**Kudos!**

**Jacquie Vorauer and Matthew Quesnel.** Their paper on reductions in goal-directed cognition as a consequence of being the target of empathy has been accepted for publication in *Personality and Social Psychology Bulletin*.

**Jonathan Marotta and Tim Graham.** Their paper on cluttered environments: Differential effects of obstacle position on grasp and gaze locations has been accepted for publication in *Canadian Journal of Experimental Psychology*.

**Sarah Germain** has won the **Dean of Graduate Studies Student Achievement Award**, which recognizes academic excellence, leadership, teaching ability, and volunteerism.

**Genevieve Roy-Wsiaki** defended her dissertation: *Does the Difficulty of the Training Tasks in an EIBI Program for Children With Autism Match the Learning Abilities of the Children?*

**Manitoba Families for Effective Autism Treatment**, in partnership with **Kirsten Wirth**, will begin a project to enable early identification of autism in very young children and infants, thanks to the support of **The Winnipeg Foundation**.

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**Salty Dialog (That’s Worth Its Salt!)**

**Nathan Hall**, who completed his B.A. (hons.), M.A., and Ph.D. in Psychology at the University of Manitoba, is today better known as the author of **Shit Academics Say**.

A very influential social media account, @AcademicsSay has over 122,000 followers and gains 250 - 300 new followers per day. In comparison, among the world’s leading universities, Oxford, Harvard, and Stanford have higher social influence metrics ... and that’s about all. Nathan, by himself, is about tied with MIT. Want to know how it happened? Read his piece in the **Chronicle of Higher Education**. Thanks to **Katherine Starzyk** for letting Head’s Up know!

Psych majors around the world are sending #ThisPsychMajor tweets to Florida Governor, **Jeb Bush**, in response to remarks he made about “that Psych major” while campaigning for the Republican Party’s nomination to become the next United States President. **Dr. Ali Mattu** of Columbia University Medical Center launched the protest by encouraging psychology majors to tweet a picture of themselves holding handwritten signs of what they have accomplished. It’s an awesome display! To see it, and join the movement yourself, check out Dr. Ali Mattu’s 3-minute video. And thanks to **Colby Sladek** for letting Head’s Up know.

And if you don’t want to be the target of empathy, but to have some private solace on those rotten reviews ... check out this piece in the APS Observer. Thanks to **Jacquie Vorauer** for letting Head’s Up know!
What did Douglas Mewhort Say?

Cognitive psychologists have long held our theories of learning and memory to the standard of predicting human performance in experimental tests. In delivering the 2015 Zubek Lecture to an overflow crowd in Psychology, Dr. Douglas Mewhort of Queen’s University raised our sights considerably, by proposing three further questions that our models should be able to answer: (a) how is information represented in memory, (b) what are the control processes that allow us to store, retrieve, and assign meaning to these representations, and (c) are these representation and control processes biologically plausible as well? In essence, a model that answers these three questions is a model that can be built – and the models that Dr. Mewhort’s research has built can do some very impressive things! For instance, Latent Semantic Analysis is a mathematical model that discovers the meanings and natural categories of words through a kind of factor analysis of the frequency with which they are used in the context of other words, across millions of sentences. This model can pass the TOEFL exam well enough to get into graduate school. By further taking word-order information into account, the BEAGLE model displays something closer to human memory for facts. It shows the same effects of serial position on memory performance as human learners do. Also, the way it uses algorithms to decode artificially degraded representations provides a fascinating parallel to the all-too-human situation of using judgment to recognize the meaning of items we cannot perfectly recall. Fortunately, you don’t need an algorithm to remember our upcoming talks for November/December. Just look to the very next column of Head’s Up!

Upcoming Talks

Dr. Brianna Turner (Harvard University), Why do people hurt themselves? Understanding and predicting self-harm, Monday, November 2, 10:30AM, P412 Duff Roblin

Dr. Joelle LeMoult (Stanford University), Understanding the cognitive, emotional, and biological responses to stress that contribute to depression, Wednesday, November 4, 1:30PM, P412 Duff Roblin

Matthew Keough (Concordia University), TBA, Monday, November 9, 10:00AM, P412 Duff Roblin

Kristin Reynolds (University of Manitoba), TBA, Thursday, November 12, 1:30PM, P412 Duff Roblin

Dr. Alex Ophir (Cornell University), Not all who wander are lost: The importance of socio-spatial memory in monogamy and alternative reproductive tactics, Friday, November 13, 6:30PM, 224 Education

Save the Date

The Department of Psychology Holiday Lunch will be held on Thursday, December 10, 2015! The location and menus are still to be arranged, so stay tuned. We will again hold ticket sales in advance ($20 includes lunch, taxes, and tip), nearer the end of term.
**Evening of Excellence**

Did you know that all human personality traits can be classified in a hierarchical model with just 5 major factors?

The many high school students who visited our booth at the recent Evening of Excellence all know this – and they found out their own standing and some career correlates of these dimensions, too, after completing the brief but extensively validated Ten-Item Personality Inventory of their Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experience. They also got to enter their names in a draw for 1 of 5 Psychology baseball caps.

Congratulations, winners!

Psychology is in your head, and on it! Thanks to Hal Wallbridge, Evan Curtis, Karmen McDivitt, and Katherine Kenyon for greeting high school students at this year's Evening of Excellence.

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**Does Intensive Behaviour Therapy work Because it is Intensive, or Behavioural?**

The ages of 3-5 are a critical period for children with autism to attain the vocabulary of their typically developing peers, and to catch up in other domains such as play and adaptive social skills.

Substantial research shows that these gains can be realized by intensive behaviour analytic treatments. Nonetheless, eclectic and multidisciplinary treatment approaches have gained in popularity, and some of these approaches are also intensive, involving over a year of individual treatment at 20+ hrs/week.

In a recent Psychology colloquium, Dr. Gina Green, Executive Director of the Association of Professional Behavior Analysts, presented evidence to suggest that children with autism attain normal scores on a variety of developmental indices at a higher rate after a year of IBT treatment than after a year of eclectic treatments, even when delivered at comparable intensity.
Head’s Up!
Department of Psychology
November 4, 2015

Scenes from the Fall Welcome Party