IPSY
Institut de recherche en Sciences Psychologiques
Louvain-la-Neuve

Rapport d’activités 2019
## Table des matières

**Préface - Preface**

5

**Informations générales - General information**

7

- Gestion de l’institut - Management
- Services aux chercheur.e.s - Services to researchers

9

10

**Domaines de recherche - Research domains**

13

- Introduction
- Cognition et neurosciences, *Cognition and neurosciences*
- Comportement social, travail et société, *Social behaviour, work and society*
- Développement psychologique et éducation, *Developmental and educational psychology*
- Psychologie clinique et de la santé, *Clinical and health psychology*

15

16

17

19

**Personnel académique et scientifique définitif - Permanent academic and scientific members**

21

**Equipement et groupes de recherche - Equipment and research groups**

39

**Projets de recherche - Research projects**

59

- Cognition et neurosciences, *Cognition and neurosciences*
- Comportement social, travail et société, *Social behaviour, work and society*
- Développement psychologique et éducation, *Developmental and educational psychology*
- Psychologie clinique et de la santé, *Clinical and health psychology*

61

62

64

66

**Collaborations internationales - International collaborations**

69

- Projets de recherche internationaux – *International collaborative projects*
- Responsabilités au niveau international – *Responsabilities at the international level*
- Séjours à l’étranger – *Stays abroad*
- Accueil de stagiaires - Mobilité in – *Short term in mobility*

71

73

76

76

**Publications - Publications**

77

**Séminaires et conférences - Seminars and conferences**

95

**Thèses de doctorat défendues et en cours - Ph.D theses defended and in progress**

101

- Cognition et neurosciences, *Cognition and neurosciences*
- Comportement social, travail et société, *Social behaviour, work and society*
- Développement psychologique et éducation, *Developmental and educational psychology*
- Psychologie clinique et de la santé, *Clinical and health psychology*

104

106

108

111

**Prix et distinctions - Awards and distinctions**

115

**IPSY en quelques chiffres - IPSY in numbers**

119
For a research institute president, introducing an annual report is an exciting but difficult task, as summarizing one year of intense activities in a few sentences is a tricky responsibility. Indeed, by directing the reader’s attention towards some activities, the risk is high to put all the other activities in the shade.

In 2019, the Psychological Sciences Research Institute (IPSY) has brought together 253 senior and junior researchers and 12 staff members, all united to further the understanding of the psychological and educational processes underlying human behaviour, at the individual, group and/or society levels. One hundred and thirty-nine funded research projects and 112 doctoral theses are currently in progress in the Institute. During the past year, 14 doctoral theses have successfully come to their end, and IPSY has permanently welcomed five new researchers: Baptiste Barbot (research domain: Developmental and educational psychology), Gaetane Caesens (research domain: Social behaviour, work and society), Jolijn Vanderauwera (research domain: Cognition and neurosciences), Jochem Willemsen (research domain: Clinical and Health Psychology), and Karl-Andrew Woltin (research domain: Social behaviour, work and society). The Institute has financially supported 38 internal research seminars with foreign invited speakers, 38 abroad meeting attendances for junior researchers, 6 training sessions for administrative staff members, and has organised a series of general public conferences on research and societal topics of broad interest. In December 2019, IPSY celebrated its 10th anniversary and awarded a Doctor Honoris Causa insignia to Professors Cynthia Coburn (Northwestern University), Naomi Ellemers (Universiteit Utrecht), and James Gross (Stanford University), three outstanding researchers whose scientific work has marked their and various fields of psychology and educational sciences. Last but not least, IPSY members have published not less than 213 journal articles in the best journals of their fields, chapters and books.

But the activities of IPSY members do certainly not boil down to these figures, which only very partially account for their everyday commitments to research, teaching and services. These three fundamental missions of academics are extremely demanding: the steps imposed by modern research, from obtaining funding to publishing results, are long and difficult; the number of students, hence the teaching load, is increasing; society’s expectations of scientists are multiple, changing and increasingly urgent. There is thus a high risk to make exclusive or strategic choices - being only researchers, being only teachers, or being only present in civil society or in the media. Against all odds, IPSY members try to fully take on their three missions: they try to carry the best research possible, to transmit knowledge and passion in their teaching, and to be citizens whose work guides our society towards a better future. I hope the readers of this report will not forget their efforts while reading the following lines.

Mauro Pesenti
President
Informations générales

General information
Informations générales

Gestion de l’institut - Management

Président - President
Mauro Pesenti
president-ipsy@uclouvain.be
+32 10 47 88.22

Bureau – Executive bureau
- Président : M. Pesenti
- Gestionnaire de recherche : N. Fraselle
- Membres académiques : M. Edwards, B. Galand, A. Heeren, A. Casini
- Membre du personnel scientifique temporaire : M. Rougier (remplace S. Fontesse depuis le 1er septembre)
- Membre du personnel administratif et technique : Y. Nivaille

Equipe administrative – Administrative staff

- Nadine FRASELLE : Gestionnaire de recherche et Coordinatrice Administrative de l’Institut
- Marianne BOURGUIGNON : Secrétariat de proximité et assistance éditoriale
- Brigitte CHAMPAGNE : Secrétariat de proximité et des CPS (Consultations Psychologiques Spécialisées)
- Dominique DEWATINES : Secrétariat de proximité et gestion des locaux
- Nadine DIDIER : Secrétariat de proximité, pool de participants aux recherches, conférences grand public
- Virginie LEBLANC : secrétariat des CPS (Consultations Psychologiques Spécialisées)
- Isabelle LEGRAIN : Gestionnaire logistique et comptable
- Mélissa MARCHAL : Gestionnaire logistique et comptable
- Yolande NIVAILLE : Secrétariat de proximité et secrétariat central de l’Institut
- Dominique HOUARDY : Multimédia et assistance technique
- Nathalie LEFEVRE : Cellule statistique
- Pierre MAHAU : Informatique de recherche et électronique
Informations générales

Services aux chercheurs - *Services to researchers*

**Coordination administrative de l'Institut (CAI)**

Le travail administratif au sein de l’Institut est organisé par la CAI au travers des activités suivantes : réunions d’équipe, vademecum, procédures et bases de données, coaching, processus de travail partagés, contrôle des résultats, gestion des dossiers de promotion et évaluations périodiques professionnelle du personnel administratif. En ce qui concerne les services logistiques internes de support aux chercheur.e.s, la CAI :

- a conseillé les doctorant·e·s et instruit les demandes d’indemnisation lors d’une participation à un congrès ;
- a instruit les demandes d’indemnisation relatives à l’accueil d’invité·e·s dans les séminaires IPSY ;
- a instruit les demandes de statuts particuliers (collaborateur·trices scientifiques, boursier·e·s et stagiaires étrangers) ;
- a accompagné et guidé les mises à jour du portail de l’Institut ;
- a coordonné la collecte et les mises à jour des bases de données (affections, rapports d’activités du Bureau et de l’Institut) ;
- a assuré le secrétariat du Bureau IPSY et de la Commission d’éthique ;
- a réalisé le suivi de la carrière des membres du personnel PAT en collaboration avec l’ARH ;
- a coordonné l’organisation de l’accueil des DHC et des fêtes d’anniversaires PSP et IPSY avec S. Van Den Broucke au sein du comité de pilotage.

**Gestion de la recherche (GdR)**

En ce qui concerne sa mission de support au développement de la recherche, la GdR :

- a participé aux journées d’information du FNRS, de l’UE, et de la FWB en vue de connaître les nouvelles perspectives de financement de la recherche en sciences humaines ;
- a dispensé des conseils aux jeunes chercheur.e.s en ce qui concerne leur carrière scientifique et leur projet de mobilité ;
- a aidé à l’élaboration de projets et à la gestion de contrats de recherche ;
- a supervisé le bon usage des laboratoires et équipements de recherche ;
- a supervisé l’organisation des activités de communication scientifique de l’Institut (séminaires IPSY, conférences grand public IPSY, IPSY-Day) ;
- a organisé l’accueil des 3 invité·e·s PSP-IPSY dans le cadre du financement SSH Louvain 2020 ;
- a encouragé l’implication des groupes de recherche dans des projets et dans des réseaux par des contacts individuels et au travers des bulletins d’information périodiques.

**Secrétariats de proximité et tâches transversales**

Chaque membre PACS bénéficie de services administratifs et comptables à concurrence de 10% EFT (environ 4h/sem.). La répartition du travail des secrétaires en tâches de proximité (TP) et en tâches transversales (TT) permet d’offrir des services collectifs aux chercheur.e.s et de consolider le développement de certains métiers au sein de l’université.

Les tâches de proximité comprennent la logistique de base (notes de frais, accueil, poste, téléphonie, équipement, courrier, locaux, petit matériel, etc.) ; la gestion des comptes ; la rédaction de procès-verbaux ; la convocation et l’organisation de réunions ; la mise en page de courriers, documents, rapports, brochures, etc. ; la gestion des fournitures et équipements ; l’organisation des déplacements des chercheur.e.s ; l’organisation des déplacements et du logement des membres du jury ainsi que des réceptions liées aux thèses ; la diffusion d’informations et leur archivage ; l’organisation de petits événements ; la gestion des copies d’examens ; la gestion des locaux (entrées et sorties).

CPS – Consultations Psychologiques Spécialisées

Dans le prolongement direct de leurs activités scientifiques, des groupes de recherche de l’Institut organisent des consultations spécialisées dans leurs domaines respectifs de compétence : troubles émotionnels ; logopédie ; neuropsychologie et psychomotricité ; jeunes à haut(s) potentiel(s) ; histoires de vie ; parentalité.

Le secrétariat des Consultations Psychologiques Spécialisées est assuré par IPSY à concurrence de 40% EFT (B. Champagne et V. Leblanc).

Consultance statistique

Le support apporté aux chercheur.e.s s’articule autour de la consultation et de la formation aux logiciels, ainsi qu’au calcul statistique. Le service de consultation vise l’autonomie des chercheur.e.s dans la résolution de leur(s) problème(s). En outre, la cellule statistique IPSY collabore avec le SMCS dans l’organisation de formations de base ou avancées en logiciels d’analyses de données ainsi que de formations « sur mesure » à la demande. 20 formations différentes ont été suivies par des membres de l’Institut en 2019 au cours de 24 sessions différentes (Analyse de données pré-cliniques et cliniques avec SPSS, Analyser la médiation, la modération et la médiation modérée avec SPSS, Analyses multivariées avec SPSS, Analyses multivariées en RCommander (FactoMineR), Build interactive web applications with the R Shiny Package, Data management and analysis using Stata, Initiation au logiciel NVivo, Initiation aux modèles d’équations structurelles (SEM) avec Stata, Introduction à l’analyse de Réseaux Sociaux avec Geph, Introduction à la réalisation d’enquêtes en ligne avec LimeSurvey, Introduction au calcul de taille d’échantillon, Introduction aux modèles multivariés avec SPSS, Introduction to data analysis with R, Introduction to R language, Concepts de base et pratique de la statistique bayésienne avec R et JASP, Panel-data Analysis using Stata, Pratique de la statistique avec SAS, Pratique de la statistique avec SPSS, Préparation et mise en place d’une enquête).

Service multimédias et webdesign

Le service gère le prêt de matériel et offre des conseils en matière d’audio-visuel et multimédias dans le cadre des expérimentations. Les documents multimédias sont mis en forme et sont traités en conformité avec les règles déontologiques en matière de visionnage et de diffusion.

Informatique de recherche et électronique

Le support informatique et électronique assure le développement d’applications spécifiques à l’expérimentation, au recueil et au traitement des données, ainsi qu’un soutien dans l’élaboration, l’utilisation et la maintenance de dispositifs expérimentaux. Il dispense des conseils en matière de choix de matériel et de logiciels spécifiques, et assure une veille technologique. Les projets de développement d’applications informatiques et électroniques s’inscrivent dans une recherche précise ou répondent à des besoins spécifiques (interface de communication, production de tests, systèmes d’évaluation, systèmes d’enregistrement de données, etc.).

Projets de développement en informatique

- RTProbe : Système de mesure temps réel pour la validation du timing d’expériences
- FaceTales : Logiciel d’entraînement à la reconnaissance d’émotions faciales
- SpriteGen : Génération aléatoire de « sprites » dans une image
- Cubes Drag&Drop : Implémentation Eprime du test de Kohs

Projets de développement en électronique

- OSRBox : interface à microcontrôleur entre un boîtier de réponse et un ordinateur
- RTProbe : Système de mesure temps réel pour la validation du timing d’expériences
- Production de systèmes de réponse (OSRBox, DictaPlayer)
Informations générales

Commission d’éthique

L’Institut IPSY a mis sur pied une Commission d’éthique qui veille à promouvoir et à faire respecter l’éthique dans la conduite de recherches menées dans l’Institut. La Présidence de la Commission est assurée par Nicolas Vermeulen.

Pool de participants à des recherches

Le pool de participant.e.s à des recherches permet aux chercheur.e.s d’entrer en contact et de recruter des volontaires pour la réalisation de leurs études. Les contacts entre les chercheur.e.s et les participant.e.s sont gérés en veillant à la confidentialité et au respect des règles éthiques.

En décembre 2019, le pool comprenait 512 volontaires et a répondu aux demandes de recrutement de chercheur.e.s IPSY dans 15 études.
Domaines de recherche

Research domains
Introduction

IPSY comprises four domains in which members conduct their research activities. These research domains are (i) Cognition and Neurosciences, (ii) Developmental and Educational Psychology, (iii) Clinical and Health Psychology, and (iv) Social Behaviour, Work and Society. Although each of these domains is characterized by specific methodological approaches and theoretical paradigms, as well as populations and/or particular studied situations, IPSY members are all united by the study of a common object: the psychological and educational processes underlying human behaviour, in children as well as adults, at the individual, group and/or society levels.

Cognition et neurosciences, Cognition and neurosciences

- Attention sélective – Selective attention
- Cognition incarnée – Embodied cognition, grounded cognition
- Cognition numérique; Acalculie – Numerical cognition; Acalculia
- Cognition sociale – Social cognition
- Cognition spatiale, représentation et perception de l’espace – Spatial cognition, spatial representation and perception
- Connaissances conceptuelles – Conceptual knowledge
- Conscience – Consciousness
- Déprivation sensorielle et réorganisation cérébrale – Sensory deprivation and brain reorganization
- Développement cognitif – Cognitive development
- Douleur et nociception – Pain and nociception
- Dyscalculie développementale – Developmental dyscalculia
- Empathie, prise de perspective, théorie de l’esprit – Empathy, perspective taking, theory of mind
- Imagerie par Résonance Magnétique fonctionnelle (MRI) – Functional Magnetic Resonance Imaging (fMRI)
- Integration multisensorielle – Multisensory integration
- Langage – Language
  - Accès lexical en production du langage - Bilinguisme – Controle cognitif de la production du langage - Développement du langage oral (lexique/syntaxe) - Implication de la mémoire (déclarative/procédurale) dans l’acquisition du langage - Périodes sensibles dans l’acquisition du langage (voir aussi Troubles de la parole et du langage)
  - Bilingualism - Cognitive control in language production - Development of oral language (vocabulary/syntax) - Involvement of memory (declarative/procedural) in language acquisition - Lexical access in
- Machine learning (appliquée à la psychopathologie cognitive) – Machine learning (applied to cognitive psychopathology)
- Magnéto- et Electro-encephalographie – Magneto, and Electro-encephalography
- Mémoire – Memory
  - Mémoire de travail - Interférence (proactive) – Mémoire pour l’ordre sériel – Mise à jour de la mémoire – Fonctions exécutives/contrôle cognitif et mémoire
  - Working memory - Interference (proactive) - Memory for serial order - Update memory - Executive functions/ cognitive control and memory
- Neuroimagerie du développement - Developmental Neuroimaging
- Neuroimagerie structurale - Structural Neuroimaging
- Neuromodulation (techniques de) – Neuromodulation (methods)
- Neuropsychologie clinique; Neuropsychologie cognitive - Clinical neuropsychology; C neuropsychology
- Neuropsychologie de l’enfant – Child neuropsychology
- Neuropsychologie appliquée à la psychopathologie - Neuropsychology applied to psychopathology
- Ocoulométrie – Eyetracking
- Perception et action - Perception and action
- Perception et reconnaissance des visages – Face perception and recognition
- Potentiels évoqués - Evoked potentials
- Prise de décision - Decision making
- Stimulation Magnétique Transcranienne (SMT) - Transcranial Magnetic Stimulation (TMS)
- Tomographie par Emission de Positrons (TEP) - Positron Emission Tomography (PET)
- Troubles du langage et de la parole - Language and speech impairments
  - Aphasie - Bégaiement - Dysarthrie - Dyslexie - Dysorthographie (voir aussi Langage)
  - Aphasia - Dysarthria - Dyslexia - Dysorthographia - Stuttering (see also Language)
- Vision chez l’Homme – Human vision
Domaines de recherche

Research groups in this domain:

- Crossmodal Perception and Plasticity / CPP-Lab
  https://cpplab.be/
- Goffaux Vision Research lab
  http://sites.uclouvain.be/goffauxlab/index.html
- IVE LAB
- LANgage et COMMunication (LANCOM)
  https://uclouvain.be/fr/instituts-recherche/ipsy/lancom.html
- Numerical Cognition Lab
  https://uclouvain.be/fr/instituts-recherche/ipsy/numerical-cognition.html
- P-syllab
  https://sites.google.com/view/p-syllab/home
- Psy-NAPS
  http://www.psy-naps.org/
- Research Group on Language, Brain & Cognition
  https://uclouvain.be/fr/instituts-recherche/ipsy/research-group-on-language-brain-cognition.html
- Social Perception, Reasoning and Interaction Neuroscience Group (SpringLab)
  https://www.springlab.org/

Associated research group

Pain Research Lab
https://www.nocions.org/

- Members:

<table>
<thead>
<tr>
<th>Seniors members</th>
<th>Junior members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andres Michael</td>
<td>Ajana Khawla</td>
</tr>
<tr>
<td>Collignon Olivier</td>
<td>Barbero Francesca</td>
</tr>
<tr>
<td>Crollen Virginie</td>
<td>Barilari Marco</td>
</tr>
<tr>
<td>Edwards Martin</td>
<td>Battal Ceren</td>
</tr>
<tr>
<td>Goffaux Valérie</td>
<td>Bonnet Camille</td>
</tr>
<tr>
<td>Noël Marie-Pascale</td>
<td>Bouilliez Sophie</td>
</tr>
<tr>
<td>Pesenti Mauro</td>
<td>Bukowski Henryk</td>
</tr>
<tr>
<td>Pillon Agnesa</td>
<td>Buyle Margot</td>
</tr>
<tr>
<td>Samson Dana</td>
<td>Calce Roberta Pia</td>
</tr>
<tr>
<td>Szmalec Arnaud</td>
<td>Dedry Marie</td>
</tr>
<tr>
<td>Vanderauwera Jolijn</td>
<td>Desruex Laura</td>
</tr>
<tr>
<td>Vannuscorps Gilles</td>
<td>Dormal Valérie</td>
</tr>
<tr>
<td>Vermeulen Nicolas</td>
<td>Falagiarda Federica</td>
</tr>
<tr>
<td></td>
<td>Gau Remi</td>
</tr>
<tr>
<td></td>
<td>Gaudissart Cédric</td>
</tr>
<tr>
<td></td>
<td>Geers Laurie</td>
</tr>
<tr>
<td></td>
<td>Gurtubay Antolin ane</td>
</tr>
<tr>
<td></td>
<td>Jacobs Christianne</td>
</tr>
<tr>
<td></td>
<td>Kever Anne</td>
</tr>
<tr>
<td></td>
<td>Lacroix Emilie</td>
</tr>
<tr>
<td></td>
<td>Le Thi Mai Lien</td>
</tr>
</tbody>
</table>

Comportement social, travail et société, Social behaviour, work and society

- Attitudes (objets, personnes, préférences, biais, comportement) - Attitudes (objects, people, preferences, biases, behaviour)
- Cognition sociale (catégorisation, traitement visage) - Social cognition (categorization, face treatment)
- Emotions (impact, régulation, partage, expression, émotions positives) - Emotions (impact, control, sharing, expression, positives emotions)
- Interculturel (acculturation, religions comparées) - Intercultural (acculturation, comparative religion)
- Méthodologie et statistique en Sciences du comportement - Methodology and Statistics in Behavioural Science
Domaines de recherche

- Négociations (conflits) - Negotiation (conflict)
- Organisations et entreprises (implication, justice sociale, diversité, support perçu, leadership) - Organizations and enterprises (involvement, social justice, diversity, perceived support, leadership)
- Relations employé-organisation - Employee-organization relationship
- Relations intergroupes (stéréotypes, préjugés, discriminations, identités sociales) - Intergroup relations (stereotypes, prejudice, discrimination, social identities)
- Relations sociales - Social relations
- Religion (fondamentalisme, valeurs, spiritualité, personnalité, émotions positives) - Religion (fundamentalist, values, spirituality, personality, positive emotions)
- Travail (bien-être, vieillissement, attitudes, comportements, performance) - Work (welfare, ageing, attitudes, behaviour, performance)

Research groups in this domain:

- Centre Interdisciplinaire de Recherche Travail, État et Société CIRTES
  https://uclouvain.be/fr/chercher/cirtes
- Centre de psychologie de la religion
  https://www.psyreli.org/
- Louvain Social Psychology Lab
  https://louvain-social-psychology-lab8.webnode.be/
- WOP Lab
  https://uclouvain.be/fr/instituts-recherche/ipsy/woplab

- Members:

<table>
<thead>
<tr>
<th>Seniors members</th>
<th>Junior members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caesens Gaëtane</td>
<td>Abdou Mohamed</td>
</tr>
<tr>
<td>Casini Annalisa</td>
<td>Alcala Marcos Carlos</td>
</tr>
<tr>
<td>Corneille Olivier</td>
<td>Arneguy Elodie</td>
</tr>
<tr>
<td>Demoulin Stéphanie</td>
<td>Barbedor Julien</td>
</tr>
<tr>
<td>Desmette Donatienne</td>
<td>Chalmagne Benoît</td>
</tr>
<tr>
<td>Saroglou Vassilis</td>
<td>Chevallereau Tina</td>
</tr>
<tr>
<td>Stenghamber Florence</td>
<td>Clobert Magali</td>
</tr>
<tr>
<td>Yzerbyt Vincent</td>
<td>De Wilde Matthias</td>
</tr>
<tr>
<td>Woltin Karl-Andrew</td>
<td>Efendic Emir</td>
</tr>
<tr>
<td></td>
<td>Fromont Anne</td>
</tr>
<tr>
<td></td>
<td>Henry Hélène</td>
</tr>
<tr>
<td></td>
<td>Karim Moïse</td>
</tr>
<tr>
<td></td>
<td>Lagios Constantin</td>
</tr>
</tbody>
</table>

Développement psychologique et éducation, Developmental and educational psychology

- Apprentissage de la lecture et de l'écriture - Learning to read and write
- Apprentissages numériques - Number learning
- Attachement – Attachment
- Burn-out parental – Parental burnout
- Cognition sociale - Social cognition
- Complexité cognitive et prise de décision - Cognitive complexity and decision making
- Construction de carrière - Career building
- Développement moral - Moral development
- Développement religieux - Religious development
- Développement vocationnel - Vocational development
- Difficultés scolaires - Learning problems
- Enseignement / apprentissage au primaire et au début du secondaire - Learning and instruction on elementary and secondary school
- Evaluation – Educational assessment
- Formation et apprentissage - Education and learning
Domaines de recherche

- Haut potentiel - Gifted and talented
- Intelligence – Intelligence
- Interventions en contexte scolaire - School context intervention
- Motivation et engagement - Motivation and engagement
- Orientation scolaire et professionnelle - Educational and Vocational Guidance
- Parentalité – Parenting
- Pédagogie universitaire - University pedagogy
- Pratiques d’enseignement du français oral et écrit - Teaching practices: oral and writing skills
- Qualité de l’enseignement - Quality of teaching
- Régulation – Regulation
- Transitions professionnelles - Professional transitions
- Troubles du langage - Language disorders

Research groups in this domain:

Burn-out Parental
https://www.burnoutparental.com/

Chaire Baron Frère en orthopédagogie
https://uclouvain.be/fr/instituts-recherche/ipsy/chaire-orthopedagogie.html

Chaire UCL - IRSA

Chaire UNESCO de Pédagogie Universitaire

Development of Literacy Lab (DeLi Lab)
www.delilab-ucl.com

Groupe interdisciplinaire de Recherche sur la Socialisation, l’Education et la Formation GIRSEF
https://uclouvain.be/fr/chercher/girsef

H2M Children
https://uclouvain.be/fr/instituts-recherche/ipsy/h2m

Lire Écrire
https://uclouvain.be/fr/instituts-recherche/ipsy/lirecrire.html

Members:

<table>
<thead>
<tr>
<th>Seniors members</th>
<th>Junior members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbot Baptiste</td>
<td>Baudoin Noémi</td>
</tr>
<tr>
<td>Bestgen Yves</td>
<td>Barbier Elise</td>
</tr>
<tr>
<td>Bourgeois Étienne</td>
<td>Baugniet Sacha</td>
</tr>
<tr>
<td>Coertjens Liesje</td>
<td>Blampain Elise</td>
</tr>
<tr>
<td>Colognesi Stéphane</td>
<td>Bragard Anne</td>
</tr>
<tr>
<td>Day James</td>
<td>Brunelli Jean</td>
</tr>
<tr>
<td>Frenay Mariane</td>
<td>Collette Emilie</td>
</tr>
<tr>
<td>Galand Benoît</td>
<td>Dangoisse Florence</td>
</tr>
<tr>
<td>Grégoire Jacques</td>
<td>De Clercq Mikael</td>
</tr>
<tr>
<td>Nader-Grosbois Nathalie</td>
<td>Dellisse Sébastien</td>
</tr>
<tr>
<td>Nils Frédéric</td>
<td>Demorsy Simon</td>
</tr>
<tr>
<td>Roskam Isabelle</td>
<td>De Rom Margot</td>
</tr>
<tr>
<td>Schelstraete Marie-Anne</td>
<td>Fromont Margot</td>
</tr>
<tr>
<td>Van Reybroeck Marie</td>
<td>Gallée Laura</td>
</tr>
<tr>
<td>Gosselain Joanne</td>
<td>Van Meenen Florence</td>
</tr>
<tr>
<td>Hagelstein Juliette</td>
<td>Vander Stappen Caroline</td>
</tr>
<tr>
<td>Honoré Nastasya</td>
<td>Vertongen Gil</td>
</tr>
<tr>
<td>Houssa Marine</td>
<td>Volckaert Alexandra</td>
</tr>
<tr>
<td>Jacobs Emilie</td>
<td>Wiertz Christine</td>
</tr>
<tr>
<td>Katamba Maurice</td>
<td>Zihalirwa Joséphine</td>
</tr>
<tr>
<td>Le Hoang The Huy</td>
<td></td>
</tr>
</tbody>
</table>
Psychologie clinique et de la santé, Clinical and health psychology

- Activité physique - Physical activity
- Age subjectif - Subjective Age
- Approches transdiagnostiques - Transdiagnostiques approaches
- Burn-out parental – Parental burnout
- Comportement de prévention - Preventive behaviour
- Croyances de contrôle et d'auto-efficacité - Control beliefs and self-efficacy
- Développement de l'adulte et de la personne âgée (lifespan) - Development of adults and the elderly (lifespan)
- Développement durable – Sustainable Development
- Efficacité des attitudes thérapeutiques ; l'empathie, la congruence et la considération positive inconditionnelle - Efficacy of therapeutic attitudes: empathy, congruence and unconditional positive regard
- Efficacité des formations aux compétences d'aide et relationnelles - Efficacy of training in helping and relational skills
- Efficacité des interventions psychosociales et psychothérapeutiques - Efficacy of psychosocial and psychotherapeutic interventions
- Empathie – Empathy
- Evaluation et auto-évaluation de la mémoire - Evaluation and self-assessment of memory
- Inégalités de santé - Health inequalities
- Intervention adolescents - Agency adolescent
- Mobilité – Mobility
- Obésité – Obesity
- Perfectionnisme - Perfectionism
- Personnalité – Personality
- Prévention des accidents - Accident prevention
- Profil psychologique - Psychological Profiling
- Psychanalyse - Psychoanalysis
- Psychoendocrinologie – Psychoendocrinology
- Psychologie du mourir et du deuil - Psychology of death, bereavement and grief
- Psychologie légale - Forensic psychology
- Psychologie politique - Political Psychology
- Psychopathologie cognitive - Cognitive psychopathology
- Psychopathologie de l’adolescent - Adolescent Psychopathology
- Recherche qualitative - Qualitative Research
- Résilience – Resilience
- Santé – Health
- Sexologie clinique - Clinical sexology
- Stress et santé - Stress and health
- Thérapie familiale - Family therapy
- Troubles de la symbolisation - Disturbances of symbolization
- Troubles de l'identité - Identity disorders
- Troubles du comportement - Behavioural problems
- Utilisation de substances (tabac, alcool et drogue) - Substance use (tobacco, drugs and alcohol)
- Variabilité intra-individuelle - Intra-individual variability
- Vieillissement cognitif - Cognitive aging

Research groups in this domain:

- Burn-out Parental
  https://www.burnoutparental.com/
- Health, Emotion, Cognition, and Memory (ILLuminetti group)
  https://sites.google.com/site/illuminettitlab/home
- Louvain Experimental Psychopathology research group (LEP)
  http://www.uclep.be
- Person-centred research and training lab (PCLab)
  https://uclouvain.be/pclab
- Research Group on Psychology of Public Health and Aging (PHA)
  https://uclouvain.be/fr/instituts-recherche/ipsy/pha.html
Domaines de recherche

- Members:

<table>
<thead>
<tr>
<th>Seniors members</th>
<th>Junior members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agrigoroaei Stefan</td>
<td>Adam Françoise</td>
</tr>
<tr>
<td>de Mol Jan</td>
<td>Barakat Kholoud Saber</td>
</tr>
<tr>
<td>de Sutter Pascal</td>
<td>Blanchard Marie-ANnelise</td>
</tr>
<tr>
<td>Doulliez Céline</td>
<td>Bollen Zoé</td>
</tr>
<tr>
<td>Heenen-Wolf Susann</td>
<td>Bouchart Pierre</td>
</tr>
<tr>
<td>Heeren Alexandre</td>
<td>Brianda Maria Elena</td>
</tr>
<tr>
<td>Lekeuche Philippe</td>
<td>Cordonnier Aline</td>
</tr>
<tr>
<td>Lories Guy</td>
<td>Coussement Charlotte</td>
</tr>
<tr>
<td>Luminet Olivier</td>
<td>Creupelandt Coralie</td>
</tr>
<tr>
<td>Maurage Pierre</td>
<td>Delor Bérénice</td>
</tr>
<tr>
<td>Mikolajczak Moïra</td>
<td>Desmedt Olivier</td>
</tr>
<tr>
<td>Philippot Pierre</td>
<td>Dezangre Marie</td>
</tr>
<tr>
<td>Van den Broucke Stephan</td>
<td>Di Silverio Virginie</td>
</tr>
<tr>
<td>Willemsen Jochem</td>
<td>D’souza Jyoshma Preema</td>
</tr>
<tr>
<td>Zech Emanuelle</td>
<td>Fischer Line</td>
</tr>
<tr>
<td></td>
<td>Fontesse Sullivan</td>
</tr>
<tr>
<td></td>
<td>Franckx Anne-Charlotte</td>
</tr>
<tr>
<td></td>
<td>Gerain Pierre</td>
</tr>
<tr>
<td></td>
<td>Grimm Elise</td>
</tr>
<tr>
<td></td>
<td>Hannier Stéphanie</td>
</tr>
<tr>
<td></td>
<td>Hoebeke Yorgo</td>
</tr>
<tr>
<td></td>
<td>Kallai Delphine</td>
</tr>
<tr>
<td></td>
<td>Lafait Anne-Claire</td>
</tr>
<tr>
<td></td>
<td>Lambert Elise</td>
</tr>
<tr>
<td></td>
<td>Lin Gao-Xian</td>
</tr>
<tr>
<td></td>
<td>Mallien Zoé</td>
</tr>
<tr>
<td></td>
<td>Manwanina Kiumba Nana</td>
</tr>
<tr>
<td></td>
<td>Mazzarini Jessica</td>
</tr>
<tr>
<td></td>
<td>Moget Emilie</td>
</tr>
<tr>
<td></td>
<td>Mopendo Mwisomi Emmanuel</td>
</tr>
<tr>
<td></td>
<td>Morton Jessica</td>
</tr>
<tr>
<td></td>
<td>Mouton Bénédicte</td>
</tr>
<tr>
<td></td>
<td>Nirampeba Emmanuel</td>
</tr>
<tr>
<td></td>
<td>Ogma Hatta Herbert</td>
</tr>
<tr>
<td></td>
<td>Pabst Arthur</td>
</tr>
<tr>
<td></td>
<td>Perez Pena Marbella</td>
</tr>
<tr>
<td></td>
<td>Piovesana Riccardo</td>
</tr>
<tr>
<td></td>
<td>Romero Saletti Silvana Melissa</td>
</tr>
<tr>
<td></td>
<td>Roussel Sandrine</td>
</tr>
<tr>
<td></td>
<td>Roux Benjamin</td>
</tr>
<tr>
<td></td>
<td>Saidou Diantha</td>
</tr>
<tr>
<td></td>
<td>Silvente I Font Sara</td>
</tr>
<tr>
<td></td>
<td>Stormacq Coraline</td>
</tr>
<tr>
<td></td>
<td>Van Den Houte Maaike</td>
</tr>
<tr>
<td></td>
<td>Van Der Haegen Aurélie</td>
</tr>
<tr>
<td></td>
<td>Van Hees Valérie</td>
</tr>
<tr>
<td></td>
<td>Verschuren Alice</td>
</tr>
<tr>
<td></td>
<td>Walentynowicz Marta</td>
</tr>
<tr>
<td></td>
<td>Xhonneux Morgane</td>
</tr>
</tbody>
</table>
Personnel académique et scientifique définitif

*Permanent academic and scientific members*
Stefan AGRIGOROAEI

Stefan Agrigoroaei is Associate Professor in Psychology and Ageing. He completed his doctoral degree in psychology at the University of Savoie, Chambéry, France. Before joining UCLouvain in 2014, he worked at Brandeis University, Waltham, Massachusetts, USA, as a postdoctoral research fellow and as an assistant director of the Lifespan Developmental Psychology Laboratory, with Professor Margie Lachman. While at Brandeis, he was involved in multiple research projects using data from the MIDUS (Midlife in the United States) national longitudinal study and BOLOS (Boston Longitudinal Study). He also had teaching responsibilities at Brandeis and in the Department of Gerontology at the University of Massachusetts Boston. Stefan Agrigoroaei approaches his research with an interdisciplinary and lifespan perspective. His general research program is in the area of health and aging, with a focus on examining the contribution of psychosocial (e.g. socioeconomic status, sources of disparities, control beliefs), behavioural (e.g. physical and cognitive activities), and stress-related factors (e.g. cortisol response) for optimizing and maintaining good cognitive and physical health as people age. His projects involve a wide range of cognitive and physical health assessments, including biomedical indicators, in both surveys and laboratory settings.

Research field: Clinical and health psychology
http://www.uclouvain.be/stefan.agrigoroaei

Michael ANDRES

Michael Andres is Research Associate at the Fonds National de la Recherche Scientifique and Professor in Scientific Communication. He investigates how the human brain supports high-level cognition, including mental calculation, tool recognition, or empathy for pain, with a special interest in the interface between these functions and the sensory-motor functions. He relies on a multimodal approach combining behavioural, electrophysiological, neuroimaging and neuromodulation methods. He has gained wide experience in the use of transcranial magnetic stimulation to probe corticospinal excitability or to interfere transiently with a target brain region during cognitive tasks. He also studies the effect of perceptual and motor impairments on high-level cognition in aplasic individuals and brain-lesioned patients with spatial neglect, finger agnosia or apraxia. His research benefits from a partnership between the Psychological Sciences Research Institute and the Cognition and System Division of the Institute of Neuroscience. He has been the President of the PSP Library Committee since 2018, and member of the SMCS Coordination Committee since 2019.

Research field: Cognition and neurosciences
http://www.uclouvain.be/michael.andres

Baptiste BARBOT

Baptiste Barbot is Assistant Professor (Francqui Docent) of Psychology. His background is in both differential psychology and developmental psychology with a focus on adolescence. After completing his PhD (Paris Descartes), he held research scientist and faculty positions at Yale University (CT) and Pace University (NYC). His research mainly focuses on creativity development in adolescence in relation to psychosocial (self and identity) and personality development including among youth with externalizing and delinquency-related behaviours. He also has interest on measurement issues, innovative methods for the study of change and development, as well as Virtual Reality-based interventions that engage youth in unusual problem solving and embodied perspective taking, to trigger change in their cognitive and psychosocial development. His work was funded by multiple awards by the American Psychological Foundation, Spencer Foundation, Imagination Institute (John Templeton Foundation) and he was a co-investigator on multiple federally funded projects in the United States (IES, NIH) and in Europe (DFG, ANR). He is the Editor-in-Chief of Wiley’s thematic journal New Directions for Child and Adolescent Development, and an Associate Editor of APA’s Division 10 journal, Psychology of Aesthetics, Creativity and the Arts, the leading outlet in the field of creativity research. He joined the Institute in September 2019.

Research field: Developmental and educational psychology
https://intranet.uclouvain.be/fr/reperoires/baptiste.barbot
Yves BESTGEN

Yves Bestgen is Research Associate at the Fonds National de la Recherche Scientifique and part-time Professor. He teaches courses in psycholinguistics and statistics. He is a member of the Centre for English Corpus Linguistics. His main research interests are on text production and comprehension by native and second language learners and on the development of techniques for automatic text analysis.

Research field: Developmental and educational psychology
http://www.uclouvain.be/yves.bestgen

Etienne BOURGEOIS

Etienne Bourgeois is full Professor. He teaches at the School of Education (Ecole d’éducation et de formation, EDEF) in the Master in Education (FOPA). He was chairman of the UCLouvain’s UNESCO Chair of Higher Education and of the UNESCO Network of Higher Education Chairs for Europe and North America (RERIES, 2001-2006). He was invited Professor at the Conservatoire National des Arts et Métiers (CNAM) in Paris (1996-2011). He was also Training Research and Development Manager at the International Committee of the Red Cross (ICRC) in Geneva (2007-2010). He was the elected Chair of the European Institute for Research in Adult Education (Paris, 2007-2012). He currently holds a position as full Professor at the University of Geneva, Department of Education, in the field of Adult Education. He has been conducting research and teaching activities in the field of adult learning and development. He is currently focusing mainly on the issue of workplace learning (cognitive, psychosocial and motivational processes at individual, group and organizational levels). He has been the Co-Director of the “Apprendre” Series at the Presses Universitaires de France (PUF) since 2006.

Research field: Developmental and educational psychology
http://www.uclouvain.be/etienne.bourgeois

Gaëtane CAESSENS

Gaëtane Caesens is Assistant Professor of Human Resource Management and Personnel Psychology since September 2019 and member of the “Work, organizational, and career psychology laboratory” (WORCpsylab) of IPSY. She obtained a Ph.D degree in Organizational Psychology from UCLouvain in 2016 and was a visiting postdoctoral researcher at Concordia University. Her research interests include perceived organizational support, organizational dehumanization, organizational socialization, and work engagement. As an Assistant Professor, she teaches courses on personnel psychology, organizational behaviour, and statistics. She joined the Institute in September 2019.

Research field: Social behaviour, work and society
http://www.uclouvain.be/gaetane.caesens
Annalisa CASINI

Annalisa Casini is a work, social and health psychologist. She is Assistant Professor of Work and Occupational Health Psychology. She is a member of the Work and Organizational Psychology Laboratory (WOP Lab) of the Centre for the Study of Social Behaviour (CSSB) and of the Interdisciplinary Research Centre on Work, State and Society (CIRTES). Her doctoral dissertation dealt with the “glass ceiling” phenomenon and the hidden obstacles contributing to keeping women on the lower rungs of the professional ladder. She is currently working on the association between working conditions and well-being, with a particular focus on the notion of professional recognition. She has been a member of the IPSY Bureau since October 2018.

Research field: Social behaviour, work and society
http://www.uclouvain.be/annalisa.casini

Liesje COERTJENS

Liesje Coertjens is Assistant Professor in Assessment for Learning since September 2016. She completed her doctoral degree at the University of Antwerp in 2013 on changes in learning strategies during the transition from secondary to higher education and statistical concerns in modelling growth. From 2013 to 2016, she was as a postdoctoral researcher at the University of Antwerp, in charge of the day-to-day coordination of an interuniversity project on quality concerns with performance assessment. During 2015-2016, she was also guest professor of statistics in educational sciences. Her research interests include the impact of different rating methods (e.g. rubrics rating, comparative judgement) on reliability, validity and efficiency and students’ transition to higher education and to the workplace. From a methodological point of view, her expertise concerns growth modelling, missing data and inter-rater reliability. As an Assistant Professor, she is responsible for courses in educational assessment, designing learning environments and research methods.

Research field: Developmental and educational psychology
http://www.uclouvain.be/Liesje.coertjens

Olivier COLLIGNON

Olivier Collignon is Research Associate at the Fonds National de la Recherche Scientifique and Professor. He completed his Ph.D at UCLouvain in 2006. He was then awarded an FNRS postdoctoral fellowship and went to Montreal for a first postdoc. After the completion of his FNRS mandate (2010), he was the recipient of a postdoctoral fellowship from the Children’s hospital CHU Sainte-Justine in Montreal. In 2012, he was offered an assistant Professorship position in the Center for Mind/Brain Science (CIMeC) at the University of Trento (Italy) where he established the Crossmodal Perception and Plasticity Lab (https://sites.google.com/site/collignonlab/). He joined the Institute in 2015. His laboratory uses the respective advantages of a plurality of methods (Psychophysics, EEG/MEG, stereotactic-EEG, TMS, fMRI) to converge toward a comprehensive understanding of the mechanisms underlying crossmodal perception and plasticity. He has been awarded an ERC starting grant to deepen the understanding of the behavioural and brain consequences of sensory deprivation (e.g. blindness). His research is driven by the strong conviction that the study of sensory-deprived individuals offers an excellent model to probe how the brain develops, maintains and changes its functional tuning to adapt its interaction to the environment.

Research field: Cognition and neurosciences
http://www.uclouvain.be/olivier.collignon
Stéphane COLOGNESI

Stephane Colognesi is Assistant Professor and member of Interdisciplinary Research Center on Socialization, Education, and Training. He completed his doctoral degree at the University of Louvain in 2015 (on the writing skills of primary school students) and conducted a post-doctoral stay at the University of Geneva in 2016 (oral skills of primary school students). His research interests span on learning and instruction, especially writing and oral skills at primary and secondary school (scaffolding, peer review and metacognition) and Teacher Education. He teaches: “research methodology”, “didactics of French” (Master's degree in Educational Sciences) and “psycho-social-pedagogical approaches to higher education” (CAPAES Program: Certificate of aptitude for higher education).

Research field: Developmental and educational psychology
https://intranet.uclouvain.be/fr/repertoires/stephane.colognesi

Olivier CORNEILLE

Olivier Corneille is Professor; his research is concerned with social cognition (i.e. the application of cognitive psychology models and methods to the understanding of social phenomena). He has long been interested in how categorization influences the perception, judgment and memory of social stimuli, including faces. More recently, he has been increasingly interested in (1) food-related judgment and decision biases in the normal adult population and (2) evaluative conditioning effects. Olivier Corneille has been serving as an associate editor for Social Cognition and Social Psychological and Personality Science. He was the President of IPSY from September 2012 to August 2015.

Research field: Social behaviour, work and society
http://www.uclouvain.be/olivier.corneille

Virginie CROLLEN

Virginie Crollen is Assistant Professor. She teaches topics related to sensory deprivation (blindness, deafness) and numerical development in the Speech and language therapy program. Her main topic of research is mathematical and reading acquisition. She examines questions such as how do visual and auditory experiences shape the mental and neural correlates of number and reading learning processes. Her main approach is the study of sensory-deprived people (blind and deaf adults and children) with several experimental methods such as behavioural testing, eye tracking, EEG and fMRI.

Research field: Cognition and neurosciences
https://intranet.uclouvain.be/fr/repertoires/virginie.crollen
James M. DAY

James M. Day is Professor of psychology of human development and psychology of religion, with training in clinical as well as life-span developmental approaches in psychological science. He trained in developmental and clinical psychology at Harvard University and the University of Pennsylvania, has been a Visiting Scholar at Columbia and Princeton, and guest lecturer at Coimbra, Cornell, Cambridge, London, Paris, Porto, Lisbon, The National Science Foundation of Portugal, Uppsala, and many other universities, and completed additional studies at Cambridge University. He serves as a reviewer for many scholarly journals and has contributed through numerous publications to the fields of moral psychology, the psychology of religion, narrative psychology, and clinical psychology. For some years he served as Associate Editor of the Archive for the Psychology of Religion: The Journal of the International Association for the Psychology of Religion.

Research field: Developmental and educational psychology
http://www.uclouvain.be/james.day

Jan DE MOL

Jan De Mol is Professor of Clinical Child and Adolescent Psychology. Before getting his Ph.D at Ghent University (Belgium), he worked for more than 20 years as a clinical psychologist and psychotherapist in a child and adolescent psychiatric centre. He holds a certificate in systemic family/couple therapy (Interactie-Academie Antwerp, Belgium) and cognitive behavioural therapy (RINO, Netherlands). He is psychotherapy trainer in various psychotherapy formations. His research focuses on (1) the interdependence of interpersonal processes of agency and influence in family systems using Social Relational Theory and the Social Relations Model, (2) qualitative research into adolescent depression, (3) family therapy as a process of Social Sharing of Emotion.

Research field: Clinical and health psychology
http://www.uclouvain.be/jan.demol

Stéphanie DEMOULIN

Stéphanie Demoulin is Professor of Social Psychology. Her research interests are on infra-humanization, intergroup relations, intergroup emotions, intergroup misunderstandings, and negotiations.

Research field: Social behaviour, work and society
http://www.uclouvain.be/stephanie.demoulin
Donatienne DESMETTE

Donatienne Desmette is Professor and member of the “Centre Interdisciplinaire de Recherche Travail, Etat, et Société” and of the “Centre for the Study of Social Behaviour” of IPSY. Her research interests are in aging and age discrimination at work, social diversity at work, volunteer work, and work accommodation for workers’ wellbeing.

Research field: Social behaviour, work and society
http://www.uclouvain.be/donatienne.desmette?

Pascal DE SUTTER

Pascal De Sutter is Professor of Psychology and Sexology. He is Co-director of the University Certificate in Clinical Sexology. His teaching and research domains cover human sexual health and sexual dysfunction. He also studies political psychology, diplomatic psychology and psychological warfare with special interests in negotiation and conflicts resolution linked to personality.

Research field: Clinical and health psychology
http://www.uclouvain.be/pascal.desutter

Céline DOUILLIEZ

Celine Douilliez is Assistant Professor. She teaches courses on abnormal psychology, clinical psychology and evidence-based practice in psychotherapy. In her research, she takes a transdiagnostic and processual approach towards psychopathology. Her current main research interest is perfectionism as a vulnerability factor for various psychopathological states (e.g., depressive, anxious, and eating disorders). In particular, she is investigating cognitive mechanisms that make perfectionists more prone to experience emotional distress and develop psychological disorders. She examines questions such as how do goal-regulation processes contribute to perfectionists’ higher propensity to ruminate? How do emotional information processing biases (e.g., failure-oriented attentional bias, overgeneral autobiographical memory) contribute to maintain maladaptive perfectionism? Her research is ranging from lab studies to applied research evaluating the effects of perfectionism-focused interventions. She is also a trained clinical psychologist and cognitive behavioural therapist.

Research field: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/celine.douilliez
Martin Edwards is Professor of Neuropsychology and Cognitive Neurosciences. He leads the Psy-NAPS research group that investigates sensory perception and action behaviour in cognitive neuroscience and neuropsychology. His research aims to understand the fundamental relationships and neural processes involved in perception and action behaviours, and then to apply these findings to develop new perception and action measures and treatment exercises, particularly using new technology. A variety of methods are used including motion tracking kinematic analysis, eye-tracking, robot interaction, virtual and augmented reality, simple dexterity and cognitive testing, reaction time, neural stimulation, electroencephalography, brain imaging and voxel lesion behaviour mapping with normal aged and brain injured participants. He is the deputy chief editor of the British Journal of Psychology, associate editor of the Journal of Neuropsychology, secretary of the British Association of Cognitive Neuroscience (BACN) and the human sciences representative of Louvain Bionics. He has been a member of the IPSY Bureau since November 2016.

Research field: Cognition and neurosciences
http://www.uclouvain.be/martin.edwards

Mariane Frenay is Professor of Pedagogy and Educational Sciences. She chairs the UNESCO Chair of University Teaching and Learning and is a senior member of the Interdisciplinary Research Center on Socialization, Education and Training (GIRSEF). Her research interests are teaching and learning processes in higher education, motivation and persistence of university students, faculty engagement in teaching, faculty development and educational development. She was the Dean of the Faculté de Psychologie et des Sciences de l’Éducation from September 2009 to August 2015. She was a member of the IPSY Bureau from September 2016 to October 2018.

Research field: Developmental and educational psychology
http://www.uclouvain.be/mariane.frenay

Benoît Galand is Professor and member of the Interdisciplinary Research Center on Socialization, Education, and Training. He obtained a Ph.D degree in Psychology from UCLouvain in 2001. His research focuses on (a) school violence, victimization and bullying, (b) motivation, engagement, and drop-out, and (c) the effects of instructional practices (e.g. goal structures, classroom management) on student learning and adjustment. He has been a member of the IPSY Bureau since October 2018.

Research field: Developmental and educational psychology
http://www.uclouvain.be/benoit.galand

Valérie Goffaux is Research Associate of the Fonds National de la Recherche Scientifique and Professor. By means of psychophysics, electrophysiological, and resonance imaging techniques, Goffaux’s lab research addresses how the human visual system perceives the faces, scenes, and objects composing our visual environment. She is also an affiliated member of the Institute of Neuroscience.

Research field: Cognition and neurosciences
http://www.uclouvain.be/valerie.goffaux
Jacques GREGOIRE

Jacques Grégoire is full Professor. His research interests include assessment of learning and learning disabilities, methods for psychological diagnostic, intellectual assessment, and the relationship between learning and emotions. He was scientific adviser for the French adaptation and the development of several clinical and educational tests. His academic publications include over 120 journal articles, book chapters, and books/monographs. He has been vice-rector of the Human Sciences Sector since September 2015.

Research field: Developmental and educational psychology
http://www.uclouvain.be/jacques.gregoire

Susann HEENEN-WOLFF

Susann Wolff is Professor of Clinical Psychology. She carries out research on trauma and its clinical implications as well as on the specific psychodynamics in contemporary family constellations (for example same-sex parents). She is also working on new theoretical foundations of psychoanalysis. She has been working as a psychoanalyst and group-analyst for over 25 years and as a supervisor in public health services and is also a training analyst (International Psychoanalytical Association).

Research field: Clinical and health psychology
http://www.uclouvain.be/susann.wolff

Alexandre HEEREN

Alexandre Heeren is Research Associate at the Fonds National de la Recherche Scientifique, Professor and researcher at both the Psychological Science Research Institute and the Institute of Neuroscience since October 2017. An enduring theme across his research is the role of cognitive mechanisms of psychopathology, especially of anxiety and related psychopathology. He has published over 50 articles in international peer-review journals, with several papers appearing in the Institution for Scientific Information's "Highly Cited" list for clinical psychology [i.e. belonging to the top 1% of the most cited papers in a research field over a year]. Current research includes extension of his work to the application of computational network modeling to psychopathology, investigation of potential transdiagnostic “bridges” across disorders (e.g., attentional mechanisms, rumination, brain alterations, avoidance, affiliative system), and several translational-research agendas (e.g., neuromodulation, cognitive training). Besides research, his clinical experience includes serving as a behavior therapist for clients suffering from anxiety and mood disorders. He has also been involved as a scientific expert for several national and governmental research councils and currently serves as an associate editorial board member for several international peer-review journals. Over the last years, Alexandre has been the recipient of several awards and fellowships for both his research and clinical works. He has been a member of the IPSY Bureau since October 2018.

Research field: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/alexandre.heeren
Philippe LEKEUCHE

Philippe Lekeuche is Professor. From 1984 to 1993, he worked on clinical treatment for drug abusers (CATS, Brussels) then, from 1994 to 2001, he worked in the field of severe psychiatric disorder (research on early schizophrenia) for the Cliniques Universitaires Saint-Luc (Bruxelles). He had been invited many times to the Universities of Montpellier and Lausanne.

Research field: Clinical and health psychology
http://www.uclouvain.be/philippe.lekeuche

Guy LORIES

Guy Lories is Professor. His interests are in cognition research as applied to health and education.

Research field: Clinical and health psychology
http://www.uclouvain.be/guy.lories

Olivier LUMINET

Olivier Luminet is Research Director at the Fonds National de la Recherche Scientifique and Professor. After a Master’s degree at the University of Liège and an Erasmus-grant at the University of Toulouse, Olivier Luminet started a Ph.D at the Université catholique de Louvain (UCLouvain) in 1992. He did research training at the University of Manchester (1994-95). After his thesis (1997), he did a post-doctoral period at the University of Toronto with Mike Bagby and Graeme Taylor (1998-99). He received a permanent research and teaching position at the Université catholique de Louvain in 2001. He also teaches at the Université libre de Bruxelles (ULB). His research interests include the moderation of personality factors (alexithymia, emotional competence) in the link between emotional reactions and health indicators. He also works on the links between emotion and memory, both at an individual and at a collective level.

Research field: Clinical and health psychology
http://www.uclouvain.be/olivier.luminet

Pierre MAURAGE

Pierre Maurage is Research Associate at the Fonds National de la Recherche Scientifique and Professor. He is the co-director of the Laboratory for Experimental Psychopathology (LEP) and member of the Institute of Neuroscience (IoNS). His main research interest is offering a better understanding of the emotional, interpersonal and cognitive (attention, executive functions) deficits in addictive states (mainly alcohol-dependence and binge drinking). His experimental approach is based on the complementary use of behavioural, neuropsychological and neuroscience (EEG, ERPs, fMRI) tools.

Research field: Clinical and health psychology
http://www.uclouvain.be/pierre.maurage
Moïra MIKOLAJSZAK

Moïra Mikolajczak is Professor in Health Psychology. Her first line of research focuses on emotions to understand the behavioural and biological pathways by which emotional competence influences health and develop emotional competence training programs. Her second field of research focuses on hormones and their influence on behaviour.

Research field: Clinical and health psychology
http://www.uclouvain.be/moira.mikolajczak

Nathalie NADER-GROSBOIS

Nathalie Nader-Grosbois is Professor in Special Education and in Developmental Psychopathology. Her research is focused on the early development of typically developing children and children with intellectual disabilities, autism spectrum disorders and those at risk. Her studies aim at understanding how their delays and deficits in social cognition, in self-regulation have an impact on their socio-emotional (mal)adjustment, and which individual, familial and educational factors intervene in the development of these processes. Since 2002, she has been the holder of the Chaire Baron Frère in Special Education, aiming at improving the assessment and the intervention of children with disabilities and handicaps. She has been the Dean of the Faculté de Psychologie et des Sciences de l’Éducation since September 2015.

Research field: Developmental and educational psychology
http://www.uclouvain.be/nathalie.nader

Frédéric NILS

Frédéric Nils is Professor of Vocational Psychology. His teaching and research activities are in the field of lifelong vocational guidance and interventions in educational settings. His current research topics focus on the vocational processes underlying study choice during the transition from secondary to higher education, and the influence of career adaptability resources when facing planned or constrained career transitions. Frédéric Nils also practices as a clinician at the Centre de Guidance of Louvain-la-Neuve.

Research field: Developmental and educational psychology
http://www.uclouvain.be/frederic.nils

Marie-Pascale NOEL

Marie-Pascale Noël is Senior Research Associate at the Fonds National de la Recherche Scientifique of Belgium and Professor. Her research is in the field of numerical cognition and child neuropsychology. Her studies aim at understanding the typical numerical development and the characteristics and brain-cognitive bases of developmental dyscalculia. She is also the head of a clinical centre of child neuropsychology at the Consultations Psychologiques Spécialisées (CPS). She was the President of the IPSY Council from September 2010 to September 2016.

Research field: Cognition and neurosciences
http://www.uclouvain.be/marie-pascale.noel
Mauro PESENTI

Mauro Pesenti is Senior Research Associate at the Fonds National de la Recherche Scientifique and Professor. He leads a research group studying numerical cognition in adults with the aim of defining the functional components of calculation and number processing and finding their neuroanatomical correlates. He uses different but complementary methodologies: the study of cerebral activations with functional imaging techniques, the study of brain-damaged patients performance, and mental chronometric studies in healthy adults. In recent years, this group has been funded by grants from the National Fund for Scientific Research (Belgium), the Fonds de Developpement Scientifique (UCLouvain), the PAI/IUAP Program from the Belgian Government, and the RTN and ITN Programs from the European Community. He has been the President of IPSY since September 2015.

Research field: Cognition and neurosciences
http://www.uclouvain.be/mauro.pesenti

Pierre PHILIPPOT

Pierre Philippot is Professor of Clinical Psychology. His teaching and research fields cover emotion (with special interests in the cognitive regulation of emotion and emotional facial expression recognition) and psychotherapy, especially Cognitive Behavioural Therapy and emotion focused approaches. He is a past president of the Belgian French-Speaking CBT Association. He founded and is presently directing a clinical centre specialized in the treatment of emotional disorders. He was the President of IPSY from September 2009 to August 2012.

Research field: Clinical and health psychology
http://www.uclouvain.be/pierre.philippot

Agnesa PILLON

Agnesa Pillon is Research Associate at the Fonds National de la Recherche Scientifique and Professor. Her research aims at furthering our understanding of how lexical and semantic knowledge is represented and processed at the cognitive and neural levels. Her work includes examining questions such as how the morphological and syntactic properties of words are represented and accessed for lexical production? What are the principles underlying the organization of semantic/conceptual knowledge in mind and brain? Further to chronometric studies with healthy participants, the method of investigation involves the detailed examination of brain-damaged patients with lexical or conceptual disorders, from which inferences are made about the normal cognitive architecture and processes of the lexical and conceptual system. Recently, she started to investigate with functional Magnetic Resonance Imaging the neural changes that support recovery of lexical or conceptual knowledge after brain injury.

Research field: Cognition and neurosciences
http://www.uclouvain.be/agnesa.pillon
Isabelle ROSKAM

Isabelle Roskam is Professor of Developmental Psychology. Her research is in the field of parenting and child development, in particular social development. Her studies aim at understanding how and to what extent parenting and the quality of the relationships within the family influence behavioural issues in young children. She has also worked as a clinician for 10 years at the Cliniques Universitaires Saint-Luc (Bruxelles). She founded and currently directs a clinical centre specialized in parenting.

Research field: Developmental and educational psychology
http://www.uclouvain.be/isabelle.roskam

Dana SAMSON

Dana Samson is Professor of Clinical and Experimental Neuropsychology. She completed her Ph.D at UCLouvain in 2001 and worked as a clinical neuropsychologist at the Centre for Traumatology and Readaptation in Brussels (1999-2001). She then moved to the UK where she worked as a postdoctoral researcher at the University of Birmingham (2005 – 2007) and then as an associate Professor at the University of Nottingham (2007 – 2010). In 2010, she came back to UCLouvain where she currently carries out research in affective and social cognitive neuroscience and teaches clinical neuropsychology. She has been the conference secretary of the Experimental Psychology Society (2009-2011), the membership secretary of the British Neuropsychological Society (2009-2011) and she is currently the secretary of the Belgian Association for Psychological Science. She is associate editor of the Journal of Neuropsychology. She has been vice-rector of International Affairs since November 2016.

Research field: Cognition and neurosciences
http://www.uclouvain.be/dana.samson

Vassilis SAROGLOU

Vassilis Saroglou, degree in Religious studies, bachelor in Philosophy, and PhD in Psychology, is full Professor of Psychology. Since 2001, he has been director of the Centre for Psychology of Religion (founded in 1961). His research is focused on the psychology of religion (including fundamentalism, spirituality, and atheism), as well as personality, social, moral, and cross-cultural psychology, and the psychology of positive emotions. He has served as President of the International Association for the Psychology of Religion, President of the Académie Internationale des Sciences Religieuses, and co-Editor of the International Journal for the Psychology of Religion. For his work he received: the (quinquennial) Godin Prize from the International Association for the Psychology of Religion; the Early Career Award, the Mentoring Award, and the (triennial) William James Award from APA-Division 36; and was elected Fellow of the Society for Personality and Social Psychology, the American Psychological Association, and the Association for Psychological Science. He has also been a long term visiting scholar/professor at the Catholic University of Lille, College of William and Mary-Virginia, Arizona State University, and New York University.

Research field: Social behaviour, work and society
http://www.uclouvain.be/vassilis.saroglou
Marie-Anne SCHELSTRAETE

Marie-Anne Schelstraete is Professor. She has master’s degrees in experimental psychology, and in speech and language therapy, and a Ph.D in psychology in the field of psycholinguistics. Her main research interests are in developmental oral language disorders in children with specific language impairment or in other pathologies such as externalized behaviour disorders in young children. A new research is the field of developmental dyslexia in young adults (university students). Several methodologies are employed in her studies: multiple single case studies, intervention studies, longitudinal studies, with comportemental measures or evoked potential recordings, etc. Marie-Anne Schelstraete also leads a team of speech and language therapists in the Consultations Psychologiques Spécialisées (CPS). Some of the research studies are carried out in collaboration with this team.

Research field: Developmental and educational psychology
http://www.uclouvain.be/marie-anne.schelstraete

Florence STINGLHAMBER

Florence Stinglhamber is Professor of Organizational Psychology and Human Resource Management. Her research interests include perceived organizational support, organizational dehumanization, employees’ commitment in the workplace, perceived organizational justice, and work behaviours (e.g. presenteeism, green behaviours at work). She has been the President of the IPSY Council since September 2016.

Research field: Social behaviour, work and society
http://www.uclouvain.be/florence.stinglhamber

Arnaud SZMALEC

Arnaud Szmalec is Professor. He has a Master’s in Theoretical and Experimental Psychology and obtained a Ph.D in Psychological Sciences from Ghent University in 2005. He joined UCLouvain in September 2012. He lectures in Psychology of Language, Language Acquisition and General Psychology to Bachelor students in Speech Therapy and Psychology. His research field is language development in which he pursues three main lines of research: fundamental research on language development, bilingualism, and language pathologies. He was a member of the IPSY Bureau from September 2015 to October 2016.

Research Field: Cognition and neurosciences
http://www.uclouvain.be/arnaud.szmalec
Stephan VAN DEN BROUCKE

Stephan Van den Broucke is Professor of Health Psychology. He holds a Ph.D in Psychology (KU Leuven) and a degree in Complementary Studies in Health Policy (University of Antwerp). Before joining the Université catholique de Louvain in 2010 where he is Professor, he was a senior expert at the Flemish Institute for Health Promotion (1993-2005), project officer at the Executive Agency for Health and Consumers of the European Commission (2006-2009), and associate Professor at the Department of International Health at Maastricht University (2009-2010). He has coordinated a large number of national and international research projects in the areas of health promotion planning and evaluation, mental health promotion, health inequalities, capacity building and health literacy. He serves as an expert adviser for the European Commission and for the WHO, and is advisor to the regional Vice-President for Europe of the International Union for Health Promotion and Education (IUHPE). He is associate editor of Health Promotion International and a member of the editorial committee of Psychology & Health, Health Psychology Review and Archives of Public Health.

Research field: Clinical and health psychology
http://www.uclouvain.be/stephan.vandenbroucke

Marie VAN REYBROECK

Marie Van Reybroeck is Professor. She holds a degree in Speech and Language Therapy and a Ph.D in Psychology and Educational Sciences. She is a member of the Interdisciplinary Research Center on Socialization, Education and Training. Before becoming a Professor at UCLouvain, she was a Professor at the Université de Mons and a lecturer at the Université Libre de Bruxelles. Her research focuses on children with dyslexia and children with learning disabilities at school, the process of learning to read and write, learning assessment, remedial teaching for children with learning disabilities and effective instruction at school.

Research field: Developmental and educational psychology
http://www.uclouvain.be/marie.vanreybroeck

Gilles VANNUSCORPS

Gilles Vannuscorps is Assistant Professor. He teaches topics related to peripheral and central aspects of typical and atypical speech production, including diagnosis and rehabilitation, in the speech and language therapy program. His main topic of research is the neuropsychology of language, action, perception and their relations. He examines questions such as how does visual and motor experience shape the mental and neural representation of tools and actions? How does speech perception contribute to speech production and vice-versa? How do operations performed in the dorsal and ventral visual pathway complement each other in the service of behaviour? His main approach is the neuropsychological study of individuals with developmental and acquired (focal and degenerative) language, perceptual and motor disorders (e.g. aplasia, aphasia, apraxia) with experimental methods, eye tracking techniques, and brain imaging methods.

Research field: Cognition and neurosciences
https://www.uclouvain.be/gilles.vannuscorps
Nicolas VERMEULEN

Nicolas Vermeulen is Research Associate at the Fonds National de la Recherche Scientifique and Professor. His research interests are in embodied theories of cognition and in embodying emotions. He has been the President of the Ethical Committee for psychological research of the IPSY since September 2015.

Research field: Cognition and neurosciences
http://www.uclouvain.be/nicolas.vermeulen

Jolijn VANDERAUWERA

Jolijn Vanderauwera is Assistant Professor. She teaches courses on evaluation and intervention for developmental disorders of language and communication disorders. Her current main research interest is typical and atypical development of oral language and communication skills. In particular, she is investigating early predictors of oral language problems and different developmental trajectories of oral language development. In her research, she takes a longitudinal and multi-method approach, including neural and behavioural measures, as well as measures of the home environment of a child. She examines question such as what are specific risk and protective factors for developmental language disorder (DLD)? Do children with oral language problems show early difficulties in child-parent turn taking? What is the neural basis of DLD? Why do children with DLD develop among different trajectories?

Research field: Cognition and neurosciences
https://intranet.uclouvain.be/fr/repertoires/jolijn.vanderauwera

Jochem WILLEMSEN

Jochem Willemsen is professor of Clinical Psychology. After completing his PhD on psychopathic personality features and affective disorders in prison detainees (supervised by professor Paul Verhaeghe) at Ghent University, he did postdoc research on the treatment of people with personality disorders and deviant sexuality. In the meanwhile, he trained as a psychoanalytic psychotherapist and work in private practice for several years. In 2014 he secured a post as a lecturer at the University of Essex (UK) where he developed his portfolio of teaching and research in psychoanalysis, psychotherapy and case study methodology. He co-founded the Single Case Archive (www.singlecasearchive.com), an online repository of published psychotherapy case studies. In 2019, he came to UCLouvain to teach clinical psychology and criminological psychology. His research focusses on psychotherapy processes, in which he often, but not exclusively, relies on qualitative methods. A particular point of interest is the use of the case study method to bridge the gap between research and practice in clinical psychology. Some of the research topics that interest him are the therapist factor in psychotherapy (what does the therapist contribute to effective treatment?), single case methodology (what is a good case study, what can we learn from a case study?) and the treatment of offenders (how do offenders engage in compulsory treatment?).

Research field: Clinical and health psychology
https://intranet.uclouvain.be/fr/repertoires/jochem.willemsen
Karl-Andrew WOLTIN

Karl-Andrew Woltin is Assistant Professor in Social Psychology. His research is interested in exploring intrapersonal and interpersonal fit from a motivational and cognitive perspective. His current research focuses on consequences of fitting values to individual differences as well as interpersonal regulatory fit (i.e., two individuals sharing self-regulation preferences and strategies). More recently, he also turned to judgement biases of the powerful stemming from fluency (i.e., ease of information processing). He is a member of the Louvain Social Psychology Lab. He teaches intragroup and interpersonal processes, social psychology in educational settings, and deviance. He has been serving as associate editor for the British Journal of Social Psychology and Frontiers in Psychology since 2017.

Research field: Social behaviour, work and society
https://intranet.uclouvain.be/fr/repertoires/karl-andrew.woltin

Vincent YZERBYT

Vincent Yzerbyt is Professor of Social Psychology. His research focuses on social cognition, attribution, stereotyping, and intergroup relations. His main interests are in stereotyping and more specifically in the formation and preservation of stereotypes as well as their reduction. He also conducts research on social and group-based emotions. More recently, he turned to the issue of the fundamental dimensions of social perception in the context of what he calls the ‘compensation effect’: People who are perceived to be competent also tend to be perceived as not so warm, and conversely. Vincent Yzerbyt has served as an associate editor of the British Journal of Social Psychology, of the Personality and Social Psychology Bulletin, and of the Journal of Personality and Social Psychology: Attitudes and Social Cognition. He is the founding Editor of Social Psychological and Personality Science. He has been the president of the Executive Committee of the European Association of Social Psychology. He was a member of the IPSY Bureau from September 2015 to October 2018.

Research field: Social behaviour, work and society
http://www.uclouvain.be/vincent.yzerbyt

Emmanuelle ZECH

Emmanuelle Zech is Professor of Clinical and Health Psychology. She was president of the Research Center for the Study of Health and Psychological Development (CSDP) until April 2015. Her research focuses on the impact and coping processes involved in loss and trauma as well as on psychotherapeutic processes involved in the therapeutic relationship. She has been trained as a psychotherapist and has a clinical practice at the Mental Health Center in Louvain-la-Neuve. She is associate editor of the journal Psychologica Belgica. She participates in the evaluation of research proposals for funding societies (e.g. “Conseil de recherches en sciences humaines” in Canada and in the “Dutch Cancer Society”). She is also a member of several scientific associations: Association for Death Education and Counseling, Belgian Association for Psychological Sciences, European Health Psychology Society, and International Society for Research on Emotion.

Research field: Clinical and health psychology
http://www.uclouvain.be/emmanuelle.zech
Equipement et groupes de recherche

*Equipment and research groups*
The Psychological Sciences Research Institute (IPSY) aims to provide the best opportunities to facilitate high quality research. One innovation to meet this aim is in the provision of laboratory facilities to IPSY members. In 2011, IPSY reorganised the laboratories to promote optimum use. For the available laboratories, a reservation system allows IPSY members to use a laboratory when required. Members who gain funding for research that uses specialised equipment are provided with a secure laboratory. A charter supports the monitoring of the laboratory resource.

The Institute has four computer labs for testing simultaneous groups of participants (with 12, 6, 2 and 5 computers respectively) and 30 laboratories for individual testing.

The Institute also has audiovisual equipment, including high definition digital cameras, sound recording equipment and software required for image and sound processing. A loan service of this equipment allows researchers to perform participant observation (viewing and listening) research in order to analyze behaviours such as parent-child interaction, difficulties in speaking, and responses to various manipulated situations.

Psychophysiology Laboratory

This laboratory allows a wide range of physiological measures to be recorded for further statistical processing. Measuring the electrical activity of the brain during different cognitive tasks (visual attention, memory and language functions) makes it possible to analyze the role of implicit emotional bias in life events.

The laboratory is specially equipped to study the physiological component of emotions by stimulating the participant to induce certain emotions, and to measure changes of several physiological parameters such as heart rate, skin conductance or activity of certain facial muscles (EMG).

The lab consists of two rooms:

- A machine room with the hardware acquisition, two computers (Intel Quad) and monitors.
- A room for the participant, equipped with a camera, microphone, headphones, loudspeakers and a video screen for stimulation.

To minimize electromagnetic interference, these rooms are shielded using a Faraday Box and electricity is provided by a specific generator.

The acquisition unit is a Biopac MP150 allowing simultaneous recording of 3 channels EMG, channel EKG, PPG channel, a channel SC, 8 inputs and 8 analog outputs.

EEG-ERP Laboratory

The laboratory enables Evoked-Response Potentials (ERPs) measures in order to study cognitive processes with a high temporal resolution. Research using the laboratory aims to identify spatio-temporal patterns of brain activity that underlie perceptual processing modified by attention.

The laboratory was specially developed for the study of ERPs. Electrical potentials recorded at the surface of the scalp are used to localize and quantify brain activity induced by external stimuli or cognitive processes.

The acquisition unit Refa ANT has 128 channels EEG, 8 bipolar channels (i.e. EMG), 8 auxiliary analog channels and 8 logical channels. Two computers (Intel Quad) are available: one records signals with ASA and the other is used to stimulate the participant with software such as Matlab or ePRIME.

Immersive Virtual Environment Laboratory

This laboratory uses virtual or augmented reality to place individuals into a controlled or manipulated environment, dispensing with the practical problems encountered with traditional techniques of ‘in vivo’ research.

The laboratory is equipped with multiple Oculus Rift virtual reality headsets, a Polhemus Liberty Latus wireless motion analysis for tracking body position and limb action within real and virtual space, and a LeapMotion system for tracking hand movements. The laboratory also uses a range of software to generate and display virtual environments.

Using a combination of the different equipment, the current system allows for immersive virtual reality where a participant can interact (i.e., make actions) with objects within the virtual environment.

The laboratory also contains an Axinesis rehabilitation robot. The robot consists of an end effector for measuring and controlling action, and a large screen for 2D interaction, or a head mounted display for 3D interaction. Participants can interact with the robot to make actions,
but the robot can also facilitate or inhibit actions (i.e., making actions more easy/or more difficult to achieve). This facilitates immersion, for example where an action made in virtual reality with a heavy object can be made to feel more difficult to achieve by the robot adding force resistance to the executed action.

Motion and Eye-Tracking Lab

The laboratory allows the combination of motion- and eye-tracking analyses. Actions can be recorded using a magnetic (wired) Polhemus Liberty system. The equipment can measure the 3D position of up to 7 markers (attached to body parts), 240 times a second.

Eye-movements can be recorded using a table mounted, infra-red Eyelink 1000 upgraded system. The equipment can measure a variety of eye measures, up to 1000 times a second. The two systems are fully compatible, and can be time locked. The equipment can be used for measuring any aspect of psychology involving interactions either between two people, or between a person and the environment.

Recently, the laboratory has acquired two mobile Tobii EyeX systems that can record eye-gaze with good accuracy, with approximately 60 or 120 captures a second. This allows for mobile eye-tracking possibilities, for example testing patient attention in a clinical setting.
Research groups and scientific activities

SpringLab (Social Perception, Reasoning and Interaction Neuroscience Group)
http://sites.google.com/site/thespringlab/

Team: Dana Samson (principal investigator), Henryk Bukowski (post-doctoral researcher), Sabine Meurrens (Ph.D student)

Research field and subjects: our main research interests consist in understanding the cognitive and neural underpinnings of perspective taking, Theory of Mind and moral cognition. Furthermore, we also aim at improving the diagnosis and rehabilitation of cognitive deficits following brain damage, especially deficits of social cognition. To address our research questions, we use a wide range of cognitive neuroscience tools, including mental chronometry, eye movement recordings, fMRI, EEG, transcranial direct current stimulation (tDCS) and neuropsychological case studies.

1. Visual perspective taking

Understanding what other people see plays a fundamental role in our social interactions. It is a first step from which we can infer more complex information such as what other people are talking about, what they like and dislike, what they intend to do and what kind of knowledge they form about the world. We recently showed that when we compute "how" an object is seen by someone else (level 2 visual perspective taking, see Fig.1), we use an embodied mental rotation of our body, literally imagining ourselves in the other person's shoes. We do not use such mental rotation processes to solve all perspective taking problems. For example, we do not use it when we simply compute whether an object is visible to someone else or not (level 1 visual perspective taking, see Fig.1). We further showed that, while level 1 visual perspective taking occurs spontaneously in many situations, level 2 visual perspective taking only occurs spontaneously if we are engaged in an interactive task with someone else. The spontaneous and simultaneous computation of our own and other people’s perspectives means that we need to engage in cognitive control operations sustained by a fronto-parietal brain network to select the relevant perspective in relation to what we want to do. In ongoing projects, we explore the respective functional contributions of specific brain areas within this network during perspective selection by means of transcranial direct current stimulation. We also explore new neural (EEG) markers of perspective taking.

A) Level 1 visual perspective taking: participants have to judge the number of red discs that they can see (self-perspective judgment) or that the avatar can see (other-perspective-taking). B) Level 2 visual perspective taking: participants have to judge the identity of the number as they see it (self-perspective judgment) or as it is seen by the avatar (other-perspective judgment). Judgments are more difficult when the self and the other have different perspectives (top right panel) than when they have the same perspective (left panels).

2. Theory of Mind

Understanding what other people think, want or feel (an ability referred to as “Theory of Mind”) relies on a network of brain areas, including the medial prefrontal cortex, the dorsolateral prefrontal cortex, the temporo-parietal junction, the posterior cingulate cortex and the temporal poles. Through neuropsychological studies, we aim to better understand the functional role of these various brain areas (see Fig. 2). As a direct clinical application of this line of work, we are designing new diagnostic tools to better identify the specific deficits that patients may have following acquired brain lesions. At a more cognitive level, current evidence suggests that there are two types of “Theory of Mind” processes: those engaged in implicit reasoning and those engaged in explicit reasoning. Ongoing studies aim at systematically investigate differences between these two types of processes.

Fig 2. Depending on the brain lesion localization, different profiles of Theory of Mind impairments can be observed.

A) Lesions to the right lateral prefrontal cortex (as illustrated
here MRI – Magnetic resonance imaging – data in the case of patient WBA lead to a selective deficit in self-perspective inhibition. Patients become unable to see other people’s point of view if they have themselves a different point of view. B) Lesions to the left temporoparietal junction (as illustrated here with the brain lesion reconstructions in the cases of patients PF, DB and RH) lead to a selective deficit in monitoring the relevant cues in the environment that help inferring the content of someone else’s point of view. C) However, not all lesions to the Theory of Mind brain network lead to impairments in Theory of Mind reasoning. For example, lesions to the left temporal pole (as illustrated here with PET – Positron emission tomography – data in the case of patient CM) have no impact on the patients’ Theory of Mind abilities despite the recurrent activation of this area in fMRI studies when healthy adults reason about mental states. This finding provides an important constraint to understand the role of the left temporal pole in Theory of Mind.

3. Moral cognition

Moral judgments are central to the regulation of how individuals live in groups. In a recent line of research, we have started to investigate the cognitive and neural processes that allow us to represent and integrate information about the intention of the perpetrator and the consequences of his action in moral judgments. We are particularly interested in cases where there is a mismatch between the intention and the consequence of an action such as in the cases of a failed attempt to harm or in the cases of accidental harm. We investigate the various factors which influence moral judgements in those situations (including the social characteristics of the perpetrator and the personality of the person who makes the moral judgment). We also investigate the functional role of various brain areas in the integration of information during moral judgments by examining the effects of brain lesions in patients and the effects of transcranial direct current stimulation (tDCS) in healthy adults.

More information about the laboratory’s activities can be found here: http://www.springlab.org

Keywords: theory of Mind, perspective taking, empathy, moral cognition

Funding:

Previous funding from: Medical Research Council (UK), Leverhulme Trust (UK), Stroke Association (UK), Experimental Psychology Society, FSR (newacademic fund and Marie-Curie Cofund incoming post-doctoral fellowship)

Funding from: FNRS (mandates of aspirant and chargé de recherches, CDR), ARC (in collaboration with Bruno Rossion, Philippe Lefèvre and Etienne Olivier).

Equipment: Newronika tDCS, Eyelink 1000 eye tracker, access to a 3T MRI scanner at the Cliniques universitaires St-Luc, access to EEG systems through the collaboration with the Face Categorization Lab at IPSY-UCL.

Numerical Cognition Laboratory

Team
The team is divided into 2 groups:

Development Group

Marie-Pascale Noël, senior investigator, Senior Research Associate from the FRS-FNRS (Belgium) and Professor at UCLouvain; Giannis Karagiannakis, scientific collaborator, and Lien Le Thi Mai, PhD student

Adult Numerical Cognition Lab

Mauro Pesenti, senior investigator, Senior Research Associate from the FRS-FNR (Belgium) and Professor at UCLouvain; Michael Andres, senior investigator, Research associate from the FRS-FNRS (Belgium) and Professor at UCLouvain; Samuel Di Luca, post-doctoral scientific collaborator; Valérie Dormal, post-doctoral fellow; Laurie Geers, PhD student, Stéphane Grade, post-doctoral fellow; Nicolas Masson, post-doctoral fellow; Samuel Salvaggio, PhD student; Laurens Van Calster, post-doctoral scientific collaborator

Research field and subjects: Our group studies numerical cognition in children and adults with the aim to (i) understand how number processing and calculation develop and which factors contribute to this development, (ii) understand why this numerical development goes wrong in some individuals leading to dyscalculia, and (iii) define the functional components of calculation and number processing and find their neuroanatomical correlates. We use different but complementary methodologies integrating the functional and neuroanatomical levels of analysis (see Fig. 1): mental chronometric and oculometric studies, functional brain imaging studies (e.g., functional magnetic resonance imaging [fMRI]), and lesion studies examining the cognitive performance of single cases or groups of brain-damaged patients or healthy adults undergoing transient virtual lesions created by neurostimulation (e.g., Transcranial Magnetic Stimulation [TMS]) or neuromodulation methods (transcranial Direct-Current Stimulation [tDCS], transcranial Random Noise Stimulation [tRNS]). Our projects follow several major lines of investigation, each of them dealing with a highly critical issue in the field of
numerical cognition: how number magnitude processing and arithmetic develop, which general cognitive factors and which specific numerical factors contribute to this development and account for atypical development, how the brain processes numerical and non-numerical magnitudes, how the meaning and the computations performed on numbers get embodied with the contribution of sensory-motor processes, and how the brain solves basic and complex arithmetical problems. Some of these streams are described below. Several of our research projects have been conducted in collaboration with colleagues from the Université Libre de Bruxelles (B), the Université de Liège (B), Gent Universiteit (B), the Katholieke Universiteit Leuven (B), University College London (UK), the Université de Bordeaux (F), the Università Milano-Bicocca (I), the Università degli Studi di Padova (I), Tübingen University (D), and the Université de Montréal (C). In the past 5 years, the group has published numerous articles on numerical cognition in international scientific journals, and contributed to several book chapters on this topic.

Project 1: Processing number magnitude in population with genetic disorders

In collaboration with Laurence Rousselle (Université de Liège), we have been testing various populations with genetic disorders, such as Williams syndrome, 22q11 deletion syndrome, and Turner syndrome. These syndromes are characterised by a heterogeneous cognitive profile with better verbal than visual-spatial skills and an associated deficit in mathematical development. The specific profile of these populations can help us addressing two theoretical questions. First, their difficulties in mathematics have been considered as being due to an impaired number sense. Typically, number sense is assessed by tasks in which participants are presented with two collections of dots and asked to select the larger without counting. However, it is more acknowledged that these tasks are not purely numerical but rather depend on the processing of various visual-spatial dimensions such as the contour of the collections, the density and so on. Accordingly, it is possible that weaknesses in visual-spatial skills could account for poor performance in this task. To test this possible explanation, we have compared number comparison task in the typical condition with comparison tasks where the dots are presented sequentially in the centre of the screen or where sequences of sounds have to be compared. If there is a real number sense deficit, performance in all these tasks should be impaired; conversely, if it is the visual-spatial impairment that leads to weak performance in collection comparison, then performance should be better in the two news tasks. Second, Walsh proposed that humans possess a generalized magnitude processing allowing the process of number magnitude but also space and time. Accordingly, we have tested the processing of these three magnitudes in order to see whether they are all impaired in those genetic populations or whether dissociations among these dimensions appear.

Project 2: Influence of language structure on numerical development

French language uses different names for the first 16 numbers and specific names for all the decades, and is thus not transparent to be base-10 structure of numbers. For instance, “seize” actually means “10 + 6” and “quatre-vingt” means “8x10”. By contrast, many Asian languages have a very clear base-10 structure, with specific names for the first 10 numbers and then combination of these number names for the others. For instance, “16” is literally expressed as “10_6” and “80” is “8_10”. Due to these differences, Asian children develop their verbal numerical chain faster than Western children, and are quicker in developing a base-10 understanding. In this project, we test whether developing faster the number verbal chain has any impact on the child’s development of the understanding of the cardinal value of numbers. Furthermore, many studies have shown that the ability to compare the magnitude of two Arabic numerals is a very significant predictor of mathematical skills. Yet, this ability can only be measured in children who already know the value of Arabic digits, that is around the age of 5.6 or 6 years old. Here, we are interested in finding a more precocious indicator of future mathematical performance by examining in 4-year old children, to what extent the ability to understand the cardinal value of number words is a significant predictor of their future ability to learn mathematics. To do so, the numerical development of Belgian and Vietnamese children is compared. Children are tested at 4 years, and their math skills measured at 6 years. Then, the measures taken at the age of 4 are be compared in their ability to predict math skills at age 6.
Project 3: A fully computerized test of math skills

Each country has currently its own tools to assess numerical development and math abilities. As a consequence, criteria for dyscalculia differ according to the country and between studies. In collaboration with Giannis Karagiannakis from Athens, we have developed a battery to assess children’s numerical development. This battery is fully computerized (including the instructions) and has minimal verbal components so that it could easily be adapted from one language to the other. We are currently working with different partners to adapt and collect norms in different languages (French, Dutch, Greek, Italian and Maltese).

Project 4: A neurofunctional architecture for mental arithmetic

Mental arithmetic, the ability to solve mentally simple or complex arithmetic problems, is highly influenced by cultural practices and is too recent in the human evolution to enjoy its own dedicated brain circuit. Neuronal recycling theories suggest that it is acquired by recruiting pre-existing cortical circuits supporting functions with a longer history in human evolution. Among these functions, the motor control of fingers and the orientation of attention in space possess several relevant properties to support numerical representations and the computations performed on these representations. Children often use their fingers for learning to count and teaching methods also encourage them to rely on spatially organized representations to solve arithmetic problems (see above). Our research group works to elucidate the neurofunctional mechanisms underlying mental arithmetic in adults and to examine whether they can be explained by the coopting of motor and/or spatial functions to solve arithmetic problems. In particular, we have tested the idea that mentally subtracting or adding large numbers requires shifting attention respectively to the left and to the right of a mental continuum where numbers are aligned in ascending order. In the past years, we have conducted (1) chronometric studies showing that healthy adults take more time to mentally solve arithmetic problems when they have to perform concurrent finger movements or when they are distracted by lateralized visual stimuli; (2) psychophysical and eyetracking studies showing that the focus of attention is moved to the right side of space while solving addition and to the left side of space while solving subtraction (see Fig. 2); (3) neuropsychological studies showing that brain-damaged patients neglecting the left side of space experience more difficulties to solve subtraction than addition problems whereas a patient neglecting the right side of space exhibited the opposite pattern.

Keywords: numerical cognition, spatial attention, development, acalculia, dyscalculia, mathematics, functional brain imaging, non-invasive brain stimulation

Funding:
Grant FNRS 1.A231.08
Grant FNRS 1.A057.12
Grant FNRS 1.B005.12
Grant FNRS 1.B025.12
Grant FNRS 1.B.129.16 F
Grant FNRS 1.C.004.14 F
PDR-FNRS T.0163.14

Equipment:
Mental chronometry computers, eye-tracker, tDCS, fMRI (Radio-diagnosis Unit, St-Luc Hospital), TMS (CoAction Lab, UCL/IoNS/COSY), virtual reality (IPSY).

The Numerical Cognition laboratory uses:

- E-Prime© and PsychoPy© to measure performance (i.e. response latencies and error rates) on various computerized tasks with children, healthy adults and brain-damaged patients;
- An EyeLink 2000 eye tracker acquired with the PsyNAPS and SpringLab groups at UCLouvain. This equipment measures the distance between a light source reflection on the eye ball and the centre of the pupil 2000 times a second;
- Transcranial Direct Current Stimulation (tDCS), a neurostimulation technique that uses low current delivered to the brain area of interest via electrodes on the scalp, to improve cognitive performance on a variety of tasks, depending on the area of the brain being stimulated. tDCS is used to modulate attentional, visuo-spatial and numerical abilities in healthy participants, with the aim to develop new protocols combining behavioural training and dual tDCS to improve neurocognitive rehabilitations proposed to brain-damaged patients.
- Brain imaging scanner facilities (3T Achieva, Philips Medical Systems) at the Cliniques universitaires St-Luc, UCLouvain, to record brain activity;
• Transcranial Magnetic Stimulation (TMS) facilities at UCLouvain (CoAction Lab, COSY, IoNS). TMS is a non-invasive technique investigating the extent to which a brain area necessarily contributes to a specific cognitive process by causing a temporary and reversible impairment of this process by applying locally a small magnetic field over the scalp. We are using this opportunity to interfere actively with cerebral processes during behavioural performance to investigate various numerical processes, such as numerosity processing or mental calculation;

• Virtual reality facilities as part of a joint IPSY–ICTeam, UCLouvain, technical platform. The system records room body position and limb actions wirelessly using a Polhemus Liberty Latus 120HZ Motion Analysis System, and hand actions using 5DT Data Gloves. The system records physical movements, and synchronizes visual virtual movements displayed in a 3D in the head mounted display.

Products and services


Services: Assessment, diagnosis and rehabilitation of dyscalculic patients at the “Centre de Consultation psychologique spécialisée en logopédie et neuropsychologie de l’enfant” (IPSY, UCL).

Psy-NAPS (Psychological Interactions in Neuroscience, Action, Perception and Sport)
http://psy-naps.org/

Team: Martin Edwards (senior investigator), Emilie Lacroix (research fellow), Stéphane Grade (associate research fellow), Cédric Gaudissart (PhD) and Pierre Mengal (PhD)

Research field and subjects: the Psy-NAPS research group investigates sensory perception and action behaviour in the domain of cognitive neuropsychology / neuroscience. Our research has two main objectives: (1) to fundamentally understand the relationships and neural processes involved in perception and action behavior, and; (2) to develop new applied diagnosis measures and treatment exercises of perception and action, particularly using new technology.

In the first objective, one track of research uses virtual reality environments to measure how manipulations in the perceptual properties of environment influences action, and how manipulations in action interaction within virtual environments influences perception. For example, we manipulate object-environment congruency to measure speed of action selection, or we manipulate the size of virtual embedded bodies and measure the effects on the perception of space. In another track, we use mental action simulation to enhance action performance, and test the effects on participants placed under stress (as if in a major competition).

In the second objective, we develop new diagnosis tests and re-education exercises to better understand, and to better treat patients with brain damage, or brain developmental profiles. These innovations use new technology, such as computerisation, virtual reality, robot interaction, and brain imaging to diagnose and track recovery. For example, in a recent project, we have developed a battery of tests to measure cognition in children using tablets. The tests self-correct, and measure more precise detail than existing tests. We have also developed a serious game on a rehabilitation robot that automatically modifies treatment to the individual level of a patient, and then based on the profile of impairment; the game challenges the patient to re-learn cognitive skills.

Keywords: psychology, perception, action, cognitive neuroscience, neuropsychology

Funding: DG06 Programme Wallonie-Bruxelles Health 2013, Pôles de compétitivité BioWin, DG06 Programme Wallonie-Bruxelles Win2Wal 2019

Equipment: Polhemus Liberty Motion Analysis (240HZ), Polhemus Liberty Latus wireless motion analysis (120HZ), LeapMotion hand tracking, Eyelink 1000 eye-tracking Analysis (1000HZ), Tobii EyeX eye-tracking, Oculus Rift and Quest Virtual Reality, four Axinesis Rehabilitation robots (one in IPSY; three in clinics), and various clinical tests.

UCLIVE lab (Immersive Virtual Environment Laboratory)

Team: Martin Edwards, Emilie Lacroix, Stéphane Grade, Pierre Mengal, Benoît Macq

The general aim of this laboratory is to immerse individuals in virtual reality. By synchronizing physical and virtual actions, we can measure participant behaviour while they interact within a controlled and manipulated virtual environment. The laboratory is equipped with multiple Oculus Rift virtual reality headsets, Polhemus motion analysis for tracking body position and limb action within real and virtual space, LeapMotion for tracking hand movements and a set of software tools to
generate and display the virtual environments. The laboratory also contains an Axinesis rehabilitation robot for controlling the actions of participants in real and virtual space. By controlling interactive force, the robot enables participants to ‘feel’ objects within immersed virtual environments.

**Research field and subjects:** the laboratory is a collaborative platform that currently operates between the Psychological Sciences Research Institute (IPSY), the Institute of NeuroSciences (IoNS) and the Institute of Information and Communication Technologies, Electronics and Applied Mathematics (ICTEAM), and affiliated to Louvain Bionics. The IVE Lab members develop and use the virtual reality technologies for a range of different research projects, all of which immerse participants or users in virtual environments or situations. The core technology uses 3D software environments presented through a head mounted display. In addition to this, we have developed interaction methods that use motion analysis to record physical body movements and insert corresponding visual virtual actions made by a virtual avatar in the virtual environment. The IVE Lab provides an excellent tool for behavioural research as it gives the opportunity to create perfectly controlled and safe environments to investigate research hypotheses, or develop new clinical interventions to treat behavioural problems such as anxiety disorders or those stemming from brain injury.

**Keywords:** psychology, virtual reality

**Funding:** DG06 Programme Wallonie-Bruxelles Health 2013, DG06 Programme Wallonie-Bruxelles Win2Wal 2019

**Equipment:** Polhemus Liberty Latus Motion Analysis (120HZ), LeapMotion hand tracking, various head-mounted displays, Axinesis interactive robot.

---

**Center for Psychology of Religion**
http://www.psyreli.org

**Team:** Vassilis Saroglou, Professor, chair (social area), James M. Day, Professor (developmental area), Magali Clobert, FNRS postdoctoral researcher, Filip Uzarevic, FNRS research fellow, Maria Toth, doctoral student, Carlos Alcala Marcos, FSR research fellow, Mohamed Ashraf Abdou, CAI research fellow

In the Centre for Psychology of Religion, many studies, in particular experimental ones, have been carried out the last years to investigate factors explaining the “paradox of religion”. Indeed, religion on the one hand contributes to prosociality/altruism (at least some forms of it); but, on the other hand, it is a source (especially in its fundamentalist and radical forms) of intergroup conflict, moral opposition, and sometimes violence against those perceived as threatening religious values. This research also included a cross-cultural approach of religions and values, by comparing mainly Christianity, Buddhism, and Islam.

**Research field and subjects**

**Research field:**
- Psychology of religion, in interaction with social and personality, cross-cultural, moral, and developmental psychology, and psychology of positive emotions.

**Research subjects:**
- Cognitive, emotional, moral, personality and social determinants of religious fundamentalism and ideological dogmatism (Vassilis Saroglou)
- Religious experience, moral judgment, and the role of gender and culture (James Day)
- Religion’s differential function in Eastern vs. monotheistic cultural contexts (Magali Clobert)
- Psychology of atheism and agnosticism (Filip Uzveric)
- Personality and moral and religious cognition of gifted adolescents (Matia Toth)
- Effects of the exposure of nature on morality (Carlos Alcala Marcos)
- Fundamentalism across religions: a comparative approach (Mohaled Ashraf Abdou).

**Keywords:** fundamentalism, religion, spirituality, positive emotions, awe, values, personality, moral judgment, prosocial behaviour, prejudice, cross-cultural comparisons, gender differences, meta-analysis, priming, Islamophobia

**Funding:** FNRS (Aspirant, Chargé de recherche), UCLouvain FSR, UCLouvain CAI
Laboratory for Experimental Psychopathology (LEP)
http://www.uclep.be

Team
Senior members: Stefan Agrigoroaei, Philippe De Timary, Céline Douilliez, Alexandre Heeren, Pierre Maurage, Pierre Philippot

Research field and subjects:
The Louvain Experimental Psychopathology (LEP) is a research group whose members’ interests are in the elucidation of the psychological processes (cognitive, affective, motivational, interpersonal) involved in the development and maintenance of psychological disorders (especially anxiety, mood, and addiction disorders) as well as in the development of psychological and biological interventions targeting the incriminated processes (e.g., executive control, perfectionism, dLPFC, attentional bias, rumination). The LEP includes members from both the Psychological Sciences Research Institute and the Institute of Neuroscience of UCLouvain. LEP’s research agendas also focus on the identification of psychological processes shared by various psychological disorders (i.e., a transdiagnostic approach to psychopathology), in the role of these processes in the instigation of disorders (e.g., the role of executive control in binge drinking habits among adolescents), and on the elucidation of the neurobiological mechanisms of these processes (e.g., neural activity, inflammatory responses). LEP’s approach to experimental psychopathology is inspired by complementary theoretical and methodological backgrounds (e.g., cognitive and affective neurosciences; cognitive, social, and behavioral psychology; clinical psychology; neuropsychology; data sciences).

Keywords: psychopathology, cognition, emotion, neurosciences, behavioural and substance addiction, impulsivity, self-regulation, emotional disorders, anxiety, depression, exercise & health, non verbal behaviour, evoked potentials, attentional biases, attentional training, cyber psychology

Funding: FNRS, Huochen Foundation, Louvain Foundation, Partenamut, Marie Curie FP7, FSR, Loterie Nationale, Tournesol (FWB), ARC

Equipment: Psychophysiology lab; Portable evoked potential equipment: portable eye-tracking device; Neuropsychological testing, Personality assessment.

Products and services
CPS-Emotional disorders

Louvain Social Psychology Lab
https://louvain-social-psychology-lab8.webnode.be/

Team
Senior members: Vincent Yzerbyt, Stéphanie Demoulin
Junior members: Julien Barbedo, Tina Chevallereau, Matthias De Wilde, Marine Rougier, Mathias Schmitz, Julie Terache, Antoine Vanbeneden, Pascarine Van Oost

Research field and subjects:
- The social psychology lab focuses on the study of various cognitive, psychological, group, and cultural variables that shape the way people perceive, influence and interact with the social world. In recent years, we have dealt with a wide variety of topics involving research on:
  - attitudes and behavior change
  - approach/avoidance behavior
  - impression formation and social perception
  - stereotyping, prejudice, and discrimination
  - diversity, migration, and cross-cultural relations
  - intergroup relations and social emotions
  - negotiation
  - (self) dehumanization and objectification

Most of the research we conduct is experimental but we rely upon a large variety of techniques ranging from questionnaires to laboratory experiments, and from archival data to implicit measures. Aside from this experimental work, we are also involved in field studies and applied projects.

Keywords: attitudes and social cognition, intergroup relations and group processes, negotiation, approach/avoidance, migration, diversity, categorization, stereotyping, prejudice, discrimination, objectification, (self) dehumanization

Funding: Fonds de la Recherche Scientifique (FNRS-mandats d’aspirant et projets de recherche), Action de Recherche Concertée (ARC – Académie universitaire ‘Louvain’), FSR, Centre pour l’égalité des chances
Research field and subjects
The members of the WOrC Psy lab are developing research in work, organizational and vocational psychology. This research aims at studying psychological principles applied to organizational settings and vocational trajectories, in order to enhance employee well-being and organizational performance. Specifically, the main research interests of the WOrC Psy lab members are:

- Aging and age management at work,
- Discrimination in the workplace,
- Gender and work,
- Health and well-being at work,
- Homecare jobs,
- Organizational dehumanization,
- Perceived organizational-supervisor support,
- Professional recognition,
- Unemployment as a stigma,
- Vocational development,
- Vocational transitions,
- Work behaviours (e.g. presenteeism, green behaviours at work).

The WOrC Psy lab members are engaged in both basic and applied research on these topics.

Keywords: work psychology, organizational psychology, vocational psychology, workplace, ageism, discrimination, gender, health, well-being, job strain, dehumanization, perceived organizational support, recognition, diversity, unemployment, work behaviours, vocational transitions, occupations

Funding: Fonds de la Recherche Scientifique (FNRS-projets de recherche), Action de Recherche Concrète (ARC – Académie universitaire ‘Louvain’), Fonds Spéciaux de la Recherche (FSR), ARES CCD, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

Illuminetti lab group (Health, Emotion, Cognition, and Memory)
https://sites.google.com/site/illuminettilab/home

Head: Olivier Luminet, Full Professor UCLouvain, Research director FRS-FNRS

Post-doc: Aline Cordonnier et Pierre Bouchat (BELSPO, brain.be program “The Sorrows of Belgium: WWII memories and family transmission”)
Maaike Van Den Houte et Marta Walentynowicz (FRS-FNRS PDR): Interoception across domains/dimensions

PhD students:
Emmanuel Mopendo (ARES): Etude des facteurs individuels et collectifs influençant les attitudes et les comportements des consommateurs vis-à-vis d’insectes comestibles dans la partie ouest de la republique democratique du congo
Olivier Desmedt: (FRS-FNRS – FRESH): Has the relation between interoceptive accuracy and mental/physical health been validly established?
Aurélie Van der Haegen (FSR), Collective Memory, Intergenerational transmission, Transgenerational transmission, Emotions, Identity
Djouaria Ghilani (FRS), Analogical reasoning, historical lessons, cognitive perceptions of the future.
Giorgia Zamariola (Walloon region – Excellency program «Food4Gut»), Health, obesity, emotional eating, alexithymia, interoception
Jessica Morton, Engagement social et santé (assistante UCLouvain)
Marlène Mélon (Walloon region, Germaine Tillion social innovation program), Activity, vacation, elderly, well-being, quality of life.
Rose Spijkerman (BELSPO, Brain.be program, «Recognition and resentment: experiences and memories of the Great War in Belgium »), First World War, Belgian Army, History of Emotions, Honour, Shame.
Valérie Broers (Walloon region – Excellency program «Food4Gut»), Obesity, food choice, nudging, epidemiology, self-regulation
Zoé Mallien (research assistant PSP), Autonomy in chronically ill children.
Sara Silvente I Font (Horizon 2020 Marie Sklodowska-Curie Innovative Training Networks (ITN), « Neo-PRISM-C. NEurodevelopmental Optimal-Predictors, Risk factors, and Intervention from a Systems approach to Maladjustment in Children »). Psychological
interventions for children with chronic physical conditions.

Research field and subjects

The Illuminetti group develops two axes of research:

- Emotion, Health, and Personality
- Memory, History, and Emotions.

Emotion, Health, and Personality

A central tenet of this axis is that being exposed to emotions of various intensities and nature change the way we see, understand, and remember the world. The repetition of emotions of high intensity or of a specific nature will ultimately affect our health, which we always consider from the mental and the physical angle.

Our research examines what happens immediately after someone has been exposed to an emotion (implicit processes). But we also try to understand what happens later on, including very long-term effect of being exposed to an emotion (explicit processes). We give a central role to personality factors that can affect emotion attention, labeling or expression. For more than 20 years, we have studied the role of traits such as alexithymia or emotional competencies. We examine these traits in various contexts as each personality trait can strengthen or decrease cognitive, emotional, or behavioural responses only under specific circumstances. In the recent years, we have included the effects of hormones like oxytocin or testosterone.

Among the fields of application, the one of nutrition is now central for us, among other because our societies are facing huge challenges regarding obesity and (un)healthy food. We also need to propose innovative interventions in order to maintain well-being and high quality of life among more vulnerable people. Our project on the impact of vacation on the health of elderly people is targeting this issue.

Memory, History, and Emotions

In this axis, we examine how emotions and cognitions can shape individual and collective memories. For more than 20 years, we have studied the interplay of emotional and cognitive factors in the formation of flashbulb memories and memory for public events.

Recent projects consider an individual approach of memory together with a more social one, which allows comparing notions such as memory for personal vs. national events or communicative vs. cultural memory. We also investigate how memories evolve with time, either on follow-up studies examining the changes in memory for public events or by asking members of different generation from the same family about different events. This should lead to a better understanding of the formation of collective memories during social contexts of interactions.

What to do when we do not have access to people’s current experiences? While WWI has given rise to an enormous amount of research, almost nothing is known about the central emotions that were felt at that time by the different groups of people. We currently examine feelings, expressions, and norms related to two central self-focused emotions, honor and shame in the context of the Belgian army.

How do we derive lessons from History? This question is central regarding the implementation of social practices meant to spread and commemorate History (in history courses, museums, or monuments). Learning from History should apply to other situations, in particular future ones; a transition which requires the resort to analogical reasoning. We suggest the existence of a “foresight bias” that makes the future more determined and predictable in the presence of historical analogies. We suggest a theoretical model in which analogical histories imply the transfer of the causal relational system of a past event to a future one, inducing the perception of a more determined and predictable future.

Keywords: Emotion, emotion regulation, personality, alexithymia, health interventions, health promotion, memory, collective memory, flashbulb memories

Funding:

People working in Illuminetti are or were funded by various research programs and often integrated within large collaborative projects (ARC, Brain.be, Excellency programs):

- ARES. Projet recherche-développement (PRD) : “Système de production durable d'insectes dans la partie Ouest de la République Démocratique du Congo”
- European Union (Marie Curie Actions, COST initiative IS1205 “Social psychological dynamics of historical representations in the enlarged European Union”, ITN: Innovative Training Networks)
Belgian federal agency for research (BELSPO): Brain-be project “MEMEX WWI Recognition and resentment: Experiences and memories of the Great War in Belgium”
Belgian Federal Scientific Agency (BELSPO), Project Brain.be: “The Sorrows of Belgium: WWII memories and family transmission”. Coordinator: Bruno de Wever (UGent). Project involving Université catholique de Louvain, UGent and CEGESOMA.
Belgian Fund for Scientific Research (FRS-FNRS) (PDR projects, Research fellows, Postdoctoral researchers, Research associates)
Special fund for research (FSR) from the Université catholique de Louvain (Research fellows, Postdoctoral researchers)
Walloon region-Social Innovation call “Germaine Tillion”
Walloon region, Excellency program “Innovative nutrition research on obesity based on colic nutrients. Biological, behavioural and societal aspects”
Brussels Region-Innoviris (Prospective Research for Brussels)
Horizon 2020 Marie Sklodowska-Curie Innovative Training Networks

Goffaux Vision Research lab
http://sites.uclouvain.be/goffauxlab/index.html

Team
Valérie Goffaux (FRS-FNRS Research Associate)
Jolien Schuurmans (PhD student, FSR)
Kirsten Petras (PhD student, FRS-FNRS)
Christianne Jacobs (Postdoctoral researcher, FRS-FNRS)
Yu-fang Yang (Postdoctoral researcher, FRS-FNRS)
Matthew Bennett (Postdoctoral researcher, FRS-FNRS)
Umut Canoluk (PhD student, FRS-FNRS)

What we do…
The human face conveys a wealth of complex information (e.g. identity, gaze, emotion, gender, etc.) critical for social interactions. Despite face information is conveyed via subtle variations captured by the retina, its analysis by the human visual system is fast and accurate. Our goal is to understand how the human brain solves the complex task of face perception. By means of psychophysical, electrophysiological, and neuroimaging techniques, we explore what, when, and where face information is integrated in the brain to yield rich and complex face percepts. The lab is part of the Institute of Research in Psychology (IPSY) and the Institute of Neuroscience (IoNS).

Link to up-to-date list of publications
https://sites.uclouvain.be/goffauxlab/papers.html

Background
As it enters the brain, the visual signal transmitted by the retina is broken down along two main dimensions: Spatial Frequency (SF) and Orientation SF and Orientation decomposition provides the building blocks of visual perception.

Our research question:
How does the visual system integrate these building blocks over the course of processing to yield complex and invariant face representations?

Projects
Spatial Frequency processing:
SF refer to the different spatial resolutions composing an image, with low SF depicting the coarse structure of the image and higher SF representing its finest details. Core aspects of face processing are primarily driven by the low spatial frequencies (SF) of the visual image. Here are our main findings on this topic:

- The processing of low SF information accounts for the early neurophysiological dissociation (N170) between face and object visual processing.
- Low SF convey the most essential cues for holistic/interactive face processing
- The FFA, a high-level visual region preferentially responding to faces, tunes to progressively higher SF ranges of face information over the course of visual processing, supporting coarse-to-fine recurrent models of vision.

Orientation Processing:
Face identity processing is tuned to horizontal orientation (Dakin & Watt, 2009).

Our main findings:
- Behavioural “signatures” of face processing (i.e. the face inversion effect, the facial identity after-effect, face-matching across viewpoint, and interactive, so-
called holistic, processing of face parts are driven by a narrow range of horizontal face information.

- The horizontal tuning of face perception is modulated by spatial frequency (SF). The horizontal advantage for processing identity relies on the encoding of middle and high SF. Inversion disrupts the processing of horizontal information in middle and high SF.
- Face-specific representations activated early, in the N170 time window, are preferentially tuned to the information contained in the horizontal orientation range. This indicates that a core aspect of face-specific processing is its early reliance upon horizontally structured image content.
- Face-selective neurons found in the monkey brain are differentially tuned to orientation content, with horizontal tuning in area ML and vertical tuning in area AL.
- Horizontal information already drives upright face processing at 3 months of age.
- Face perception develops until adulthood based on the extensive experience humans acquire at extracting horizontal facial information.
- The horizontal tuning of face perception emerges in the Occipital Face Area (OFA) and Fusiform Face Area (FFA), i.e. high-level visual cortical regions devoted to face-specialized processing in the human brain. This pattern was not passively inherited from primary visual processing stages (located in V1).

**Holistic/Interactive Processing:**

When processing faces, human observers often find it difficult to process a feature (e.g. eyes) without being influenced by the context of the other features (e.g. nose, mouth).

It is a challenge to realize that faces have exactly the same eyes when the latter are embedded in different face contexts. The similarity of the eyes is more obvious when viewed in isolation (cf. composite illusion, whole-part advantage, etc), or when faces are inverted.

Contextual modulations suggest that face features are encoded in a holistic/interactive manner.

Holistic/interactive processing is viewed as a core aspect of face processing specificity as it engages more when processing faces than other visual categories.

Our main findings:

- Holistic/interactive face processing is primarily driven by the low spatial frequencies (SF) of the visual image. Local feature analysis is best based on high SF.
- The strength of holistic/interactive processing decreases monotonically as a function of feature dissimilarity. The more similar the features the stronger the interactive processing.
- Goffaux, V. The discriminability of local cues determines the strength of holistic face processing. *Vision research, 64*, 17-22 (2012).
- Holistic/interactive and featural representations co-exist in the face-selective brain regions in the fusiform gyrus (FFA):
  - FFA response is equally large when all or only a few features differ (subadditive response), irrespective of whether feature differences are processed interactively or locally;
  - Inversion decreases FFA activation most robustly when features are encoded interactively.
Recently been ts: for research purposes F.R.S., Aurélie Gillis (PhD student), Marie Heeren (Principal Investigators), Maria Elena Brianda, Xian Lin, Laura Gallée, Annelise Marie Blanchard (Ph.D. students), Aurélie Gillis (PhD student), Marie Bayot (postdoc fellow), Logan Hansotte (research training). The Parental Burnout Research Lab (Bparent)


Equipment: Psychophysics lab equipped with a Viewpixx display apparatus, access to a Siemens 3T and 7T scanners for fMRI research at Maastricht University and Spinoza Center for neuroimaging

Parental Burnout Research Lab (Bparent)
Sites Web: https://www.burnoutparental.com/ and https://uclouvain.be/fr/node/50913

Team: Isabelle Roskam, Moïra Mikolajczak, Alexandre Heeren (Principal Investigators), Maria Elena Brianda, Gao-Xian Lin, Laura Gallée, Annelise Marie Blanchard (Ph.D. students), Aurélie Gillis (PhD student), Marie Bayot (postdoc fellow), Logan Hansotte (research training)

Research field and subjects: While burnout has been considered as a purely work-related disease until a few years ago, things are changing because excessive chronic stress—the putative cause of burnout—is not limited to work. Parenting has long been shown to be both a complex and a stressful activity and important sociological changes in recent decades have further increased the pressure on parents. It has recently been confirmed that, just as enduring exposure to excessive job stress can lead to job burnout, enduring exposure to overwhelming parenting stress can lead to parental burnout. It has also been shown that these two forms of burnout are distinct entities. The Parental Burnout research lab uses varying research methods (qualitative and quantitative; cross-sectional and cross-lagged longitudinal; single cases and nationally representative samples; observational and intervention; self-reports, informant-reports and biological measures) in order to study:

- the assessment of parental burnout
- the antecedents of parental burnout
- the consequences of parental burnout (on the parents, their children and their spouse)
- the specificity of parental burnout vis-à-vis job burnout (in terms of antecedents and consequences)
- the prevention and treatment of parental burnout
- the cross-cultural variations in the prevalence and expression of parental burnout

Our fundamental research aims to deepen the understanding of parental burnout and to come up with a comprehensive model of the antecedents and consequences of parental burnout. Our applied research seeks to develop evidence-based interventions methods that can complement or replace therapy (when it is not an option), such as group interventions or remote interventions (via applications, web).

Keywords: parental burnout, exhaustion, stress

Funding: Partly self-supported via external activities (+/- 100,000 EUR) + FSR + ARC

Products and services
- Assessment of parental burnout
- Parental Burnout Assessment
- Parental Burnout Inventory
- Brief_Parental Burnout Assessment
- Assessment of risk and resources factors that play a role in the aetiology of parental burnout:
  - Balance between Risks and Resources (BR2) (available in two formats: for research purposes and for clinical purposes)
  - Dr Mood Parent (App for parental burnout prevention)
- Treatment for parental burnout
- Manualized intervention aimed to improve the balance between parental risks and resources.
- Tips and recommendations to lead speaking groups with burned-out parents
Contact: maria.brianda@uclouvain.be

Books for professionals and people

Crossmodal Perception and Plasticity lab (CPP-lab)
https://sites.google.com/site/collignonlab/

Team: Olivier Collignon (Professor, Research Associate at FNRS), Stefania Mattioni (postdoc - ERC), Ceren Battal (postdoc - ERC), Mohamed Rezk (Phd Student - FNRS), Francesca Barbero (Phd Student - FNRS), Jyothirmayi Vadlamudi (Phd Student - FRIA), Federica Falagiarda (Phd Student - FNRS), Ane Gurtubay (postdoc -FSR), Roberta Calce (Phd Student - FRIA), Rémi Gau (doc - EOS), Marco Barilari (Phd student - ERC), Siddarth Tawlar (Phd Student, EOS)
**Research:** Evolution has provided us several specialized sensory systems in order to capture distinct forms of energies, opening different windows through which we can experience the world around us. The possibility to acquire redundant information through these different sensory systems offers many benefits such as enhanced discrimination and accelerated reaction to events. This arises because the brain is able to construct a unified and more robust percept through the integration of the information acquired by the different senses. Moreover, the presence of these different sensory systems paves the way for considerable flexibility by allowing a system to supplement another following sensory deprivation.

The general goal of our research is to clarify the mechanisms of the interplays between our senses observed at behavioral and brain levels in human. In particular, our research mainly focuses on these two main aspects of our “multisensory” nature:

1. **(1) multisensory integration** (in neurotypical and neurological conditions)
2. **(2) crossmodal plasticity** in sensory-deprived individuals (blind or deaf)

By using a plurality of methods (psychophysic, EEG/MEG, stereotactic-EEG, TMS, fMRI, DTI), we aim to rely on the respective advantages of each to better understand the mechanisms underlying crossmodal perception and plasticity.

**Keywords:** Crossmodal, Multisensory, Plasticity, Deafness, Blindness, Brain imaging, fMRI, EEG, MEG, TMS, Intracranial recordings.

**Funding:** ERC (Europe), PRIN (Italy), Marie-Curie (Europe), FNRS (Belgium), FSR (UCLouvain), WBI (Belgium), EOS (Belgium)

**Equipment:** « Le poulpe » (3D sound localization system); Pneumatic tactile stimulation system, Custom script for Neuroimaging analyses. Semi-anechoic chamber (IPSY, -4). Access to 3-T Philips scanner for fMRI research (St-Luc Hospital). Access to EEG-ERP Laboratory (IPSY)

**DeLi Lab - Development of Literacy Lab**
https://www.delilab-ucl.com/

**Team**
*Senior member:* Marie Van Reybroeck

*Junior members:* Caroline Vander Stappen, Claire Gosse, Elise Blampain, Margot De Rom, Margot Fromont

**Research field and subjects:** Composed of speech therapists and teacher, the group is working on several research projects in the domain of written language learning. The group has a special interest for the cognitive processes involved in reading and spelling development, among typically developing children and children with dyslexia. The studies also aim at evaluating the efficacy of interventions conducted in school context and the effectiveness of language therapy among children with learning disabilities. These studies may have practical implications for teaching or for speech therapy treatment. The group also gives attention to the motivational variables that can impact children’s learning. The team is involved in courses on written language acquisition and deficits, within the master's programmes of speech therapy and educational sciences.

**Keywords:** Learning to read, learning to write, dyslexia, intervention studies

**Funding:** UCLouvain, FSR, FNRS, Fondation Louvain

**PCLab**
https://uclouvain.be/pclab

**Team**
*Senior members:* Marie Géonet, Jochem Willemsen, Emmanuelle Zech (coordinator)

*Junior members:* Pierre Gérain, François Moors, Laetitia Schull-Martin, Morgane Xhonneux (PhD Students), Valentina Arrano Duran, Martin Burge, Martin Canon, Laura Danloy, Philippe de Moffaerts, Alice Eskénazi, Pierre Ghislain, Éléonore Gyselynck, Louis Gerbaux, Sarah Louis, Tiffany Nauts, Aurore Pierre, Sara Pirenne, Elena Soteras Martinez, Damien Vandersande, Eloïse Vanderstraeten, Marine Waessem, Aline Woine, Elinor Minett (Master students)

**Research field and subjects:** The Person-Centred Research and Training Lab was created in order to promote research and training collaborations in the humanistic, person-centred and/or experiential approaches. In a world where human beings should remain at the center of our concerns regarding their personal, social, institutional, organisational and political developments, it is most useful to gather expertises allowing to study the person in her relationships with what is experienced in her life and to develop trainings
for future helping professionals that are empirically tested and validated.

In the PCLab, we are looking for understanding why people react in one or another manner when facing adversity. We are also studying how people adjust to these situations. One needs to understand the conditions of efficacy and effectiveness of people’s personal and interpersonal resources, but also of professional interventions such as those of psychologists and psychotherapists. In other words, we are researching how people who experience such situations can effectively be helped, how helping professionals can be better trained to become more adequate and effective, unconditionally respectful, empathic, authentic and warm helpers, and psychotherapists’ contributions to the therapeutic processes.

Seven research axes are more specifically investigated:
(1) Person-centred therapies and trainings and their facilitative, relational conditions to therapeutic change;
(2) Psychology of death, dying and grief;
(3) Adjustment and interventions when facing cancer;
(4) Predictors and mediators of burnout among informal caregivers;
(5) Pros and cons of psychodiagnosis;
(6) Psychopathy;
(7) Clinical reasoning skills in psychotherapists.

**Keywords:** Person-centred, training, effectiveness, grief, death, cancer, trauma, adversity

**Products and services:**
Two rooms are equipped to simulate, record and test the acquisition of training, relational and therapeutic skills (a simulation room with cameras, microphones, mobile furniture and a viewing room with recorder, screen and mobile chairs).

**Funding:** Fresh-funds; SSH comité filtre

---

**Research Group on Psychology of Public Health and Aging (PHA)**

**Team**
*Senior members:* Stephan Van Den Broucke, Stefan Agrigoroaei
*Junior members:* Jyoshma Dsouza, Sandrine Roussel, Daniel Papageorgiou, Pierre Gérain, Elise Grimm, Catherine Grenier, Silvana Melissa Romero Saletti

**Research field and subjects:** The Research Group on Psychology of Public Health and Aging (PHA) brings together researchers interested in the application of psychological theories, methods, and tools to patient and population health with two complementary approaches:

- 1. The design, implementation, and evaluation of intervention programs and policies to support patients’ self-management competences, prevent disease, and promote population health;
- 2. The study of biopsychosocial pathways to healthy adult development and aging (harmonizing experimental work with data issued from large national studies to understand inter- and intra-individual patterns of change and variability in cognitive, physical, mental and social health, using a lifespan perspective).

Beyond the specific goals, the main mission is to facilitate, reinforce, and promote interdisciplinary collaborations focused on modifiable factors that contribute to healthy lives.

**Keywords:** health literacy, sustainable development, health promotion, healthy aging

**Funding:** Région de Bruxelles-Capitale (Innoviris), Coopération au développement UCLouvain, WBI
Research Group on Language, Brain & Cognition
https://uclouvain.be/fr/instutits-recherche/ipsy/research-group-on-language-brain-cognition.html

Team:
Principal investigators: Virginie Crollen, Marie-Pierre de Partz, Arnaud Szmalec, Jolijn Vanderauwera, Gilles Vannuscorps
Post-doc: Valentina Vencato
Ph.D. students: Camille Bonnet, Sophie Bouilliez, Margot Buyle, Cathy Marlair, Antoine Vandenberghe, Amélie Van Thorre

Research field and subjects: Our main research interests consist in understanding the cognitive and neural mechanisms underlying the ability to communicate with each other using spoken and written words, numbers and gestures. To address our research questions, we use a wide range of cognitive neuroscience tools, including mental chronometry, eye movement recordings, EEG paradigms, TMS, and MRI in typical populations and in individuals with atypical sensorimotor (e.g., limb aplasia, deafness, blindness) or cognitive (e.g., dyslexia, dysgraphia, stuttering, developmental language disorder) development.

Current research themes:

- The role of sensori-motor experience in shaping brain organization. PIs: VC and GV
- The cognitive and neural underpinning of dyslexia, dysphasia and dyscalculia. PIs: VC, JV, AS and GV.
- The causal mechanisms of stuttering. PIs: AS and GV
- The cognitive and neural underpinning of our ability to interpret others’ body movements. PI: GV
- The cognitive and neural underpinnings of oral language development and developmental language disorders: AS and JV
- The behavioral and neural correlates of acquired language disorders (e.g., aphasia): MPdP, AS and JV.
- Development of interventions for language and communicative disorders in aphasia. PI: MPdP
- Visuo-spatial processes in dyscalculia, dyslexia and non-verbal learning disabilities. PIs: VC and GV.
- Development of interventions for reading and numerical development in (a)typical populations. PIs: VC and JV.
- The cognitive implications of bilingualism in typical and atypical populations: AS and JV.

Keywords: Blindness, deafness, limb dysplasia, aphasia, numerical cognition, reading, dyscalculia, dyslexia, dysgraphia, developmental language disorder, non-verbal learning disability, development, neural correlates, aphasia, bilingualism

Funding: FNRS, FSR

Equipment: Eyelink 1000 eye tracker, access to a 3T MRI scanner at the Cliniques universitaires St-Luc, access to EEG systems through the collaboration with the Face Categorization Lab at IPSY-UCL; Pneumatic tactile stimulation system, Language Environment Analysis System.
Projets de recherche

Research projects
Cognition et neurosciences, Cognition and neurosciences

Michael ANDRES

- Au-delà de la dualité de la vision : étude expérimentale de l'interaction entre perception et action à l'aide des illusions visuelles (GF - F.R.S.-FNRS - Mandat aspirant)
  Début: 01/10/2016 – Fin: 30/09/2020
- Étude neurofonctionnelle des processus visuo-spatiaux sous-tendant le calcul mental (GF - FRIA - Projet de recherche)
  Début: 01/10/2016 – Fin: 30/09/2020

Olivier COLLIGNON

- Baliser la plasticité cérébrale chez les enfants aveugles et récupérant la vue en utilisant des stimuli périodiques rapides et l'électroencéphalographie (GF - FRIA)
  Début: 01/10/2016 – Fin: 31/12/2019
- Catégories auditives chez l’aveugle : étude développements utilisant des stimuli périodiques rapides et l’électroencéphalographie (GF - F.R.S.-FNRS - Mandat aspirant)
  Début: 01/10/2016 – Fin: 30/09/2020
- MADVIS - Mapping the Deprived Visual System: Cracking function for prediction (UE - FP7 ERC - Starting Grant)
  Début: 01/01/2016 – Fin: 31/03/2019
- Nature du cortex occipital chez l’aveugle (GF - F.R.S.-FNRS - Mandat aspirant)
  Début: 01/10/2017 – Fin: 30/09/2019
- Traitement et intégration des voix et des visages lors du développement normal ou en cas de déprivation sensorielle (GF - F.R.S.-FNRS - Mandat aspirant)
  Début: 01/10/2018 – Fin: 30/09/2019
- Fundamental mechanisms of human visual categorization: Neural basis, development and plasticity (GF – F.R.S.-FNRS – EOS)
  Début: 01/01/2018 – Fin: 31/12/2021
- How do we make sense of words: Advances in language science by studying the visually deprived brain (Projects of national interest - Progetti di Ricerca di Interesse Nazionale - PRIN) from Italian Ministry of Education
  Début: 01/01/2017 – Fin: 31/12/2020
- Brain Reorganization in Deafness (BRED) (GF - F.R.S.-FNRS - Mandat d'impulsion scientifique (MIS))
  Début: 2019 – Fin: 2019
- Structural and functional reorganization of motion sensitive brain regions in congenital blindness (FWB – FSR)
  Début: 2019 – Fin: 2021
- Nature of the occipital cortex in the blind (GF - F.R.S.-FNRS - Mandat aspirant)
  Début: 2019 – Fin: 2021
- Development of the brain response to voices (FWB – FSR)
  Début: 2019 – Fin: 2021
- Auditory abilities in blind people (ZonMw- InZicht program)
  Début: 2019 – Fin: 2021

Virginie CROLLEN

- Development of the number concept in the deaf (GF - F.R.S.-FNRS - Mandat d'impulsion scientifique (MIS))
  Début: 2019 – Fin: 2020
Les bases cérébrales de la représentation du nombre chez la personne aveugle (Seedfund, FWB – FSR)
  Début: 09/2010 – Fin: 10/2021

Martin EDWARDS

- Personalized sleep medicine: An innovative approach to sleep disordered breathing, eLISA (RW - DGO6-BIOWIN)
  Début: 01/11/2018 – Fin: 31/10/2022
- Auto-Rééducation en Réalité Virtuelle combinée des troubles moteurs et cognitifs secondaires à un accident vasculaire cérébral, AutoRReVi (RW - DGO6 - WIN2WAL)
  Début: 01/11/2019 – Fin: 31/10/2023

Valérie GOFFAUX

- Human Face Perception: What visual information, as well as when and where is it encoded in the visual system? (F.R.S.-FNRS - Mandat aspirant)
  Début: 01/10/2016 – Fin: 01/10/2020
- Let’s start with the big picture! Coarse-to-fine processing in visual recognition (F.R.S.-FNRS – Chargé de recherches)
  Début: 01/11/2016 – Fin: 31/10/2019
- Le qui, quand et où de la perception du visage dans le cerveau humain (GF - F.R.S.-FNRS - Mandat aspirant)
  Début: 01/10/2018 – Fin: 30/09/2020
- Human face perception at primary and high-level stages of visual processing: integrative psychophysic and neuroimaging approaches (GF - FRFC - Projet de recherche)
  Début: 2019 – Fin: 2023
- Human face processing: Recurrent interactions across the visual system (GF - F.R.S.-FNRS - Mandat aspirant)
  Début: 2019 – Fin: 2021
Marie-Pascale NOEL

- Développement d'une batterie d'évaluation des compétences numériques, autonome, disponible sur internet (collaboration avec le professeur Giannis Karagiannakis de l'université de Athènes (Ressources propres)
  Début: 09/2015
- Effet de la structure de la langue sur les premières étapes du développement numérique : comparaison du français et du vietnamien (projet de Formation du Sud)
  Début: 01/10/2016 – Fin: 30/09/2020

Mauro PESENTI

- Modèles fonctionnels et corrélats neroanatomiques du traitement des nombres et du calcul mental (GF - F.R.S.-FNRS - Mandat maître de recherches)
  Début: 01/10/2016 – Fin: 31/12/2047
- Associations entre nombres et espace en arithmétique mentale (GF - FRFC - Projet de recherche)
  Début: 01/01/2018 – Fin: 31/12/2021

Agnesa PILLON

- Comment sont traitées les propriétés morphologiques, syntaxiques et sémantiques des mots au sein du système lexical ? Dans quelle mesure déterminent-elles les principes de structuration fonctionnelle et neuronale de ce système ? (F.R.S.-FNRS - Mandat de chercheuse qualifiée)
  Début: 01/10/93

Dana SAMSON

  How does self-reasoning contribute to self-other distinction in empathy? (FWB – FSR)
  Début: 01/01/2018 – Fin: 30/09/2019

Comportement social, travail et société, Social behaviour, work and society

Gaëtane CAESENS

- Is Perceived Organizational Support Always Beneficial? Toward a More a Nuanced View on organizational Support Theory) (Seedfund, FWB – FSR)
  Début: 2019 – Fin: 2021

Annalisa CASINI

- PAstar III - Elaboration of a framework for strengthening the quality of care in Integrated Health Centres in 2 districts in Cameroun. Funding: GIZ
  Début: 07/2018 – Fin: 12/2019

Arnaud SZMALEC

- Assessing Content and Language Integrated Learning (CLIL): Linguistic, cognitive and educational perspectives (FWB - ARC)
  Début: 01/10/2014 – Fin: 30/09/2019
- Les déterminants mnésiques à court et à long terme du développement langager (GF - FRFC - Projet de recherche)
  Début: 01/10/2015 – Fin: 30/09/2019

Jolijn VANDERAUWERA

- Understanding the neurocognitive basis of persisting, recovering and emerging language impairment (Seedfund FSR 2019, FWB – FSR)
  Début: 2019 – Fin: 2021

Gilles VANNUSCORPS

- La vision en interaction: comment la voie dorsale nous permet de voir que → est différent de ← (GF - F.R.S.-FNRS - Mandat aspirant)
  Début: 01/10/2018 – Fin: 30/09/2020
- Taking the next step in developing the motor theory of speech perception: The Motor Compensation Hypothesis (FWB – FSR)
  Début: 2019 – Fin: 2021

Nicolas VERMEULEN

- DESENSIMED (SPW - DGO6 - First Spin-off)
  Début: 01/10/2018 – Fin: 30/09/2020

Olivier CORNEILLE

- Mise à l'épreuve des modèles duels de l'acquisition d'attitudes (GF - FRFC - Projet de recherche)
  Début: 01/01/2018 – Fin: 31/12/2021
Stéphanie DEMOULIN

- Dehumanization from the victim’s point of view: An integrative approach (FWB - ARC)
  Début: 01/09/2016 – Fin: 31/08/2021

Donatienne DESMETTE

- Vieillissement au travail : analyse du bien-être tout au long de la carrière à la lumière des processus de la théorie de la sélectivité socio-émotionnelle (UCLouvain)
  Début: 16/09/2014 – Fin: 16/09/2020
- Etude sur le métier du personnel de soins à domicile. Fédération des aides sociales à domicile (collaboration : A. Casini, F. Degavre)
  Début: 08/2019 – Fin: 05/2020
- Retour au travail en santé : analyse multidimensionnelle et multi-acteurs du retour au travail après une absence pour maladie
  Début: 2019

Vassilis SAROGLOU

- Différences culturelles vs religieuses : Isomorphisme ou compensation ? (GF - F.R.S.-FNRS - Mandat chargé de recherches)
  Début: 01/10/2015 – Fin: 30/09/2020
- Athéisme contemporain : indifférence, croyance ou dogmatisme ? (GF - F.R.S.-FNRS - Mandat aspirant)
  Début: 01/10/2015 – Fin: 30/09/2019
- L’impact de l’exposition à la nature sur un sens d’éthique étendue et plus mature : une perspective de psychologie environnementale (FR) (FWB - FSR – Projet)
  Début: 01/10/2018 – Fin: 30/09/2020
- Psychologie interculturelle des religions : le fondamentalisme musulman est-il plutôt littéraliste ou moraliste ? (UCLouvain - CAI)
  Début: 15/9/2018 – Fin: 14/9/2021
- Psychologie de l’agnosticisme (Financement privé)
  Début: 1/10/2019

Florence STINGLHAMBER

- Le support perçu et l’identification comme médiateurs de la relation entre la justice organisationnelle et le « Readiness for Change » : une approche multisource (Ressources propres)
  Début: 01/10/2014 – Fin: 30/09/2020

Karl-Andrew WOLTIN

- Interpersonal similarity and complementarity in regulatory mode: An in-depth analysis of their effects in the leadership-follower context (Seedfund FSR 2019, FWB - FSR - project)
  Début: 01/01/2020 – Fin: 31/12/2022
- The impact of interpersonal regulatory fit on receivers’ empathy and prosocial behaviour towards distressed others (Research Project Scheme, University of Roehampton, UK)
  Début: 01/01/2018 – Fin: 31/12/2020

Vincent YZERBYT

- Compensation implicite et spontanée : test de la robustesse des jugements compensatoires au-delà des mesures explicites (GF - F.R.S.-FNRS - Mandat aspirant)
  Début: 01/10/2016 – Fin: 30/09/2020
- Interpersonal Comparison and Compensation: Implications for the Self (FWB - FSR)
  Début: 01/10/2017 – Fin: 30/09/2019
- Images contextualisées de l’exogroupe et tendances comportementales : une approche de cognition incarnée (GF - F.R.S.-FNRS - Mandat chargé de recherches)
  Début: 01/10/2018 – Fin: 30/09/2021
- Secularism and conspirationism: An exploration in the malleability of ideologies in intergroup relations (GF - FRFC - Projet de recherche)
  Début: 01/01/2018 – Fin: 31/12/2022
- The Stereotype Content Model and visual perspective taking: The difficulty of adopting the viewpoint of stigmatized groups (FWB – FSR)
  Début: 2019 – Fin: 2020
Développement psychologique et éducation, Developmental and educational psychology

Baptiste BARBOT

- Impact of Creative Participation on Academic Outcomes in Adolescence: Investigating the Mediating Role of Identity Formation and Creative Thinking (FWB – FSR)
  Début: 09/2019 – Fin: 08/2022
- Cognitive development from early adolescence to emerging adulthood (Francqui Foundation)
  Début: 09/2019 – Fin: 08/2022
- Creative Potential Development and Educational Opportunities in the Intellectually Gifted and Talented (American Psychological Foundation)
  Début: 10/2019 – Fin: 12/2021

Liesje COERTJENS

- How do students cognitively process and use peer feedback? Evidence from eye tracking experiments (GF – F.R.S.-FNRS - Mandat aspirant)
  Début: 2019 – Fin: 2021
- Organisation conjointe de la construction, la réalisation et l’analyse de l’enquête multidimensionnelle et systémique relative au bien-être à l’école et au climat scolaire/ Multidimensional and systemic survey on school climate and well-being (FWB)
  Début: 09/2019 – Fin: 12/2020

James M. DAY

- Expérience religieuse et variables contextuelles : styles d’identité, réseaux culturels, affiliation religieuse, genre, y compris les différences inter-religieuses (Ressources propres)
  Début: 01/09/1996
- Complexité cognitive dans le développement de l’adolescent et de l’adulte, y compris la validation des mesures dans la complexité hiérarchisée, la complexité cognitive et le raisonnement religieux, la complexité cognitive et le raisonnement moral (Ressources propres)
  Début: 01/09/2006 – Convention avec Harvard University
- Recherche dans le développement moral et prise de décision morale dans l’adolescence et le jeune âge adulte, y compris les éléments religieux et leurs rôles et fonctions dans la prise de décision morale
  Début: 01/09/2000 – projet-cadre avec financements ponctuels

Mariane FRENAY

- Evaluation and Support of Professional Learning Communities in TVET (ARES – Synergie)
  Début: 01/01/18 – Fin: 31/12/20
- Recherche sur les dispositifs pédagogiques innovants à l’université (Leg Demal, UCLouvain – Fondation Louvain)
  Début: 15/09/18 – Fin: 14/09/20

- Recherche visant à améliorer le dispositif d'intégration existant entre l'enseignement spécialisé et l'enseignement ordinaire en vue de favoriser un enseignement inclusif (FWB – OEOJAJ)
  Début: 07/02/2018 – Fin: 06/02/2019
- A mixed-method and multidisciplinary approach to socio-cognitive conflicts in online educational platforms (MOOCresearch2.0) (FWB – ARC)
  Début: 01/10/2019 – Fin: 30/09/2024

Benoît GALAND

- Assessing Content and Language Integrated Learning (CLIL): Linguistic, cognitive and educational perspectives (FWB - ARC)
  Début: 01/10/2014 – Fin: 30/09/2019
- Compétences socio-émotionnelles et domination sociale chez les auteurs de harcèlement scolaire : hétérogénéité de profils et effets différenciés (GF - F.R.S.-FNRS - Mandat aspirant)
  Début: 01/10/2017 – Fin: 30/09/2019
- Quels sont les leviers favorisant le changement des pratiques pédagogiques (GF – FRESH)
  Début: 01/01/2018 – Fin: 30/09/2019
- Targeting moral disengagement and group norms to reduce bullying (GF - F.R.S.-FNRS - Mandat aspirant - renouvellement)
  Début: 2019 – Fin: 2021
- Contrat de coopération relatif à l'organisation conjointe de la construction, la réalisation et l'analyse de l'enquête multidimensionnelle (FWB)
  Début: 2019 – Fin: 2021

Jacques GREGOIRE

- Les compétences émotionnelles des élèves vietnamiens et liens avec la socialisation parentale des émotions : une étude interculturelle (ARES)
  Début: 19/09/2017 – Fin: 19/09/2021

Nathalie NADER-GROSBOIS

- Cognition sociale et socialisation parentale des émotions : quel impact sur les compétences émotionnelles et sociales d'enfants présentant une déficience intellectuelles (Fonds Marie-Marguerite Delacroix)
  Début: 01/01/2015 – Fin: 31/12/2020
- Practices of parental socialization of emotions and emotional and social competences in children with developmental disorders in preschool and school ages: Comparative study between Belgian and Quebec parents (convention between UCLouvain-Chair Baron Frère in special education - Pr N. Nader-Grosbois and University of Quebec in Montréal - Prs N. Poirier & D. Morin)
  Début: 2015 – Fin: 2020
Qualitative research on integration system towards pupils with special needs in school: Challenges perceived by these pupils (Observatoire de l’Enfance, de la Jeunesse et de l’Aide à la Jeunesse)
Début: 2018 – Fin: 2019

Validation of the French version of the Matson Evaluation of Social Skills for Youngsters-II, Parent and Teacher Rating Form, MESSY-II, (collaboration between Chair Baron Frère in special education, UCLouvain - Pr N. Nader-Grosbois and the Louisiana State University, Department of Psychology, Baton Rouge - Pr. J. Matson)
Début: 2013 – Fin: 2019

Quality of life, coping and adjustment in parents of children and adolescents with autism spectrum disorders, (convention with the University Paris-Descartes - Pr. E. Cappe and Chair Baron Frère in special education)
Début: 2012 – Fin: 2019

Recherche visant à améliorer le dispositif d’intégration existant entre l’enseignement spécialisé et l’enseignement ordinaire en vue de favoriser un enseignement inclusif (FWB – ONE)
Début: 07/02/2018 – Fin: 06/02/2019

Impact of stimulation of executive functions and socio-emotional competences in preschool and first primary school classes, on behaviour, social adjustment and school competences (CF/FWB – Ministère de l’éducation)
Début: 2019 – Fin: 2019

Creation of an information and awareness-raising device to improve communication opportunities for children (3-12 years) who use augmentative and alternative communication systems (FWB - Fonds Houtman)
Début: 2019 – Fin: 2020

Frédéric NILS

Isabelle ROSKAM

Les symptômes dépressifs parentaux et la qualité de l’interaction parent-enfant : le rôle modérateur du soutien parental envers le/la partenaire (FWB - FSR)
Début: 01/10/2017 – Fin: 30/09/2019

Recherche-action visant à développer et évaluer un dispositif de soutien à la parentalité (ASBL L’Ilot)
Début: 18/12/2018 – Fin: 17/07/2019

L’efficacité d’interventions psychologiques dans les cas de burnout parental (FWB - FSR – Projet)
Début: 01/10/2018 – Fin: 30/09/2020

Parental burnout and its consequences for children: Towards an integrated and multilevel approach (BParent)
Début: 2019 – Fin: 2024

Marie-Anne SCHELSTRAETE

La dyslexie à l’Université (UCLouvain)
Début: 30/05/2012

Etude de la nature des représentations phonologiques et orthographiques et de leurs relations dans les troubles développementaux du langage oral et écrit (UCLouvain)
Début: 01/04/2013

Etude du développement langagier d’enfants suivis dans le cadre d’une tumeur cérébrale (Ressources propres)
Début: 15/09/2014

Marie VAN REYBROECK

Impact prédictif conjoint ou distinct de la dénomination rapide et de la conscience phonologique sur l’apprentissage de la lecture et les troubles d’apprentissage de la lecture (GF - F.R.S.-FNRS - Mandat aspirant)
Début: 01/10/2014 – Fin: 30/09/2019

Interactions between graphomotor gesture and spelling in typically developing children and children with dyslexia (GF - F.R.S.-FNRS - Mandat aspirant)
Début: 2019 – Fin: 2021

Understanding the implication of inhibition in reading development and dyslexia (FWB – FSR)
Début: 2019 – Fin: 2021

Etude de la relation causale entre la dénomination rapide et la lecture (Fondation Louvain)
Début: 15/09/2019 – Fin: 14/09/2021
**Psychologie clinique et de la santé, Clinical and health psychology**

### Jan DE MOL

- Existe-t-il un effet d’étiquetage des professionnels envers les patients en milieu psychiatrique résidentiel, et, si oui, cela a-t-il un impact sur leurs pratiques cliniques ? (UCLouvain)
  - Début: 09/2013 – Fin: 09/2021
  - Début: 12/2018 – Fin: 11/2022

### Céline DOUILLIEZ

- Perfectionnisme et régulation des buts : quels rôles dans la psychopathologie ? (FWB - FSR – Mandat)
  - Début: 01/10/2018 – Fin: 30/09/2020

### Alexandre HEEREN

- Démêler la dynamique des interactions entre les processus attentionnels généraux et liés à la menace dans l’étude de l’anxiété : une perspective d’intégration en réseau (GF - F.R.S.-FNRS - Mandat chercheur qualifié - crédit de fonctionnement)
  - Début: 01/10/2017 – Fin: 31/12/2019
- Seedfund FSR 2018 (FWB – FSR)
  - Début: 2018 – Fin: 2020
- Application de la théorie des graphes à l’étude des déficits exécutifs et attentionnels dans la comorbidité psychiatrique (Hôpital Psychiatrique du Beau Vallon)
  - Début: 15/09/2016 – Fin: 14/05/2021
- Application de la théorie des graphes à la compréhension des interactions entre les processus psychopathogènes sous-tendant l’anxiété : une perspective d’intégration en réseau (FWB - FSR – Projet)
  - Début: 01/10/2018 – Fin: 30/09/2020
- Equipement pour recherche avancée en IRM : « Haupts
  - gradients and outils de recherche avancée » (GF - F.R.S.-FNRS – Grands Equipment)
  - Début: 2019 – Fin: 2021
- Parental burnout and its consequences for children: Towards an integrated and multilevel approach (BPARENT)
  - (FWB – ARC)
  - Début: 2019 – Fin: 2024

### Philippe LEKEUCHE

- Étude des facteurs psychologiques dans le processus créateur en art (Ressources propres)
  - Début: 01/09/2006
- Psychothérapie analytique du schizophrène (Ressources propres)
  - Début: 01/11/2008

### Olivier LUMINET

- Effets modérateurs de différences individuelles dans la régulation émotionnelle sur la perception, la catégorisation et la mémoire émotionnelle (FNRS)
  - Début: 01/10/2011
- Programme de recherche Food for Gut : l’impact des facteurs psychologiques sur la perception, le jugement et la consommation des nutriments coliques (RW - DGO6)
  - Début: 01/09/2014 – Fin: 28/02/2019
- La transmission familiale des mémoires de la Deuxième Guerre Mondiale (BELSPO - Brain.be)
  - Début: 15/01/2017 – Fin: 14/04/2020
- Système de production durable d'insectes dans la partie Ouest de la République Démocratique du Congo (ARES – PRD)
  - Début: 01/01/2018 – Fin: 31/12/2022
  - Début: 01/12/2018 – Fin: 30/11/2022
- Vers une investigation systématique de l'intéroception à travers domaines et dimensions (GF - FRFC - Projet de recherche)
  - Début: 01/01/2018 – Fin: 31/12/2021
- Interoception and emotion regulation: The role of emotion differentiation (FWB – FSR)
  - Début: 2019 – Fin: 2021

### Pierre MAURAGE

- Évaluation du programme “Responsible Party” et exploration de nouvelles pistes de prévention dans le binge drinking (IREB)
  - Début: 24/06/2015 – Fin: 23/06/2020
- Exploration des processus de déshumanisation du point de vue de la victime : application en psychiatrie (FWB - ARC)
  - Début: 01/09/2016 – Fin: 31/08/2021
- Exploration du système automatique-appétitif dans le binge drinking chez les étudiants : une approche comportementale et en eye-tracking (FWB - FSR – Projet)
  - Début: 01/10/2018 – Fin: 30/09/2020
- Testing the nature and specificity of the impulsive system over-activation in severe alcohol-use disorders: A combined behavioral and eye-tracking approach (GF - F.R.S.-FNRS - Mandat aspirant)
  - Début: 01/10/2019 – Fin: 30/09/2021
- Vision-emotion interactions in severe alcohol use disorders: experimental test of the affective prediction model (GF - F.R.S.-FNRS - Mandat aspirant – Renouvellement)
  - Début: 01/10/2019 – Fin: 30/09/2021
Moïra MIKOLAJCZAK

- L’efficacité d’interventions psychologiques dans les cas de burnout parental (FWB - FSR)
  Début: 01/10/2016 – Fin: 30/09/2020
- L’efficacité de la Pleine Conscience dans le traitement du burnout parental (Projet de recherche conjoint avec l'Université de Grenoble)
  Début: 01/09/2018 – Fin: 30/09/2019
- Parental burnout and its consequences for children: Towards an integrated and multilevel approach (BParen)
  (FWB – ARC)
  Début: 2019 – Fin: 2024

Pierre PHILIPPOT

- Optimalisation des facteurs psychologiques influençant la performance sportive, l'évaluation et la prévention des dysfonctionnements et de la souffrance psychologique en cas de problème avéré (Société privée commerciale)
  Début: 01/07/2017 – Fin: 31/12/20
- A processual approach of clinical perfectionism (FWB - FSR – Projet)
  Début: 01/10/2018 – Fin: 30/09/2020

Stephan VAN DEN BROUCKE

- Diagnostic self-tests and Healthcare relationship (IR - Programme d'impulsion – Santé)
  Début: 01/01/2018 – Fin: 31/12/2020
- COST Action CA16123 - Safety Culture and Risk Management in Agriculture
  Début: 05/2017 – Fin: 04/2021
- Nudging to promote safety behaviors among agricultural workers (Agri-nudge) (Mary Imogene Bassett Hospital)
  Début: 01/04/2019 – Fin: 31/03/2020
- Littératie en santé : quels enseignements tirer des expériences d’autres pays? (KCE)
  Début: 17/06/2019 – Fin: 17/03/2020

Emmanuelle ZECH

- L’accompagnement du deuil périnatal et l’ajustement des pratiques hospitalières aux besoins des parents (Ressources propres)
  Début: 01/11/2014
- Burnout in family caregivers: Identification of risk factors and consequences (GF – FRESH)
  Début: 2019 – Fin: 2020
Collaborations internationales

*International collaborations*
Projets de recherche internationaux – *International collaborative projects*

- **The International Investigation on Parental Burnout (IIPB), I. Roskam et M. Mikolajczak**
  Novembre 2017—
  42 pays et 55 universités participantes
  https://www.burnoutparental.com/international-consortium

- **Exploration de l’évolution des profils de binge drinkers et des conséquences associées à ce mode de consommation au cours des années universitaires, P. Maurage**
  Octobre 2018 – Octobre 2019
  France, Université de Caen - Fonds Wallonie Bruxelles International Hubert Curien

- **Identifying Dynamic Pathways in Multi-stressed Low-income Families in Singapore - Children's and Parents' Contributions to Positive Adaptation, J. De Mol**
  Janvier 2019 – Décembre 2021
  Singapore, National University of Singapore
  Financement: Singapore Ministry of Education Social Science Research

- **Neo-PRISM-C: NEurodevelopmental Optimal-Predictors, Risk factors, and Intervention from a Systems approach to Maladjustment in Children, O. Luminet**
  December 2018 – November 2022
  With University of Cyprus (Chypre), University of Edinburgh (UK), Jyväskylä University (Finlande), University of Athens (Grèce), Research Center for Natural Sciences - Hungarian Academy of Sciences (Hongrie), University of Crete (Grèce)
  Funding: Horizon 2020 Marie Skłodowska-Curie - Innovative Training Networks
  http://www.neoprismc.org/

- **Compétences et difficultés des élèves en matière d’écriture à l’entrée du collège (ECRICOL), S. Colognesi**
  2016-2020
  Avec Université de Bordeaux, Université Paris-Est Créteil, Université d’Orléans, Université de Sherbrooke, Université de Montpellier, Université de Lille 3, Université Paris 6
  Financement ANR

- **Un modèle de postures et de modalités comme ensemble dynamique pour accompagner les pratiques en situation professionnelle, S. Colognesi**
  2017-2019
  Avec Université du Québec à Trois Rivières, Université de Fribourg
  Financement UQTR et financement interne des chercheurs

- **Collaborations de recherche actives dans le domaine du mourir et du deuil, E. Zech**
  Depuis 2018, Fonds propres
  Avec Southern Illinois University, Edwardsville, USA, University of Waersburg, Allemagne Center for Hope/Family Centers, Darien, USA, Carleton University, Canada, University of Alicante, Espagne

- **ERC-starting grant: ‘MADVIS: Mapping the Deprived Visual System: Cracking Function for Prediction’, O. Collignon, PI**
  2014-2019, UE

- **Projects of national interest (Progetti di Ricerca di Interesse Nazionale - PRIN) from Italian Ministry of Education, Universities and Research (MIUR): “How do we make sense of words: Advances in language science by studying the visually deprived brain”, O. Collignon, Co-PI with Davide Crepaldi, Italy**
  2017-2020, Italy

- **Cross-modal plasticity: predicting outcomes of cochlear implants in the deaf, O. Collignon**
  2019, UK
  With NIHR Nottingham BRC Innovation Pump Priming Award, PI: Doug Hartley

- **Evaluation and support of professional learning communities in TVET, V. März & M. Frenay**
  2018-2020
  Avec Universidad Central del Ecuador (UCE), National University of Education (UNAE), Pontificia Universidad Católica del Ecuador (PUCE) et VVOB-Ecuador
  Projet Synergie financé par l’ARES
SNAMATH - Spatial-Numerical Associations in mental arithmetic, M. Pesenti
2018-2021, Belgique, Luxembourg
Financement : FSR-FNRS (B) - FNR (L)

Dynamic Relation between Repetitive Negative Thinking and Inhibition in Depression - Daily Process Approach, C. Douilliez
2017-2019
With SWPS University of Social Sciences and Humanities, Warsaw & Poznan, Poland, Institute of Information Technology, Technical University of Lodz, Poland, College of Willam & Mary, USA
Funding: Polonez research grant founded by National Science Center and European Union’s Horizon 2020 research and innovation program under the Marie Skłodowska-Curie grant agreement No. 665778.

Régulation des émotions, M. Mikolajczak
Depuis 2007
With University of Stanford, USA

Single Case Archive, J. Willemsen
2013 - ...
With Ghent University and University of Essex, UK
Funding: Hercules Foundation Flanders-grant and Seedcorn funding University of Essex
www.singlecasearchive.com

The necessary conditions for psychoanalytic psychotherapy to be effective in the treatment of chronic depression, J. Willemsen
October 2019-October 2020
With The Tavistock and Portman NHS Foundation Trust (UK) and UCLouvain, UK
Funding: research grant from the International Psychoanalytic Association Fund

Retour au travail en santé: Validation du questionnaire ORTESES en Belgique, D. Desmette
Début: 2019
Collaboration : Marc Corbière, Patrizia Villotti
Université du Québec à Montréal (Canada), Centre de recherche de l’Institut universitaire en santé mentale de Montréal
Fonds propres des équipes de recherche

Toward Gender Harmony: testing the contemporary understanding of masculinity and femininity, A. Casini, E. Sarter, M. Walentynowicz, V. Yzerbyt
2019-2021
68 pays; lead: University of Gdańsk. (Poland)

Dynamic relations between values and consumer behaviour: Age and life-stages, K.A. Woltin
2019-2020
With Royal Holloway, University of London, UK (Anat Bard), University of Western Australia, AUS (Joanne Sneddon)
Funding: Australian Research Council (with Pure Profile)

Construal level international multilab replication (CLIMR) project, K.A. Woltin
2019-2022
With University of Gothenburg, SE (E.M. Giolla, S. Calderon, T. J. Luke, K. Ask) and over 80 other labs worldwide
Funding: Swedish Research Council
http://climr.org

Power and the use of heuristics in judgement & decision making, K.A. Woltin
2018-2020
With University College London, UK (A. Guinote)
Funding: own resources

Effects of comparative framing in counterfactual thinking, K.A. Woltin
2019-2021
With University of Groningen, NL (K. Epstude)
Funding: own resources
Collaborations internationales

- **The Big Two in social perception – V. Yzerbyt**
  2017-2021
  With Princeton University, Northwestern University, University of Erlangen, Utrecht University.
  Funding: FNRS, FSR and Templeton Foundation.

- **La perception des personnes porteuses de troubles psychiques – V. Yzerbyt**
  2019-2021
  With University of Strasbourg and University of Paris Descartes
  Funding: fonds propres

- **M-POHL - WHO Action Network on Measuring Population and Organizational Health Literacy, S. Van den Broucke**
  Since 2018
  Established under the umbrella of WHO Europe’s Health Information Initiative (EHII), unites > 25 countries of the European WHO Region

- **Nudging to promote safety behaviors among agricultural workers (Agri-nudge), S. Van den Broucke**
  2019-2020
  With Mary Imogene Bassett Hospital (USA), Teagasc Health & Safety (Ireland), SEGES Danish Agriculture & Food Council (Denmark)

**Responsabilités au niveau international – Responsibilities at the international level**

**Dans des sociétés scientifiques – In scientific societies**

- A. Casini, Membre du “ProWorkNet - a network for research of prospective data on work and health” [Finlande, Suède, Belgique, Danemark, Allemagne, Pays Bas, Angleterre]
- A. Casini, Membre du Comité d’éthique du projet “URBInAT - Healthy corridors as drivers of social housing neighbourhoods for the co-creation of social, environmental and marketable NBS”. Funded by the EU’s Horizon 2020, agreement No. 776783
- C. Douilliez, Trésorière de la European Association of Clinical Psychology and Psychological Treatment
- M. Edwards, Conference Secretary of the British Association of Cognitive Neuroscience
- A. Heeren, Association for Behavior and Cognitive Therapy (USA); Program Chair & Scientific Expert for the Annual Convention of the Association for Behavioral and Cognitive Therapies, Washington DC, USA, depuis 2017
- O. Luminet, European Federation of Psychologists Associations (EFPA), Board of Scientific Affairs
- O. Luminet, European Health Psychology Society, délégué national pour la Belgique
- P. Maurage, Membre du comité scientifique du Groupe de Réflexion en Psychopathologie Cognitive (GREPACO)
- P. Maurage, Expertise d’évaluation pour le Canadian Social Sciences and Humanities Research Council – Insight Grant
- S. Van den Broucke, Vice-President for Scientific Affairs, International Union for Health Promotion and Education (IUHPE)
- S. Van den Broucke, Scientific Board member of the Asian Health Literacy Society (AHLA)
- E. Zech, Expert member de l’International Work Group on Death, Dying and Bereavement (IWG)

**Au niveau de maisons d’édition - Journals**

- B. Barbot, *Frontiers in Psychology – Cognition*, Review Editor
- B. Barbot, New Directions for *Child and Adolescent Development*, Associate Editor
- B. Barbot, *Psychology of Aesthetics Creativity and the Arts*, Associate Editor
- B. Barbot, *Journal of Creative Behavior*, Editorial Board Member
- O. Collignon, *Brain Topography*, Reviewer Board
- O Collignon, Scientific committee ECVP conference 2019 - Leuven
- V. Crollen, *Scientific Reports*, Editorial Board
- C. Douilliez, *Clinical Psychology in Europe*, Editorial Board
- C. Douilliez, *Revue Francophone de Clinique Comportementale et Cognitive*, Chief Editor
- M. Edwards, *Journal of Neuropsychology*, Chief Editor
- J. Grégoire, *European Review of Applied Psychology*, Consulting Editor
- J. Grégoire, *Journal of PsycoEducational Assessment*, Editorial Board
Collaborations internationales

- J. Grégoire, Membre du Conseil scientifique international de l’Orientation Scolaire et Professionnelle
- A. Heeren, Behaviour Research and Therapy, Editorial Board
- A. Heeren, BMC Psychiatry, Editorial Board Member for the “Stress and Anxiety” section
- O. Luminet, Cognition & Emotion, Guest Editor
- P. Maurage, Addictive Behaviors, Editorial Board
- M. Pesenti, Journal of Cognitive Psychology, Editorial Board
- I. Roskam, Journal of Child and Family Studies, Associate Editor
- I. Roskam, Psychologica Belgica, Associate Editor
- V. Saroglou, Archive for the Psychology of Religion, Editorial Board
- V. Saroglou, International Review of Social Psychology, Editorial Board
- V. Saroglou, Mental Health, Religion, & Culture, Editorial Board
- F. Stinglhamber, Psychologica Belgica, Associate Editor
- F. Stinglhamber, Journal of Business and Psychology, Editorial Board
- S. Van den Broucke, Health Promotion International, Associate Editor
- S. Van den Broucke, Archives of Public Health, Editorial Board
- S. Van den Broucke, Global Health Promotion, Overview Committee (Chair)
- M. Van Reybroeck, Frontiers in Psychology, Review Editor for Educational Psychology
- K.A. Woltin, British Journal of Social Psychology, Associate Editor
- K.A. Woltin, Frontiers in Psychology, Review Editor
- V. Yzerbyt, Editor of the European Monographs Series at Psychology Press
- V. Yzerbyt, directeur de la collection Individus, groupes, cultures pour les éditions Mardaga
- V. Yzerbyt, British Journal of Social Psychology, Editorial Board
- V. Yzerbyt, International Review of Social Psychology, Editorial Board
- V. Yzerbyt, Social Psychological and Personality Science, Editorial Board
- V. Yzerbyt, Group Processes and Intergroup Relations, Editorial Board

Dans des commissions d’évaluation hors Belgique – Grant evaluation commissions

- O. Collignon, Reviewer (expert scientifique) pour ERC - Starting Grant (EU); Marie-Curie Individual Fellowship in H2020 (EU; Evaluator + Rapporteur), Action on Hearing Loss (UK); The Netherlands Organization for Scientific Research (NWO, the Dutch Research Council); Swiss National Science Foundation, Velux Stiftung (Swiss); Haut Conseil de l’Évaluation de la Recherche et de l’Enseignement Supérieur (France)
- V. Crollen, Reviewer (expert scientifique) pour des projets ANR (France) et PRIN (Italie)
- M. Edwards, Reviewer (expert scientifique) pour des projets du Stroke Association et Waterloo Foundation, UK
- M. Frenay, évaluatrice de projets du Fonds de recherche du Québec Société et culture (FRQSC)
- A. Heeren, Initiatives de Recherche Stratégique de l’IDEX (Initiatives d’excellence), Université Grenoble Alpes, France; Expert scientifique, Israel Science Foundation, Israel; Expert scientifique pour la sélection au sein du Internal Junior Fellowships, Freiburg Institute for Advanced Studies, University of Freiburg, Germany
- O. Luminet, Riksbankens Jubileumsfond, Sweden; Netherlands Organisation for Scientific Research (NWO), section of Social Sciences; National Science Centre – Narodowe Centrum Nauki; Swiss National Science Foundation, Division of Humanities and Social Sciences
- P. Maurage, Expertise d’évaluation pour l’European Science Foundation - Doctoral projects evaluation
- M. Pesenti, Adhoc reviewer pour un projet soumis à la National Science Foundation (USA)
- V. Saroglou, Jury for the Major Advancement of Psychology prize by the IUPSYS - International Union of Psychological Science; Times Higher Education World University Rankings; Evaluation de promotions/tenure, University of Hawaii, USA, National University of Athens, Greece; Grant evaluations: Social Sciences and Humanities Research Council of Canada (SSHRC), National Science Foundation (NSF), USA, Croatian Science Foundation
- K.A. Woltin, Reviewer, National Science Centre, Poland
- V. Yzerbyt, Panel member of Starting Grant SH3, European Research Council; Reviewer for Consolidator Grant SH3, European Research Council; Member of the Conseil Scientifique du Département Scientifique de l’University of Bordeaux, France
- S. Van den Broucke, Evaluator, Appel à projets “Projets incitatifs 2019” Crédits Conseil Scientifique, Université de Lorraine, France; Working Group on Social Research Methods and Advice, European Food and Safety Authority (Hearing expert); Coalition of Partners for Strengthening Public Health Services, World Health Organisation (member)
- E. Zech, Member of the European Science Foundation Community of Experts; Membre du conseil scientifique de la Maison européenne des sciences de l’homme et de la société (MESHS), Lille Nord de France
Collaborations internationales

Dans des comités de thèse hors Belgique – PhD evaluation commissions

- A. Casini  
  Nikoyandoye Bonaventure, Université du Burundi

- O. Collignon  
  Sami Abboud, Salpêtrière Hospital, Paris, France  
  Maria Tsantani, Brunel University, UK  
  David Zeugin, Lemanic, Neuroscience Doctoral School (LNDS), Swiss  
  Talia Retter, U. Reno, USA (and UCLouvain)

- S. Colognesi  
  Anthony Coppola, Université de Genève, Suisse

- C. Douilliez  
  Nina Tello, Université de Poitiers, France

- M. Frenay  
  Basilie Chevrier, Université de Bordeaux, France  
  Maxime Morsa, Université Paris 13, France

- O. Luminet:  
  Tristan Hamonnière, Université Paris Descartes, France  
  Hélène Kaya Lefèvre, Université Paris Descartes, France  
  Sasima Pakulanon, Université Paris Saclay, France

- M. Pesenti  
  Asma Aldashiti, Université de Genève, Suisse

- M. Mikolajczak  
  Anne-Sophie Beaudry, Université Lille III, France

- V Saroglou  
  Baptiste Boisseau, Université de Nantes, France  
  Kyle Messick, Coventry University, UK

- K.A. Woltin  
  Emma Charlotte Wilson Rose, University of Roehampton, UK

- V. Yzerbyt  
  Cécile Gaubert, Université de Strasbourg, France

- S. Van den Broucke  
  Adeline Perrin, Université Claude Bernard Lyon 1, France  
  Nur Sofiani Diana Mohammed Yusof, University of Malaya, Malaysia

Dans le cadre de réseaux COST – Cost action networks

- COST Action CA18123 - The Pan-European Family Support Research Network, A Bottom-up, Evidence-based and Multidisciplinary Approach  
  November 2018-November 2022  
  Jan De Mol, Secondary Proposer

- COST Action CA16123 - Safety Culture and Risk Management in Agriculture  
  May 2017-April 2021  
  Stephan Van den Broucke, WG Leader

- COST Cross-Cutting Activity on Science Communication  
  2019-2021  
  Martin Edwards, member

- COST Action IS1401 - Strengthening Europeans’ Capabilities by Establishing the European Literacy Network  
  December 2014-December 2018  
  Marie Van Reybroeck, Vice Chair
Collaborations internationales

Séjours à l’étranger – Stays abroad
- S. Colognesi, Université Laval, Département enseignement et apprentissage, Québec (Canada), avril-mai 2019

Accueil de stagiaires - Mobilité in – Short term in mobility
- Calce Roberta, Master student, Université de Trento, Italy, janvier 2019, promoteur O. Collignon
- Casotto Ludovica, Master student, Université de Trento, Italy, septembre-décembre 2019, promoteur O. Collignon
- Contreras Alba, PhD student, Universidad Complutens Madrid, Spain, septembre-décembre 2019, promoteur A. Heeren
- Gamero del Castillo David, PhD student, Polytechnic University of Madrid, Spain, janvier 2019, promoteur A. Heeren
- Hacjer Betul, BAC student, Uskudar University, Turkey, janvier-février 2019, promoteur A. Heeren
- Juaneda Julie, étudiante Master, Université sciences et techniques, Bordeaux, mai 2019, promotrice V. Goffaux
- Khosrowtaj, Zahra, PhD student, University of Marburg, Germany, novembre-décembre 2019, promotrice V. Yzerbyt
- Riesco de Vega Monica, PhD student, Polytechnic University of Madrid, Spain, janvier 2019, promoteur A. Heeren
- Scheider, Jelena, Erasmus+, Master student, Regensburg University, Germany, septembre 2018 – janvier 2019, promoteur O. Luminet
- Strappazzon Zoe, étudiante Master, Aix-Marseille Université, France, mai-juillet 2019, promotrice V. Goffaux
7

Publications

Publications
Articles de périodique – Journal articles


59. Dehem, Stéphanie, Montedoro, Vincenzana, Brouwers, Isaline, Edwards, Martin, Detrembleur, Christine, Stoquart, gaëtan, Renders, Anne, Heins, Sophie, Dehez, Bruno, Lejeune, Thierry. Validation of a robot serious game assessment protocol for upper limb motor impairment in children with...


83


162. Vettori, Sofie, Jacques, Corentin, Boets, Bart, Rossion, Bruno. Can the N170 Be Used as an Electrophysiological Biomarker Indexing Face


**Contributions à un ouvrage collectif – Book contributions**


http://hdl.handle.net/2078.1/215854

http://hdl.handle.net/2078.1/226945

http://hdl.handle.net/2078.1/224560

http://hdl.handle.net/2078.1/219963

doi:10.17184/eac.1466


http://hdl.handle.net/2078.1/219964

http://hdl.handle.net/2078.1/191124


Monographies - Books


Séminaires et conférences

Seminars and conferences
Séminaires de recherche – Research seminars

Janvier 2019

- Isabelle Maeschal, Queen Mary University of London
  Using eye movements and psychophysics to probe aspects of face perception in adults and children
  Invitante : Valérie Goffaux

- Anna Galiano, Université Lumière Lyon 2
  L’apport du chien d’assistance chez l’enfant aveugle entre 2 et 3 ans. Etude longitudinale et comparative
  Invitantes : Mariane Frenay, Marie-Anne Schelstraete & Anne Bragard

- George Aalbers, University of Amsterdam
  Social Media and Depression Symptoms: A Time Series Network Analysis
  Invitant : Alexandre Heeren

Février 2019

- Teresa Limpo, University of Porto
  Conducting Intervention Research: Methodological Considerations about Strategy Instruction in Writing
  Invitante : Marie Van Reybroeck

- Jeroen Vaes, University of Trento, Italy
  Sexual objectification beyond the metaphor
  Invitantes : Stéphanie Demoulin & Tina Chevallereau

- Michiko Kano, Tohoku University Hospital Psychosomatic Medicine
  Physiological link between alexithymia and psychosomatic diseases
  Invitant : Olivier Luminet

- Ben Van Buren, KU Leuven
  Seeing minds in motion: How is the perception of animacy connected to the rest of the mind?
  Invitant : Gilles Vannucorps

Mars 2019

- Daniela Renger, Kiel University, Germany
  Social recognition at the workplace: The role of equality-based respect
  Invitante : Annalisa Casini

- William Hirst, New School for Social Research, New York, USA
  The attack of September 11, 2001: Flashbulb memories, collective memory and bearing witness
  Invitant : Olivier Luminet

- Daniela Renger, Kiel University, Germany
  A psychological approach to social recognition: The role of respect and self-respect for individuals and society
  Invitante : Annalisa Casini

- Matthew Bennett, University of Glasgow
  Distinct cortical feedback to V1 for contextual scene and object information
  Invitante : Valérie Goffaux

- Jelle Van Dijk, Utrecht University & Spinoza Centre for Neuroimaging
  Promises and challenges of laminar fMRI
  Invitants : Jolien Schuurmans & Valérie Goffaux

- Jolanda Jetten, University of Queensland
  The wealth paradox: Economic prosperity, populism and opposition to immigration
  Invitant : Vincent Yzerbyt

Avril 2019

- Philippe Delespaul & Simone Verhagen, Maastricht University, Maastricht, the Netherlands & Mondriaan Mental Health Trust, Heerlen, the Netherlands
  Exploring the Experience sampling method and its use in research and clinical practice from a positive psychology point of view
  Invitants : Marta Walentynowicz & Olivier Luminet

- Teresa Schubert, Harvard University
  Reading the properties of the written language environment
  Invitant : Gilles Vannucorps

- Antonin Carrier, Université de Bordeaux
  Percevoir autrui comme moral ou sociable, pour quoi faire ?
  Invitants : Marine Rougier & Vincent Yzerbyt

- José Pérales, Université de Grenade, Espagne
  Learning to lose control: A process-based account of behavioral addiction
  Invitants : Pierre Maurage & LEP

- Tessa Dekker, University College London
  Developing an optimised visuomotor system
  Invitante : Valérie Goffaux
Séminaires et conférences

- Laurent Auzoult-Chagnault, Université Paul-Valéry Montpellier 3
  *Objectification au travail : de quoi parle-t-on et comment y faire face?*
  Invitantes : Donatienne Desmette, Florence Stinglhamber & CIRTES

**Mai 2019**

- Constantine Sedikides
  *The Future of Nostalgia*
  Invitant : Vassilis Saroglou

- Elodie Peyroux, Université de Lyon
  *Etude de l’efficacité de la remédiation cognitive avec RC2S dans les troubles du spectre de l’autisme : une étude de cas*
  Invitants : Pierre Maurage et le LEP

- Eveline Gutzwiller-Helfenfinger, University of Fribourg
  *Bullying and Bystanding: New Insights from a Moral Developmental Perspective*
  Invitants : Chloé Tolmatcheff & Benoît Galand

- Sara D. Hodges, University of Oregon
  *The Cues to Use for Empathic Accuracy*
  Invitants : Dana Samson & Henryk Bukowski

**Juin 2019**

- Caroline Schlinkert, Utrecht University
  *Minding the body: The role of rumination and self-control in embodied information processing*
  Invitants : Illuminetti lab

- Pascal Bressoux, Université Grenoble Alpes/Institut Universitaire de France
  *Inégalités sociales d’acquisitions et d’orientation scolaires*
  Invitant : Benoît Galand & Sébastien Dellisse

- Benoît Cottereau, Université de Toulouse, France
  *Stereovision in man, monkey and machine*
  Invitante : Valérie Goffaux

- Jonathan Grainger, CNRS, Aix-Marseille University
  *Parallel orthographic processing and reading*
  Invitants : Laura Ordonez Magro & Arnaud Szmalec

**Septembre 2019**

- Piotr Winkielman, University of California, San Diego (UCSD)
  *The tale of flipping beauty: How fluency and categorization shape our preferences*
  Invitants : Anne Kever & Nicolas Vermeulen

- Sascha Topolinski, Université de Cologne
  *Mouth and mind: How superficial language patterns affect our feelings*
  Invitants : Anne Kever & Nicolas Vermeulen

- Antoinette Poulton, University of Melbourne, Australia
  *Investigating the transition from binge drinking to alcohol dependence: Some key issues and findings*
  Invitants : Pierre Maurage & LEP

**Octobre 2019**

- Louis Bherer, University of Montreal
  *Physical activities and exercise for healthy cognitive aging*
  Invitant : Stefan Agrigoroaei

**Novembre 2019**

- Carlos Alario Hoyos, Universidad Carlos III de Madrid
  *MOOCs as Drivers for Hybrid Learning Initiatives*
  Invitants : Mariane Frenay, Magali Paquot (FIAL/ILC), François Lambotte (ESPO/ILC), Valérie Swaen (LSM/LRIM)

- Pari Pabousoum, Université de Lomé, Togo
  *Souffrance au travail et consommation d’alcool au Togo*
  Invitants : Jan De Mol & Ogma Hatta

- Daryl O’Connor, University of Leeds
  *Stress: The quiet killer*
  Invitants : Olivier Luminet & Labo Illuminetti

- Peter Hegarty, University of Surrey
  *What do the public understand about intersex and its medicalization?*
  Invitante : Annalisa Casini
Séminaires et conférences

Décembre 2019

- Bin Bin Chen, Fundan University, China
  *Parental Burnout and Sibling Relationships in Chinese Adolescents*
  Invitants : Isabelle Roskam, Moïra Mikolajczak & Alexandre Heeren

- Ulrike Nowak, Hamburg University
  *Affective Disturbances in Psychosis: Do Aberrant Affect Dynamics Play a Role?*
  Invitant : Alexandre Heeren

- Epstude Kai, University of Groningen
  *When and why is thinking about what might have been functional?*
  Invitants : Karl-Andrew Woltin & Julie Terrache
Conférences « grand public » – *Open conferences*

Chaque année IPSY organise un cycle de conférences à destination du grand public. Ces conférences ont pour but de partager et vulgariser les résultats des travaux de recherche réalisés dans l’Institut. Ces espaces de rencontre permettent aux conférencier(e)s de faire connaître les incidences sociétales de la recherche en psychologie. Chaque conférence réunit 250 à 300 personnes.

**19 février 2019**

- Bernard Rimé  
  *Emotions, intégration sociale et santé*

**30 avril 2019**

- Nicolas Vermeulen  
  *La conscience dans tous ses états*
Thèses de doctorat défendues et en cours

*Ph.D theses defended and in progress*
Thèses de doctorat défendues - *Ph.D theses defended*


- Broers, Valérie. *A taste for the unfamiliar: Investigating the individual and environmental determinants of prebiotic vegetable consumption*, prom. : Van den Broucke, Stephan, Luminet, Olivier, 17/01/2019. [http://hdl.handle.net/2078.1/212245](http://hdl.handle.net/2078.1/212245)


- Uzarevic, Filip. *Atheism and outgroup (in)tolerance*, prom. : Saroglou, Vassilis, 21/06/2019. [http://hdl.handle.net/2078.1/217446](http://hdl.handle.net/2078.1/217446)

- Vander Stappen, Caroline. *Contributions of phonological awareness and rapid automatized naming to word reading and spelling: New insights from intervention, longitudinal, and neuroimaging studies*, prom. : Van Reybroeck, Marie, 04/09/2019. [http://hdl.handle.net/2078.1/219210](http://hdl.handle.net/2078.1/219210)


- Zamariola, Giorgia. *The role of interoception and alexithymia in emotion regulation and obesity prevention*, prom. : Luminet, Olivier, Corneille, Olivier, 08/02/2019. [http://hdl.handle.net/2078.1/213711](http://hdl.handle.net/2078.1/213711)
Thèses de doctorat en cours - Ph.D theses in progress

Cognition et neurosciences, Cognition and neurosciences

Francesca BARBERO

- Etude développementale de la plasticité transmodale chez la personne aveugle : études électroencéphalographiques utilisant la présentation auditive rapide et périodique

Promoter(s): Olivier Collignon
Admission: 2016

Magali BEYLAT

- Interpersonal self-regulatory similarity and complementarity: An in-depth analysis of their effects in the leadership-follower context

Promoter(s): Karl-Andrew Woltin
Admission: 2019

Camille BONNET

- Comprendre les facteurs prédictifs et les bases neurocognitives du trouble développemental du langage

Promoter(s): Jolijn Vanderauwera
Admission: 2019

Sophie BOUILLIEZ

- L'imagerie mentale visuelle chez les enfants atteints de dyscalculie ou de dyspraxie. Evaluation des profils et interventions

Promoter(s): Marie-Pascale Noël
Admission: 2019

Roberta CALCE

- Development and reorganization of the brain response to vocal identity and emotion

Promoter(s): Olivier Collignon
Admission: 2019

Mehmet Umut CANOLUK

- Contextual modulations at low- and high-level stages of visual processing

Promoter(s): Valérie Goffaux
Admission: 2019

Marie DEDRY

- Early UVFP (unilateral adductor vocal fold paralysis) management based on neurological evidences

Promoter(s): Arnaud Szmalec
Admission: 2018

Laure DESRUEZ

- La vision en intercation. Comment la voie dorsale nous permet de voir que → est différent de ←
- Vision by intercation. How the dorsal stream makes us see that → is different than ←

Promoter(s): Valérie Goffaux & Gilles Vannuscorsps
Admission: 2018

Diana DONGO MILETICH

- The impact of social expectations on cognitive and neural processes of moral judgment

Promoter(s): Dana Samson
Admission: 2013

Federica FALAGIARDA

- Face-voice integration and reorganisation
- Traitements et intégration des voix et des visages lors du développement normal ou en cas de privation sensorielle

Promoter(s): Olivier Collignon
Admission: 2017
Cédric GAUDISSART

- Measuring the effect of stress on motor-priming
Promoter(s): Martin Edwards
Admission: 2015

Laurie GEERS

- Breaking the duality of vision. An experimental study of the intercation between perception and action by means of visual illusions
- Au-delà de la dualité de la vision. Une étude expérimentale de l'interaction entre perception et action à l'aide d'illusions visuelles
Promoter(s): Michaël Andres & Mauro Pesenti
Admission: 2016

Marie GRYSPÉEERT

- Contrôle cognitif et manque du mot chez les patients aphasiques non fluents. Contribution à l’étude des mécanismes de production lexicale
Promoter(s): Agnesa Pillon
Admission: 2011

Thin Mai Lien LE

- Identifier les différents processus cognitifs qui sont les meilleurs prédicteurs de l'apprentissage numérique
Promoter(s): Marie-Pascale Noël
Admission: 2016

Cathy MARLAIR

- Neural representation of numbers in the sighted and the blind
Promoter(s): Virginie Crollen
Admission: 2019

Pierre MENGAL

- Embedded cognition in computer-generated worlds
Promoter(s): Martin Edwards & Thierry Lejeune (FSM/IONS)
Admission: 2017

Sabine MEURRENS

- Theory of mind training for brain-damaged patients
- Entraînement à la théorie de l'esprit pour patients cérébrolésés
Promoter(s): Dana Samson
Admission: 2015

Kirsten PETRAS

- The what, when and where of face perception in the human brain
Promoter(s): Valérie Goffaux
Admission: 2015

Mohamed REZK

- State-dependant changes in occipital's functional connectivity in the blind
- Changements de connectivité fonctionnelle occipitale en fonction de la tâche chez l’aveugle
Promoter(s): Olivier Collignon
Admission: 2016

Samuel SALVAGGIO

- Neurofunctional study of the visuospatial processes underlying mental calculation
- Etude neurofonctionnelle des processus visuo-spatiaux sous-tendant le calcul mental
Promoter(s): Michaël Andres
Admission: 2016

Julien SCHUURMANS

- Human face processing: recurrent interactions across the visual system
Promoter(s): Valérie Goffaux
Admission: 2018

Alice VAN DE WALLE

- Diagnostiquer la dyslexie en âge préscolaire et comprendre les mécanismes d'apprentissage de la lecture par la stimulation périodique visuelle
Promoter(s): Bruno Rossion & Aliette Lochy
Admission: 2016
Amélie VAN THORRE

- Etude neuropsychologique du bégaiement
- Stuttering : A neuropsychological study

Promotor(s): Valérie Goffaux & Gilles Vannuscorps
Admission: 2018

Antoine VANDENBERGHE

- Le rôle des représentations motrices dans la perception de l'action

Anne WEISGERBER

- The influence of music on the identification, expression and regulation of emotion

Promotor(s): Nicolas Vermeulen & Eric Constant
Admission: 2012

Comportement social, travail et société, Social behaviour, work and society

Elodie ARNEGUY

- Le support perçu et l'identification comme médiateurs de la relation entre la justice organisationnelle et le 'readiness for change' : une approche multisource

Promotor(s): Florence Stinglhamber & Marc Ohana (UPPA)
Admission: 2015

Julien BARBEDOR

- The two fundamental dimensions in training and career choices

Promotor(s): Vincent Yzerbyt
Admission: 2019

Benoît CHALMAGNE

- Mon organisation ne me traite pas comme un être humain. Identification du réseau nomologique de la deshumanisation organisationnelle

Promotor(s): Florence Stinglhamber
Admission: 2018

Tina CHEVALLEREAU

- The effects of dehumanization from the victim's point of view
- Les effets de la deshumanisation du point de vue de la victime

Promotor(s): Vassilis Saroglou
Admission: 2019
Constantin LAGIOS

- Le support organisationnel perçu est-il toujours bénéfique, vers une vision plus nuancée de la théorie du support organisationnel perçu
- *Is perceived organizational support always beneficial? toward a more nuanced view on organizational support theory*

Promoter(s): Florence Stinglhamber
Admission: 2019

Claudia-Neptina MANEA

- Gender diversity ideology and negotiation
- L'idéologie de genre en négociation

Promoter(s): Stéphanie Demoulin & Vincent Yzerbyt
Admission: 2016

Nathan NGUYEN

- Le visage du crime : investigation de la congruence entre visage/infraction et sa contribution à la formation du jugement judiciaire

Promoter(s): Florence Stinglhamber & Rafaële Dumas
Admission: 2016

Emma SARTER

- L'identification au genre chez les personnes cisgenres, transgenres et non-binaires. Une analyse sous l'angle des théories de l'identité sociale et des conséquences individuelles et collectives

Promoter(s): Annalisa Casini
Admission: 2019

Mathias SCHMITZ

- Implicit and spontaneous compensation : Testing the robustness of compensatory judgments beyond explicit measures

Promoter(s): Vincent Yzerbyt
Admission: 2016

Julie TERACHE

- Effet de compensation et comparaison sociale : quand évaluer autrui influence notre propre evaluation et comportement

Promoter(s): Vincent Yzerbyt
Admission: 2015

Antoine VANBENEDEN

- Le modèle du contenu du stéréotype et la prise de perspective visuelle : la difficulté d'embrasser le point de vue des groupes stigmatisés
- The stereotype content model and visual perspective taking: the difficulty of adopting the viewpoint of stigmatized groups

Promoter(s): Vincent Yzerbyt
Admission: 2019

Pascaline VAN OOST

- Malléabilité idéologique et relations intergroupes. Instrumentalisation d'idéologies égalitaristes en contexte multiculturel

Promoter(s): Vincent Yzerbyt
Admission: 2019

Christophe VERMEULEN

- Influences d'un amorçage olfactif sur le comportement alimentaire

Promoter(s): Olivier Corneille & Axel Cleeremans (ULB)
Admission: 2015
Thèses de doctorat défendues et en cours

Développement psychologique et éducation, *Developmental and educational psychology*

**Elise BARBIER**
- La mobilisation des médiations métacognitives à l’oral chez les élèves au début de l’enseignement secondaire par les futurs régents en français durant leur stage

Promoteur(s): Stéphane Colognesi  
Admission: 2019

**Elise BLAMPAIN**
- Interactions entre les processus de copie, l'orthographe et le geste graphique chez les enfants tout-venants et dyslexiques
- *Interactions between copying, spelling and handwriting in typically developing children and children with dyslexia*

Promoteur(s): Marie Van Reybroeck  
Admission: 2018

**Jean BRUNELLI**
- Apprendre l’incertitude fructueuse. Analyse de l’impact de la participation régulière à une communauté de recherche sur le niveau de complexité cognitive des 12-15 ans en cognition religieuse

Promoteur(s): James M. Day  
Admission: 2015

**Emilie COLLETTE**
- *Dyslexia at University*
- La dyslexie à l’Université

Promoteur(s): Marie-Anne Schelstraete  
Admission: 2011

**Florence DANGOISSSE**
- Transition from high school to higher education or work: evolution of youths' career adaptability with a particular attention to the effects of school type and of a possible disability

Promoteur(s): Frédéric Nils  
Admission: 2016

**Siméon DELISSE**
- Quels sont les leviers du changement des pratiques pédagogiques actionnés au cours de la mise en place d’un dispositif didactique ?

Promoteur(s): Xavier Dumay & Benoît Galand  
Admission: 2014

**Simon DEMORSY**
- La metacognition à l’école secondaire : quelles capacités initiales et quelles interventions pour les développer ?

Promoteur(s): Stéphane Colognesi  
Admission: 2019

**Margot DE ROM**
- *Understanding the implication of inhibition in reading development and dyslexia*
- Comprendre l’implication de l’inhibition dans le développement de la lecture et de la dyslexie

Promoteur(s): Marie Van Reybroeck  
Admission: 2019

**Laura GALLEE**
- Etude du burnout parental dans une perspective interculturelle

Promoteur(s): Isabelle Roskam  
Admission: 2019

**Claire GOSSE**
- Interactions entre le geste graphomoteur et l’orthographe chez les enfants tout-venants et chez les enfants en difficultés d’apprentissage du langage écrit

Promoteur(s): Marie Van Reybroeck & Christophe De Vleeschouwer  
Admission: 2015
Juliette HAGELSTEIN

- Haut potentiel et estime de soi
  *Gifted and self-esteem*
Promotor(s): Jacques Grégoire
Admission: 2018

Emilie JACOBS

- Cognition sociale et socialisation parentale des émotions : quel impact sur les compétences émotionnelles et sociales d'enfants présentant une déficience intellectuelle
Promotor(s): Nathalie Nader-Grosbois
Admission: 2015

Maurice KATAMBA MUAMBA

- Auto-efficacité des enseignants et pratiques pédagogiques en cours magistral
Promotor(s): Mariane Frenay
Admission: 2019

The Huy LE HOANG

- *The emotional competences of vietnamese students*
- Les compétences émotionnelles des élèves vietnamiens
Promotor(s): Jacques Grégoire
Admission: 2017

Alexandre MARQUET

- *A systemic approach in the treatment of parental burnout*
Promotor(s): Isabelle Roskam
Admission: 2019

Valérie MOINET

- Les étudiants adultes en reprise d'études au baccalauréat d'instituteur primaire : étude des motifs d'engagement en formation et de l'impact perçu de la formation initiale sur la régulation des tensions identitaires vécues lors de leur reconversion professionnelle volontaire
Promotor(s): Liesje Coertjens
Admission: 2019

Marie NILLES

- La prise en charge psychanalytique des bébés à risque d'autismes. Les effets de la voix, du regard et du toucher vers un bouclage du circuit pulsionnel
Promotor(s): James Day & Anne-Christine Fankard
Admission: 2018

Michaël PARMENTIER

- Quand les émotions mènent à l’adaptation aux transitions professionnelles. Une perspective émotionnelle
Promotor(s): Frédéric Nils
Admission: 2017

Thomas PIRSOUL

- Entre émotions et ajustements : le rôle des compétences émotionnelles dans les transitions professionnelles
Promotor(s): Frédéric Nils
Admission: 2017

Nathalie RIEZ

- La capacité d'être seul : analyse du concept dans ses dimensions développementale et psychopathologique
Promotor(s): Anne-Christine Frankard & James M. Day
Admission: 2014

Morgane SENDEN

- *How to organise peer feedback in higher education: Towards a better understanding of interpersonal variables*
Promotor(s): Liesje Coertjens
Admission: 2019
Poline SIMON

- Empathie et théorie de l'esprit: profils d'(in)adaptations socio-émotionnelle d'enfants tout-venant et avec syndrome de down, de niveau préscolaire

Promoter(s): Nathalie Nader-Grosbois
Admission: 2019

Régine SPONAR

- Génèse de nouveaux stresseurs favorisant le burn-out. Impact de l’utilisation de logiciels et progiciels spécialisés, intranets, timesheets et autres agendas électroniques, e-mails, cumulés et autres réseaux d’informations sur la génèse du burn-out

Promoter(s): Jacques Grégoire
Admission: 2012

Marie-France STORDEUR

- L’enseignement des compétences émotionnelles comme levier et/ou comme indispensable au développement des compétences à communiquer oralement lors d’un exposé en primaire

Promoter(s): Stéphane Colognesi
Admission: 2019

Chloé TOLMATECHEFF

- Socio-emotional skills & social domination among school bullies: Heterogeneity of profiles and differential effects
- Compétences socio-emotionnelles et domination sociale chez les auteurs de harcèlement scolaire : hétérogénéité de profils & effets différenciés

Promoter(s): Benoît Galand & Isabelle Roskam
Admission: 2017

Maria TOTH-GAUTHIER

- The contribution of the intelligence to the existential questioning in the gifted young people
- La contribution de l’intelligence au questionnement existentiel chez les jeunes à haut potentiel

Promoter(s): James M. Day
Admission: 2011

Florence VAN MEENEN

- How do students cognitively process and use peer feedback? Evidence from eye tracking experiments

Promoter(s): Liesje Coertjens
Admission: 2019

Gil VERTONGEN

- Motivational dynamic of adults returning to university
- Dynamique motivationnelle des adultes en reprise d’études universitaires

Promoter(s): Frédéric Nils & Françoise De Viron
Admission: 2006

Jean-Marc VIFQUIN

- Quelles sont les conditions qui permettent de favoriser la vision professionnelle, en particulier le processus d'attention sélective liée à certains gestes professionnels ? Analyse de l'impact de modalités méthodologiques mobilisant la vidéoformation et du transfert éventuel de l'observation en situation de stage

Promoter(s): Mariane Frenay
Admission: 2016

Christine WIERTZ

- Enseigner l'oral au primaire : dire et comprendre des explications

Promoter(s): Benoit Galand
Admission: 2019

Joséphine ZHALIRWA

- Contribution a la professionnalisation des futurs enseignants de l'école primaire à Bukavu/RDC par la contextualisation des apprentissages et l'accompagnement en stage

Promoter(s): Mariane Frenay
Admission: 2019
<table>
<thead>
<tr>
<th>Nom</th>
<th>Thèses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kholoud Saber BARAKAT</td>
<td><strong>Constructive and unconstructive consequences of rumination: Gender role identity and the level of abstraction of ruminative thoughts as mediator variables among female sexual violence survivors in Egypt</strong></td>
</tr>
<tr>
<td>Promoter(s): Pierre Philippot Admission: 2015</td>
<td></td>
</tr>
<tr>
<td>Flore BELLIERE</td>
<td><strong>The interplay between stress and cognitive functioning in the context of adult developments and aging. The cognitive testing situation as a stressor</strong></td>
</tr>
<tr>
<td>Promoter(s): Pierre Philippot &amp; Stephan Agrigoroaei Admission: 2016</td>
<td></td>
</tr>
<tr>
<td>Marie-Annelise BLANCHARD</td>
<td><strong>A temporal network perspective of parental burnout</strong></td>
</tr>
<tr>
<td>Promoter(s): Alexandre Heeren Admission: 2019</td>
<td></td>
</tr>
<tr>
<td>Zoé BOLLEN</td>
<td><strong>Exploration of the nature and of the specificity of the sur-activation du système impulsif dans les troubles d'usage d'alcool. Une approche combinée comportementale et en eye-tracking</strong></td>
</tr>
<tr>
<td>Promotor(s): Pierre Maurage Admission: 2018</td>
<td></td>
</tr>
<tr>
<td>Maria Elena BRIANDA</td>
<td><strong>Antécédents, consequences &amp; treatment of parental burnout</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Antécédents, conséquences &amp; prise en charge du burnout parental</strong></td>
</tr>
<tr>
<td></td>
<td>Promoter(s): Pierre Philippot &amp; Céline Douilliez Admission: 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nom</th>
<th>Thèses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kholoud Saber BARAKAT</td>
<td><strong>Constructive and unconstructive consequences of rumination: Gender role identity and the level of abstraction of ruminative thoughts as mediator variables among female sexual violence survivors in Egypt</strong></td>
</tr>
<tr>
<td>Promoter(s): Pierre Philippot Admission: 2015</td>
<td></td>
</tr>
<tr>
<td>Flore BELLIERE</td>
<td><strong>The interplay between stress and cognitive functioning in the context of adult developments and aging. The cognitive testing situation as a stressor</strong></td>
</tr>
<tr>
<td>Promoter(s): Pierre Philippot &amp; Stephan Agrigoroaei Admission: 2016</td>
<td></td>
</tr>
<tr>
<td>Marie-Annelise BLANCHARD</td>
<td><strong>A temporal network perspective of parental burnout</strong></td>
</tr>
<tr>
<td>Promoter(s): Alexandre Heeren Admission: 2019</td>
<td></td>
</tr>
<tr>
<td>Zoé BOLLEN</td>
<td><strong>Exploration of the nature and of the specificity of the sur-activation du système impulsif dans les troubles d'usage d'alcool. Une approche combinée comportementale et en eye-tracking</strong></td>
</tr>
<tr>
<td>Promotor(s): Pierre Maurage Admission: 2018</td>
<td></td>
</tr>
<tr>
<td>Maria Elena BRIANDA</td>
<td><strong>Antécédents, consequences &amp; treatment of parental burnout</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Antécédents, conséquences &amp; prise en charge du burnout parental</strong></td>
</tr>
<tr>
<td></td>
<td>Promoter(s): Pierre Philippot &amp; Céline Douilliez Admission: 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nom</th>
<th>Thèses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kholoud Saber BARAKAT</td>
<td><strong>Constructive and unconstructive consequences of rumination: Gender role identity and the level of abstraction of ruminative thoughts as mediator variables among female sexual violence survivors in Egypt</strong></td>
</tr>
<tr>
<td>Promoter(s): Pierre Philippot Admission: 2015</td>
<td></td>
</tr>
<tr>
<td>Flore BELLIERE</td>
<td><strong>The interplay between stress and cognitive functioning in the context of adult developments and aging. The cognitive testing situation as a stressor</strong></td>
</tr>
<tr>
<td>Promoter(s): Pierre Philippot &amp; Stephan Agrigoroaei Admission: 2016</td>
<td></td>
</tr>
<tr>
<td>Marie-Annelise BLANCHARD</td>
<td><strong>A temporal network perspective of parental burnout</strong></td>
</tr>
<tr>
<td>Promoter(s): Alexandre Heeren Admission: 2019</td>
<td></td>
</tr>
<tr>
<td>Zoé BOLLEN</td>
<td><strong>Exploration of the nature and of the specificity of the sur-activation du système impulsif dans les troubles d'usage d'alcool. Une approche combinée comportementale et en eye-tracking</strong></td>
</tr>
<tr>
<td>Promotor(s): Pierre Maurage Admission: 2018</td>
<td></td>
</tr>
<tr>
<td>Maria Elena BRIANDA</td>
<td><strong>Antécédents, consequences &amp; treatment of parental burnout</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Antécédents, conséquences &amp; prise en charge du burnout parental</strong></td>
</tr>
<tr>
<td></td>
<td>Promoter(s): Pierre Philippot &amp; Céline Douilliez Admission: 2018</td>
</tr>
</tbody>
</table>
Olivier DESMEDT

- La relation entre exactitude interoceptive et santé mentale/physique a-t-elle été validement établie ?
- Has the relation between interoceptive accuracy and mental/physical health been validly established?

Promoter(s): Olivier Luminet
Admission: 2019

Gaëtan DEVOS

- The conjoint role of impulsivity and distorted cognitions in problem gambling

Promoter(s): Joël Billieux & Pierre Maurage
Admission: 2012

Marie DEZANGRE

- Étude de l’alliance thérapeutique au sein de la thérapie familiale, analyse basée sur le modèle des relations sociales (SM) et l’élaboration d’un outil clinique

Promoter(s): Jan De Mol
Admission: 2014

Virginie DI SILVERIO

- Question critique de l’influence des croyances théoriques dans la compréhension métapsychologique et la prise en charge de patientes atteintes d’un cancer du sein

Promoter(s): Susann Heenen-Wolff
Admission: 2009

Line FISCHER

- Exploration des croyances metacognitives sur les émotions et des stratégies de régulation émotionnelle mises en œuvre en situation d’apprentissage par les étudiants primo-arrivants à l’université
- Exploring the metacognitive beliefs on emotions and the emotion-regulation strategies implemented by first-year university students in learning situations

Promoter(s): Pierre Philippot
Admission: 2018

Sullivan FONTESSE

- Study of dehumanization antecedents, moderators and consequences from the victim’s perspective in alcohol-dependant populations
- Etude des antécédents, modérateurs et conséquences de la deshumanisation du point de vue de la victime dans des populations alcoolo-dépendantes.

Promoter(s): Pierre Maurage
Admission: 2016

Anne-Charlotte FRANCKX

- Le rôle des pensées répétitives et du contrôle attentionnel dans la régulation des troubles anxio-depressifs

Promoter(s): Pierre Philippot & Magali Lahaye
Admission: 2014

Pierre GERAIN

- Burnout in family care givers
- Le burnout des aidants proches

Promoter(s): Emmanuelle Zech
Admission: 2016

Catherine GRENIER

- Application du concept "social cure" à la promotion de la santé : l’identification au groupe et la connectivité influencent-elles la pratique des comportement de santé ?

Promoter(s): Stephan Van den Broucke
Admission: 2019

Elise GRIMM

- Investigation du rôle modérateur des fonctions exécutives au sein des processus de stress aigu
- Executive functions as moderators of acute stress processes

Promoter(s): Stefan Agrigoroaei
Admission: 2018
Stéphanie Hannier

- Expérimentation d'un outil multimodal ayant pour objectif l'amélioration de l'estime de soi sexuelle de la femme
Promoter(s): Pascal De Sutter
Admission: 2012

Yorgo Hoebike

- From connectivity to complexity. A graphical network approach to the (neuro)cognitive process of anxiety disorders
Promotor(s): Alexandre Heeren
Admission: 2018

Delphine Kallai

- Contenus des stéréotypes des soignants envers leurs patients en milieux hospitaliers psychiatriques aigus en Belgique francophone et impact de ceux-ci sur leurs pratiques cliniques
Promotor(s): Jan De Mol & Philippe De Timary (IONS)
Admission: 2015

Anne-Claire Lafait

- Apports de la thérapie neurocognitive et comportementale (TNC) dans la prise en charge psychothérapeutique du trouble de la personnalité borderline
- Contributions of the neurocognitive behavioral therapy for the psychotherapeutic care of borderline personality disorder
Promotor(s): Pierre Philippot
Admission: 2018

Gao-Xian Lin

- The fallout of ambitious parenting: Effects of intensive parenting norms on parental stress and exhaustion
Promoter(s): Moïra Mikolajczak
Admission: 2019

Zoé Mallien

- L'autonomie chez l'enfant atteint de maladie chronique : conceptualisation, evaluation et identification des facteurs intra-personnels
Promoter(s): Olivier Luminet
Admission: 2019

Nana Manwanina

- Etude des facteurs individuels et collectifs influençant les attitudes et les comportements des consommateurs vis-à-vis d'insectes comestibles dans la partie ouest de la RDC
Promoter(s): Olivier Luminet
Admission: 2018

François Moors

- Les modes interpersonnels du thérapeute et du client en interaction dans la relation thérapeutique : impacts sur l'efficacité thérapeutique
Promotor(s): Emmanuelle Zech
Admission: 2012

Jessica Morton

- Vers un modèle conceptuel du compliment : étude de leurs antécédents et de leurs conséquences pour le complimenteur et la personne complimentée
Promoter(s): Olivier Luminet & Moïra Mikolajczak
Admission: 2017

Emmanuel Ntirampeba

- Education à la santé affective et sexuelle en milieu scolaire : connaissances, attitudes et représentations de la sexualité et du SIDA des jeunes scolarisés burundais de 12 à 18 ans
Promoter(s): Pascal De Sutter
Admission: 2013
Arthur PABST

- L’implication de l’attention dans les déficits de traitement de l’information socio-émotionnelle dans les troubles liés à l’usage de l’alcool

Promoter(s): Pierre Maurage
Admission: 2019

Riccardo PIOVESANA

- L’amour sexuellement transmissible : influences de la sexualité dans les dynamiques des relations conjugales

Promoter(s): Pascal De Sutter
Admission: 2013

Silvana ROMERO SALETTI

- A cross-cultural comparison between Belgian and Peruvian university students Problematic usage of internet (pui). Testing the compensation model for prevention efforts

Promoter(s): Stephan Van den Broucke
Admission: 2019

Benjamin ROUX

- Intervention basée sur la pleine conscience auprès d’adolescents atteints de troubles du comportement : faisabilité, processus psychologiques et intérêts cliniques

Promoter(s): Pierre Philippot
Admission: 2015

Diantha SAIDOUN

- Psychologie de la bisexualité

Promoter(s): Susann Heenen-Wolff
Admission: 2014

Laetitia SCHUL-MARTIN

- L’accompagnement du deuil périmatal et l’ajustement des pratiques hospitalières aux besoins des parents

Promoter(s): Emmanuelle Zech
Admission: 2014

Amélie SIMON

- Brief trauma therapy's effectiveness in traumatic syndromes due to childhood abuses

Promoter(s): Jan De Mol & Pascal De Sutter
Admission: 2014

Aurélie VAN DER HAEGEN

- Mémoire communicative et transmission intergénérationnelle des souvenirs d’événements historiques. Etude des processus émotionnels et communicationnels

Promoter(s): Olivier Luminet
Admission: 2015

Valérie VANHEES

- Adolescents and young adults with autism spectrum disorder in the transition into higher education : family functioning

Promoter(s): Jan De Mol & Herbert Roeyers (U Gent)
Admission: 2016

Alice VERSCHUREN

- Perfectionnisme, régulation des buts et ruminations. Quels rôles dans la détresse psychologique ?
- Perfectionism, goal regulation and rumination. Which role in psychological distress

Promotor(s): Alexandre Heeren & Céline Douilliez
Admission: 2018

Morgane XHONNEUX

- Intervention thérapeutique sous forme d’un auto-traitement visant à améliorer les capacités des femmes dans le domaine de la séduction : une approche cognitive, émotionnelle et comportementale adaptée aux besoins des femmes en difficulté de 25 à 50 ans

Promoter(s): Pascal De Sutter & Françoise Adam
Admission: 2017
10

Prix et distinctions

Awards and distinctions
Pierre PHILIPPOT

Pierre Philippot a reçu le prix de la meilleure publication en psychologie clinique, pour l'année 2018, dans la catégorie Assessment, Diagnosis or Conceptualization. Ce prix est décerné sur base annuelle par le Journal of Contemporary Psychotherapy. Un jury examine plus de 5000 publications issues des 60 journaux les plus renommés dans le domaine.
Mai 2019

Camille VANDERCLAUSEN

Camille Vanderclausen, affiliée IPSY (affectée IONS), a gagné le prix annuel de la Belgian Pain Society qui récompense le meilleur jeune chercheur sur la douleur dans une institution universitaire ou clinique belge.
http://www.belgianpainsociety.org/
Mai 2019
IPSY en quelques chiffres

IPSY in numbers
## Chercheur.e.s affecté.e.s en IPSY

### Année 2010

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Hommes</th>
<th>Femmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membres académiques et scientifiques définitifs.ves</td>
<td>43</td>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td>Aspirant.e.s FNRS</td>
<td>23</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Chargé.e.s de recherche FNRS</td>
<td>11</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Assistant.e.s</td>
<td>29</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>Assistant.e.s de recherche</td>
<td>8</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Boursier.ère.s</td>
<td>30</td>
<td>6</td>
<td>24</td>
</tr>
</tbody>
</table>

### Année 2011

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Hommes</th>
<th>Femmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membres académiques et scientifiques définitifs.ves</td>
<td>43</td>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td>Aspirant.e.s FNRS</td>
<td>21</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Chargé.e.s de recherche FNRS</td>
<td>14</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Assistant.e.s</td>
<td>27</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Assistant.e.s de recherche</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Boursier.ère.s</td>
<td>32</td>
<td>10</td>
<td>22</td>
</tr>
</tbody>
</table>

### Année 2012

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Hommes</th>
<th>Femmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membres académiques et scientifiques définitifs.ves</td>
<td>43</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td>Aspirant.e.s FNRS</td>
<td>23</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Chargé.e.s de recherche FNRS</td>
<td>12</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Assistant.e.s</td>
<td>28</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Assistant.e.s de recherche</td>
<td>12</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Boursier.ère.s</td>
<td>30</td>
<td>11</td>
<td>19</td>
</tr>
</tbody>
</table>

### Année 2013

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Hommes</th>
<th>Femmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membres académiques et scientifiques définitifs.ves</td>
<td>48</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>Aspirant.e.s FNRS</td>
<td>24</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Chargé.e.s de recherche FNRS</td>
<td>12</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Assistant.e.s</td>
<td>27</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Assistant.e.s de recherche</td>
<td>13</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Boursier.ère.s</td>
<td>31</td>
<td>9</td>
<td>22</td>
</tr>
</tbody>
</table>

En 2013, l’institut comptait 79 doctorant.e.s et 28 post-doctorant.e.s réparti.e.s comme suit :

<table>
<thead>
<tr>
<th></th>
<th>Doctorant.e.s</th>
<th>Post-doctorant.e.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCL (FSR)</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>FNRS</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Assistant.e.s au cadre</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Autres</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
### Année 2014

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Hommes</th>
<th>Femmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membres académiques et scientifiques définitifs.ves</td>
<td>47</td>
<td>29</td>
<td>18</td>
</tr>
<tr>
<td>Aspirant.é.s FNRS</td>
<td>22</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Chargé.é.e.s de recherche FNRS</td>
<td>9</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Assistant.é.s</td>
<td>32</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>Assistant.é.e.s de recherche</td>
<td>20</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Boursier.ère.s</td>
<td>35</td>
<td>10</td>
<td>25</td>
</tr>
</tbody>
</table>

En 2014, l’institut comptait 91 doctorant.é.s et 27 post-doctorant.é.s réparti.e.s comme suit :

<table>
<thead>
<tr>
<th></th>
<th>Doctorant.é.s</th>
<th>Post-doctorant.é.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCL</td>
<td>25</td>
<td>6</td>
</tr>
<tr>
<td>Autres</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Assistant.é.e.s au cadre</td>
<td>32</td>
<td>-</td>
</tr>
<tr>
<td>FNRS</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>Autres</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

### Année 2015

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Hommes</th>
<th>Femmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membres académiques et scientifiques définitifs.ves</td>
<td>48</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>Aspirant.é.s FNRS</td>
<td>21</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Chargé.é.e.s de recherche FNRS</td>
<td>9</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Assistant.é.s</td>
<td>29</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>Assistant.é.e.s de recherche</td>
<td>22</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Boursier.ère.s</td>
<td>36</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>Autres membres</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chercheur.é.e.s/professeur.é.e.s visiteur.é.s</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Membres académiques et scientifiques définitifs.ves affilié.e.s</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Membres scientifiques affilié.e.s</td>
<td>38</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>Membres académiques émérites affilié.e.s</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Membres associé.e.s</td>
<td>15</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Membres sympathisant.e.s</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

En 2015, l’institut comptait 89 doctorant.é.s et 28 post-doctorant.é.s réparti.e.s comme suit :

<table>
<thead>
<tr>
<th></th>
<th>Doctorant.é.s</th>
<th>Post-doctorant.é.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCL</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Autres</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>Assistant.é.e.s au cadre</td>
<td>29</td>
<td>-</td>
</tr>
<tr>
<td>FNRS</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Autres</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Année 2016</td>
<td>Total</td>
<td>Hommes</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>Membres académiques et scientifiques définitif.ves</td>
<td>44</td>
<td>26</td>
</tr>
<tr>
<td>Aspirant.e.s FNRS</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Chargé.e.s de recherche FNRS</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Assistant.e.s</td>
<td>29</td>
<td>11</td>
</tr>
<tr>
<td>Assistant.e.s de recherche</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>Boursier.ère.s</td>
<td>41</td>
<td>14</td>
</tr>
<tr>
<td>Autres membres</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chercheur.e.s/professeur.e.s visiteur.e.s</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Membres académiques et scientifiques définitif.ves affilié.e.s</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Membres scientifiques affilié.e.s</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>Membres académiques émérites affilié.e.s</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Membres associé.e.s</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>Membres sympathisant.e.s</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

En 2016, l’institut comptait 93 doctorant.e.s et 26 post-doctorant.e.s réparti.e.s comme suit :

<table>
<thead>
<tr>
<th></th>
<th>Doctorant.e.s</th>
<th>Post-doctorant.e.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCL</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>FSR</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Autres</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>FNRS :</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>Autres :</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Année 2017</th>
<th>Total</th>
<th>Hommes</th>
<th>Femmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membres académiques et scientifiques définitif.ves</td>
<td>44</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>Aspirant.e.s FNRS</td>
<td>16</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Chargé.e.s de recherche FNRS</td>
<td>5</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Assistant.e.s</td>
<td>27</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Assistant.e.s de recherche</td>
<td>14</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Boursier.ère.s</td>
<td>40</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Autres membres</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chercheur.e.s/professeur.e.s visiteur.e.s</td>
<td>11</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Membres académiques et scientifiques définitif.ves affilié.e.s</td>
<td>8</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Membres scientifiques affilié.e.s</td>
<td>37</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>Membres académiques émérites affilié.e.s</td>
<td>8</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Doctorant.e.s sur fonds propres</td>
<td>27</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Membres sympathisant.e.s</td>
<td>9</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
En 2017, l’institut comptait 113 doctorant.e.s et 16 post-doctorant.e.s réparti.e.s comme suit :

<table>
<thead>
<tr>
<th></th>
<th>Doctorant.e.s</th>
<th>Post-doctorant.e.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCL</td>
<td>23</td>
<td>6</td>
</tr>
<tr>
<td>Autres</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td>Assistant.e.s au cadre</td>
<td>27</td>
<td>-</td>
</tr>
<tr>
<td>FNRS</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Autres</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Doctorant.e.s sur fonds propres</td>
<td>27</td>
<td>-</td>
</tr>
</tbody>
</table>

En 2018, l’institut comptait 97 doctorant.e.s et 26 post-doctorant.e.s réparti.e.s comme suit :

<table>
<thead>
<tr>
<th></th>
<th>Doctorant.e.s</th>
<th>Post-doctorant.e.s</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCL</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>Autres</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Assistant.e.s au cadre</td>
<td>22</td>
<td>-</td>
</tr>
<tr>
<td>FNRS</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Autres</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Doctorant.e.s sur fonds propres</td>
<td>23</td>
<td>-</td>
</tr>
</tbody>
</table>
### Année 2019

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Hommes</th>
<th>Femmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membres académiques et scientifiques définitifs.ves</td>
<td>48</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>Aspirant.e.s FNRS</td>
<td>13</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Chargé.e.s de recherche FNRS</td>
<td>4</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Assistant.e.s</td>
<td>28</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Assistant.e.s de recherche</td>
<td>16</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Boursier.ère.s</td>
<td>42</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td><strong>Autres membres</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chercheur.e.s/professeur.e.s visiteur.e.s</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Membres académiques et scientifiques définitifs.ves affilié.e.s</td>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Membres scientifiques affilié.e.s</td>
<td>40</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>Membres académiques émérites affilié.e.s</td>
<td>9</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Doctorant.e.s sur fonds propres</td>
<td>30</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>Membres sympathisant.e.s</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

En 2019, l’institut comptait 109 doctorant.e.s et 21 post-doctorant.e.s réparti.e.s comme suit :

<table>
<thead>
<tr>
<th></th>
<th>Doctorant.e.s</th>
<th>Post-doctorant.e.s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UCL</strong></td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>FSR</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td><strong>Autres</strong></td>
<td>28</td>
<td>-</td>
</tr>
<tr>
<td>Assistant.e.s au cadre</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td><strong>FNRS</strong> :</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Autres :</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Doctorant.e.s sur fonds propres</td>
<td>30</td>
<td>-</td>
</tr>
</tbody>
</table>
Université catholique de Louvain
Institut de recherche en sciences psychologiques
Place Cardinal Mercier 10 - bte L3.05.01
B-1348 Louvain-la-Neuve
Belgique
Tél : 32 (0)10 47 40 96
Fax : 32 (0)10 47 37 74
E-mail : yolande.nivaille@uclouvain.be
http://www.uclouvain.be/ipsy