

**KWANTLEN
POLYTECHNIC
UNIVERSITY**

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Sneak Peek

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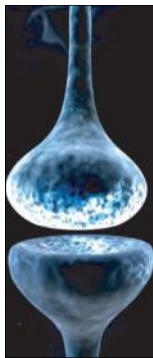
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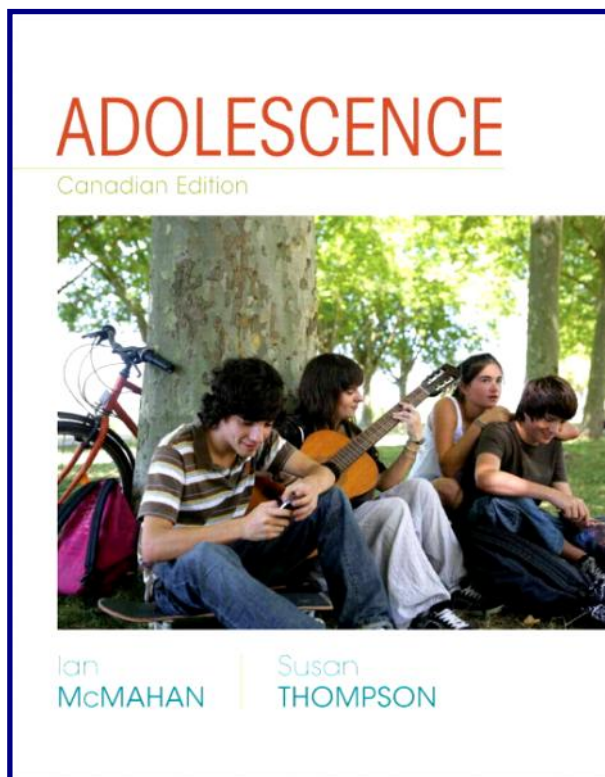
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Synapse

Issue 6 - Spring 2013 (v. 2)

New Canadian Adolescence Textbook By KPU Instructor, Dr. Susan Thompson



**Newsletter of the Kwantlen
Psychology Department**

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OUR FACULTY

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Bhatt, Gira - Dip. Edu (Bombay), B.A. (Bombay), M.A. (Bombay), M.A. (S.FU), Ph.D. (SFU)

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Crisp, Dianne - Registered EEG Technologist (Can.Assoc.of EEG Tech.), Dip. (Selkirk), B.A. (UBC), M.A. (SFU), Ph.D. (SFU)

Froc, David - B.A. (McMaster), Ph.D. (McMaster), Postdoc (UBC)

Hamilton, Kevin - B.A. (PEI), M.E.S. (York), Ph.D. (York), Postdoc (Defence Canada)

Le Grand, Richard - B.A. (Hons.) (McGill), Ph.D. (McMaster), Postdoc (Victoria)

Lopes, Evan – B.A. (McMaster), M.A. (Seattle University), Ph.D. (Magne Cum laude) (Southern California)

Lymburner, Jocelyn - B.A. (Hons.) (PEI), M.A. (SFU), Ph.D. (SFU)

Marasigan, John - B.A. (St. Louis), B.Sc.Ed. (St. Louis), M.Ed. (Loyola), M.Psyc. (Louvain), Ph.D. Psyc (Louvain), Spec. in Guidance & Counseling (Louvain), MBA Spec. (Louvain)

Matsuba, Kyle - B.Sc. (Toronto), B.A (UBC), M.A. (UBC), Ph.D. (UBC)

McDonald, Bob - B.A. (Hons.) (Wilfrid Laurier), Ph.D. (McMaster), Postdoc (Rutgers)

Carla McLean - M.Sc. (St. Mary's), Ph.D. (Victoria), Postdoc (SFU)

Murray, Sarah - M.B.A. (Warwick), M.A. (Aberdeen), Ph.D. (Aberdeen)

Parhar, Karen - B.A. (Hons.) (UBC), M.A. (Saskatchewan), Ph.D. (Saskatchewan)

Pedersen, Cory - B.A. (Calgary), M.A. (UBC), Ph.D. (UBC)

Phillips, Susana - B.A. (UBC), B.Sc. (UBC), Ph.D. (McGill)

Podrouzek, Wayne - B.A. Child Studies (Mt.St.Vin.), B.Sc. (Hons.) (Mt.St.Vin.), M.A. (SFU), Ph.D. (SFU)

Reichl, Arleigh - B.A. (Chicago), M.A. (Iowa), Ph.D. (Iowa)

Rideout, Betty - B.A. (UBC), M.A. (UBC), Ph.D. (UBC)

Shah, Syed Ashiq - B.Sc. (Univ. Peshawar), M.Sc. (Univ. Peshawar), M.Phil. (Tech. Univ. Berlin), Ph.D. (Tech. Univ. Berlin), Cert. in Behaviour & Client-centred Psychotherapies (Tech. Univ. Berlin)

Spaulding, Betsy - B.A. (Guelph), M.A. (UBC)

Thompson, Susan - B.A. (UBC), M.A. (SFU), Ph.D. (SFU)

Tweed, Roger - B.A. (SFU), M.A. (UBC), Ph.D. (UBC)

CURRENT SESSIONAL FACULTY

Austin, Kirk – B.A. (Trinity), M.A. (Liberty. U), Ph. D. (UNISA)

Comeau, Joseph – B.A.A. (Hons.) (KPU), M.A. (SFU), Ph.D. Candidate (SFU)

Eisen, Lisa – B.A. (McGill) M.A. (Miami) Ph.D. (Miami)

Greer, Sarah – B.A. (McGill), Ph.D. (Oxford)

Jones, Bryan – B.A. (UFV), M.A. (SFU), Ph.D. Candidate (SFU)

Jones, Christopher – B.A. (Hons.) (UBC), M.A. (SFU), Ph.D. (SFU), R. Psych (Registered Psychologist, CPBC)

Lane, David – B.A. (Hons.) (U. Saskatchewan), Ph.D. (U. Saskatchewan)

Lawlor, Molly – B.A. (UVic), M.A. (UBC), Ph.D.

Candidate (UBC)

Martens, Jason – B.A. (UBC), M.A. (UBC), Ph.D. (UBC)

Nadeau, Bryan – B.A. (Hons.) (SFU), M.A. (Concordia), Ph.D. (SFU)

Rusticus, Shayna – B.A.A. (KPU), M.A. (UBC), Ph.D. (UBC)

Thinda, Sundeep – B.Sc. (Calgary), M.A. (Forest), Psy.D (Forest), R. Psych (Registered Psychologist, CPBC)

Van de Wetering, Sven – B.Sc. (UBC), B.A. (Concordia), M.A. (SFU), Ph.D. (SFU)

Wehr, Paul – B.A. (McMaster), M.A. (Calif. State), Ph.D. (UBC)

Brief Message from the Faculty Editor - Dr. Cory Pedersen

WELCOME BACK!! It is with much joy that I announce a return of the prodigal sons. Drs. Rajiv Jhangiani and Levente Orban have come home to KPU Psychology. Please join me in welcoming our esteemed colleagues back to our department. Below follows a brief bio of their close connections to KPU.



Dr. Rajiv Jhangiani earned his Ph.D. in Political Psychology from UBC in 2008 and first came to Kwantlen in the Fall of 2007. After incredible commitment to Kwantlen and our department – among an exhaustive list of contributions, Rajiv was the Chair of Social Sciences Curriculum Committee, served on Faculty Council, regularly attended department meetings, department retreats, the Teaching Excellence Committee, and developed the very popular Psychology of Genocide course – he left us to join Capilano University in 2010. In the interim, he has served as Chair of Provincial Articulation Committee, received the Robert E. Knox Master Teacher Award at UBC (2013), and sits on the APA's Task Force on the Assessment of Undergraduate Learning Outcomes. He is an active researcher in political psychology, social cognition, and the scholarship of teaching & learning. Most recently, he developed the Social & Political Cognition Research Lab that will be coming with him to KPU. Welcome home, Rajiv. We've dearly missed you and are overjoyed at your return.



Dr. Levente Orban earned his Ph.D. in Psychology from the University of Ottawa in 2014, after receiving his BAA (Honours) in Psychology at Kwantlen in 2008! While at Kwantlen, Levi served as Vice President of the Kwantlen Psychology Society in 2005, and as President 2007. The first Connecting Minds Undergraduate Conference in Psychology launched under the expert guidance of Levi and his fellow KPS members! Levi also

volunteered his time in numerous Psychology Department labs, working with Dr. Laura Dane (previous NR2), Dr. Gira Bhatt, and also with me! He was a student member of the Distinguished Alumni Selection Committee in 2006, and he worked with Kurt Penner as an administrative assistant in the Department of Student Life and Development between 2004 and 2008. Before returning to Kwantlen as a member of our department, Levi flourished at the University of Ottawa, earning multiple awards – including an NSERC – co-authoring multiple publications, and gaining vast research and teaching experience. The return of Levi to Kwantlen is an incredible gift given to his future students, this institution, and especially our department. Welcome back to KPU Lev, we've missed you!

Chair Report - Dr. Wayne Podrouzek

Well, it's been a wild couple of years, with expansion and contraction, hiring and retirements, births, departmental victories and setbacks. So let's have a glance backwards, and then a peering into the future.

Great things have happened: two of our faculty (Jocelyn and Karen) have had children; two of our previous DA's had children too (Anne and Lori); Danny received a CRC Chairship; Gira and Roger led the CURA project to great acclaim; Gira went to Ottawa to present the CURA project to parliament; many faculty received grants and are involved in cutting edge research; Kwantlen Psych is still punching well above its weight with many of our graduates going on to grad school and obtaining good positions; and the list doeth go on, with the department expanding in terms of number of courses offered and hires. WOW! We got long promised releases for a degree coordinator too (Jocelyn). We had a successful Celebration of Undergraduate Research in April last year (yay John), and Connecting Minds is going ahead this year (yay Cory) and we look forward to it. Psych awarded four scholarships valued between \$850 and \$1000 to most excellent candidates. And it should not be overlooked that there was snowshoeing on the mountain!

But other things have happened too – perhaps bittersweet depending on perspective: John Spencer retired, and Betsy Spaulding has announced retirement (as of January 2015). Both will be sorely missed.

Not so good things happened as well. We had our Psych Departmental budget cut by 53%, but because of the excellent work the department has done and our willingness to fight for our students, we did get 17.6% of that restored, for a final cut of 35%. This cut has meant some reductions in services, such as hours of operation of the Psych Labs, to our students. However, because of the staunch efforts of Ivy in particular (yay Ivy) the impact on our students, and, indeed, faculty, has been moderated.

I was exhorted to keep this short. Many of the items above might themselves comprise a report, and dealing with any one in depth would entail some requirement to treat many others in more depth as well. So this will suffice for now. If I have missed anything of substantial import, please attribute it to "old timer's" disease.

On a personal note: I want to thank the Psych faculty and staff for being collegial, flexible, and supportive in the vicissitudes of departmental functioning. It is a pleasure to work with you all.



BIRTH ANNOUNCEMENTS Jocelyn Lymburner and her husband, Michael welcomed baby Madeleine Delphine Moser on June 22nd, 2013. How exciting, a baby sister to the first born, William!

CONGRATULATIONS to Karen Parhar and her husband, who welcomed baby Rianna Jae Hrynchuk on June 28, 2013.

AU REVOIR to Rand Mahmoud, who is doing her M.A. in Neuroscience at UBC.

FAREWELL AND BEST WISHES to John Spencer, who has retired (See update on page 42).

WELCOME BACK Ivy Ng, who has returned from maternity leave! So glad to have you back!

CONGRATULATIONS to Wayne Podrouzek and Diane Crisp's son, Michael, for winning a scholarship for JIBC to teach firefighting recruits in Panama this February.



Ivy Ng and baby Amos



Rianna Jane Hrynchuk



Madeleine going snowshoeing with the team!

LAB UPDATES

MAAD Lab Update ~by Dr. Kyle Matsuba

The Moral and Applied Developmental Lab (MAAD Lab) conducts research in the area of moral and prosocial development with a focus on application. Members of the lab are engaged in two research programs. One program involves the study of environmental ethics and development. In our SSHRC-funded project, we are studying environmental activists. This work is in association with Dr. Michael Pratt (Wilfrid Laurier University). A second project is considering the relationship between politics, morals and environmental attitudes and actions. A third project is exploring the link between emotional self-efficacy and moral behavior, and identifying possible



mediators and moderators.

A second program of work considers the effects of meditation. In one study, we are implementing a mindfulness program in a nursery and primary school in post-conflict northern Uganda. This work is in association with Drs. Theresa McElroy & Kim Schonert-Reichl (UBC), and Dr. Anne Katahoire (Makerere University – Kampala, Uganda). A second study is comparing the effects of meditation and gratitude interventions on people's well-being.

For more information about our work, or if you wish to get involved, please visit us at www.maadlab.org.

IMAGe Lab Update ~by Dr. Arleigh Reichl

This year the IMAGe lab welcomed Kristina Uyeda as our new lab manager after long-time manager Jordan Ali departed for graduate school in clinical psychology at the University of Victoria. Many thanks to Kristina for picking up where Jordan left off and guiding the IMAGe lab into the future!

Over the past year we completed a study examining the effects of male-targeted sexist jokes on women's perceptions of men, which we presented as a poster at KPU's Research and Knowledge Mobilization Day. We are now



completing a follow-up study, and posters of the studies have been accepted for presentation at the conventions of the Canadian Psychological Association (CPA) and the Association for Psychological Science (APS) this spring. We also completed the arduous task of coding over 100 ads into categories of sexism identified by Erving Goffman

(1979) in his influential work, *Gender Advertisements*. We will be using these ads to test his claim that they perpetuate sexism. In addition, we are working to revise and resubmit an article on the effects of latent sexism in print advertisements (i.e., content considered sexist by media experts, but not identified as sexist by laypersons). And we have much more in the works for the coming year!

Of course, we could never have accomplished all that we did without the help of our wonderful volunteers: Ally Parsons, Anahita Rashedi, Atifah

Kotaida, Baani Dhanda, Betty Yeung, Bonnie Chi, Jasmin Atwal, Johanna Polkki, Jordan Gruenhage, Karan Bola, Marina Kononenko, Natasha Santos, Nerissa Antwi, Nicole Weiss, Raj Pala, River Sandhu, Scott Jacobsen and Vikki Kandola.

Dr, Daniel Bernstein



has received the first *Canada Research Chair* (CRC) Tier II award to study lifespan cognition; this is KPU's first CRC! Dr. Bernstein's research will be funded until 2017 and will benefit academics, the public and hopefully policy makers. The Lifespan Cognition Lab will study perspective-taking across the human lifespan by combining cognitive and developmental psychology. Translational in scope, the research aims to affect policy, practice, and quality of life.

Research participants will consist of KPU students as well as members of the community that

Kwantlen serves, and will be tested at the new lab at KPU or in the community. The lifespan Cognition Lab will help student research assistants learn valuable skills through reviewing the literature, preparing experimental materials, recruiting and testing subjects, entering and analyzing data, managing databases, developing manuscripts and presenting work at academic conferences.



The lab Team: May 2013

Acting-Together- CURA'S ground breaking work to prevent gang-related youth violence was recognized with a prestigious award from the BC Ministry of Justice—"Crime Prevention and Community Safety Award."

The award acknowledged AT-CURA's successes, innovative methods, and commitment to the community in its aim to identify protective factors that will prevent youth from being vulnerable to gang involvement.

The project was nominated for the award by Dan Malo, Chief Officer of the Combined Forces Special Enforcement Unit-BC, and by Balwant Sanghera, Chair of the South Asian Community Coalition Against Youth Violence.



B.C.'s Attorney General and Minister of Justice Suzanne Anton presented Dr. Gira Bhatt with the Crime Prevention and Community Safety Award on November 1, 2013

ORGASM Lab Update

~by Jenn Clark, Lab Manager

The Orgasm (Observations and Research in Gender and Sexuality Matters) Lab was established in 2012 and has only just begun its turn in producing relevant and advantageous research. The success of the lab has been brought by the incredible minds of its members, its fearless leadership, and the cohesion of the entire group. The Orgasm Lab researches the complexities of our gender and sexuality schemas in order to alleviate negative stereotypes and challenge social norms. We believe that individuals of all walks of life should be able to express themselves freely and not be subjected to prejudice and judgment from others. The first two studies designed by the lab included looking at the similarities between exotic dancers and women in post-secondary education. These results of this research showed that dancers are very similar to "everyday" women in their pursuits of goals and their reasons for working. Our second study – which is still ongoing – looks at how individuals may erroneously perceive an alternate sexuality as an indication of gender non-conformity. A third study, also currently underway, examines influences of masculinity and femininity on endorsement of



From left: Abbey Ratcliff, Ally Parsons, Jenn Clark, Jordan Gruenhage, Amanda Champion, Cassandra Hess, Dr. Cory Pedersen, Brodie Lewis, Maria Goldin.

Missing: Kate Morrison

ORGASM
LAB
OBSERVATIONS AND RESEARCH IN GENDER AND SEXUALITY MATTERS

traditionally masculine values among gay men. Our lab continues to push forward in studying differences in gendered biases in sex and in ideals. Look forward to more innovation from this inspirational group of individuals!

MEET OUR FACULTY

On Writing A Textbook...

~by Dr. Susan Thompson

I was asked to write an article for this edition of the Synapse about the process of producing a textbook. What got into me that I thought trying to write a book would be a good idea?

Well.....I had been complaining to my book representative about the lack of a Canadian textbook for use in Adolescent Development class when she ambushed me with the suggestion that if I wanted a Canadian book, I should create one! I had most recently used a great book by Ian McMahon, but of course it was a US edition. After a trial chapter in which I put the "Canada" into the content, it was agreed that I would proceed to take the original book and redo it for a Canadian audience.

Part of the process was to identify any areas of the text that were about American culture and statistics, and replace these with Canadian content and data. This was much harder than it sounds, as the US and Canada do not necessarily collect the same sort of data. Hours and hours of searching by myself and my wonderful team of student researchers located a wealth of information about Canadian teens...how many texts they send in a month, how much exercise they get, how many get pregnant, how many go to University, how many smoke marijuana, and so on.

Another task was to replace outdated research with new research in the relevant areas. One problem that presented itself here was the tendency to have trends, or "hot topics" in research. A topic might have some very interesting and still relevant information, but the most recent research on the topic might have been 10 years ago, as researchers have moved on to other research interests. Another challenge was the sheer volume of US research compared to Canadian research. Where possible, we wanted to make sure that the new research included in the text was conducted by Canadian academics, and/or on Canadian participants.

Also included in the text are special sections called Research in the Spotlight and Applications in the Spotlight. For the Canadian edition, new topics were found that highlighted issues relevant to our culture. An example of this was some research on how CAPP classes are conducted in different Vancouver



schools, and another example was a comparison of US and Canadian approaches to sexual health education. And of course a feature on CURA.

A further task in preparing the text was to choose new photos that would hopefully look like teens in Canada. The photos, however, come from stock photo sites, full of pictures of...American teens! As the author, I would pick a photo that I liked, and then the Photo Editor would choose all available (ie in the budget) photos and send them along for me to make a final choice. There was a fair bit of back and forth during this process, as it was difficult to explain how to ensure that the American teens would look Canadian! When half the book was done, the chapters were sent out for review by others that teach the Adolescence course. From all across Canada, other professors wrote wonderful comments about how much they loved the book....or perhaps did not love it so much. Much was changed, in fact, based upon the comments from reviewers. Things I had missed, things I had not considered, US stats still hidden in the book, my reviewers missed nothing!

One of the most challenging parts of preparing the book was getting permission to use graphs, figures, tables, quotes, and newspaper articles. To my surprise, at the last minute I was informed that one newspaper had refused permission to reproduce their article. It was the local paper from my hometown, so I emailed the editor directly and right at the deadline, we got permission to use the article. Also at the very last minute, a photo permission was denied. Several possible replacements were sent to me via email, but I had not seen the email. Emergency calls were made by the editor to my farm, my home and my cell. My intrepid farm manager tracked me down, described each photo to me, and relayed my choice to the editor. The book went to print almost immediately after that. Exciting and gripping drama, no?

Copy editing and proofreading were lengthy processes as well, and proofreading the references was a very tedious job indeed, with over 1,000 new entries, and on a tight deadline. Not so exciting and gripping drama. Unless you count cell phone calls from India, with the proofreading/editor wondering when I was sending along those page proofs. However, all the wailing and gnashing of teeth was forgotten the second I was able to hold the hard copy in my hands. Well, it is a soft cover actually. With great pictures of.....kind of Canandianish teens. There is some snow in a few pictures, so it must be Canada.

I would like to thank all the KPU faculty and students that assisted me in this giant project. Drs. Cory Pedersen and Gira Bhatt, along with Maria Goldin, Nerissa Antwi, Richard Hogg, Danielle Carr, and Alexandria Parsons were absolutely wonderful throughout the long two years.



From left: Dr. Gira Bhatt, a contributor to the text-book, Dr. Susan Thompson, and Maria Goldin, a student Research Assistant.

First Year Student Experience

~by Dr. Betty Rideout

It's tempting to think, particularly when one has been teaching for a long time, that the first year student experience is a relatively straightforward one. Recently however I've been persuaded to rethink this. I've been teaching at Kwantlen for 25 years, which means I've been teaching a little longer than most of our first year students have been alive. A few years ago I was feeling a little stale, and so, in looking around for a new door to open, I registered in an Introductory Drawing class. Through this class I fell in love with art, and since then have taken half a dozen more fine arts courses. Being a student is an experience we as faculty know inside and out, or at least we think we do. I realize now that my memories of being a first year student have been retroactively influenced by my years as a post-graduate student. To my surprise, I found that the first year student experience was a very different and, in some ways, a more challenging enterprise. It was unsettling to learn that I possessed surprisingly few strategies to confront the first year student experience. I experienced many of the same clichéd excuses, hopes, and embarrassing moments that I suspect many of our first year students endure.

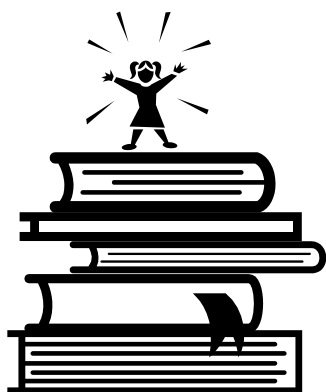
Naturally, I've brought my psychological viewpoint to bear on the projects assigned in these courses. I've animated Rorschachs in a digital media course, created a figure ground using my own profile, drawn my interpretation of logical positivism using Laurie Anderson's song titled *Big Science*, incorporated a painting by Carl Jung (from the *Red Book*) into a painting of a conch shell, (which I call *Jung on the Half Shell*), painted reams of not very well-rendered bottles, glasses, hallways, living rooms, bathroom sinks (titled *Hegemonic Sink*), a dreadful portrait of my step-grandson, sculpted a surrealist self-portrait which had to include a body part (don't ask), and my most recent favourite - a self-portrait based on a 17th century Dutch Baroque still life *vanitas* theme.

I was attracted to Fine Arts courses because I was looking for something new and unrelated to Psychology. I thought that I had pretty clearly succeeded in finding what I was looking for because I had zero experience with charcoal, gesso, acrylic or oil paint, and none of these things seemed remotely related to Psychology. I remember standing in front of a large, very intimidating blank sheet of paper with an equally intimidating piece of charcoal in my hand, thinking I have no idea what to do with any of this. It was awkward, partly because it was all so new for me, but also because I was in my own university. I vaguely recognized that in order to make this work I would need to suspend my persona as a university instructor. This suspension was complicated because being at my workplace I was a student, working with students who could potentially be my students. I also suspect that for my fellow Fine Arts faculty having me around must have created at least the potential for some professional self-consciousness and ambivalence. So, I found myself operating from a rather ambiguous place. The newness of what I was trying to do was frequently terribly frustrating, and I felt like an outsider in a place where I should have felt like an insider. But in a weird way that had been my goal, and I was besotted

with art, and after all, I *had* been looking for the unfamiliar. What I was wrong about though was the relative unfamiliarity of the whole thing.

Jane Urquhart, writing about the influence of reading Nobel laureate prize winner Alice Munro, said: “we never emerged from an Alice Munro story as quite the same person we had been stepping in. We were, oddly, both more conscious and less certain. We were more intimate with our own foibles and less sure of our own high-mindedness” (Globe and Mail, Dec 14, 2013). I certainly agree with Urquhart; reading Munro is to shine “her beautiful and ruthless light on our humanness.” Urquhart and Munro describe insightfully that psychological dance that takes place in a new setting. Reading them makes me think that my struggles as an introductory art student have put me in a place where I feel more conscious and yet less certain. I’m at work, but I’m not the one in charge. Instead, I’d often want to be anonymous (oh please just let me blend in); and I sometimes became that painfully lost student, silently and strenuously promising myself that I will NOT ASK ONE MORE QUESTION. Recently, in a digital media class, I was at the double disadvantage of having no clue whatsoever about how Photoshop worked, nor was I familiar with Mac computers. In class I was lost about five minutes into the lecture. I had two choices – be the only person in the class constantly asking questions, or sit silently throughout the whole 90 minute lecture, furious with myself and where I’d put myself. Frequently, it was the charming and kind young student beside me who, I’m guessing, was able to easily sense my frustration, and would tolerantly lean over, painlessly touch three keys, and *voila*, I’d be right back on track again. Lesson learned –when in doubt – ask your fellow students.

I also recognized in myself the I KNOW THE ANSWER student, and sometimes again had to strenuously promise myself to not say ANOTHER word. I seemed to carry into class every clichéd student experience, excuse, and desire. As examples, I found myself thinking: “but this is HARD!”, or, “well, see, I ran out of time”; “oh, I didn’t think to read the course outline” (imagine that!); “that assignment is due today, huh!” “do you take marks off for extensions?” “isn’t there an easier way to do this?” “do you really expect us to do all that in one semester?” “could you please show me how to do that, . . . again?” Or, “but I really do need to text message and check my email in class!”



I know that new experiences are supposed to move us outside our “comfort zones”, but I was much happier when I found myself back in my own milieu. My husband and I, as part of a desire to try a weekly “date night”, registered in an Introduction to Art History course. At last, I thought, I’m back in the world I’m familiar with. Give me a few facts to memorize, think about, talk about – this I know how to do! In class I quickly returned to my well-worn and clearly more comfortable persona of the over-prepared student. At exam time I would loftily wander in, feeling wonderfully prepared and actually looking forward to writing an exam. I would gaze at my fellow students whom I suspected were woefully underprepared, and find myself thinking:

(Continued on page 14)

(Continued from page 13)

“tsk tsk, this was on the course outline, you know.” But, back in the studio courses, the tables turn on me quickly: “Oh, that was supposed to be gessoed for today huh? On the course outline you say? Hmm, do you take marks off for extensions?”

A word of caution to any of you thinking you might try something similar in terms of date night; those long-standing habits typical to long-married couples aren't shed at the classroom door. After thirty years of marriage my husband and I constantly remind each other to take glasses, find glasses, take keys, phones, etc. Sitting in our midterm exam in art history I found that I had an overwhelming compulsion to lean over and remind him: “don't forget that the three characteristics of the Baroque period are . . .” It was such a strong compulsion I actually had to pick up my exam, and of course my exam snacks, and move to a seat further away! Later at the pub, over a celebratory beer and wings, we were pretty sure we were the only married couple discussing the attributes of the Baroque period in Caravaggio's painting in a fifty kilometer radius!

Most fine arts courses are organized similarly; there is an assignment which we work on in and out of class. The day the assignment is due we present our painting/drawing/sculpture and each member of the class is encouraged to provide feedback about our work. During a critique, one is not supposed to say “I like that” or “I think that's great”, instead one should base one's observations on some justifiable position – “I like that because, or that seems to be informed by the principles of This is similar to what I, and I expect most of us try to achieve in many of our assignments; don't simply describe something, also provide a valid justification of what you have just described. I suspect that this is, at least partly, why I've found the realm of fine arts so satisfying, and this may be the source of my smittenness: the familiar in the unfamiliar.

The art world orients itself, instinctively it seems, from the perspective of depth psychology. Many of the courses I teach in Psychology are quite theoretical. This may be the reason why my husband feels obligated to remind me, before we head out to a social event, to remember: “don't talk about postmodern theory, or Plato, and especially, don't even think about mentioning the word epistemology”. And these days, “or the word *pension* . . .” In art I've found myself at home in the nexus between depth psychology and art. The world of art seems to “get” Freud, or any other kind of appreciation for how human personality is interpretative, narrative, recursive, layered, metaphorical and – projective.

My insight into this occurred in Painting One. The class was critiquing my painting of *Jung on the Half Shell*, and someone pointed out that the painting was pretty clearly not just about Jung or the conch shell, but it was also about me, projecting myself, into the content of my painting. And of course that person was right; in art, people have been using painting as a projective technique long before Rorschach or Henry Murray first began to attempt

such a thing. And, in a manner similar to the idiographic approach that Allport so adamantly supported, such a projection isn't something that can be adequately captured. Hence, the problems with trying to quantify such a thing, and no metaphor can be contained and converted into something unchanging. Allport said that if we wanted to really understand human nature and human personality we should look to the giants such as Shakespeare, or Proust, or, I think we can add here, Munro, or Da Vinci, Caravaggio, Turner. And so, I like to think that my time spent over in the Fine Arts department is as an undercover Psychology instructor, working and hoping to shine light on my understanding of what it means to be human.

One last observation: while I already knew that I am blessed in Psychology to have such stellar and supportive colleagues, I can confidently say that our Fine Arts colleagues are equally stellar and supportive. Part of the success of my foray into what I thought was an unfamiliar territory is the result of the professionalism of Kwantlen's Fine Arts instructors. They critique student work closely, but do so in a tolerant, instructive and encouraging manner, as I expect we all try to do.. Plus, our students, seen from the other side of the podium, are equally impressively competent, indeed impressively talented, and, it was nice to learn, tolerant and supportive. Based on this, I suspect quite strongly, if I ever were to carry my undercover role over to other departments in Kwantlen, I would find that they are similarly blessed.



Dr. Betty Rideout and Dr. John Marasigan representing Kwantlen Psychology at the KPU Open House in 2014

Bloops and Blippers Of your Nutty Professors ~ compiled by John Marasigan, Ph.D.

The stereotypical professor is often seen by many students as the academic who is strict, impersonal, knows the students by number (if at all), only concerned with delivering a lecture regardless of internalization by the students, the unapproachable deity who believes that students are totally responsible for their fate in the course that they are learning, and so on and so forth *ad nauseam*. This is the creature, not a being, from a different world - faultless, knowledgeable, a square. Before I first stepped into the university, I shared this notion with many students, so I feared them. Indeed, there were those who lived up to this image to a perfect "T". I encountered them in practically all the different universities that I attended in three continents. However, to my great delight, I met some who were so human that they laughed at their own mistakes. They were the ones who created a lasting impression on me. I learned the most from them. As a student I identified with them and my life in the academe became a joy! So, I requested my esteemed colleagues in the department to share their funny experiences in the classroom. Enjoy their incredulous moments when they realized what they've just done outside the script of their lesson plan. What follows is something that I did.....On Tuesday, first week of Spring Term 2014, I decided to putter around the house instead of rush to my usual 9:00 – 9:50 AM office hour before my 10:00 AM class. None of my new students would have known it. I definitely must have taken my sweet time because it was 9:45 when I checked my watch! I changed from my PJ's into my new suit (I wanted to create an impression) ... a whole 4 minutes ... jumped into my car, and rushed to the Richmond campus. No! I kept well within the speed limit and drove caringly. But what normally takes about 7 minutes from my door to the parking lot took close to 10 minutes (bad traffic). I had 1 minute to wait for the elevator and run to this new classroom. My heart was pumping in my throat as I looked at my watch while running ... 2 minutes late ... on my first day of class ... and I wanted to create an impression, my foot! When I reached the classroom, to my surprise, the room was empty! My heart sank to my toes and I suddenly felt cold and weak. 'Oh no, the students must have left after realizing that I was not arriving. What am I to do? All of these years, I always had a Monday and a Tuesday class at 10:00 AM.' My next impulse was to check my course presentation. Class time: Wednesday, 10:00 AM to 1:00 PM!"

Next is a definite blooper to the regular work day that happened to our colleague, **Susan Thompson**:

"One day about the third week of the semester, I was preparing to give a midterm. I went to my class and

was at the front of the room, organizing the exams and what not. I looked out among the students and saw many I did not recognize. I thought to myself "oh dear, only showing up for the midterm, not a good plan." I asked the students to clear their desks to prepare for the midterm. They did not really get started doing so, and just at that moment, Susanna Phillips walked in. We both looked at each other, and then she said, "what are you doing in my class?" I had gone to my Tuesday room on a Monday! The students were very relieved they were not having a surprise midterm, and my own students were wondering where I was and were hoping I was off sick and therefore no midterm!"

Thanks Sue, you're not alone regarding environment recalculation. Now, consider our ever-conscientious **Arleigh Reichl** who's always algorithmic, being an advanced stats teacher:

"A few years ago I was covering the topics of reasoning and problem solving in Intro Psych. Rather than simply lecture on the topics, I wanted to have students engage in an activity allowing them to experience some of the issues covered in the textbook. I searched the web and found a fun little murder mystery. It was kind of silly (took place in a circus), about the right length (3 pages), and challenging enough to highlight obstacles to problem solving, but not too difficult to be unsolvable. I quickly printed copies before running off to class (taking great care not to include the solution). I grouped the students and gave them 10-15 minutes to work on the mystery. I was a little disappointed they weren't more engaged, but I didn't think too much of it. When time was up and I asked the groups who they thought was the murderer: 'Who thought it was Giggles? HeeHaw? Happy Boy? Mr. Birdie?' I didn't get much response. When pressed, a few groups hesitantly offered obviously wrong answers. So I announced, somewhat triumphantly, 'The murderer was Happy Boy! Don't you get it?' They replied 'who's that?' As I stood there confused, struggling to grasp the situation, one student announced: 'we're missing page 2.' I was visibly deflated as the realization dawned on me: I had made single-sided copies of a two-sided printout! At least we all learned an important lesson about problem solving that day – make sure you have all the relevant information."

Now, what would you do if you were in **Dan Bernstein's** shoes? "I was teaching and cracked a particularly funny joke. A student laughed and choked on her gum. Not funny choked, but real choked. While I stood mouth agape without a clue what to do, the class and I watched the student struggle for air. Fortunately, a fellow student knew what to do: She leaped from her chair, and bound across the room, where she performed the Heimlich on the choking student. Out popped the gum, and all returned to (ab)normal. That's the price one pays for trying to be funny in class. The end."

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Dan, just to match yours: Many, many moons ago I was teaching high school biology in this private girls school in Los Angeles (I majored in Biology in my undergrad until I decided to switch to Psychology later in grad school). I was teaching the girls how to type their own blood. When I pricked the middle finger of this volunteer to demonstrate what the girls should do, the volunteer suddenly fainted. Guess what happened next?



Certainly other colleagues have had similar funny experiences, but due to limited Synapse space and time for them to submit due to paper-marking overload, I'll end this Bloops and Blippers column here. But before you go on reading this newsletter, do me a favor: as a reader of Synapse, please rank the 3 anecdotes (except mine) and e-mail your vote (Subject: Nutty Prof) to desiree.yu@kpu.ca. Last day to vote is last day of May 2014. The winner will receive the Nuttiest Professor Award 2014 certificate. Thanks for your cooperation. I hope you enjoyed this column!

Do You Volunteer???

~by Dr. Jocelyn Lymburner

The Canada Survey of Giving, Volunteering and Participating (CSGVP) revealed that, in 2007, 84% of the population, aged 15 and over, made a financial donation to a charitable or other nonprofit organization, 46% of the population aged 15 and over engaged in formal volunteer activities, and 84% offered direct help to others who live outside their household. Indeed, Canadians volunteered almost 2.1 billion hours in 2007 – the equivalent of over one million full time jobs. British Columbians led the country in terms of the highest number of volunteer hours given annually – 199 compared to a national average of 168.

Some examples of volunteerism from our Psychology faculty members...

- Daniel Bernstein – Member of SFU PhD Committees; reviews manuscripts for publication; reviews grant applications.
- Dianne Crisp – Fundraising for Community Drivers, an organization that supports transport of disabled individuals; organized a fundraiser for a friend with cancer
- Farhad Dastur – Mentor, Big Brothers of Greater Vancouver
- Kevin Hamilton – Musician and Board Member, Vancouver Fiddle Orchestra
- John Marasigan – Liturgical Minister in two Catholic Churches
- Cory Pedersen – Team Manager, Port Moody Minor Hockey Association
- Betsy Spaulding – Treasurer and Board Member, Strathcona Community Gardener's Society; Volunteer – Vancouver Folk Music Festival; Letter Writing – Amnesty International; Founding Member of WAVAW Rape Crisis Centre; fundraising for a food security program at Strathcona school, + +
- Susan Thompson – Zone Representative to the Board of the Horse Council of BC (HCBC); Vice President of Coaching and Education on the Executive Board of HCBC; opens her farm to inner city schools and senior centre visits.

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While these numbers may seem impressive, the truth is that nearly half of BC's total volunteer hours came from 10% of volunteers. Following the current trend, our volunteer force simply isn't sustainable - a small minority of individuals shoulder the bulk of the work (the Betsy Spauldings of the world!!!). We need new volunteers and volunteers who will stay engaged with agencies and activities over a longer period of time.

Statistics Canada (2007) reports that youth, those with a formal education, and individuals with a history of charity work are more likely to volunteer at higher rates. It's not surprising then to learn that students who are engaged in service learning activities during their schooling volunteered at about twice the rate of the national average for that age group when surveyed 5 years post graduation (Tomkovick, Lester, Flunker & Wells, 2008).

Let's Do Our Part...

Kwantlen's vision statement includes a commitment to service and work-integrated learning – providing students with the opportunity to connect academic learning with principles of civic responsibility and community engagement. Faculty members – are there ways we might integrate additional relevant volunteer activities into our classes? Students – have you considered enrolling in our Psychology Practicum course? Volunteering can be a way to make friends, contribute meaningfully to your community, gain work skills, build confidence, learn something new, and improve your mood.

So, do you volunteer?!

A Little About My Research...

~by Dr. David Lane

I graduated from the University of Saskatchewan with my PhD in the spring of 2011 and I am currently working at Kwantlen Polytechnic University. During my third undergraduate year I became increasingly interested in cognitive psychology. In particular, two kinds of memory effects really caught my attention.

The first one was that when we remember a series of items, like a list of words, we remember the first and last words the best, referred to as *serial position effects*. I thought this was especially interesting because serial position effects are so common. They are observed when remembering many different kinds of things and are observed in other species also. When someone's memory produces a non-normal serial position curve, it may be indicative of different neurological conditions.



The second kind of memory effect that especially interested me was false memory in word lists. When asked to recall a list of words we often add words that we didn't actually see or hear. This especially happens when we hear a list of words that are similar to each other. For example, when we try to remember the words, *bed, rest, awake, tired, dream, wake, snooze, blanket, doze, slumber, snore, nap*, about half the time we will remember hearing the word *sleep*, even though this word is not on the list. A similar effect can also be produced by presenting similar sounding words. For example, the word *sleep* is often reported after hearing this list where each word differs from *sleep* by one phoneme, *sweep, steep, sleet, slop, heap, weep, seep, sleek, teak, speak, reek, eke*. We often report such 'false' words as correct with high levels of confidence and are often willing to positively identify the person who said the word even though they didn't say it.

After learning about serial position effects and about false memory in word-lists, I began to wonder: If true memory leaves a serial position effect signature, maybe false memory leaves a distinct serial position effect signature of its own. Maybe knowledge about this could help in understanding or detecting differences between true and false memories.

I discovered that researchers were already interested in the role of serial position on false memory. Using single theme lists like the ones above, experimenters asked participants where they thought they heard the false words. Subjective reports are valuable, but more direct empirical evidence is always preferable. It order to try and find direct

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empirical evidence, I altered the materials. Rather than presenting my experimental participants with single theme lists, I constructed lists with groups of words within them, with each word-group related to a target non-presented word. For example, the false target words *cold*, *smell* and *rough* were frequently reported when remembering the list, *hot*, *snow*, *warm*, *winter*, *ice* / *nose*, *breathe*, *sniff*, *aroma*, *hear* / *smooth*, *bumpy*, *road*, *tough*, *sandpaper*. Such lists produced normal U-shaped serial position curves for the correct words, however false recall did not follow the same pattern. Meaning-based false recalls were most frequent for the first group of words and sound-based false recalls were most frequent for the last group of words.

I continue to work with this paradigm to try to understand how these false memory serial position effects fit in terms of modern theories of false memory and theories of the serial position curve. Working with research groups and with Honours students over the past years has expanded my interest in memory to other related areas. I am currently working on research in prospective memory, i.e. remembering what we have to do in the future, linguistic framing, which refers to how things like reasoning and memory are impacted by language, and on the mechanisms underlying the forgetting of true and false memories.

Hazard Recognition Training for WorkSafeBC *~by Dr. Kevin Hamilton*

My Research interests are in the areas of Human Factors Psychology and Ergonomics. These are interrelated fields that bridge the behavioural, medical and engineering sciences, and which are concerned with fostering optimal interrelationships between humans and technology, typically in the contest of various workplace settings. Within this area, my primary focus for a number of years has been on specialized occupations where environmental variables play a significant role in affecting system performance where humans are an integral component. Examples include, deep sea diving, maritime operations such as search and rescue, aerospace operations, air traffic control, work environments involving shift schedules and most recently forestry.

During the past 3 years I have helped WorkSafeBC in the area of hazard recognition training for manual tree fallers employed on the Pacific West Coast. Global demand for high quality timber has moved harvesting into extremely remote and topographically challenging regions of the province, often at high altitudes and in extremely steep terrain. Meteorological conditions in coastal mountain areas including



fog, rain and snow, exacerbate worksite challenges and there is little opportunity to employ mechanized harvesting. Thus, the vast majority of coastal falling must be done by hand. Because of these circumstances, tree fallers working on the Pacific West Coast are amongst the highest at risk occupational groups in North America for injury and fatality.

A number of initiatives are underway to help mitigate the occupational risks confronting coastal tree fallers. The one that I am involved with uses 3D visual images of typical coastal falling worksites to help better train new as well as experienced fallers in hazard recognition. The results of several studies conducted during the last few years (some involving KPU Honours students)

have shown markedly improved worksite hazard recognition performance when training with 3D as compared to 2D images. These findings are highly relevant to improving occupational safety for coastal fallers and are now being used by the BC Forest Safety Council to develop new training components for coastal falling operations. Moreover, other areas of industry including the mining sector in Chile have expressed interest in using these types of 3D images to improve safety in both above and below ground operations.

Are You Recycling? Someone May Be Watching!

~by Dr. Arleigh Reichl

You may have seen the posters at several garbage/recycling units on campus: "slip your sleeve in the slot" and "crushing cups saves space; do your part; dump, demolish, dispose." The posters were part of a field experiment conducted by students in Dr. Reichl's Psychology and Sustainability course (POST/PSYC 4150). The class drew from McKenzie Mohr's (2011) community-based social marketing guidelines, along with on-campus interviews of students, to create two different messages promoting proper disposal of single-use hot drink cups, i.e., removing and recycling the paper sleeve, and emptying, crushing and disposing the cup and lid (KPU does not have the facilities to recycle the cups).

Both posters included the "slip your sleeve" and "dump, demolish, dispose" prompts, along with accompanying illustrations. In addition, posters included one of two messages. One version was designed to invoke social norms with the message "someone may be watching." The other version was designed to refute the perceived inconvenience barrier (identified through interviewing) with the message "it's not that hard."

To evaluate the effectiveness of the posters,

students in the class recorded the number of cups and sleeves disposed properly and improperly at six garbage/recycling units on campus over a three week period (two weeks of baseline, followed by one week with posters). By either observing people's behaviour, or digging through the bins, students counted a total of 260 sleeves and 297 cups! Statistical analyses indicated that both the social norm message ("someone may be watching") and barrier refutation message ("it's not that hard"), combined with the verbal and visual prompts, significantly increased proper disposal of sleeves and cups, but one message was particularly effective (can you guess which?).



Proper disposal of sleeves increased from the baseline of 15% to 43% with the barrier refutation message, and from 19% to 68% with the social norm message. Proper disposal of cups increased from the baseline of 0% to 10% with the refutation message, and from 3% to 25% with the norm message. These results confirm the value of prompts combined with targeted messaging (particularly utilizing social norms) in promoting pro-environmental behaviour. So, the next time you go to drop your coffee cup in the garbage, just remember "someone may be watching"!

(Student contributors were Jacqueline Bouwers, Jessie Foley, Kirsti Kober, Marissa Lam, Karen Lof, Adam Maruniak, Alex McGowan, Craig Morabito, Tonya Myhedyn, & Yousif Al Samarrai)

Budget Committee Update

~by Dr. Syed Ashiq Ali Shah

The department's budget committee manages the budget on fiscal basis since its delegation to the department by the dean's office in 2009. It is managed by a committee and its decisions on the budgetary expenditure are endorsed by the department. The decentralization of the budget has made it possible for the department to determine its priorities and spend the money to support the academic and scholarly activities of the faculty and the students. Because of the financial constraints, the department's budget was cut drastically last year which hurt badly the running of the psych lab which is the back bone of psychology department. The number of student assistants and the working hours of the psych lab were slashed considerably to meet the budgetary crunch. Some of the department's academic activities, like monthly colloquium, also fell prey to the austerity axe. The department support for KPS was also curtailed because of the shortage of money.

However, in the midst of dark clouds a silver lining emerged when the long outstanding issue of book funds, that were sitting idle, was resolved. The transfer of 80% of the book funds to the endowment fund has raised the total amount and the profit generated by it. On the recommendations of the budget committee the department approved increasing the amount of two annual scholarships from \$850 to \$1100. We expect that with a constant inflow of new book fund money the amount in the endowment fund will increase and more scholarships will be made available to the students over a longer period of time. The remaining 20% of the book funds will be available to the faculty and the students for the academic activities, such as research, seminars, attending conference and holding other activities.

The budget committee hopes that more funds will be allocated to the psychology department in the forthcoming fiscal year to restore the lab facilities and its working to the pre-austerity period.



Kwantlen Psychology Society Celebrates its 10th Anniversary!

The KPS is a completely student-run organization at KPU, offering both academic oriented and social event offerings to Psychology students and the broader KPU community. They put up a variety of events such as guest speakers, APA guideline seminars, stats workshops, and even pub night and sports events!

KPS helps enhance the quality of life experiences for both students and faculty, making KPU a wonderful place to study and work!



Keynote Speaker at the Anniversary event was Dr. Steve Heine from UBC. He spoke about "Making sense in the face of nonsense: How a search for meaning underlies many key psychological motivations".



Faculty and current and former students mix and mingle at the 10 Year Anniversary Celebration.



None of this would have been possible without the KPS executive council, who volunteer their time.

This year's council includes:
From left:: Katey Morrison, Elisabeth Kreykenbohm, Maria Goldin, Dawn-Leah McDonald (President.), Brendan Fernandes, Amy Baykey, Anisha Gardiner and Faculty Adviser, Dr. Kyle Matsuba.



MEET OUR STUDENTS

Investigating Differences between Sexters and Non-Sexters on Attitudes, Subjective Norms, & Risky Sexual Behaviors

~by Student Researcher Amanda R. Champion

Over the past ten years, young adults have willingly integrated computer-mediated communication (CMC) as a primary means of interacting with friends, partners and family members (Hampton, Goulet, Rainie, & Purcell, 2011; Lenhart, Ling, Campbell, & Purcell, 2010). CMC can be defined as any communication, written or visual, that takes place through the use of electronic devices (Thurlow, Lengel, Tomic, 2004). Recently, platforms, such as Facebook, email, text message and instant messaging (IM) have been considered an outlet for sexual exploration and communication (Lenhart, 2009). This has led to the emerging trend of sending sexually suggestive or explicit text, photo or video messages via social networking site, email, text message, video chat or IM in what is known as “sexting” (Drouin, et al., 2013).

Despite the current trend in sexting, the majority of the literature so far has been limited to exploring the social and legal consequences of this behavior, especially among teenagers. Most studies have investigated the potential for underage youth to be charged with the distribution or production of child pornography (Diliberto & Matthey, 2009; Jolicoeur & Zedlewski, 2010; Mitchell et al., 2012). While the legal ramifications for engaging in sexting behaviours among underage individuals does not apply to young adults (Benotsch, Snipes, Martin, & Bull, 2013), empirical findings have suggested that sexting is correlated with health compromising behaviors for this age group including substance use, unprotected sex, and an increase in both the number of sexual partners and sexually transmitted infections (Benotsch et al., 2013; Ferguson, 2011). The research on sexting and negative health implications is extremely limited, and from what is available in the literature, there are many variations in the operationalization of sexting (Drouin et al., 2013) and the measurements used to gauge risky behaviours (i.e., Benotsch et al., 2013; Gordon-Messer et al., 2013). These inconsistencies have made it difficult to draw conclusions from the extant empirical evidence or to adequately understand the relationship between sexting and health related issues.

The purpose of my honours thesis was to expand on the existing literature by using a broad definition of sexting to include different types of sext content (i.e., explicit and less explicit) and modes of transmission (i.e., cell phone, social networking, email and IM). The main goal was to determine whether sexting behaviours, risky health behaviours, attitudes and subjective norms, as well as sensation seeking and motivation for sexting differ across separate seater groups: (1) Non-sexters; (2) Less explicit sexters; and (3) Explicit sexters. A secondary goal was to determine whether sexting is: (a) another risky behaviour in which sensation seekers like to engage, (b) a substitute for sexual contact which can be viewed as a safer sex option, or (c) a modern way of transmitting sexual content to a partner. Given the varied possibilities, it is crucial to further explicate the relationship between sexting and risky health behaviors, as it may suggest a need for intervention strategies in order to reduce or prevent risky sexual behaviors.

For my honours project, I chose to use an online survey to gather data. Given the nature of human sexuality research, participants are often asked sensitive questions about their sexual experiences and attitudes toward sex. Online surveys offer individuals who may otherwise not participate in face-to-face surveys an opportunity to be anonymous and answer honestly. An additional benefit of using an online survey is that participants are able to complete questionnaires whenever and wherever it is convenient for them; the ease of participation entices people to contribute and gives the researcher access to participants in wider reaching

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geographical areas. These benefits are important especially for researchers trying to gain an overall understanding of the impact of a trending phenomenon, such as sexting.

Amanda R. Champion is an Honours student in psychology and a member of Dr. Cory Pedersen's ORGASM Lab.



What Makes Us Prosocial? A Look at Factors Leading to Caring for Others *~by Student Researcher, Sid Haeri*



Empathy, and perspective-taking in specific, have been previously linked to individuals' likelihood to engage in pro-social or altruistic behaviour. Moreover, previous research has primarily focused on self-reported measures for emotional self-efficacy (ESE) as a measure of empathy. Therefore, the study at hand explores the link between subjects' belief about their emotional capabilities and particular empathic behavioural tendencies.

Furthermore, the study investigates any possible links between one's ESE and tendency to engage in recreational reading and/or caring attitudes towards animal treatment. The logic behind such a link stems from previous research indicating that essentially any activities that can be considered practice in perspective-taking can potentially increase one's emotional understanding. The study's findings can both validate the reliability of using self-measures for assessing emotional efficacy (described as one's ability to recognize and properly implicate emotional cues) while also furthering our understanding of the factors that may affect such efficacy.

Sid Haeri is an Honours student graduating with a BA in Psychology and a Minor in Philosophy.

STUDENT CONGRATULATIONS

CONGRATULATIONS to Alexandria Parsons for winning the Ji Shen Award and the Maria Catroppa Endowed Memorial Award. AND for being accepted into SFU for an M.A. in Counselling Psychology.

CONGRATULATIONS to Alexandria Parsons and Amanda Champion for winning Student-Led Research Grants through the Office of Research and Scholarship.

CONGRATULATIONS to Karveena Bains, who was accepted into the PDP Program at SFU.

CONGRATULATIONS to Dawn-Leah McDonald, Jessie Foley, Zerlinda Chau, Karveena Bains and Maria Goldin, For winning the KPU Contribution to Student Life Award. Dawn-Leah was also accepted into the PhD Program at the Victoria University of Wellington in New Zealand.

CONGRATULATIONS to Ya-Chun Bonnie Chi for being accepted into TWU M.A. Program in Counselling Psychology, Thesis-Track.

PRACTICUM REPORT

“I want to be in that chair”: Psychology Practicum Journey ~ *Faculty Supervisor Dr. Gira Bhatt*

It was the summer of 2010. I had just completed my site visit to CHIMO Community Services in Richmond

where Alicia Woelbern, a psychology practicum student, was stationed for Outreach & Advocacy training. The program director - who was her host supervisor - had provided a glowing account of Alicia's work there. As I was walking out of the reception area, Alicia and I talked for a short while and she described how rewarding it had been for her to work with the dedicated team at

the CHIMO programs, including the directors. She then added, “I want to be in that chair” pointing to one of the offices.



Alicia Woelbern (Left) with
Huma Malik

Fast forward to 2013 practicum site visits. I am at the CHIMO location again to meet with practicum student Huma Malik's host supervisor. As I walk down the hallway, I notice the name on one of the office doors; Alicia Woelbern! I peeped in, and there she was “in that chair”!

This is but one of the numerous rewarding moments for me as the psychology practicum supervisor. The student reports on their new learning, challenges, and experiences at career locations illustrate the value of the practicum program. The 4 month term and 200 hours provide a bridge between their university education and the career of choice.

About Practicum Students: What the Employer Supervisors Said

“Consistently high levels of performance at many levels”

“A very enjoyable student to work with who brought both knowledge and enthusiasm to the work”

“Her ability to start, stop, follow-through and finish assigned projects was excellent”

“She understood the data sources, analyses, and related issues very quickly- much faster than I expected anyone would!!

“The student has a very good eye for graphics design and has good communication skills”

“An incredibly organized person with real passion and drive”

“He has excellent technical, computer and programming skills so he was able to get a research study off the ground in no time”

“A very mature, polite, and capable young man who initiates connections and also establishes boundaries very well”

“Always willing to do what need s to be done; a go-getter with a great attitude”

Highlights of the 2013 Psychology Practicum

Cory Stewart (Options Community Services) assisted with the psychosocial rehabilitation program for adults with mental disabilities. His role was to help organize leisure and vocational activities that lead to learning of basic life skills.



“This practicum has changed my attitude towards people with mental illnesses. The chance to build strong relationships through practicing my verbal and non-verbal communication has helped raise my self confidence and self-esteem I feel much more prepared to enter the work force in the field of Mental Health far more than I would have without any experience.. “

Danielle Carr (Cawley & Company Law Firm) worked closely with lawyers and learned to research case law, summarize cases, investigate fraud, write reports, attend client meetings, and build plaintiff cases

“Practicum helped me realize how transferable my research skills are to the legal field and how applicable they are in a work setting. Additionally, the relationships I formed with the people at the law firm also gave me additional insight into the legal profession. I learned about how to find an articling position, what to expect from law school, passing the bar, taking the Law School Admission Test (LSAT), and finding a job. At the conclusion of my practicum I received a reference and an invitation to return as an articling student, which are both useful for future career opportunities.”



Dayne Perrin (UVic Center for Biomedical Research) worked in a research lab analyzing the video data of the diabetic rats' motor functions following a stroke.

“Over the span of thirteen week I witnessed three weeks of the mouse learning and improving on the ladder and then after that week the mouse would be stroked and I could see a steep decline in its ability. That gave me the first observation of the effects that a stroke has on an individual, learning from books and classes such as psychopathology and neuropsychology it still blows that out of the water when you can see it firsthand. Also, I got my animal care certificate from UVic and that is something I will be able to put on my resume and my CV as well as my grad school applications.”

To date, a total of 144 students have completed their psychology practicum spanning 84 career locations.

Jessica Fisher, Marie Brew, and Nicole Weiss (German Canadian Care Home) created an “Eden Alternative” gardening project, and recreation therapy for the residents with Alzheimer’s and Dementia.

“Instead of reading about psychological conditions, such as Alzheimer's Disease and Dementia, I was now able to observe them first hand and gain a better understanding about what it is actually like living with these condition. If I had not had the opportunity to do a practicum as part of my degree program, I may not have realized my interests and abilities in working with seniors.”

(Jessica)



“I feel that the experience has well illustrated what works and what does not work. This is a great lesson that cannot be taught in a classroom setting. Although this experience was rather difficult at times, it could not have been a better lesson in psychology and bringing together everything that I have learned in the process of earning my Degree”

(Marie)

“I have learned that I can engage isolated residents (of the care home) and enrich their lives. My experience during this practicum has helped me solidify my dream in becoming a recreation therapist at special care units in long term care facilities.”

(Nicole)

Huma Malik (CHIMO Outreach & Advocacy) planned and created weekly lessons on Anger Management for 6-8 year olds. The activities included games, art, videos, and discussions.

“I found this experience to be eye-opening and humbling by learning about the different challenges and difficulties many people go through in my community. It was rewarding to help clients and making a difference in their lives, and hearing about their success stories. Throughout my practicum I learned more about my capabilities and breaking out of my comfort zone”



Student vs. Faculty Softball Game—REMATCH!
June 21, 2013



At back: Cameron McTaggart, Richard Le Grand, Scott Jacobson, Devon Currie, Bertrand Sager, Arleigh Reichl, Cory Pedersen, Bryan Jones, Dawn-Leah McDonald, Betsy Spaulding, Michelle Dean, River Pierce, Isabel Scheuneman-Scott, Jennifer Robb, Alexander Kuhn, Teryn Tsang,

Front row: Bonnie Chi, Jocelyn Lymburner, Daniel Bernstein, Lecia Desjarlais, Alex Goodwin, Kyle Matsuba, David Froc, Brendan Fernandes, Sheridan Taylor.

Faculty won, FINALLY!!

STUDENT ALUMNI REPORT

Psychology Alumni Report 2014 ~ by Dr. John Marasigan

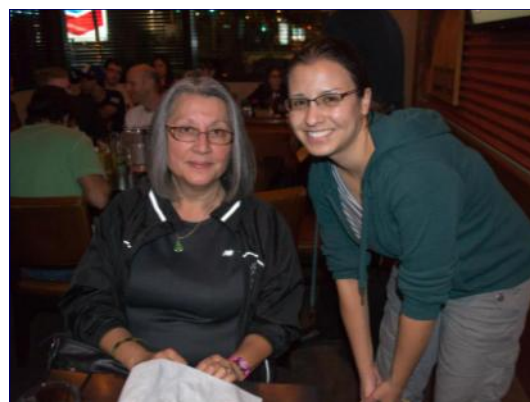
At this time, I am happy to report that twelve of our graduates made it successfully into graduate school. The following Psychology graduates were accepted in various graduate school programs starting in academic year 2013: at the University of Victoria, Justin McGregor in the School of Law, and both Jordan Ali and Ragav Kumar in Psychology; at Trinity Western University, Michelle Gruenhagen in Counselling Psychology; at Simon Fraser, Bertrand Sagar in Psychology; and at the University of British Columbia, quite a few of including Sarah Boorman in Public Health, Amy Bains in counselling Psychology; SFU, Lecia Dejarlais in Urban Planning, Brooke Knowlton in Public Health, Hayley Leveque in Sexuality and Gender Studies (also a SSHRC winner), Niloufar Saffari in Occupational Health and Safety, and both Rachel Falc (Ph.D.) and Tierney Wiszenski (MA) in Educational and Counselling Psychology and Special Education. Congratulations to our KPU Psychology grads.

The following statistics are also very interesting to note. Since the Department of Psychology began the BAA program in 2001, there have been 114 graduates. The BA program that commenced in 2004 has graduated 217 students! Anyone interested in finding out exactly how many students graduated in each year from 2003 to 2013, please feel free to contact me at john.marasigan@kwantlen.ca.

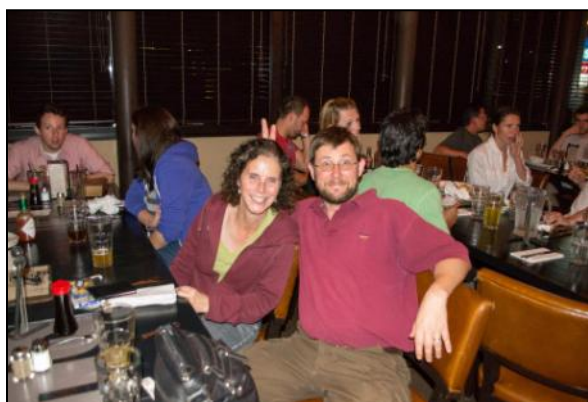
We are proud that our graduates continue to perform very well after leaving KPU. We now have several previous students who have completed their Ph.D.'s, and several more on their way to completing their dissertations throughout Canada. Let's continue rooting for the department that rocks!



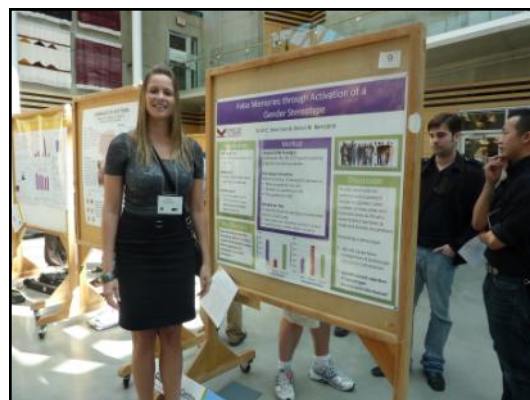
Dr. Arleigh Reichl with alumna Nicole Pernat and Sean Webber



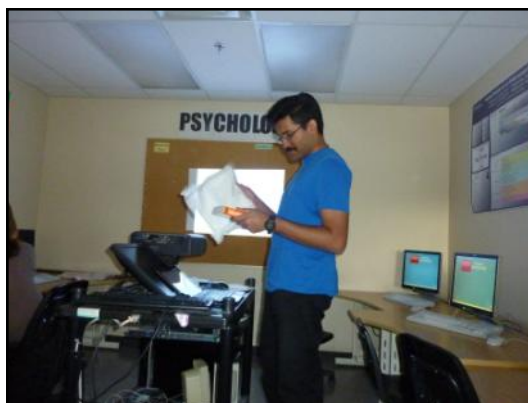
Dawn-Leah McDonald with Lecia Desjarlais (alumna)



Betsy Spaulding and Bertrand Sager (alumna) at a KPS Social



Sarah Boorman (alumna)



Ragav Kumar (alumna) facilitating a workshop for KPS

A REPORT FROM THE LIBRARY

Start Your Research Here!

~ by Jan Penhorwood

As what's called the *liaison* librarian for psychology @ KPU my job is to collect materials for the psychology programs and teach library research skills to the KPU students. Although I do support instructors' research my main interest is in collecting materials for you; materials that will assist you in successfully completing psychology courses. What I try to do is balance my expenditures on textbooks (to save you a bit of money!) and other books, all kept on the shelves and arranged by call number; as well as e-books (available online), journals (in print arranged alphabetically by title on display shelves), e-journals (online), online databases, videos, streaming videos, experiments and tests. I also help with APA style.

When you come to the KPU library I want to provide you with the highest quality and most relevant resources possible. I do this by collecting materials that support your research both directly through courses and for term papers and extra research. But I want to make sure I am on the right track. Hate e-books? Or do you love e-books and hate traditional print materials? Please, I want your input. You will be rewarded!

The library is moving forward ...

- Innovative new online reference service. AskAway 'virtual' chat reference service is available even when the KPU librarians have gone home! Its hours of service are: Sunday-Thursday: 10am-9pm; Friday-Saturday: 11am-5pm. Ask your question via chat and get an answer right away from a post-secondary librarian. It might be someone from KPU or perhaps someone from SFU, UBC, Douglas College or Vancouver Island University. Check it out via my psychology Library guide <http://libguides.kwantlen.ca/psy>
- Trying to figure out the correct way to quote from or reference a new resource in APA format? Check out the APA blog at <http://blog.apastyle.org/>

If you contact me and answer a few questions about how you use the KPU library (via email or telephone) I will send you a **Starbucks coffee card** as a thank-you. Limited time offer!

T: 604-599-3236 E: jan.penhorwood@kpu.ca

Colloquium Report

~ by Dr. Syed Ashiq Ali Shah

The department started the colloquium series in spring semester 2009 and after four and half years of successful series of presentations it came to an abrupt end in fall semester 2013 because of budget cuts.

During these four and a half years, a total of 25 presentations were held. The speakers included scholars and professionals from Canadian and foreign universities and from various organizations. They shared their research findings with the faculty and the students of Kwantlen Polytechnic University. The presentations were also attended by the representatives of NGOs, the teachers from local schools, day-cares and Kindergartens, and the students and faculty from other universities and colleges and the public. Every semester three presentations were held involving speakers from outside our psychology faculty.

Besides being an academic activity, it also involved a close cooperation between the psychology faculty, Kwantlen psychology society and the psych lab. This provided a good opportunity to all the parties to interact and discuss issues of mutual interest. Some of these talks culminated in honour's research cooperation between Kwantlen faculty and the students and faculty from other universities. With the scrapping of colloquium, an academic vacuum has been created at a time when the research initiatives of psychology faculty are expanding and diversifying. It is sad to note that on the one hand administration is eager to promote research given our move to a university, whereas on the other hand the very activities which promote research are being squashed. With this activity gone, the faculty and students will miss the opportunity of getting up-to-date information on research done by both Kwantlen psychology faculty and researchers from outside our institution.

The following talks were held during the Fall 2012 and Spring 2013 semesters.

Fall 2012

Dr. Richard Young, Professor of Counselling Psychology, University of British Columbia
“Contextual Action Theory: Conceptual Framework and Research Evidence”
Friday, September 21, 2012.

Dr. Andre Asfal, University of Mannheim and a Post-doctoral fellow, Kwantlen Polytechnic University
“Using Consensus to Create Face Composites”
Friday, October 26, 2012.

Dr. Roger Tweed, Department of Psychology, Kwantlen Polytechnic University
“Strengths Among People Who Are Homeless”
Friday, November 16, 2012.

(Continued on page 38)

(Continued from page 37)

Spring 2013

Dr. Wendy Loken Thornton, Associate Professor, Simon Fraser University
“In Search of The Holy Grail: Predicting and Measuring Functional Outcome in Older Adults.”
Friday, January 25, 2013.

Dr. Evan Lopes, Kwantlen Polytechnic University
“The Psychology of Magic”
Friday, February 22, 2013.

Kim Schonert-Reichl, Prof., University of British Columbia
“Promoting Children’s Empathy, Compassion, and Prosocial Behaviours in School:
Theoretical, Empirical, and Practical Implications”.
Friday, March 22, 2013



Dr. Roger Tweed



Dr. Evan Lopes presenting on the Psychology
of Magic



Traditional Virtues Help Youth Make Wise Choices

~ by Dr. Gira Bhatt

At a recent gathering of friends, the conversation turned to our adolescent years. Endless stories emerged about playground fights, lying to parents, smoking the forbidden stuff, driving dangerously, drunkenness, the morning after and the like. There was even a story about spending a night in police custody.

Having no story to tell, I realized how boring and dull my adolescent years must have been. I tried to take comfort in the thought I wasn't a misfit in my teens. I had many friends. I did well at school. And look at me now, I have turned out quite OK as an adult.

But so have all the storytellers.

Each story could have flagged a difficult life ahead. Yet each had a happy ending, in that all the storytellers are now successful and well-functioning adults.

Struggling with my sense of lost years, I inquired if any of their friends who shared in their law-defying and self-destructive acts turned out OK as well. While they recalled most of their friends being all right, there were also stories about a friend becoming a cocaine addict, a convicted criminal, chronically unemployed or being involved in a violent gang.

Youth is about exploring boundaries. Some stay clear when a danger sign is posted. Some push the boundaries a little, take a peek at the danger, venture a step or two into the danger zone, stumble, get bruised, but then step back and move in a different direction within the safer territories of life. Unfortunately for some youth, a step into the danger zone leads to a descent into a spiralling life of crime, violence, addiction, poverty, and self-destruction.

What separates the two streams of youth?

To address this question we tend to focus on the stream that takes a turn for the worse. What went wrong? Bad parenting? Wrong kind of friends? School system? Society not doing enough? For decades, researchers have emphasized this deficit model to identify "risk-factors" that include dysfunctional families, criminal associations, traumatic life events, poverty and mental health issues.

Although there is value in this deficit model, examination of youth who negotiate their adolescent years well has been neglected. This group may include the over-achievers and stars, but the majority of them are moving through their adolescence without any spectacular academic or extracurricular achievements. They are staying the course, and regardless of their background, they all have one thing in common. When faced with difficult life choices, they have made wise decisions.

Roger Tweed, a co-investigator with the Acting Together; Community University Research Alliance project at Kwantlen Polytechnic University, took a contrarian research approach. Instead of asking youth on the wrong side of the justice system how and why they got there, Tweed flipped the question and asked more than 700 university students why they weren't criminals.

Unsurprisingly, reasons included family, friends and not wanting to end up in jail but, more interestingly, many cited personal moral values as a major factor that prevented them from committing crimes. Traditional virtues such as gratitude, forgiveness, altruism, honesty, kindness and humility have been identified in emerging research as sources of internal fortitude that protect youth and prevent them from making poor choices. These are not just feel-good virtues. They are at the foundation of strong character needed to cope with life's adversities and for moving away from negative pathways.

Consider gratitude. Researchers have found youth who believe there are many things and people in their life to be thankful for are less likely to be involved in violence, compared with youth reporting a lower level of gratitude.

Teaching a child to say thank you when someone has been nice to them is not just teaching social manners. It is strengthening the child's character. Gratitude training may be the antidote to the sense of entitlement of contemporary youth caused by an overdose of "you are special and wonderful, no matter what." Gratitude adds a qualifier: "You are special and wonderful because good things happened to you and because some good people made that possible."

(Continued on page 40)

Research suggests gratitude protects youth from assuming malicious intent on the part of others, which in turn prevents them from resorting to violence against others. Another virtue worth nurturing is humility. Youth who are humble — who accept that others are as valuable as themselves — are less likely to believe violence is ever justified.

Note that humility is not the opposite of self-esteem as both coexist. A teenager with self-esteem — I am good, I am worthy, I am valuable — may also have humility — others are just as good, just as worthy, and just as valuable. Self-esteem without humility makes for bullies. Similarly, forgiveness, altruism, trust, honesty and authenticity have been found to contribute to building character strengths, the kind that separate youth who make good choices and youth who make bad choices. Let us renew our faith in traditional virtues to strengthen our youth so they may make wise choices at life's turning points.

(This article appeared in the Vancouver Sun, January 3, 2013: <http://www.vancouversun.com/Traditional+virtues+help+youth+make+wise+choices/7862767/story.html>)

Acting Together Conference, July 23-25


You Are Invited!

July 23–25, 2014
Sheraton Guildford Hotel
 City of Surrey in Metro Vancouver
 British Columbia, Canada

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Youth Strengths and Prevention of Delinquency and Gang Involvement:

Academics and Community Acting Together



Conference Information

🌐 www.atcura2014conference.ca
 ✉ atcura2014@kpu.ca
 ☎ Catherine Parlee | +1.604.599.3163

The conference is hosted by the Canada Government-funded project
Acting Together: Community-University Research Alliance
www.actingtogogether.ca

The Conference will

Report on evidence-based research about the relationship between youth strengths and prevention of delinquency, violence, and gang involvement

Encourage deep conversations between academic researchers, service providers, and policy makers about the implications of research findings for youth crimes and gang prevention programs

Involve academic researchers, youth, parents, police agencies, law and policy makers, and the larger community

Keynote Speakers:

MICHAEL UNGAR Founder of the Resilience Center and author of *Strength-Based Counseling with At-Risk Youth*

ROBERT BISWAS DIENER Known as the 'Indiana Jones of Positive Psychology' and author of *Practicing Positive Psychology Coaching*

KIMBERLY SCHONERT-REICHL Applied Developmental Psychologist and advisor to the Dalai Lama Center for Peace and Education

KATY HUTCHISON Inspirational speaker and author of *Walking After Midnight: One Woman's Journey Through Murder, Justice, and Forgiveness*

DAN MALO Chief Officer, Combined Forces Special Enforcement Unit-BC (Integrated Anti-gang Police Agency of BC), with expertise on organized crime and gang activities

SPECIAL: RETIRED FACULTY Where Are They Now?

Another Day in Paradise ~ by Dr. Lee Woodson

Being a member of the department of psychology for 35 years was very enjoyable. My career began in 1972 before Kwantlen separated from Douglas College. I retired from Kwantlen in 2007. I flew to Europe that summer and spent the next year traveling. This good fortune created a real break with my academic life and provided incentive to experience new and different activities. The highlights are too many to review here, but visiting the winter medieval Christmas market in the small village of Riquewihr in the Alsace region of France comes to mind.

Riquewihr was of interest to me as during WW2 my father served in this region as a soldier. He fought in the Battle of the Bulge with the 38th Calvary Recon. Squadron. (Mechanized) in the winter of 1944 which was the coldest on record for western Europe. He like so many others suffered a life long injury as a result and became a disabled veteran. Hence my interest in visiting this area and sharing with him what I saw.



I have continued to travel to Europe as I accompany my wife who sings in a choir and they have gone on tour in Europe twice. I am the tag along person which gave me the opportunity to visit seventeen countries: Austria, Germany, France, Poland, Slovakia, Czech Republic, Netherlands, Belgium, Italy, Spain, Greece, Turkey and Switzerland. All of this along with visits in the USA, Jamaica, the Bahamas and Mexico.

I correspond with some of my fellow university graduates and visit with several former colleagues. We discuss via emails and Skype current events as well as research findings in psychology. I am interested in cognitive theory and the availability heuristic in behavioral finance. Recent books I've read are as follows: Lawrence in Arabia, HRC, The Book Thief, The Immortal Life of Henrietta Lacks, Thinking, Fast and Slow by Daniel Kahneman, The Myth of Self Esteem and Overcoming Resistance, the Road to Tolerance both by Albert Ellis and rereading Chariots of the Gods by Erich von Daniken. Of course I spent a great deal of time taking over 7000 photos and eating wonderful food in various regions. Visiting with children and grandchildren is also very high on my list of activities. Little league and school plays are very special.

Wishing you all of the very best for your time at Kwantlen.

—Cheers!!

Dr. Roger Elmes (previous Dean of Social Sciences) — In brief, my wife and I spent the first 2 years of retirement travelling in Europe in a motorhome for 5 months each year and the rest of the year on our sailboat up and down the BC coast <http://retiredandonthemove.blogspot.ca/>. For the last 5 years I have been an occasional consultant to various colleges; Vice-President of the Board of the Surrey and Vancouver-based Progressive Intercultural Community Services Society www.pics.bc.ca; and a member of the Board of the University Naval Training Division Association of Canada www.untld.org. Roger provides a free wellness newsletter on his website www.rogerelmes.com.

Gone Travellin' ... ~ by Dr. John Spencer

During the 1970s, I made four separate trips abroad, backpacking through parts of Europe, Asia, Africa and Australia. In the late seventies, adult responsibilities ended my lengthy travels, so when I finally retired from KPU in August, 2013, I decided to buy a new backpack and head off once again, spending four months in Australia and southeast Asia. I have always been an animal-lover, and during my early travels I was fortunate to be able to visit the major game parks of eastern and southern Africa. On my most recent trip, I travelled to the islands of Komodo to view the giant lizards and to Borneo to view the orang-utans, elephants and tigers. Sadly, most of these animals are now so endangered there are few left to see and admire. I remember standing on a hillock in the Serengeti in Tanzania in 1973, watching thousands of animals grazing on the vast plains; in many places now it seems there are thousands of eco-tourists standing in a viewing area watching one or two animals.

At present I am hiding from the Vancouver winter in California, and I hope to embark on further travels in the late spring. It is a rare pleasure to be out of the workforce, with few responsibilities, and the means to pursue other interests. I do miss the collegiality of the KPU Psychology Department and the friends I made there, but as for missing the institution, the many meetings and the workload – not so much!



Dr. John Spencer checking out another tiger population in Asia

Life After Retirement ~ by Verian Farnsworth

Life has been full and wonderful since retirement. Richard and I have made our family a priority, and moved into Vancouver two-and-a-half years ago to facilitate this, and free up time otherwise spent maintaining a big, mostly empty, house in Crescent Beach. Our lifestyles have changed dramatically as a result. We walk everywhere, rarely drive, get out much more to evening entertainment and social events, as well as a variety of volunteer activities (Hospice, political campaigns, Paralympics, for example). We



also have the time to focus more on health and fitness. We're both feeling fitter than we have in years.

Four of our five children are in Vancouver, so we see much more of them, as well as our two-year-old granddaughter, who has thoroughly stolen our hearts, and whom we look after two days a week. Two more grand-babies are in the works, due in June and August, and we expect to help out with them as well.

We've formed a book club that meets once a month, and become members of the Vancouver Art Gallery and the Museum of Anthropology: all things that we never seemed to have enough time for when we were working. In the summer

we hike the local North Shore Mountains, and in the winter we ski, and Richard golfs all year long. We also travel several times a year. 2013 took us to Newfoundland for the first time, as well as hiking in Switzerland.

Sometimes it feels as if I've been busier since retirement than when I was still teaching! Something about a fixed schedule and knowing exactly how long prepping, teaching and marking will take made it easier to plan ahead. Now I'm learning to live with

less planning and more spontaneity, which was a challenge at first, after more than thirty years of working through an endless 'To Do' list. Having said this, however, I loved my Kwantlen years, and do miss my colleagues and students, if not the marking! Thanks for the opportunity to keep in touch!

Retirement and Aging ~ *by Larry Anderson*



Larry Anderson is retired and currently runs a blog about "Retirement: Third Age New Beginnings" (you can visit it at larryand.blogspot.ca). This blog deals with the sociology and psychology of retirement and aging, covering topics such as ageism, wisdom, exercise and community involvement. His blog has had over 4,000 visits from all over the world, and he is glad he's able to share his knowledge far and wide!

What I'm Up To Now... ~ *by Phil Warren*

I've long been interested in "do it yourself" approaches in psychology & health. In 1989 I discovered the Specialized or Energy Kinesiologies, especially those that involve Emotional Freedom Processes (EFPs) arising from Roger Callahan's Thought Field Therapy. I'm currently researching/ developing the "Radiant Energies Balance (REB)," The Radiant Energies Balance (REB) Protocol is a unique and powerful blend of the most powerful somatic/body centered, cognitive/ mindfulness and energy/information psycho-therapeutic methods in a compact and integrated package; a comprehensive, flexible therapeutic and transformative full spectrum integral protocol. For detailed information on this and many other topics visit the Website for Delta Life Skills and Radiant Energies Balance (REB) www.REBprotocol.net



7 PSYCHOLOGISTS AND A BABY GO SNOWSHOEING



Arleigh Reichl, Gira Bhatt, Daniel Bernstein, Jocelyn Lymburner (with Madeleine), Farhad Dastur, Betsy Spaulding, and Cory Pedersen.



REPORT FROM THE PSYCHOLOGY LAB

New Online Research Pool System ~ by Ivy Ng, Psychology Lab Instructor

In the Fall 2013 semester, the KPU Psychology Research Pool transitioned to a new electronic online system. Instead of having students come into the Psychology Lab to book time to participate in research studies, students are now able to conveniently sign-up for research studies through the Kwantlen Research Pool System (RPS) on their devices. Using the RPS, students can search for studies to participate in, manage their research study appointments, and keep track of extra credits that they have earned throughout the semester. The RPS is an effective way to be up-to-date with the different

studies running at Kwantlen and to keep track of your progress as a research participant easily from the web. For researchers and lab assistants, they also found the RPS is very user-friendly and allows them to communicate with the participants directly. Here are the testimonies of the users:



From left: Ivy Ng, Brendan Fernandes, Michelle Hunsche, Karan Bola, Arifa Hafeez, and Elisabeth Kreykenbohm

"Conducting research using the psychology research pool system is both enjoyable and rewarding. This is especially true since the online sign-up system has made the process infinitely easier for both researchers and participants. From my perspective as both a student and a researcher I can testify that the research pool system

plays an essential role in facilitating the excellent research being conducted at KPU.”

----- Kristina U., IMAGE lab Manager and Researcher

“The research pool makes it efficient for me to sign up for studies from home, and because it sends me an email the day before, it makes it very easy for me to remember to show up for my research appointment.”

-----Elisabeth K., participant

“We found that many psychology students really enjoyed the implementation and ease of the new online SONA system when selecting and participating in experiments giving them a greater sense of autonomy. Student Researchers have also commented on having a lower number of absent participants (no-shows) due to the automatic updates and reminders sent out by the system.”

---Brendan F., lab assistant



For more information, please visit us at <http://www.kpu.ca/arts/psychology/research-pool>

Note: The Psychology Research Pool System is a stand-alone system that is separate from MyKwantlen. For new participants/students, you must register for the RPS in order to participate in research studies.

Contact Ivy.Ng@kpu.ca for more details.

FACULTY AWARDS



Dr Evan Lopes, recipient of the Queen's Diamond Jubilee Medal, 2013

Dr. Gira Bhatt, recipient of KPU's Distinguished Scholar Award, 2014.

FACULTY PUBLICATIONS AND PRESENTATIONS

Bhatt, G., Tweed, R. G., Viljoen, J., Douglas, K., Dooley, S., Lewis, S. & Goldin, M. (March, 2014). *Self- Perceptions and Parents' perceptions of Adolescent Character Strengths: Implications for Delinquency Prevention*. Poster presented at the 15th Biennial Meeting of Society for Research on Adolescence, Austin, Texas.

Clark, J., Parsons, A., & Pedersen, C. L. (November, 2013). Two closets at work: How embedded are gender and sexuality in our heuristic schemas? Paper presented at the 1st Annual Research & Knowledge Mobilization Day Conference at KPU, Surrey, BC.

Crisp, D. (July, 2013). *Disruptions in the Teaching of Psychology - The Case of Massive Open Online Courses*. Presented at the Vancouver International Conference on the Teaching of Psychology.

Dunlop, W. L., Walker, L. J., & Matsuba, M. K. (2013). The development of moral motivation across the adult lifespan. *European Journal of Developmental Psychology*, 10(2), 285-300. doi: 10.1080/17405629.2012.746205

MacLean, C. L., Brimacombe, C. A. E., & Lindsay, D. S. (2013) Investigating industrial investigators: The role of A Priori knowledge and tunnel vision education. *Law and Human Behavior*, 37, 441-453. doi: 10.1037/lhb0000056

MacLean, C. L., Read, J. D., & Lindsay, D. S. (2013, June). *Investigating industrial investigators: Tunnel vision and investigation protocol*. Paper presented at the Society for Applied Research in Memory and Cognition, Rotterdam, Netherlands.

Matsuba, M. K. (2013, November). *MindUP Uganda*. Paper presented at the 1st Annual Research & Knowledge Mobilization Day Conference at KPU, Surrey, BC.

Matsuba, M. K., King, P. E., & Bronk, K. C. (2013). Exemplar methods and research. *New Directions for Child and Adolescent Development, Volume 142*. San Francisco: Jossey-Bass.

Matsuba, M. K., Murzyn, T., & Hart, D. (2013). Moral identity and community. In M. Killen & J. G. Smetana (Eds.), *Handbook of Moral Development* (2nd ed.) (pp. 520-537). New York: Psychology Press.

Matsuba, M. K. & Pratt, M. W. (2013, June). *Positive factors in the formation of environmental activists*. Paper presented in an invited symposium on moral formation at the Third World Congress of Positive Psychology, Los Angeles, CA.

- Matsuba, M. K., & Pratt, M. W. (2013). The making of an environmental activists: A developmental perspective. In M. K. Matsuba, P. E. King, & K. C. Bronk (Eds.), *Exemplar methods and research. New Directions for Child and Adolescent Development*, 142, 59-74. San Francisco: Jossey-Bass.
- McTaggart, C., Fernandes, B., & Matsuba, M. K. (2013, April). *Political ideology and socio-political attitudes among adolescents*. Poster presented at the meeting of the Society for Research in Child Development, Seattle, WA.
- Pedersen, C. L., Champion, A. R., Hesse, C., & Lewis, B. (2013, November). Changes in perception of exotic dance. Paper presented at the 1st Annual Research & Knowledge Mobilization Day Conference at KPU, Surrey, BC.
- Reimer, K., & Matsuba, M. K. (2013). A modest polemic for virtuous pride. In J. Van Slyke, G. Peterson, W. Brown, K. Reimer, & M. Spezio (Eds.) *Theology & the Science of Morality: Virtue Ethics, Exemplarity, and Cognitive Neuroscience* (pp. 61-82). New York: Routledge.
- Reichl, A. J., Weiss, N., Ali, J., Uyeda, K., & Rich, J. (2013, November). *How are men like lawnmowers? The effects of male-targeted sexist jokes on women's perception of men*. Poster presented at the Kwantlen Research and Knowledge Mobilization Day, Surrey, British Columbia.
- Shah, A. A., & Othman, A. (November, 2013). Hospitalization, later onset of the disease and psychological problems of chronically ill children. *SAGE Open*, 3(4), doi: 10.1177/2158244013500279.

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