quebec.

During their training at CRDH, students are expected to engage in multiple research projects in addition to their thesis research, are strongly encouraged to publish their research findings (please see the list of publications in this report), and are supported in presenting their research at national and international conferences. All CRDH students participate in a regular series of research seminars, methodological workshops, and colloquia focusing on specific topics, including basic, applied, and policy implications of the topic under discussion. The CRDH Developmental Seminar Series provides a forum for the presentation and discussion of important issues in developmental science by faculty and students. Graduate students participating in the CRDH Seminar Series, called “Seminar in Developmental Research” are able to receive course credit. Designed to give students an opportunity to participate actively in planning, presenting, and moderating the seminar series, the course allows students to receive credit and an acknowledgement of their participation in the Developmental Research Seminar on their official university transcripts. This course is open to students from all participating departments and institutions in CRDH, with the consent of their research advisor. Our CRDH Colloquium Series is held in partnership with our various participating academic departments, through which distinguished speakers are invited to present their research and hold informal round table discussions with CRDH faculty and student members. Monthly workshops are given by the CRDH Statistical and Technical Consultants on design issues, advanced methods of data analyses, and the use of equipment and software.

Another important aspect of training at CRDH involves introducing students to evolving state-of-the-art methodologies (see Axis 5). Laboratories are well-equipped with specialized equipment, a significant percentage of which has been purchased with awards from the Canadian Foundation for Innovation (CFI) program. Technical and methodological support for training is provided by research professionals, as well as post-doctoral fellows, consultants and faculty who provide training and workshops in their areas of expertise.
Selon notre modèle distinctif de formation intégrée, les étudiants reçoivent une base solide sur les aspects fondamentaux et appliqués du développement humain, combinée à une formation intensive dans les domaines de recherche propres à chacun. Les étudiants sont exposés directement aux approches conceptuelles et méthodologiques transdisciplinaires, et nous intégrons les applications politiques à nos programmes. Les membres du CRDH supervisent collectivement plus de 100 étudiants des cycles supérieurs et de boursiers postdoctoraux, sans compter les nombreux étudiants de premier cycle inscrits au cours de recherche avancé (p. ex. thèse « honours ») ou à des projets d’été (p. ex. bourses de premier cycle du CRISGN). Par ailleurs, le Centre forme et embauche annuellement un grand nombre d’étudiants au baccalauréat et à la maîtrise comme assistants de recherche. Ces derniers travaillent en étroite collaboration avec les professeurs, les coordonnateurs de recherche seniors, les étudiants de cycles supérieurs et les techniciens de laboratoire. Cette expérience de formation sur le terrain les conduit habituellement aux cycles supérieurs en recherche ou à des postes de techniciens d’expérience en recherche, que ce soit au CRDH ou dans d’autres organismes à travers le Québec.

Nous nous attendons à ce que nos étudiants participent à plusieurs projets de recherche et non seulement au leur, et nous les encourageons fortement à publier les résultats de leurs travaux (voir la liste des publications ci-jointe) et à les présenter dans des congrès nationaux et internationaux, grâce à un soutien monétaire. Tous nos étudiants prennent part aux séminaires de recherche, aux ateliers de méthodologie et aux colloques offerts régulièrement par le Centre, notamment sur les implications fondamentales, appliquées et politiques du sujet traité. Ainsi, les séminaires sur le développement se forment aux séminaires sur le développement, intitulés Séminaires en recherche développements, ont la chance de participer activement, de planifier et d’agir comme présentateur et modérateur. Pour leur participation à cette série de Séminaires, ils reçoivent des crédits et une attestation sur leur relevé universitaire. Ce cours est ouvert aux étudiants de tous les départements et institutions rattachés au CRDH, avec l’assentiment de leur superviseur. Ajoutons à cela les colloques offerts par le CRDH, conjointement avec les divers départements du Regroupement, sont l’occasion pour les professeurs et les étudiants d’entendre des conférenciers de renom parler de leur recherche et de discuter avec eux de façon informelle. De plus, nos consultants statistiques et techniques donnent chaque mois un atelier portant sur différents modèles, sur des méthodes avancées de traitement statistique et sur l’utilisation de divers équipements et logiciels.

Un autre aspect important de la formation au CRDH consiste à familiariser les étudiants avec les méthodologies de pointe (voir l’Axe 5). Nos laboratoires sont bien équipés avec des appareils spécialisés achetés en grande partie avec l’aide d’une subvention de la FCI. Le soutien technique et méthodologique est assuré par les professionnels de recherche, les stagiaires postdoctoraux, les consultants et les professeurs qui offrent des ateliers et des sessions de formation dans leurs domaines d’expertise.
Cycle 2 (Masters Level)

Adou, Marina (supervised by Ellen Jacobs)
Akl, Paola (supervised by Rejean Tessier)
Alfonsi, Giuseppe (supervised by Michael Conway); SSHRC Fellowship
Bucci, Lucie (supervised by Francesca Scala)
Buchsbaum, Roxana (supervised by Michael Conway); Concordia University & SSHRC Fellowships
Burns, Cathy (supervised by Ellen Jacobs)
Bur, Andrew (supervised by Dolores Pushkar); SSHRC & FQRSC Fellowships
Bye, Dorothea (supervised by Dolores Pushkar); SSHRC & FQRSC Fellowships
Chantzinoskolou, Pavlina (supervised by Harriet Petrakos)
Clouston, Sean (supervised by Giovanni Burgos)
Coen, Stephanie (supervised by Nancy Ross)
De la Rocca, Assunta (supervised by Harriet Petrakos)
Devlin, Christine (supervised by Ellen Jacobs)
Doucet, Amelie (supervised by Michel Dugas); CRDH, Concordia University & CIHR Fellowships
Drouin, Amelie (supervised by Giovanni Burgos)
Dunne, Erin (supervised by Carsten Wrosch); CRDH & SSHRC Fellowships
Fitzpatrick, Caroline (supervised by Michael Conway); Concordia University & CRDH Fellowships
Gillis, Janna (supervised by Harriet Petrakos)
Goldberg, Erin (supervised by Lisa Serbin); SSHRC & CRDH Fellowships
Goldman, Natalie (supervised by Michel Dugas); CRDH & Concordia University Fellowships
Goldstein, Cathy (supervised by Harriet Petrakos)
Gosselin, Marie-Pierre (supervised by David Forman); SSHRC & CRDH Fellowships
Hickey, Amelia (co-supervised by Nina Howe & Ellen Jacobs)
Jean, Amelie (supervised by Dale Stack); SSHRC & FQRSC Fellowships
Kwan, Julie (supervised by Harriet Petrakos)
Kyriakidou, Christina (supervised by Harriet Petrakos)
Latour, Mathieu (supervised by Line Chamberland); bourse du CRSH
Linnen, Anne-Marie (supervised by Mark Ellenbogen); NSERC Fellowship
Martin, Julie (supervised by Dale Stack); SSHRC & FQRSC Fellowships
Martin-Storey, Alexa (supervised by Lisa Serbin); CRDH & SSHRC Fellowships
Meyer, Felicia (supervised by Bill Bukowski); SSHRC Fellowship
Morvan, Valerie (supervised by Harriet Petrakos)
Noor, Michael (supervised by Ellen Jacobs)
Nuselovici, Jacob (supervised by Paul Hastings)
O’Connell, Laura (supervised by Diane Poulin-Dubois); SSHRC Fellowship

Cycle 3 (Doctorate Level)

Adams, Philippe (supervised by John Abela); SSHRC-CGS Fellowship
Auchterlonie, Sarah (supervised by Natalie Phillips); CIHR & Concordia University Fellowships
Auerbach, Randy (supervised by John Abela)
Bauer, Isabelle (supervised by Carsten Wrosch); SSHRC-CGS Fellowship
Beam, Amanda (supervised by Dolores Pushkar); SSHRC-CGS Fellowship
Benilbou, Michael (supervised by Paul Hastings); FCAR & Concordia University Fellowships
Bennett, Paula (supervised by Diane Poulin-Dubois); NSERC Fellowship
Boisclair, Annick (supervised by Rejean Tessier); FRQSC Fellowship
Boivin, Ariane (supervised by Rejean Tessier)
Brazina, Karen (supervised by John Abela)
Brun de Pontet, Stephanie (supervised by Carsten Wrosch); FQRSC Fellowship
Buhr, Kristin (supervised by Michel Dugas); CIHR & Concordia University Fellowships

Étudiants du CRDH

Ostiguy, Caroline (supervised by Mark Ellenbogen); CRDH & Concordia University Fellowships
Perez, Madiane (supervised by Dale Stack); FQRSC Fellowship
Pietrasia, Caroline (supervised by Harriet Petrakos)
Prazoff, Janice (supervised by Harriet Petrakos); CRDH Fellowship
Randall, Nadine (supervised by Harriet Petrakos)
Roy, Philippe (supervised by Catherine DesRivières)
Ruttle, Paula (supervised by Lisa Serbin); NSERC Fellowship
Sandrin, Ann (supervised by Ellen Jacobs)
Santo, Jonathan (supervised by Bill Bukowski); CRDH Fellowship
Sénéchal, Anne-Marie (supervised by Réjean Tessier)
Sharma, Ramona (supervised by Harriet Petrakos)
Skea, Donna (supervised by Harriet Petrakos)
Steele, Christopher (supervised by Virginia Penhune); CRDH Fellowship
Tabing, Reena (supervised by Giovanni Burgos)
Tabri, Nassim (supervised by Michael Conway)
Taillfer, Anne (supervised by Catherine DesRivières)
Tang, Patrick (supervised by Harriet Petrakos)
Torrco, Geneviève (supervised by Anna Beth Doyle); CRDH Fellowship
Trewarthia, Kevin (supervised by Karen Li & Virginia Penhune); CRDH Fellowship
Xianhua, Huang (supervised by Jamshid Etezadi)
Yu, Bo (supervised by Jamshid Etezadi)
CRDH Students

Cameli, Luisa (supervised by Natalie Phillips); Alzheimers Society of Canada & Concordia Fellowships
Campini, Clairalice (supervised by Anna-Beth Doyle)
Campisi, Lisa (supervised by Lisa Serbin)
Carré, Amélie (supervised by Réjean Tessier)
Chatterjee, Papia (supervised by Nancy Ross); Commonwealth Scholar
Chow, Virginia (supervised by Diane Poulin-Dubois)
Côté, Sébastien (supervised by Thérèse Bouffard); bourse du CRSH
Crouse, Daniel (supervised by Nancy Ross); SSHRC-CGS Fellowship
D’Amico, Emilie (supervised by Danielle Julien); bourse de FQRSC
DeGenna, Natacha (supervised by Dale Stack); CQRS Fellowship
Demke, Tamara (supervised by Diane Poulin-Dubois); SSHRC Fellowship
Denoncourt, Isabelle (supervised by Thérèse Bouffard)
Di Iaco, Gilda (supervised by Morton Weinfeld)
Dubois, Valérie (supervised by Thérèse Bouffard); bourse du CRSH
Dudeck, Marcie (supervised by Anna Beth Doyle & Dorothy Markiewicz)
Duhamel, Claudie (supervised by Thérèse Bouffard)
Fisher, Dahlia (supervised by Lisa Serbin); SSHRC Fellowship
Fleury-Roy, Marie-Hélène (supervised by Thérèse Bouffard); bourse du CRSH
Fortin, Mélissa (supervised by Danielle Julien); bourse de FQRSC
Francis, Kylie (supervised by Michel Dugas); FRQSC Fellowship
Fraser, Sarah (co-supervised by Karen Li & Virginia Penhune); NSERC Fellowship
Frenkel, Sarah (supervised by Diane Poulin-Dubois); NSERC Fellowship
Goffaux, Philippe (co-supervised by Dolores Pushkar & Natalie Phillips); CRDH Fellowship
Goron, Stéphanie (supervised by Catherine DesRivières)
Grunzewieg, Naomi (supervised by Dale Stack); FQRC & SSHRC Fellowships
Iensenberg-Grzeda, Connie (supervised by Dolores Pushkar); UQAM Fellowship
Jodoin, Emilie (supervised by Danielle Julien); bourse de l’Université du Québec à Montréal
Jomphee, Melanie (supervised by Réjean Tessier)
Jouvin, Emilie (supervised by Danielle Julien); bourse de l’Université du Québec à Montréal
Kakuma, Ritsuko (supervised by Rebecca Fuhrer)
Kamkar, Katy (supervised by Anna Beth Doyle); SSHRC Fellowship
Karavasilis, Leigh (supervised by Nina Howe); SSHRC & Concordia Fellowships
Katerelos, Marina (supervised by Diane Poulin-Dubois); FQRSC Fellowship
Koerner, Naomi (supervised by Michel Dugas); CIHR & Concordia Fellowships

The Numbers

Les statistiques

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Kousaie, Shanna (supervised by Natalie Phillips); CIHR Fellowship
Kucey, Katrina (supervised by Nancy Ross); CIHR Fellowship
L’Archevêque, Alexandre (supervised by Danielle Julien); bourse de CRSH
Larouche, Marie-Noëlle (supervised by Thérèse Bouffard); bourse du CRSH
Laugesen, Nina (supervised by Michel Dugas); FQRNT & Concordia Fellowships
Lawford, Heather (supervised by Anna Beth Doyle); SSHRC & CRDH Fellowships
Leblond de Brumath, Annie (supervised by Danielle Julien); bourse du CRSH
Lee-Genest, Kevyn (supervised by Alex Schwartzman); SSHRC & Concordia Fellowships
Levy-Ajzenkopf, Judith (supervised by Karen Li); SSHRC & Concordia University Fellowships
Linden-Anderson, Stine (supervised by Anna Beth Doyle & Dorothy Markiewicz)
Lister, Suzy (supervised by Dolores Pushkar); CRDH Fellowship
Longo dos Santos, Clarisse (supervised by Virginia Penhune); Brazilian Gov’t., CRDH & Concordia University Fellowships
McDonald, Sheila (supervised by Rebecca Fuhrer); CIHR Fellowship
McIntyre, Melina (supervised by Thérèse Bouffard); bourse du CRSH
McShane, Kelly (supervised by Paul Hastings); SSHRC Fellowship
McWhinnie, Chad (supervised by John Abela); Thomson Scholarship
Marcotte, Geneviève (supervised by Thérèse Bouffard); bourse du FQRSC
Martin, Valérie (supervised by John Sandberg)
Matsuda, Tomoko (supervised by Ellen Jacobs)
Maximova, Katerina (supervised by Rebecca Fuhrer); CIHR-CGS Fellowship
Mayman, Shari (supervised by Bill Bukowski)
Milovan, Denise (supervised by Natalie Phillips)
Miners, Richard (supervised by Bill Bukowski)
Moszkowski, Robin (supervised by Dale Stack); FQRSC Fellowship
Motzoi, Claireneige (supervised by Anna Beth Doyle); SSHRC Fellowship
Olineck, Kara (supervised by Diane Poulin-Dubois); NSERC Fellowship
Payne, Andrew (supervised by John Abela)
Pranesh, Anand (supervised by Richard DeMont)
Recchia, Holly (supervised by Nina How;); SSHRC-CGS Fellowship
Richmond, Chantelle (supervised by Nancy Ross); CIHR & SSHRC Fellowships
Robichaud, Melissa (supervised by Michel Dugas)
Roy, Mathieu (supervised by Thérèse Bouffard); bourse du CRSH
Sabongui, Amir (supervised by Bill Bukowski); CRDH Fellowship
St-Amand, Pascale (supervised by Réjean Tessier); bourses du CRSH & IRSC
St-Laurent, Danny (supervised by Thérèse Bouffard); bourse de L’Université du Québec à Montréal

Salerno, Frank (supervised by Alex Schwartzman); SSHRC Fellowship
Savion-Lemieux, Tal (supervised by Virginia Penhune); FRSc Fellowship
Sexton, Kathryn (supervised by Michel Dugas); CIHR-CGS Fellowship
Simard, Marie-Claude (supervised by Danielle Julien); bourse du CRSH
Sinai, Marco (supervised by Natalie Phillips); CIHR Fellowship
Skitch, Steve (supervised by John Abela); SSHRC Fellowship
Sullivan, Caroline (supervised by Paul Hastings); CRDH Fellowship
Synnott, Lindie (supervised by Réjean Tessier)
Temchuff, Caroline (supervised by Lisa Serbin); SSHRC Fellowship
Trusler, Tanya (supervised by John Sandberg); SSHRC-SRG
Utendale, Bill (supervised by Paul Hastings); CRDH Fellowship
Vaillancourt, Marie-Eve (supervised by Thérèse Bouffard); bourse du CRSH
Vukelich, Goranka (supervised by Ellen Jacobs); CRDH Fellowship
Vyncke, Johanna (supervised by Danielle Julien); bourse de FQRSC
Wilson, Dana (supervised by Nancy Ross); CIHR-CGS Fellowship
Winneke, Axel (supervised by Natalie Phillips); DAAD & CRDH Fellowships
Wood, Wendy (supervised by Michael Conway); CRDH Fellowship
Yoshida, Yoko (supervised by John Sandberg); SSHRC-SRG Fellowship

Post-Doctoral Fellows
Basu, Madhavi (supervised by Natalie Phillips)
Dolatshahi, Leila Jala (supervised by Phil Zelazo)
Fines, Philippe (supervised by Nancy Ross)
Nachshen, Jennifer (supervised by Lisa Serbin); CIHR Fellowship
Quesnel-Vallee, Amelie (supervised by Rebecca Fuhrer); FQRSC Fellowship
Taler, Vanessa (supervised by Natalie Phillips); Montreal Alzheimers Society & FRSc Fellowships
Vedenina, Maria (supervised by Philip Zelazo)
Sept. 19/05 Seminar
Isabelle Bauer, Sarah Fraser & Caroline Sullivan (CRDH Graduate Students). Hot topics across the lifespan

Sept. 26/05 Workshop
Serge Wright (CRDH Systems Manager). Introduction to CRDH computing

Oct. 3/05 Workshop
Lucie Bonneville (CRDH Statistical Consultant). Basics: SPSS for Windows

Oct. 24/05 Seminar
Karen Li (CRDH Member; Psychology, Concordia University). Slow down - I have to stop and think! Recent developments in the study of motor and cognitive performance in old age

Oct. 29/05 Colloquium
Anne Russon (Dept. of Psychology, Geldon College of York University). Orangutan intelligence and culture

Nov. 7/05 Workshop
Serge Wright (CRDH Systems Manager). What you don’t know about OFFICE

Nov. 21/05 Seminar
Frances Aboud (CRDH Member; Psychology, McGill University). Responsive child feeding in Bangladesh

Nov. 28/05 Workshop
Bill Bukowski, Nina Howe, & Jonathan Santo (CRDH Members & Trainee). Manuscript writing and review

Dec. 5/05 Seminar
Jennifer Nachshen (CRDH Post-Doctoral Fellow, Concordia University). From parent to professional: Pathways to empowerment in families of children with developmental disabilities

Dec. 8/05 Colloquium
Katharina Manass (Dept. of Psychiatry, The Hospital for Sick Children). Beyond behavioural inhibition: Development of childhood anxiety and its clinical implications

Jan. 16/06 Workshop
Lucie Bonneville (CRDH Statistical Consultant). HLM: Part I

Jan. 23/06 Workshop
Lucie Bonneville (CRDH Statistical Consultant). HLM: Part II

Jan. 30/06 Seminar
Ellen Jacobs (CRDH Member; Education, Concordia University). Regulations and practices: The impact of provincial regulations on childcare practices

Feb. 6/06 Workshop
Beth Mitchell (Director, Mental Health Care Program, London Health Science Centre). Mental health administration & program evaluation

Feb. 9/06 Colloquium
Miriam Ehrensaft (Child Psychiatry, Columbia University). The intergenerational transmission of antisocial behavior: Findings from a 3-generation study

Feb. 27/06 Seminar
Line Chamberland (CRDH Member; Sociologie, UQAM & Collège de Maisonneuve). Hétérosexisme dans l’environnement de travail et les stratégies d’adaptation des travailleurs gais et des travailleuses lesbiennes

Mar. 2/06 Colloquium
Virginia Douglas (Dept. of Psychology, McGill University). Self-regulation in ADHD and stimulant effects

Mar. 6/06 Workshop
Lucie Bonneville (CRDH Statistical Consultant). HLM: Part III

Mar. 9/06 Colloquium
Thomas Dishion (Dept. of Psych., University of Oregon). Deviant by design: Peer dynamics that undermine intervention effectiveness

Mar. 20/06 Seminar
Anna Beth Doyle (CRDH Member; Pscychology, Concordia University). Attachment(s), parenting, and adjustment in adolescence: A longitudinal view

Mar. 23/06 Colloquium
Sheilagh Hodgins (Forensic Mental Health Science, Institute of Psychiatry, King’s College, London). A new understanding of schizophrenia: Implications for etiology and services

Mar. 27/06 Workshop
Serge Wright (CRDH Systems Manager). How to ‘defrag’ your computer

April 3/06 Seminar
Jennifer McGrath & Andrew Ryder (Dept. of Psych., Concordia University). Seminar with new faculty in Concordia Psychology
Jennifer Nachshen’s research career has been motivated by a desire to understand the factors that enable individuals with Intellectual Disabilities (ID) and their families to be resilient in the face of extreme stressors and succeed despite formidable obstacles. She has published articles and presented extensively on the experiences of families coping with the challenges of raising a child with special needs. In particular, Jennifer has focused on how parents act as advocates in their quest to provide a future for their child with a disability, and how parents develop a sense of empowerment in their interactions with professionals, particularly in regard to their child’s education. Currently, she is broadening her research horizons through a postdoctoral fellowship at the Centre for Research in Human Development by applying her in-depth knowledge of family stress and coping to families made vulnerable by socioeconomic status. Jennifer’s current CIHR-funded postdoctoral fellowship has afforded her the unique opportunity to examine health and psychiatric disparities between children with and without ID, drawn from the third-generation of the Concordia Longitudinal Research Project (CLRP). A unique aspect to this project has been the use of medical billing data from Régie de l’assurance maladie du Québec (RAMQ), incorporating data from multiple generations of families from high-risk backgrounds. She is currently in the process of applying for further funding to examine the educational outcomes of children identified through medical records as being high-risk for cognitive delays.

Jennifer’s varied interests are tied by her commitment to conduct relevant, policy-minded, applied research, in partnership with individuals in need and the organizations that serve them.

Empowerment Theory and Disabilities. Despite the widespread use of the term “empowerment” in clinical literature to describe both a desirable process and outcome of service delivery (Dempsey & Foreman, 1997), and the term’s status as a “buzzword” in disability literature, the term empowerment remains more of a theoretical rather than practical construct (Salzer, 1997). Based on Jennifer’s work in this area, she was selected by the Academy on Mental Retardation to be a recipient of their Dissertation Award at the International Summit for the Alliance on Social Inclusion conference in Montreal in the spring of 2006, where she also presented findings from her postdoctoral research.

Dual Diagnosis. A recent growing interest is the etiology and treatment of psychopathology in children and adults with intellectual disabilities. Individuals with ID are at higher risk than nondisabled individuals for developing a psychiatric disorder in addition to their cognitive disability (Borthwick-Duffy, 1994), often referred to as a dual diagnosis. Recently, Jennifer presented a poster regarding the relationship between behaviour problems and stress and coping in families of children with and without dual diagnoses, which garnered recognition as the Best Scientific Poster at the Annual Meeting of the National Association on Dual Diagnosis in 2005.

High-Risk Populations. Jennifer’s current position as a Canadian Institute of Health Research Postdoctoral Fellow at the Centre for Research in Human Development at Concordia University, working with Dr. Lisa Serbin, has afforded her excellent opportunities to increase her knowledge of research on intergenerational transfer of risk and resilience. Integrating new and old data from the Concordia Longitudinal Research Project (CLRP), this fellowship offers her the unique experience of working with an extremely large longitudinal data set, and the opportunity to learn new statistical methodologies such as Hierarchical Linear Modeling and Trajectory Analysis. According to previous research in this lab, a large proportion of children in CLRP sample are at-risk for a cognitive disability and/or behavioural disorder. Jennifer is excited to bring her expertise in the area of disability and dual diagnosis to this project. In collaboration with Drs. Lisa Serbin and Dale Stack, as well as two graduate students, she is examining health and psychiatric disparities in children of varying levels of risk (low IQ, low SES, and normal IQ and SES) to determine whether there are differences in health service utilization, medical, and psychiatric diagnoses.
it is always gratifying to encounter someone who is so engaged in their research that they can’t help but spread the enthusiasm to others. Goranka Vukelich’s research is certainly worth getting excited about. In many ways, her work exemplifies many of the goals advocated by CRDH. As a 3rd year student in the Special Individualized Programs at Concordia, Goranka’s research is inherently multidisciplinary in nature, drawing on the fields of psychology, lifespan education, sociology, and sociopolitical feminism for inspiration.

Goranka’s decision to enter a doctoral program followed an impressive history of experience in the workforce. After completing an undergradu-ate degree in Early Childhood Education at Ryerson University, Goranka was awarded her M.A. at Pacific Oaks College in California, with practical training from the High Scope Educational Research Foundation in Michigan. Following this, Goranka obtained more than 20 years of experience working in early childhood education. Some of her experiences included working as a college faculty member and administrator in Ontario and Nova Scotia. During that time, Goranka received the Children’s Services Pin, given to a person in recognition of their commitment to making life better for children. Beyond her experience in the college setting, Goranka also spent time as the Director of Child Care for the province of Nova Scotia, administering regulations and policies for the province as well as providing support to families.

When Goranka met Ellen Jacobs and Nina Howe, their vision around early childhood education, educational philosophies, and constructivist approach immediately resonated with her. In collaboration with Ellen Jacobs, Goranka’s dissertation research examines the factors facilitating teachers’ successful implementation of the skills they obtain during their own pre-service education. In particular, Goranka is interested in examining how teachers’ knowledge and belief systems, as well as their educational experiences, impact upon their ability to create quality experiences for young children. In doing so, she will importantly identify the barriers to the successful transfer of teachers’ skills. Her research takes a rich ecological systems approach to these questions, examining the mutual influences of teachers’ values and training, institutional philosophies, cultural climate, economic conditions, and governmental policy. Though she admits with a laugh that her research project will be quite a challenge to conduct, the timely and relevant nature of the results will certainly be worth the effort.


Pour Mathieu, il est essentiel de faire partager les connaissances acquises en recherche aux populations qui en ont besoin et, on le cite, « que les jeunes puissent arriver à se réaliser à la mesure de leur potentiel et de leurs aspirations ». C’est pour cela qu’il veut poursuivre une carrière qui lui permettra de garder un pied en recherche et l’autre en clinique, domaine dans lequel il pourra retransmettre les résultats des recherches.

Annick Boisclair peut être fière de son parcours, qui en est un des plus intéressants. En effet, après avoir obtenu son Diplôme du Barreau du Québec, elle a complété un baccalauréat et une maîtrise. Annick y termine actuellement son doctorat en psychologie (Ph.D., orientation clinique). Pendant son cheminement académique, elle a aussi récolté de nombreuses bourses d’excellence, dont la Bourse doctorale du Conseil de Recherche en Sciences Humaines du Canada (CRSH), la Bourse doctorale du Centre de recherche de l’Hôpital St-François d’Assise-CHUQ, et l’année dernière, elle s’est mérité la Bourse doctorale du Fond de recherche en santé du Québec (FRSQ). Tout au long de ses études, elle a présenté de nombreuses conférences, symposia et affiches, tant dans des congrès québécois qu’internationaux. Elle a également rédigé des articles et rapports de recherche qui portent notamment sur l’adop-tion internationale et la prématurité.

Non seulement Annick se démarque par son excellence académique, mais elle possède un dynamisme contagieux. Elle a toujours su épauler ses collègues et être disponible pour les étudiants sous sa supervision, tout particulièrement au Laboratoire Enfance, Famille et Santé de l’Université Laval. Elle est aussi impliquée dans de nombreuses activités paraprofessionnelles. Entre autres, elle a mis sur pied la Clinique Enfance, Famille et Santé, un bureau privé où elle exerce la profession de psychologue clinicienne spécialisée dans l’évaluation et l’interven-tion auprès d’enfants et leur famille.
This past academic year, I worked with Dr. Paul Hastings to complete my Honours thesis. My thesis was an extension of an earlier research project, in which I investigated the relation between parents’ use of physical punishment and children's empathic concern toward their mothers and others. For my Honours thesis, we continued investigating the issue of physical punishment by adopting Bronfenbrenner’s ecological systems theory to investigate factors surrounding the child and family which, whether directly or indirectly, could influence the child’s development. We identified children’s vagal tone (parasympathetic regulation of cardiac arousal) and quality of neighbourhood as two factors that could affect the relation between mothers’ use of physical punishment and children's externalizing problems. Deciding to study quality of neighbourhood meant that we needed to consider more than just children's home environments, as would be reflected in measures like family income. We wanted to create an index of the surrounding community, which would allow us to assess how living in conditions of risky neighbourhood characteristics would affect the child and family.

Dr. Hastings recommended that I contact Dr. Giovani Burgos, a member of CRDH, working in the Sociology Department at McGill University. Dr. Burgos’ research examines the effects of neighbourhood characteristics and ethnicity on adolescents’ mental health. I met with Dr. Burgos and he kindly set up a meeting for me at the Electronic Data Resource Service Centre (EDRS) at McGill. It was there, and through the help of Dr. Burgos and Susan Czarnocki of EDRS that I learned how to use 2001 Canada Census Data to convert family’s postal codes into census tract numbers, in order to obtain the neighbourhood characteristic information that was used to create a neighbourhood risk index for each family.

To convert each family’s postal code into a census data tract number, I used a postal code conversion program through the Council for the Humanities, Arts & Social Sciences at the University of Toronto. Once each family had a census tract number, I accessed the various 2001 Canada Census Data tables from the EDRS website in order to obtain the information that made up a neighbourhood risk index for my thesis: proportion of single-parent families, proportion of families with income < $30,000, proportion of adults who had not received a high school diploma, unemployment rate, and average dwelling value.

Through our research, we found that children in higher-risk neighbourhoods were more likely to have externalizing problems, and were also more likely to be physically punished. An implication for future neighbourhood risk research, would involve breaking down the components of what makes a neighbourhood “higher-risk”, and examining how each of these components contribute to children’s development of externalizing problems. Another implication would be to explore the numerous other neighbourhood characteristics that were not investigated in this research, and their possible contribution to children’s externalizing problems.

It was through the assistance of the collaborative environment of CRDH that I was able to both complete my own thesis research, and also embark upon on a new and exciting direction for investigating and understanding developmental science.
Selected Thesis Titles
2005-2006

ADOU, Marina, M.A. The anatomy of preschoolers’ conflicts using a modified high-scope approach (May, 2005; supervised by Ellen Jacobs)

BENNETT, Paula, Ph.D. The object of my desire: Infants’ ability to infer desire from behaviors exhibited by a human and a non-human agent (April, 2005; supervised by Diane Poulin-Dubois)

CAMELL, Luisa, Ph.D. Implicit linguistic competence and metalinguistic knowledge: A double dissociation between Parkinson’s and Alzheimer’s disease (April, 2006; supervised by Natalie Phillips)

CAMPINI, Clairalice, Ph.D. Attachment style stability, life events, and adjustment across adolescence: A longitudinal study (August, 2005; supervised by Anna-Beth Doyle)

CAMPISI, Lisa, M.A. Precursors of speech and language ability in childhood: A longitudinal study of at-risk Quebec children (August, 2005; supervised by Lisa Serbin)

DE GENNA, Natacha, Ph.D. Problem behaviour and health problems: An inter-generational study of parents with childhood histories of aggression and social withdrawal with their offspring (December, 2005; supervised by Dale Stack)

DI IACO, Gilda, Ph.D. Juvenile street gang members and ethnic identity in Montreal, Canada (March, 2006, supervised by Morton Weinfield)

FAIT, Philippe, UQAT. Effet d’un programme personnalisé d’exercices correctifs de la posture sur les douleurs dorsolombaires et sur la posture chez des hockeyeurs masculins d’âge junior (October, 2005; co-supervised by Richard DeMont)

KOUSAIE, Shanna, M.A. The effects of context on processing inter-lingual homographs in young and old bilingual adults (August, 2005; supervised by Natalie Phillips)

LEVY-AJZENKOPF, Judith (née Levy-Bencheton), Ph.D. A study of age group differences in multiple measures of executive functioning (February, 2006; supervised by Karen Li)

LISTER, Suzy, Ph.D. Meaning making in bereaved parents: Process and outcome (April, 2005; supervised by Dolores Pushkar)

MILOVAN, Denise, Ph.D. A neuropsychological investigation of chronic migraine (December, 2005; supervised by Natalie Phillips)

PEREZ, Madiane, M.A. Emotional expressiveness and parenting behaviors in mothers with histories of aggression and social withdrawal: An intergenerational study (August, 2005; supervised by Dale Stack)

RECDIA, Holly, M.A. Social-cognitive predictors of siblings’ self-serving biases (June, 2005; supervised by Nina Howel)

ROBICHAUD, Melissa, Ph.D. An in-depth investigation of social problem solving (November, 2005; supervised by Michel Dugas)

SABONGUI, Amir, Ph.D. Diamonds or dust: Personality and social predictors of adaptation to the military (February, 2006; supervised by Bill Bukowski)

SEXTON, Kathryn, M.A. An investigation of cognitive avoidance in worry (September, 2005; supervised by Michel Dugas)

TANG, Patrick, M.A. An analysis of a preschool classroom using the self-determination theory (August, 2005; supervised by Harriet Petrakos)

UTENDALE, Bill, M.A. Cardiovascular reactivity during stress induction differentiates ADHD subtypes (September, 2005; supervised by Paul Hastings)

WOOD, Wendy, Ph.D. Subjective impact, emotions, and self-defining memories (September, 2005; supervised by Michael Conway)

Recognizing Excellence in Research Training

Our commitment to training is being recognized by our member institutions as well as by professional associations. For example, in the past year, CRDH members John Abela and Virginia Penhune have received teaching awards from their universities, while Karen Li and Natalie Phillips received an American Psychological Association prize for innovative practices in graduate education. Additionally, the awards our students are receiving reflect on their training and opportunities as well as on their own hard work. Many of their recent major fellowship awards are listed along with their graduate students’ names. Our students have also had their research achievements recognized at society meetings. Finally, our undergraduate students have received recognition as well. To chose one illustrative example, Marie-Hélène Fleury-Roy’s undergraduate honor’s thesis was awarded a prize by the Canadian Psychological Association. We are proud of our trainees at every level, from our undergraduate students to our postdoctoral fellows.
An important function of the Centre is to act as a source of expertise for policy makers, community groups, service agencies, and the general public. As the Centre has developed over the past few years, with additional new members and a growing reputation for being a multi-disciplinary and multi-institution centre, it is no surprise that we have been contacted and recognized by numerous community organizations, to provide public lectures and workshops. As well, our growing network has facilitated new research partnerships with community organizations, who play a significant role in information exchange and feedback to Center members’ research objectives. In addition, CRDH members have been very active serving on advisory boards, consulting with policy makers, and providing information to news media. Also, the dissemination of research findings to other experts and research trainees has taken CRDH members around the world to numerous international conferences, as well as meetings and seminars within the Québec scientific community.

Une des fonctions importantes des membres du Centre est d’agir à titre d’experts auprès des responsables ministériels, des groupes communautaires, des agences de services et du grand public. Avec l’expansion qu’a prise le CRDH depuis quelques années, grâce à l’ajout de nouveaux membres et à l’accroissement de sa réputation en tant que centre multidisciplinaire et multi-institutionnel, il n’est pas surprenant que nos membres soient reconnus et sollicités par de nombreux organismes communautaires pour donner des présentations et des ateliers ouverts au public. En outre, notre réseau gandissant facilite de nouveaux partenariats de recherche avec les organismes communautaires qui jouent un rôle important dans l’échange d’information et de commentaires par rapport à nos objectifs de recherche. De plus, les membres du CRDH ont très activement participé à des conseils consultatifs, ont servi d’experts pour ceux qui élaborent les politiques et fourni de l’information aux médias. Aussi, la dissémination de nos résultats auprès d’autres experts et d’étudiants en recherche a conduit les membres du CRDH un peu partout sur le globe pour prendre part à nombre de congrès internationaux ainsi qu’à des rencontres et à des séminaires dans la communauté scientifique québécoise.
This past year, CRDH members have been sought after as guest speakers for community organizations and have forged new links and strengthened existing links with community organizations. For example, Thérèse Bouffard spoke at the Congrès annuel de l’Association québécoise pour les troubles d’apprentissage, and the Conférence sur invitation aux enseignants de l’école Lionel-Groulx, Commission scolaire des Affluents, on pedagogy and the motivation of students. David Forman spoke to the Institut Suzuki Montreal on the development of talent, and Natalie Phillips gave a public lecture on aging and memory at the Health Forum focusing on memory, sponsored by the Nurses Council of Montreal Hadassah-WIZO.

CRDH members have also presented numerous workshops to the community. For example, Michel Dugas has provided workshops on anxiety disorders for Centre hospitalier Pierre-Janet in Gatineau, the Anxiety Disorders Association of Canada, and the Programme de formation à la psychothérapie cognitivo-comportementale in Montreal. Other members gave workshops abroad: Bill Bukowski, on hierarchical linear modelling techniques in Colombia, and Line Chamberland, on sexual diversity in Brazil. Phil Zelazo has given regular talks on the development of autistic children to the Montreal Autism Centre at the Queen Elizabeth Hospital Complex in Montreal. Finally, our members have formed new partnerships with community organizations such as the Department of Health and Community Services, Government of Newfoundland and Labrador, Commission scolaire des Affluents, Conseil permanent de la jeunesse, Centrale des syndicats du Québec, Fédération nationale des enseignants et enseignantes du Québec, Fondation Émergence Gai-écoute, Coalition d’aide aux lesbiennes, gais et bisexuels-les Abitibi-Témiscamingue, Coalition Multi Mondo (regroupement de membres individuels et d’organismes communautaires travaillant avec une clientèle lesbienne, gaie, bisexuelle, transsexuelle, transgenre appartenant à des communautés ethnoculturelles), Association des mères lesbiennes, and the Montreal West Readaptation Centre.

The research conducted by many CRDH members has been featured in provincial, national, and international media over the past year, increasing the visibility of the Centre and contributing to public awareness about developmental challenges and current findings. For example, the research of CRDH member Line Chamberland (Collège de Maisonneuve) on gay marriage was featured in articles in The Gazette, Chateleine magazine, and TV5. Nina Howe was interviewed for CBC Radio on the topic of daycare practices. Paul Hastings was interviewed for a recent piece on gay parenting for L’Actualité magazine. Nancy Ross’s research on youth gambling was featured on CBC TV and Radio. Rejean Tessier’s work on international adoption in Quebec has received frequent coverage on television and in print media.

Au cours de la dernière année, les recherches de plusieurs des membres du CRDH ont fait l’objet d’une couverture médiatique, aussi bien sur le plan provincial et national qu’international. Line Chamberland (membre du CRDH du Collège de Maisonneuve), par exemple, a été interviewée par The Gazette, le magazine Chatelaine et la chaîne de télévision TV5 sur la question des mariages gais. Nina Howe a été interviewée par le poste CBC Radio sur le sujet des pratiques en garderie. Paul Hastings a été interviewé récemment par le magazine L’Actualité sur le sujet des parents gais. La recherche de Nancy Ross sur la jeunesse et les jeux d’argent a fait la une sur la chaîne CBC et le poste CBC Radio.

Les recherches de Réjean Tessier sur l’adoption internationale au Québec a aussi reçu beaucoup de couverture médiatique à la télévision et dans les médias imprimés.
Conference Presentations

Once again this year, all of our researchers have been active in presenting their work, within their universities and at scientific conferences, nationally and internationally. Our participation in scientific meetings ranges from student-authored posters to delivering invited keynote addresses. These presentations often reach beyond their scientific and professional audience, welcoming students, practitioners, and the general public, and are often reported on in the local media. In the following selected list, our researchers are listed in bold, while the names of current CRDH trainees are underlined.

Conference Presentations (partial list):


Presentations à des congrès


Conference
Présentations


Conference Presentations


Frasier, S. Li, K.Z.H., Penhune, V.B., & DeMont, R.G. (2006, February). Sharing resources, the importance of attention during the stance phase of the gait cycle. Presented at the first International Conference on Gait and Motor Function, Madrid, Spain.


Hastings, P.D. (2005, May). Nato per correre... via: Le radici biologiche dell’inibizione della timidezza e dell’isolamento (Born to run... Away. The biological underpinning of shyness and social withdrawal). Presented at the Department of Psychology, University of Palermo, Sicily.


Howe, N. (2005). You didn’t teach me, you showed me: Variations in children’s approaches to sibling teaching. Department of Educational Psychology, McGill University, Montreal, Quebec.


Jacobs, E.V. (2005, June). What children learn about the world from their early social experiences. Presented to the Canadian Psychological Association, Montréal, Québec.

Jacobs, E.V. (2005, June). You didn’t teach me, you showed me: Variations in children’s approaches to sibling teaching. Department of Educational Psychology, McGill University, Montreal, Quebec.


Presentations à des congrès


Howe, N. (2005). You didn’t teach me, you showed me: Variations in children’s approaches to sibling teaching. Department of Educational Psychology, McGill University, Montreal, Quebec.
Conference Presentations


Présentations à des congrès


Conference Presentations


Présentations à des congrès


In the beginning of March, the CRDH hosted its second annual conference, bringing together a stellar cast of researchers and graduate students under the theme of "Development in the Face of Challenge". Given the longstanding emphasis on development in high-risk environments and mechanisms of risk and resiliency at the CRDH, this year’s topic was a veritable success, attracting participants from all of the CRDH affiliated institutions. The success of this event should not be surprising, given the keynote address was given by Tom Dishion of the University of Oregon. Dr. Dishion is among the pioneers of research aimed at understanding the development of antisocial behavior and substance abuse in children and adolescents. His stellar work has led to the implementation of effective interventions and prevention programs that are used around the world. In particular, he and colleagues have examined the contribution of peer and family dynamics to escalations in adolescent substance use, delinquency, and violence. Dr. Dishion’s keynote address, entitled “Deviant by design: Peer dynamics that undermine intervention effectiveness”, described the circumstances and mechanisms by which unsupervised peer interactions among antisocial youth during an intervention program can actually impede the success of such a program. More importantly, he and his colleagues have identified ways of minimizing these effects. Dr. Dishion graciously accepted to give a second lecture during the conference, entitled “An ecological approach to family intervention: Effectiveness during developmental transitions”. Here, he outlined the key components of his multifaceted ecological approach to intervention in antisocial youth.

Réjean Tessier (CRDH Member from Université Laval) lectured on “The cognitive and emotional development of Asian adoptees 18 months after arrival”. Dr. Tessier presented the preliminary results of a unique Canadian study which evaluate the health-related, cognitive, social, and emotional development of international adoptees from the time of arrival in Quebec. In addition to documenting the consequences of early developmental adversity in infancy, his work has important implications for social policy on adoption in Quebec. Alex Schwartzman (CRDH Member from Concordia University) gave a lecture entitled “Skiing the developmental slopes of aggression and withdrawal in childhood: A thirty year adventure”. Dr. Schwartzman provided an overview of 30 years of research that follows the trajectories of children identified as aggressive, withdrawn, and both aggressive and withdrawn in childhood. His talk on this seminal longitudinal study of high-risk children emphasized the complex multidisciplinary nature of developmental psychopathology, with a particular emphasis on the relationship between early child behaviour and changes in stress-sensitive biological systems in adulthood. Overall, the conference successfully navigated the interface between biobehavioral research in high-risk populations, empirically-informed interventions, and social policy.

Graduate students also had a wonderful opportunity to share their work in three oral and 21 poster presentations. At this year’s conference, we introduced a new symposium that featured the research of three of our graduate students. Exceptional talks were given by Anne-Marie Linnen, Alexa Martin-Storey, and Jonathan Santo (please see below for more information on the Graduate Student talks). In the poster session, there were 21 presentations featuring research from all CRDH institutions. The presentations truly reflect the variety of interests in the CRDH, ranging across discipline, language, methodology, and the lifespan. Prizes for the three best student posters were awarded to (1) Mathieu Roy (UQAM), (2) Sarah Frenkiel-Fishman (Concordia), and (3) Jacob Nuselovici (Concordia).

Planes have already begun for the 2007 Conference which will be entitled « Health, Poverty, and Human Development », and will take place on February 8 and 9, 2007. Please join us!