



Our developmental faculty members conduct research in a wide range of areas. We have particular expertise in social cognitive development, language development, pediatric psychology, and developmental psychopathology.



Students receive a rigorous training in research to equip them with the skills to become independent investigators in developmental science.



Beginning students work closely with their supervisors and typically start by participating in ongoing research projects in a variety of settings, including laboratory, daycare, school, and clinic. With experience, students become able to design and carry out their own novel research.

Dalhousie University

One of Canada's leading universities, Dalhousie is widely recognized for outstanding academic quality and teaching, and a broad range of educational and research opportunities. Located in Halifax, Nova Scotia since 1818, Dalhousie attracts students from around the world.

The Department of Psychology is one of the largest and most successful in the University. With over 30 full-time faculty members and about 70 graduate students, the department is one of the most research active Psychology departments in Canada. There is also a thriving undergraduate community of students, many of whom play a role in research as participants, volunteers, paid research assistants, and for program requirements.

Developmental Science

Students interested in developmental psychology may enter any of the three graduate programs. The Clinical PhD leads to an accredited degree in clinical psychology, the Experimental MSc/PhD leading to concentrated research training in experimental psychology, Neuroscience/ Psychology MSc/PhD leads to a concentrated research training in Neuroscience with an emphasis in Psychology.

Our research graduate programs have a relatively light course load and provide broad opportunities for research experience through thesis and comprehensive requirements. All graduate students are funded during their graduate programs for up to 5 years. Approximately half of our students have prestigious scholarships from a variety of national and provincial research organizations. Students draw on faculty expertise in cognitive, social development, clinical research and neuroscience to study the underpinnings, processes and outcomes of development.



Graduate Studies in Developmental Science



Department of Psychology

Website:
<http://psychology.dal.ca>

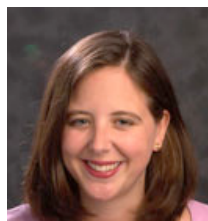
For general information on Developmental Science at Dalhousie, please contact Helene.Deacon@dal.ca

Core Faculty Supervising in Developmental Science



Susan Bryson
PhD (McGill)
Professor of Pediatrics and Psychology
Email: Susan.Bryson@iwk.nshealth.ca

My research interests focus on the early detection and treatment of autism, on basic mechanisms of attention and emotion in autism, and more broadly on temperament in various disorders of development.



Christine Chambers
PhD (U.B.C.)
Associate Professor of Pediatrics and Psychology
Email: Christine.Chambers@dal.ca

I am a clinical psychologist whose research is in the area of pediatric psychology. Pediatric psychology is concerned with psychological issues in children's health and health care. My research focuses on pain in children, including pain assessment in young children, sleep disturbances and pain in adolescents, and the role of the family in pediatric chronic pain.



Penny Corkum
PhD (Toronto)
Associate Professor of Psychology
Email: Penny.Corkum@dal.ca

I am a Registered Psychologist with a background in school and child clinical psychology. I conduct clinical research in the areas of child psychopathology (particularly ADHD) and pediatric sleep, with a specific focus on the impact of these disorders on cognitive, academic and social functioning.



Hélène Deacon
D. Phil. (Oxon.)
Associate Professor of Psychology
Email: Helene.Deacon@dal.ca

My research examines the linguistic and cognitive influences on reading and writing. In addition to working with typically developing children, my lab conducts research with French Immersion and bilingual populations as well as university students with a history of reading difficulties.



Kevin Duffy
PhD (McMaster)
Associate Professor of Psychology
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Sensory experience during early postnatal development shapes the structure and function of the brain. My lab uses human and non-human brain samples to investigate the neuroanatomical changes that underlie functional impairments caused by abnormal sensory input. Our objective is to understand the subcellular events that permit experience-dependent structural modification of neurons during early stages of brain development.



Sophie Jacques
PhD (Toronto)
Associate Professor of Psychology
Email: Sophie.Jacques@dal.ca

I am interested in the role of language on cognitive and social development in typically developing preschoolers, aggressive children, children with autism and adults. In particular, I study the effects of language on (1) conceptual reasoning and categorization, (2) symbolic representations, (3) cognitive flexibility and other aspects of executive function like inhibitory control and self-regulation, and (4) socio-cognitive reasoning including theory of mind.



Shannon Johnson
PhD (Victoria)
Assistant Professor of Psychology
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My research integrates theory and methodology from clinical, cognitive, and neural science in the study of both atypical and typical development. I am particularly interested in understanding the development of social-cognitive deficits in autism spectrum disorders and other clinical syndromes.



Patrick J. McGrath
PhD (Queen's)
OC, FRSC, Professor of Psychology, Pediatrics, and Psychiatry
Email: Patrick.McGrath@dal.ca

My research is focused on two areas: pain in children and the use of alternative ways to deliver health care to families. My research groups (the Centre for Research in Family Health and the Pediatric Pain Lab) are located at the IWK Health Centre, a short walk from the Department of Psychology.



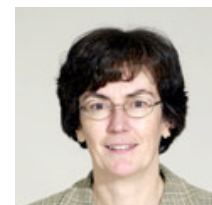
Chris Moore
PhD (Cantab.)
Professor of Psychology
Email: Chris.Moore@dal.ca

I study the perceptual and cognitive processes underlying the development of intentionality in young children. In my laboratory, we have two main programs of research. First, we examine the origins of intentional understanding in infants from 9-18 months using both looking time and interactive methods. Second, we are investigating how preschool-aged children become able to engage in future oriented reasoning, whereby they will make choices that will benefit either themselves or others in the future at the expense of their own immediate gratification.



Tara Perrot-Sinal
PhD (Western)
Associate Professor of Psychology
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Experiences during early life shape development of stress response systems, fine-tuning behavioural, endocrine and neural responses to stress in adulthood. We use animal models to investigate the role that maternal care, environmental adversity / complexity, and social stress play in shaping offspring development during early life and during adolescence. We are particularly interested in the extent to which brain development is differentially affected in males and females.



Isabel Smith
PhD (Dalhousie)
Assistant Professor of Pediatrics and Psychology
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My primary interest is in the development of children with autism and related disorders, and spans both basic and applied studies. My research concerns the typical and atypical development of perceptual-motor, cognitive and social processes that are important for understanding autism, with a particular interest in imitation.

Our department also benefits from the expertise of a number of faculty members at other Nova Scotia universities and clinical departments who serve as adjunct members and student research supervisors. Please refer to our website for a list of adjunct members.