

Dr. Brad McKay

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506-226-0035

Education

PhD, Human Kinetics, University of Ottawa, 2020

Specialization: Motor Behaviour

Supervisor: Diane Ste-Marie

Courses completed:

Selected Topics: Motor Control and Learning

Contemporary Psychological Themes in Sport, Physical Activity, and Health

MS, Kinesiology, University of Nevada, Las Vegas, 2011

Concentration: Motor Behaviour

Supervisor: Gabriele Wulf

Courses completed:

Master's Level:

Motor Control

Motor Learning

Research Methods

Sport Psychology and Motor Behavior

Measurement and Analysis in Biomechanics

Advanced Exercise Physiology

Master's Thesis

Ph. D. Level:

Systems and Cognitive Neuroscience

Multiple Regression and Path Analysis

Factor Analysis and Structural Equation Modelling

BA (Hons) in Psychology, St. Thomas University, 2009

Minor: Philosophy

Honours Supervisor: Douglas Vipond

Honours and Awards

Award of Merit, University of Ottawa, 2018

CGS SSHRC Doctoral Award, 2013-2016

University of Ottawa Excellence Scholarship, 2013-2016

University of Ottawa Admission Scholarship – Doctorate, 2016-2017

University of Ottawa Tuition Fee Scholarship, 2017-2018

Bombardier Grant for Master's Students, SSHRC of Canada, 2009 (won but unable to claim due to studying abroad)

University of Nevada, Las Vegas Graduate Assistant Scholarship, 2009-2011

Ray and Lorain Irving Prize for Best Thesis in Psychology, 2008

Third Year Psychology Award for highest GPA in Psychology, 2007

Data-Tel Outstanding Scholar Award, 2007

St. Thomas University Deans List, all years.

Peer-Reviewed Publications

McKay, B., Lewthwaite, R., & Wulf, G. (2012). Enhanced expectancies improve performance under pressure. *Frontiers in Psychology*, 3 (8), doi: 10.3389/fpsyg.2012.00008.

- Conceived, designed, collected, analyzed, interpreted, and written by first author. Edited and advised by second and third authors.

McKay, B. & Ste-Marie, D. M. (2020). Autonomy support via instructionally-irrelevant choice not beneficial for motor performance or learning. *Research Quarterly for Exercise and Sport*, 1-13.

- Pre-registered experiment. Conceived, designed, collected, analyzed, interpreted, and written by first author. Edited and advised by second author. Completed as part of doctoral thesis.

McKay, B. & Ste-Marie, D. M. (2020). Autonomy support and reduced feedback frequency have trivial effects on learning and performance of a golf putting task. *Human Movement Science*, 71, doi: 10.1016/j.humov.2020.102612

- Experiment. Conceived, designed, collected, analyzed, interpreted, and written by first author. Edited and advised by second author. Completed as part of doctoral thesis.

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McKay, B. & Wulf, G. (2012). A distal focus enhances dart throwing performance. *International Journal of Sport Psychology*, 10 (2), 149 -156.

- Experiment. Conceived, designed, collected, analyzed, interpreted, and written by first author. Edited and advised by second author.

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McKay, B., Wulf, G., Lewthwaite, R., & Nordin, A. (2015). The self: Your own worst enemy? A test of the self-invoking trigger hypothesis. *Quarterly Journal of Experimental Psychology*, 68, 1910-1919.

- Two experiment paper. First experiment was conceived, designed, collected, analyzed, interpreted, and written by first author. Edited and advised by second and third authors. Second experiment was collected by fourth author. Completed for master's thesis.

Papers in preparation

McKay, B., Yantha, Z., Hussien, J., Carter, M.J., & Ste-Marie, D.M. (2021). Meta-analytic findings of the self-controlled motor learning literature: Underpowered, biased, and lacking evidential value. Submitted to *Meta-Psychology*.

- Pre-registered meta-analysis of self-controlled motor learning literature with correction for publication bias. Conception and design were primarily the responsibility of the first author with input from the fourth and fifth authors. Article search and data extraction were carried out in duplicate by the first, second, and third authors. Data analysis was conducted by the first author and duplicated by the fourth

author. Interpretation and writing were primarily the responsibility of the first author with ample input from all co-authors. Editing was conducted by the fourth and fifth authors. Completed at part of doctoral thesis.

McKay, B., Hussien, J., Vinh, M., Mir-Orifice, A., Brooks, H., & Ste-Marie, D. M. (2021). Meta-analysis of the reduced relative feedback frequency motor learning literature. To be submitted to *Meta-Psychology*.

- Pre-registered meta-analysis of the reduced relative feedback frequency motor learning literature. Conception and design were primarily the responsibility of the first author with ample input from the sixth author. Literature search and data extraction were done in duplicate by all six authors. Data-analysis to be conducted by the first author and duplicated by all co-authors. Writing to be divided among co-authors

Invited Talks

McKay, B. & Ste-Marie, D.M. (2021). *Meta-analytic findings of the self-controlled motor learning literature: Underpowered, biased, and lacking evidential value*. Presented at the University of Toronto Centre for Motor Control.

Conference Presentations

McKay, B. & Ste-Marie, D.M. (2020). Incidental choices enhance autonomy but not motor learning and performance. *Journal of Sport and Exercise Psychology, June Supplement*.

Yantha, Z. D., **McKay, B.**, Carter, M. J., & Ste-Marie, D. M. (2019). The effects of choice on motor skill learning: A meta-analysis of self-controlled research findings. *Journal of Sport and Exercise Psychology*.

Rathwell, S., **McKay, B.**, & Caron, J. G. (2015). "Tips" from the pros: Comparison of the highest-and lowest-scoring NHL teams on shot-type usage and effectiveness. *Journal of Sport & Exercise Psychology, June Supplement, 37*, S138-S138.

McKay, B., Carter, M. J., & Ste-Marie, D.M. (2014). Self-controlled learning: A meta-analysis. *Journal of Sport & Exercise Psychology, June Supplement, 36*, S43-S43.

- McKay, B.,** Carter, M. J., Rathwell, S., & Ste-Marie, D. M. (2014). The learning benefits of self-controlled feedback schedules are modulated by strategy choice: A mixed-methods approach. *Journal of Exercise, Movement, and Sport (SCAPPS refereed abstracts repository)*, 46(1), 53-53.
- Flannigan, J. C., Drummond, N. M., **McKay, B.,** Carlsen, A. N., & Cressman, E. K. (2014). Movement preparation is not influenced by focus of attention. *Journal of Exercise, Movement, and Sport (SCAPPS refereed abstracts repository)*, 46(1), 26-26.
- McKay, B.,** Wulf, G., & Lewthwaite, R. (2012). The Self: Your own worst enemy? A test of the self-invoking trigger hypothesis. *The Journal of Sport and Exercise Psychology, June Supplement*, S218.
- McKay, B. & Wulf, G.** (2010) Can verbal persuasion improve performance under pressure? *The Journal of Sport and Exercise Psychology, June Supplement*, S199.
- McKay, B. (2009). Teaching and Motivating Athletes: A Review. Paper presented to *Atlantic Provinces Council for the Sciences*.
- McKay, B (2008). Using self-talk to improve skill acquisition and prevent choking under pressure. Paper presented to *Atlantic Provinces Council for the Sciences*, also presented at The University of St. Thomas Student Research Conference in Houston, TX as a guest speaker.

Teaching Experience

2018-2021 **Lecturer, Human Kinetics Department, University of Ottawa**

Courses:

Motor Control and Learning
Psychomotor Behaviour Lab

Course Evaluations:

Motor Control and Learning: Overall impression of the course: 4.22/5.
Full report available on request.
Psychomotor Behaviour Lab: Course ongoing.

2012-2013 **Lecturer, Psychology Department, St. Thomas University**

Courses:

Introduction to Psychology (section A) X3

Introduction to Psychology (section B) X2

Introduction to Research Methods

Course Evaluations:

Consistently ranked above departmental and university averages overall and on an item by item basis. Student average grades always fell within 1 SD of their overall average for that semester (i.e., grading was consistent with departmental and university standards). Qualitative reports available on request.

2009-2011 **Lecturer (as a graduate assistant), Kinesiology Department, UNLV.**

Courses:

Introduction to Kinesiology

Physical Activity and Health X2

Course Evaluations:

Overall average: 4.48/5. Qualitative reports available on request.

Sabermetric Research

McKay, B. (2016). The Tulowitzki hypothesis, *Fangraphs*.

<https://www.fangraphs.com/community/the-tulowitzki-hypothesis/>

McKay, B. (2016). The truth about hitting the ball hard. *Fangraphs*.

<https://www.fangraphs.com/community/the-truth-about-hitting-the-ball-hard/>

McKay, B. (2016). The truth about power, contact, and hitting in general. *Fangraphs*.

<https://www.fangraphs.com/community/the-truth-about-power-contact-and-hitting-in-general/>

McKay, B. (2015). The risk and reward of attempting to pick runners off. *Fangraphs*.

<https://www.fangraphs.com/community/the-risk-and-reward-of-attempting-to-pick-runners-off/>

Teaching Assistant Experience

2017-2018

Teaching Assistant, University of Ottawa

Led weekly laboratory sections of APA 3120 (Psychomotor Behaviour). Each laboratory session began with a brief lecture, followed by a demonstration and supervision of student-run data collection. Grading and feedback were provided on weekly 3-10 page laboratory reports.

Assisted Dr. Diane Ste-Marie with APA 3150, including proctoring and marking exams, giving lectures, marking written work, and answering email questions from students.

2007-2009

Teaching Assistant, Psychology Department, STU.

Assisted in course instruction and grading: Social Psychology with Dr. Del Brodie.

2006-2009

Statistics and Research Methods Tutor, Psychology Department, STU.

Tutored students privately in statistics and research methods. Also tutored students from the philosophy department in logic.

Research Assistant Experience

2017-2019

Research Assistant, University of Ottawa

Collected research in Psychomotor Laboratory under the supervision of
Professor Dr. Diane Ste-Marie

2009-2011

Graduate Assistant, Kinesiology Department, UNLV.

Conducted research in Motor Learning and Performance Laboratory under supervision of Distinguished Professor Dr. Gabriele Wulf.

2008

Research Assistant, STU

Collected electroencephalogram (EEG) and cognitive ability data in Biological Psychology laboratory with Associate Professor Dr. Michael Houlihan.

University Athletics

2014-2018 Player, Men's Baseball, University of Ottawa

Captain from 2015 to 2018. Team MVP in 2017.

2018 Third Base Coach, University of New Brunswick Men's Baseball

Silver Medal at Canadian College World Series

2012 Head Coach, University of New Brunswick Men's Baseball

2008 Third Base Coach, University of New Brunswick Men's Baseball

National Champions.