How it Works

Talk meets poster meets group speed-dating...
The goal of the Scientific Café is for presenters to highlight the key ideas of their research and to engage in a dialogue about their research with their audience members. Each café will be set up around a table in the assigned room where the presenter and audience members will sit.

Audience members will select 4 of 9 cafés they would like to participate in and will rotate through these 4 cafés over the 60-minute period. Each café session is 15-minutes in length. In each session, café presenters will have 5-8 minutes to highlight the key ideas of their research and then 7-10 minutes to engage in a discussion with their café audience.

At the end of each 15-minute session, a room monitor will indicate that audience members should move to their next selected café. There will be 1 minute between café sessions to enable audience members to move to their next selected café.

Café Sessions

C1 Room: L1-220
A neural marker of visual expertise for ECGs and Chest X-rays.
Liam Rourke (Department of Medicine, University of Alberta)
Anthony Singhal (Department of Psychology, University of Alberta)

C2 Room: L1-220
PIQ/VIQ Discrepancies as Correlated with Personality Disorders
Noemi LoPinto and Yvonne Wong (Concordia)

C3 Room: L1-140
Incremental Theories of Depression Predict Greater Endorsement of Psychotherapies
Karlen R. Hutlet & Andrew J. Howell (Psychology Department, MacEwan University)

C4 Room: L1-140
Une langue moins masculine: Effects of masculinity threat on learning French
J. W. Katz, K. E. Chaffee, & K. A. Noels (Psychology Department, University of Alberta)
Café Sessions

C5  Room: L1-140
**Attending to the eyes does not help alexithymics decipher facial emotions**
Alex K. MacRae-Korobkov (Dept. of Psychiatry, University of Alberta)
Esther Fujiwara  (Dept. of Psychiatry, University of Alberta)

C6  Room: L1-150
**Does Classroom Climate Buffer the Associations between Peer Victimization and Internalizing Problems?**
John, S., Burke, K., Zatto, B., Hoglund, W.L.G (Psychology Department, University of Alberta)

C7  Room: L1-150
**Do Children Actually Think Dogs Are Animals? A Comparison of Child and Adult Responses on a Semantic Fluency Task.**
R.L. Enns & E. Nicoladis (Psychology Department, University of Alberta)

C8  Room: L1-150
**Do exogenous oscillations in brain activity influence perception?**
Sheldon SS., & Mathewson, KE (Psychology Department, University of Alberta)

C9  Room: L1-150
**A review of best practices for the treatment of children aged 0–6 years with complex social-emotional developmental needs.**
V. Oslie and V. Smith (Educational Psychology Department, University of Alberta)

**YOUR SELECTED CAFÉS**

<table>
<thead>
<tr>
<th>Café</th>
<th>Time</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Café 1</td>
<td>12:45 - 1:00 pm</td>
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<tr>
<td>Café 2</td>
<td>1:00 - 1:15 pm</td>
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<td>Café 3</td>
<td>1:15 - 1:30 pm</td>
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<td>Café 4</td>
<td>1:30 - 1:45 pm</td>
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