INTERNATIONAL CONFERENCE ON THE
TEACHING OF PSYCHOLOGY
July 24-26, 2009
Coast Plaza Hotel and Suites

Schedule

Friday    July 24

8:00am

Conference Foyer
  Registration Opens

9:50am – 10:00am

Denman Ballroom

  Welcome
  Steve Charlton, Kwantlen Polytechnic University, Surrey, Canada

10:00am – 11:15am     Invited Talk

Denman Ballroom

  Active Learning and Passive Students
  Doug Bernstein, University of South Florida, U.S.A.

11:30am – 12:15pm     Concurrent Sessions

Nelson Room

  Teaching Counselling Theory Amidst Changing Views on the
  Primacy of Theory Within Counselling Practice
  Simon Nuttgens, Athabasca University, Alberta, Canada

Comox Room

  On Rotten Apples, Rotten Barrels, and Rotten Science: Using
  the Stanford Prison “Experiment” to Teach Research Methods
  and Ethics in the Classroom
  Rajiv Jhangiani, Kwantlen Polytechnic University, Surrey, Canada
Denman Room

Motivating Students Within the Classroom Context Through Personal Connections
Craig Abrahamson, James Madison University, Harrisonburg, Virginia, U.S.A.

12:15pm
Lunch Break

1:15pm – 2:00pm Concurrent Sessions

Nelson Room

What’s So Wrong With Being Absolutely Right: Dogmatism and the Teaching of Psychology
Judy J. Johnson, Mount Royal College, Calgary, Alberta, Canada

Comox Room

The Role of the Capstone: An Integrative and Culminating Experience
Lawrence Burns, Grand Valley State University, Michigan, U.S.A.

Denman Room

“What’s Really Happening in this Group (or Classroom)?”
The Hill Interaction Matrix as an Invaluable Tool to Answer this Question
Michael O’Connor, Seattle University, Washington, U.S.A.

2:15pm – 3:00pm Concurrent Sessions

Nelson Room

Fostering Student Involvement by Inquiry Learning in Groups
Jennifer Mather, University of Lethbridge, Alberta, Canada

Comox Room

Staff Development for Online Tutoring: The Neglected Side of Online Learning
Kevin Silber and Paul Staples, University of Derby, England

Denman Room

Edublogs as an Instructional Tool for Tracking and Monitoring Reflective Learning
Carrie Ellis-Kalton, Maryville University of St. Louis, Missouri, U.S.A.

3:00pm – 3:30pm

Conference Foyer

Refreshment Break
3:30pm–4:15pm Concurrent Sessions

Nelson Room

Problem Based Learning Course in Psychology and Law for Law and Psychology Graduate Students
  J. Ray Hays, Baylor College of Medicine, Texas, U.S.A.
  Karen A. Lawson, Baylor College of Medicine, Texas, U.S.A.
  John Vincent, University of Houston, Texas, U.S.A.
  Tonya Inman, University of Houston, Texas, U.S.A.

Comox Room

Introducing Undergraduate Students to Psychology as a Science
  Leslie Cameron, Carthage College, Kenosha, Wisconsin, U.S.A.

Denman Room

Student Performance and Strategies for Multiple Choice Assessment on an Introductory Psychology Module
  Jane Guiller, Glasgow Caledonian University, Scotland

4:30pm-5:45pm Invited Talk

Denman Ballroom

Student Engagement in Ever-Growing University Classes: Coping Without a Debigulator
  Ken Cramer, University of Windsor, Ontario, Canada

5:45pm – 6:45pm Book Display

Barclay-Gilford Room

5:45pm-6:45pm Poster Session

Conference Foyer

Student Laptop Use (and Misuse) in the Classroom: What the Data Say
  Rajiv Jhangiani, Kwantlen Polytechnic University, Surrey, Canada

A Work Placement Year for Psychology
  Hazel Dewart and John Colwell, University of Westminster, England

Giving Student Options in Assignments
  Albert Bramante, Union City College, Cranford, New Jersey, U.S.A.

Through the Eyes and Ears of the Aged: An Active Learning Exercise for Gerontology
  Kristin Flora, Franklin College, Indiana, U.S.A.

Dropping Out of University: A Network Analysis Approach
  Tom Heffernan and Delia Wakelin, Northumbria University, Newcastle-Upon-Tyne, U.K.
Does Concern about the Psychological Health of Family Members Escalate Through Coursework? A Look at Psychology Students' Syndrome
   Michael Deo and Jocelyn A. Lymburner, Kwantlen Polytechnic University, Surrey, Canada

   Ned W. Schultz, California Polytechnic State University, San Luis Obispo, U.S.A.

Live Online Lecture Broadcasting: Pros and Cons
   John Huber, Texas State University, San Marcos, U.S.A.

Research and Service-Learning Assignments for the Physiological Psychology Course
   Phil D. Wann, Missouri Western State University, St. Joseph, Missouri, U.S.A.

SEW Papers Enhance Critical Thinking in a Distance Introductory Psychology
   Thomas Vilberg, Clarion University, Clarion, Pennsylvania, U.S.A.

Crossing the Street: Making Statistics More Relevant to Psychology Students
   Elise Murowchick, Seattle University, Seattle, Washington, U.S.A.

Embedded Service-Learning Projects in Psychology Courses
   Eun Youn Nahm, Seoul Women’s University, Korea

7:45pm-10:00pm
Shoreline to Cityview (35th Floor)
Wine and Cheese at Sunset

Saturday    July 25

8:00am
Conference Foyer
Registration

9:00am - 9:45am    Concurrent Sessions

Nelson Room

   Mental Health Strengthening Grading Practices
      Paul M. Parsons, Medaille College, Buffalo, New York, U.S.A.

Comox Room

   Comparison between the Academic Goals Orientation of Girls and Boys in A Group of Iranian Students
      Habib Hadianfard-Shiraz University, Iran
Denman Room

The Death of the Essay: Peer Review Systems in Psychology Courses Using Moodle and Blackboard
Martin Smith, University of Victoria, Victoria, British Columbia, Canada

9:45am-10:15am
Conference Foyer
Refreshment Break

10:15am-11:00am Concurrent Sessions

Nelson Room

Teaching in Color with Multicultural Curriculum Infusion
Marya C. Endriga and Beau Duvall, California State University, Sacramento, U.S.A.

Comox Room

“They know it like a book”: Student-created texts in Abnormal Psychology
Jean Giebenhain, University of St. Thomas, Minnesota, U.S.A.

Denman Room

‘Conference Cocktail Parties: Role-up Teaching Psychology’
Jo Milne-Home, University of Western Sydney, Australia

11:15am-12pm Concurrent Sessions

Nelson Room

Psychology in the Arab World: An Overview
Ahmed Bendania, King Fahd University of Petroleum and Minerals, Dhahran, Saudi Arabia

Comox Room

Findings from a National Sample of Introductory Psychology Syllabi Using the Project Syllabus Rubric
Scott C. Bates and W. Brady DeHart, Utah State University, U.S.A.

Denman Room

From the Court to the Classroom: Engaging Student Athletes in Education
Jocelyn Lymburner and Steve Dooley, Kwantlen Polytechnic University, Surrey, Canada
12:00pm

*English Bay to Evergreen Room (35th Floor)*

**Sponsored Lunch**

1:15pm-2:00pm  **Concurrent Sessions**

**Nelson Room**

*The Challenges of Attracting University Students to the Discipline of Psychology in the Middle East*

Bonnie L. Settlage, The American University, Cairo, Egypt

**Comox Room**

*Teaching Evidence-based Practice to the Scholar-practitioner: Effectively Merging Science into Every-day Practice*

Johan Rosqvist, Jill Davidson, Heidi Meeke, and Jason Richards, Pacific University, Oregon, U.S.A.

**Denman Room**

*Research Methods Online Course Delivery: Student Usage of Course Tools*

Kathy Dowell, University of Minnesota, Duluth, U.S.A.

2:15pm-3:00pm  **Concurrent Sessions**

**Nelson Room**

*Responding to Student Feedback: Adapting the Teaching of Psychology and Curriculum Improvement through Action Research*

Lynne Cohen, Paul Chang, and Julie Ann Pooley, Edith Cowan University, Perth, Western Australia

**Comox Room**

*Teaching about Diversity at a Small Church-Affiliated Liberal Arts College*

Marie Walker, Gustavus Adolphus College, Minnesota, U.S.A.

**Denman Room**

*Teaching Addiction Counseling Interventions in Community/Mental Health Counseling Graduate Programs*

Jackie Leibsohn-Seattle University, Washington, U.S.A.

3:00pm-3:30pm

**Conference Foyer**

Refreshment Break
3:30pm-4:15 pm  Concurrent Sessions

Nelson Room

Analogical Problem Solving in the Teaching of Psychology
  Todd Haskell, Conor Steckler and Justin Thompson, Western Washington University, Washington, U.S.A.

Comox Room

New Psychology Students’ Awareness and Expectations, the Subsequent Reality of Their Programme, and How These Predict Academic Performance
  Douglas Forbes and Karen Thomson, Glasgow Caledonian University, Scotland

Denman Room

Teaching Abnormal Psychology: Pleasures and Perils
  Regina M. Edmonds, Assumption College, Worcester, Massachusetts, U.S.A.

4:30pm-5:45pm  Invited Talk

Denman Ballroom

Confronting Psychology Myths in Undergraduate Courses: Pitfalls and Rewards
  Scott O. Lilienfeld, Emory University, Atlanta, Georgia, U.S.A.

5:45pm-6:45pm  Poster Session

Brethren of the Same Principle: Are We All Really Scientists and Practitioners, and Vice Versa? Teaching the Scholar-practitioner to Distinguish Between Science, Pseudoscience, and “Junk” Science
  Johan Rosqvist, Nichole Aimonetti, Kevin Ashworth, Bjorn Bergstrom, Alex Bloom, Allison Bonifay, Chad McGhee, Heidi Meeke, Paul Norris and Megan Ridle, Pacific University, Oregon, U.S.A.

HE Students’ Perceptions of Examination Failure
  Tom Heffernan, Northumbria University, Newcastle-Upon-Tyne, U.K

The Therapist as Person and Counsellor
  Thea Comeau, University of Alberta, Edmonton, Canada

John Watson’s Impact on Advertising: An Internet Archival Project for Teaching Qualitative Methods
  Arlene C. Vadum, Assumption College, Worcester, Massachusetts, U.S.A.

Teaching Undergraduate Research Methods with Videotaped Mouse Behavior
  Elizabeth M. Hill, James Villanueva and Sylvia Malcore, University of Detroit Mercy, U.S.A.

Teaching Identity from a Multidisciplinary Perspective: a SENCER Approach
  Patricia Wilson, Diana Montague, Stefan Samulewicz, Jane Turk and Margaret McManus, LaSalle University, Philadelphia, Pennsylvania, U.S.A.
Development and Assessment of Applied Learning Capstone Courses in the Psychology Major
Phil D. Wann, Missouri Western State University, St. Joseph, Missouri, U.S.A.

Judgment of Learning vs. Actual Learning: Does Practice Narrow the Gap?
Adrienne L. Williamson and Corinne L. McNamara, Kennesaw State University, Georgia, U.S.A.

Replacing Dogma with Critical Thinking in an Introductory Statistics Course
Emily J. Blumenthal and Laura M. Little, University of Washington, Seattle, U.S.A.

The Preliminary Work of e-Care for Behavioral Disturbed Children
Shu-Chen Kao, National Changhua University of Education, Taiwan

The Need for Teaching Managers about Psychology
Donald Kennedy, Bucyrus Canada Limited, Edmonton, Alberta, Canada
Michael Huston, Mount Royal College, Calgary, Alberta, Canada

Sunday, July 26

8:00am  Registration

9:00am - 9:45am  Concurrent Sessions

Nelson Room

Reviewing a One-person Curriculum for Teaching Psychology
Thomas L. Toleno, Marlboro College, Marlboro, Vermont, U.S.A.

Comox Room

Understanding the Brain Without Cracking it Open
Lawrence A. Symons and Kelly Jantzen, Western Washington University, Bellingham, U.S.A.

Denman Room

Talk Among Yourselves: The Organization of Self-Managed Online Discussions in Blended Psychology Courses
Graham Rodwell, Douglas College, New Westminster, Canada

10:00am - 11:00am  Invited Talk

Denman Ballroom

Using Visuals to Maximize Insight and Mastery Learning
Karen Huffman, Palomar College, San Marcos, California
11:00am-11:30am

Conference Foyer

Refreshment Break

11:30am-12:15pm  Concurrent Sessions

Nelson Room

Student Interactions in Group Based Inquiry Learning
Kimberley A. Petersen, University of Lethbridge, Alberta, Canada

Comox Room

Using Interactive Teaching of Probability to Explain Irrational Beliefs
Ken Stange, Nipissing University, North Bay, Ontario, Canada

Denman Room

Teaching Play Therapy through an On-line System
Shu-Chen Kao, National Changhua University of Education, Taiwan

12:15pm-1:00pm  Concurrent Sessions

Nelson Room

Get Data, Value Data? Influences of Collaborating in a Hands-on Research Activity on Student Interest in Social Science Research
John Marton and William McConnell, North Island College, Courtenay, British Columbia, Canada

Comox Room

Teaching System Perspectives in Human Factors Psychology
Kevin Hamilton, Kwantlen Polytechnic University, Surrey, Canada