Heidi Gray
4th Year BA Psychology student will go to Rwanda this May

“This is the beginning of my chance to change”
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Anderson, Larry - B.Sc. (Utah State), M.Sc. (Utah State), Ph.D. (Wayne State)

Bernstein, Daniel - B.A. (UC Berkeley), M.A. (Brock), Ph.D. (S.Fraser), Postdoc (U Washington)

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

Charlton, Steve - B.A. (Hons)(Brock), M.A. (S.Fraser), Ph.D. (S.Fraser)

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

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

Jhangiani, Rajiv - B.A. (UBC), M.A. (UBC), Ph.D. (UBC)

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

Lopes, Evan - BA (McMasters), M.A. (Seattle), Ph.D. (Magne Cum laude) (Southern California)

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

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. (Honours) (Wilfrid Laurier), Ph.D. (McMaster), Postdoc (Rutgers)

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

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

Penner, Kurt - B.A. (Hons) (Manitoba), M.A. (UBC), M.T.S. (Regent College)

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


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

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


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

Spencer, John - B.A. (Calif.), M.A. (UBC), Ph.D. (S.Fraser)

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

Tweed, Roger - B.A. (S.Fraser), M.A. (UBC), Ph.D. (UBC)
CURRENT CONTRACT FACULTY

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<td>Austin, Kirk</td>
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<td>Besel, Lana</td>
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<td>Henderson, Antonia</td>
<td>BA (SFU), MA (SFU), Ph.D. (SFU)</td>
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<td>B.A. (Honours) (SFU), M.A. (SFU), Ph.D. (SFU)</td>
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<td>Roy, Rob</td>
<td>B.A. (Ottawa), M.A. (SFU), Ph.D. (SFU)</td>
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<td>Thinda, Sundee</td>
<td>B.Sc. (Calgary), M.A. (Forest), Psy.D (Forest)</td>
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<td>Ward, J’Anne</td>
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<td>B.A. (McMaster), M.A. (Calif. State), Ph.D. (UBC)</td>
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<td>Winters, Jason</td>
<td>B.Sc. (UBC), M.A. (UBC), Ph.D. (UBC)</td>
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Warm Welcomes & Fond Farewells

**WELCOME** to Anne Lin, our new Departmental Assistant. Anne is an SFU graduate who minored in psychology. Anne has considerable experience in office administration procedures and we look forward to benefiting from the efficiency and organization she is showing us already!

**FAREWELL** to Lori Scanlan, who left her role as Departmental Assistant to work in the departments of Political Science, Geography, and Sociology. Lori worked with us in Psychology for four years (2005-2009) and we will sorely miss her fresh, fun, and inspirational outlook on life.
since our 2nd issue of Synapse in the spring of 2009, Kwantlen’s Psychology Department continues to grow and take a leading role as it aligns with an emerging new polytechnic university mandate. With 27 full-time faculty from diverse academic and cultural backgrounds, in addition to several part-time instructors, a departmental assistant and a full-time Lab Instructor, Kwantlen Psychology is one of the largest and most dynamic departments on campus.

Our current program offerings include over 60 courses and three undergraduate degrees. Two of these degrees are applied, one in arts and one in science, in addition to a conventional Bachelor of Arts degree that focuses on more traditional areas of psychology. Students are able to augment each of these degrees with a separate Honours program directed at providing extensive research experience in both theoretical and applied areas of psychology.

As change abounds at Kwantlen, Psychology continues to maintain its primary focus on student centred learning, undergraduate research and teaching excellence. This year one of our students, Cindy Parry, was the recipient of the 2009 President’s Outstanding Student Award. Students from our programs continue to excel in research and professional graduate programs across the country and have secured employment in a wide range of fields within in government and the private sector.

The past year has abounded with noteworthy milestones for Psychology at Kwantlen. In terms of curriculum, these accomplishments include final approval for the BSc degree in applied Psychology along with several modifications to 1st and second year course requirements and curriculum structure to help better integrate our programs, including harmonizing years 1 and 2 of the Bachelor of Arts and Bachelor of Applied Arts degrees. At the 3rd and 4th year level, changes to course requirements in our applied programs will provide more flexibility in course selection and scheduling opportunities for students.

The past year also marks the first Canadian Psychological Association Certificates of Excellence awarded to Kwantlen Psychology’s top 3 Honours theses, as well as a new ongoing Honours scholarship for the student entering the Honours program each year with the top grade point average. 2009 saw the hiring of 2 full-time regular faculty, Dr. Evan Lopes and Dr. Rajiv Jhangiani, and significant funding and research opportunity afforded to faculty and students through a Social Sciences and Humanities Research Council grant focused on youth gang violence, headed by Dr. Gira Bhatt. During the summer of 2009, long time faculty member Dr. Dianne Crisp left for an administrative position at Okanagan College in Kelowna, and our inaugural Department Assistant Lori Scanlan left to work in the Dean’s office. In her place, Anne Lin joined us in September as Psychology’s new Department Assistant.

Other events that marked the past year for Psychology at Kwantlen include two faculty retreats focused on teaching excellence, one at Big White Ski Resort last winter and the other last August in Gibson’s Landing. Psychology also hosted the International Teaching of Psychology Conference, the National Connecting Minds Undergraduate Research Conference and a provincial workshop for online teaching. All were immensely successful events.

Kwantlen Psychology also entered the final phase of a lengthy program review this past year, culminating in a favourable external assessment and a mandate to begin working on a strategic plan to help steer the department and set a course into the near and longer term future. As we move into the next year, strategic planning and further curriculum
adjustments will be a primary focus, and in September 2010, the department is scheduled to relocate from its current ‘pod’ in Fir Building to a new consolidated and much larger space located on the second floor of Surrey Central.

As our department continues to mature and find its direction and position within our new university structure, faculty and students engage in an ever widening and deepening range of scholarly pursuits, community service initiatives, and life experiences. This issue of Synapse presents an array of themes ranging from student involvement in Rwanda to faculty reflections on retirement. I trust you will enjoy this 3rd issue of Synapse and I wish to express my deepest appreciation to all who contributed to its publication. Especially, I’d like to thank Dr. Cory Pedersen for finding the time to compile and edit this collection of engaging articles and updates and for her enormous effort to help sustain this important departmental initiative. Finally I’d like to thank everyone in, and working with, our department for helping to continue to make Kwantlen Psychology a profoundly unique undergraduate experience.

UPCOMING EVENTS

CONNECTING MINDS 2010
JUNE 4TH AND 5TH, RICHMOND CAMPUS

ONGOING COLLOQUIUM SERIES
(see report inside)

Professors known as outstanding lecturers do two things; they use a simple plan and many examples.

~ W. McKeachie
Do I miss Kwantlen? Honestly, I cannot say that I even think about the university, except on rare occasions. Even when a former colleague comes along and we have the rare cup of coffee, I think Kwantlen is more on their mind than it is on mine. Why is this? I suspect that it is because when I retired, I spent a year in Switzerland practicing French in a very small village and taking trips around England, Germany, France, Spain, Italy, and Greece. I believe that these experiences led me to refocus my interests and activities without any particular intention to do so. I spent a great deal of time learning to cook a number of dishes, without ever taking the enterprise too seriously, and it has been fun mucking around in the kitchen far more than ever before. I’ve been very busy both planning and doing things.

Having said that, when I sit and reflect about the years at Kwantlen, there are so many things that come to mind; from conferences attended to a glass of beer or a cup of coffee with a student or colleague. There were memorable students and pleasant moments reading some paper that they wrote. The joys of their successes and the sadness in the moments of academic disappointment all come to mind. But the only thing that I truly believe that I miss are the preceptorials. They were true academic endeavors that, although not always sterling in outcome, where nonetheless a highlight of my academic life. I came to know many students better in this format and found that I looked forward to these events in every course in which we were able to undertake such activity. It would be the one thing in which I would participate in if given the chance.

As for my friends and former colleagues, they too seem to be going their merry way in life without Kwantlen. Although Ron Kinley briefly taught a course or two after his retirement, that has given way to his renewed interest in spiritual matters and his active participation in the Chilliwack community where he lives. He is recently married to a remarkable woman and they share many common interests in spirituality and travel. He speaks fondly of his years at Kwantlen and is still devoted to reading and discussing any number of things with his friends and former colleagues. Verian Farnsworth, who also retired a short time ago, has undertaken many personal projects since her departure from Kwantlen. Perhaps most noteworthy is her continued interest in the arts and acrylic painting. She has produced numerous works of art that are truly fine. She continues to be very active in her social circles while traveling a great deal, returning often to Switzerland (Verian took a degree at the Piaget Institute in Geneva) with her husband Richard Floyd. Verian, Richard, myself, and several other rogue Kwantlen faculty still are driven by the need to hold forth with one another from time to time.

Hmmm, I know what Freud might think of that; it is one of the ways of experiencing a sense of power in the world. We still have the illusion that we are in control.
PSYCHOLOGY AT HOME

Applying Sports Psychology Techniques to Your Olympic Experience
by Dr. Susan Thompson

Well, by the time you are reading this, the Olympic experience has come and gone, but that does not mean you should abandon your Olympic spirit and remain in the life of a couch potato. The athletes you watched from your couch have all engaged in mental training, as well as physical training, to be at their peak in 2010. You too can use the techniques of Sports Psychology to improve your mental training, even if you have no intention of leaving the couch before London 2012.

Deep Relaxation
One of the tools used by athletes is deep relaxation. You may sometimes see this demonstrated in classrooms, when a student has their head down on the desk, pen fallen on their book, oblivious to the world around them, including the lecture. Athletes also need to be able to relax so they can perform at their best in stressful moments. As an example, if a downhill skier has a bad run the day before, they may feel quite tense as they embark on their next run. This tension may lead to performance errors that may not have occurred had they been relaxed. To get rid of this tension, you may see athletes stretching, or doing deep breathing exercises just before they start their event. What you do not see is that the athlete had to practice relaxation exercises beforehand so that they could summon up that relaxed feeling when they needed it. Perhaps that is just what the student in the classroom is doing; practicing for the next Olympics.

There are many resources out there that can help you learn deep relaxation. One that many people find helpful is the sound of rain falling. This is not recommended for the members of VANOC.

For application to your Olympic experience, you might want to use deep relaxation techniques before approaching your car. After two weeks of Olympic traffic, your car is now a conditioned stimulus, and your immediate reaction to the sight of your car is panic. Breathe deeply. And repeat.

Cue Words
Cue words are single words or short phrases that evoke a particular mental state. Some of these words might be “paper due” or “economy” or even “real estate prices”. These all lead to a particular mental state. However, athletes train themselves to use cue words that make them feel calm and ready to perform at their best. When they are faced with a difficult situation, they use their cue word to refocus on the task at hand in a positive manner.

For application to your Olympic experience, every time you hear the word “economy”, you could train yourself to say (preferably only in your head) “the Olympics are going to make us rich”. Now don’t you feel better? Keep saying it until you believe. DO you believe?

Mental Rehearsal
A final technique that is quite popular with athletes is mental rehearsal. Mental rehearsal is the mental review of the techniques needed to perform your best. Athletes spend a great deal of time imagining their successful race to the podium. Research even shows that mentally imagining engaging in your sport actually increases muscle tone by 12%!

To apply mental rehearsal to your Olympic experience, you could use the commercials between Olympic highlight repeats to close your eyes and imagine that you are that athlete, hurtling down that mountain. Look at that muscle tone! You will be ready for the next Olympics for sure.
MEET OUR STUDENTS

Boars of a Different Sort
Mythological Greek Heroes and Grad. School Applicants
by Thomas Kerslake

Getting into grad school is tough – so tough that it begs the question: Is there any difference between gaining admission into the graduate school of my choice or completing Hercules’ 12 labours? Certainly his and my motivations to begin with are hugely different. Hercules completed his tasks as atonement for murder. In a fit of insanity induced by the goddess Hera, he killed his own wife and children. I’ll complete my trials for the chance to continue studying the things that interest me and a crack at a good career.

Five of our trials are so similar that Hercules and I could spend hours reminiscing like garrulous old friends:

1. Capturing the Ceryntian Hind (doe)
Hercules had to capture a deer sacred to the goddess Artemis without injuring it. This took him a year. Hunting a suitable grad program took about as long and you get less exercise. Hercules shot his arrow precisely between the doe’s leg bone and tendons leaving it unharmed, while I must communicate professionally with all schools or risk damaging my perceived credibility.

2. Capturing the Erymanthian Boar
On the freezing Mount Erymanthus, Hercules captured an enormous boar and returned it (hopefully muzzled) to a king. For me to enjoy my grad program, I must track down an advisor who I can work with in terms of personality, communication, and interests. Suitable profs have better hiding places than boars, and some have bigger tusks.

3. Cleaning the Augean Stables
Thousands of cattle, years of neglect, one day for Hercules to clean King Augeas’ stables. The GRE? I see no difference.

4. The Hydra
Hercules had to defeat the swamp dwelling, poisonous Hydra who had 8 or 10,000 heads depending on what source you read. Keeping personal priorities balanced and applying to a graduate program is just like fighting the Hydra: Every time you cut off a head, another two sprout. For example, do I want to study at home or move elsewhere? If I moved, how would I pay for housing? If my school is in a different province or country, how do the grants work? One decision leads to 2-3 indecisions.

5. Apples of Hesperides
Hercules needed to steal golden apples guarded by Ladon, a dragon. I need to cajole money from a federal agency. Dragons are far more exciting, but the principles here are the same.

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Are there any differences between our tasks? Hercules solved his remaining trials by beating the tar out of this or that creature. My tests of strength are, and will be, mental and emotional: Seeking information, deciphering it, balancing life decisions, and fighting the urge to pull my hair out each time I have to navigate a university website. Mortal combat will not help me, where patience and research didn't help Hercules. However, even these differences are superficial. We are both exercising skills to triumph over some adversary.

Social support is a crucial difference that stands out. During his trials Hercules had the attention of capricious gods who supported him with blessings but just as easily undermined him with curses. Gods make so much drama. My noticeably more terrestrial support comes from a girlfriend who is compassionate and insightful, faculty who take time out to meet with me, and two advisors who are excited for my future education and willing to help me with the questions I have. There is a difference between Hercules’ 12 tasks and mine: We both battle against superhuman odds, but where Hercules got a mystic pie in his face, I’ve received strong and meaningful support.

Practicum 2009 - Reaching My Practicum Potential
~by Amy McLellan

How does a Kwantlen Bachelor of Applied Arts student who is passionate about psychology, children, and ergonomics find a practicum? That may not be a question for every undergraduate student, but it was the question that loomed in my mind before beginning my practicum. In February 2009, with my educational goals in mind, I began looking over past students’ practicum placements. I knew I wanted a learning experience that would utilize my knowledge and skills, inside and outside the classroom. Also, I wanted to reach outside of academia, into the local community.

My non-paid practicum resulted from a conversation I had with an employee of Reach Child and Youth Development Society (Reach). She then connected me with Reach’s Volunteer Coordinator, Elysa Philip. After many emails and two interviews, Reach accepted me as a practicum student. This wonderful non-profit organization has serviced children, youth, and families for the past 50 years. Through numerous programs and support services, Reach helps those with developmental challenges and delays. At this organization, everyone continuously “believes in potential”.

I was a ‘general’ practicum student at Reach since I was not connected to a specific therapy program. As such, I was able to interact with staff, clients, and their families in a variety of activities. On account
of these amazing and plentiful occurrences at Reach, there were too many rewarding moments to select one. However, the shortest yet most significant moment occurred in the middle of June when I was organizing handouts at Reach’s South Delta office. A couple of staff members walked by and told me to stop working so hard. We all laughed, but then one of them said, “Amy, you’re already too wonderful for words!” We laughed again and then headed to the break room for lunch. From that day forward, I was known as “Wonderful Amy”. Simply stated, being appreciated and valued by Reach’s staff and clients were the most rewarding parts of the practicum. However, the most challenging part I found at Reach was time management. Though I encounter this challenge continually as a student and readily acknowledge its value, estimating the amount of time it would take to complete a project or task at Reach was a difficult. This experience reinforced my prior notions about time management being a personal and professional struggle that I will constantly face in the “real world”. The courses I took over the past four years greatly contributed to my success and enjoyment at Reach. In particular, Interpersonal Relations I and II, Professional Issues & Ethics, Technical Report writing, Rehabilitation, Developmental Psychopathology, Infancy, Culture & Psychology, Human Factors & Ergonomics, Tests & Measurements, and Research Methods II (Qualitative), were the most relevant to my practicum. The BAA in Psychology program has benefited me in numerous ways. It is difficult to convey how educational my overall practicum experience has been; therefore, I will simply end by sharing my appreciation. Thank you, Kwantlen Polytechnic University and Reach Child and Youth Development Society for giving me the opportunity to reach for my potential.

For learning to take place with any kind of efficiency students must be motivated. To be motivated, they must become interested. And they become interested when they are actively working on projects which they can relate to their values and goals in life.

~ Gus Tuberville, President, William Penn College

Practicum 2009 - Connecting Classroom Knowledge with the Community ~by Sandy Alfonso

This summer, I had the opportunity to complete my Bachelor of Applied Arts in Psychology (BAA) Practicum at Peace Arch Community Services (PACS), a non-profit agency located in White Rock. My reasons for selecting this particular practicum placement were that I was looking for an organization that was in my own community, one that offered a lot of variety and flexibility, one that was engaged in community service work, and one where I could utilize the skills that I had obtained in my bachelor’s degree: PACS fit the bill.

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During my practicum, I had the opportunity to engage in a variety of tasks. I helped with a program evaluation revision, brainstormed new names for one of the organization’s programs, conducted data analysis and literature review, helped to select a client assessment instrument, worked together with clients of the White Rock Food Bank on a World Hunger Day project, compiled information on the major funders of community events, assisted at a community fundraising 10k run, and interviewed clients and volunteers of two of PACS’s programs.

For me, the most rewarding aspect of my practicum experience was the opportunity to interview clients and volunteers of PACS’ *Volunteer Wheels* and *Shop by-Phone* programs. Both of these programs assist those in the community who are no longer fully mobile or who are temporarily incapacitated due to injury or illness. The purpose of undertaking interviews is to obtain testimonials for the programs and also to share information with the community, in order to raise community awareness of the existence and importance of these programs. For this project, I interviewed nine individuals, including the mayor of White Rock, who had been a client of these programs in the past.

Though I was somewhat nervous at the beginning of the first interview, I very quickly became comfortable with the process and enjoyed having the opportunity to meet people that I likely would not have met otherwise. One of the lessons that I took with me from my time as a student at Kwantlen, obtained during research that I conducted in my qualitative research methodology class (Psychology 4400), is that it is important that the researcher/participant relationship be a reciprocal one. To this end, I endeavoured to not simply progress through my interview questions, but to also take the time to visit with, and listen to, the clients of these programs.

Happily, I discovered that it was also I who completely benefited from taking this time to listen. I was struck by the discovery that I found something in common between myself and each of the individuals that I interviewed. Also, I came to admire each of these people and came away knowing more fully how connected we are to each other and believing that each of us has much wisdom to share. In particular, so much can be learned from the experiences of seniors, but this wisdom is being lost due to the infrequency of deep sharing that takes place between seniors and others in the community.

I am very impressed with the BAA program and how well it prepared me for my future. For example, my research methodology classes helped me understand the various nuances and issues related to research, and the courses on *Aging* (Psyc 3920) and *Culture & Psychology* (Psyc 4700) prepared me to better understand the perspectives of a variety of demographic and cultural groups with whom I may be interacting. Since Kwantlen has smaller class sizes, and because faculty are dedicated to teaching, students have an exceptional opportunity to progress in their chosen areas of interest. In addition, the BAA practicum offers students the opportunity to apply the knowledge that they have acquired. With my interests in community-based research and advocacy, the BAA program turned out to be an excellent educational choice.
Connecting Minds - The Undergraduate Psychology Research Conference
~by Dr. Cory Pedersen

The 2009 Connecting Minds conference was the joint effort of the Student Psychology Association (SPA) at the University of the Fraser Valley and the Kwantlen Psychology Society (KPS) and Department of Psychology here at Kwantlen. Like last year, CM 2009 offered psychology students in the university undergraduate years the opportunity to present their research topics and get friendly feedback from fellow students and future colleagues.

Approximately 130 conference attendees from universities as far away as Dalhousie (Nova Scotia) and Sir Wilfred Grenfell College (Newfoundland) attended CM 2009 to share their research findings through oral presentations and poster displays. The conference began with an evening reception involving music by Jazz Fusion, excellent food provided by Chartwell's, and guest presentations in the form of a graduate panel and a networking workshop with volunteers from UBC, SFU, and Trinity Western University. Conference day opened with a welcome address from representatives of the Connecting Minds organizing committee and our Dean of Social Sciences, Dr. Rob Adamoski.

Topics were diverse and original, including presentations on the following:
- the origins of gender identity and their effects on behaviour,
- the timing of reward signals in the medial-frontal cortex as they change with learning,
- sexual guilt and acculturation as potential barriers to cervical cancer screening practices among Chinese Canadian women,
- the effects of pre-release publicity of criminal offenders on public opinion,
- the role of memory in math skills in university students, and
- the link between risky behavior and developmental instability,

We were lucky to have Dr. Sam Gosling, author, associate professor of psychology at the University of Texas (Austin), and recipient of the APA’s Distinguished Scientific Award for Early Career Contribution as our 2009 keynote speaker. A highly regarded researcher and innovator in the fields of personality and social psychology, Dr. Gosling and his work have been widely covered in the media. Dr. Gosling’s most recent book — Snoop: What Your Stuff Says About You — is a provocative and witty look at what our private spaces, from boardroom to bedroom, reveal about our personalities. The well-deserving executive board subsequently had the honour of sharing a meal with Dr. Gosling at a wonderful seafood restaurant in Steveston - the perfect ending to a year’s worth of hard work.

Connecting Minds 2010 will prove to be no less challenging, exhilarating, or exhausting. This year, we are pleased to present a keynote lecture by imminent psychologist **Dr. Albert Bandura**, past president of both the APA and the WPA. Dr. Bandura is the winner of the APA’s Distinguished Scientific Contributions Award, the William James Award of the APS, and is

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currently the David Starr Jordan Professor of Social Sciences in Psychology at Stanford University. He is without dispute one of the most influential psychologists of the 20th century, best known for his research in social and developmental psychology. His keynote lecture for Connecting Minds 2010 is titled, “Going Global with Social Cognitive Theory”. Please connect with us on June 4th and 5th (Richmond campus conference center) and check out our website at www.connectingminds.ca for further information and registration.

Connecting Minds 2009 Organizing Team

**Faculty Advisor:** Dr. Cory L. Pedersen

**Student Committee:**
- Cindy Parry
- Nicole Pernat
- Amy McLellan
- Alex Wilson
- Richelle Isaak
- Robin Dunne
- Mark Jaholkowski
- Hayley Leveque
- Malia Pawson
- Michael Deo
- Jordan Ali

Our most sincere appreciation to the many other students, staff, and faculty who helped make this event happen, including David Froc, Bob McDonald, Wayne Podrouzek, Kevin Hamilton, Jocelyn Lymburner, Richard LeGrand, Ashiq Shah, Daniel Bernstein, and Lori Scanlan, to name just a few.
Have you heard about the psychology undergraduate research conference, Connecting Minds? We on the organizing committee hope you have made a connection to this unique conference. But in case you have been disconnected, the summary below will discuss the conference’s previous years, and the one currently in progress, from the perspective of a student organizer.

Connecting Minds is one of a kind because it was designed by undergraduate students for undergraduate research in the field of psychology. The first Connecting Minds was held in 2008 and organized by the Kwantlen Psychology Society and faculty from the Kwantlen Psychology Department. The goal of the conference (previously and currently) is to encourage psychology research at the undergraduate level. Connecting Minds has been very successful, with high caliber research presentations from Canadian students across Canada. To encourage further “connections”, this year’s committee members (comprised of Kwantlen Psychology Society executive members, student volunteers, and faculty from the Psychology Department) have issued conference invitations to psychology undergraduates across North America. However, experience indicates that minds are not easily connected. After distributing a rather confound-filled poll to previous and current student organizing committee members, we found that there are four items deemed essential to the implementation of a successful conference: Knee pads, Advil, breathing exercises, and compulsive email checking.

1. Knee pads
Knee pads are required to prevent the bruising that is acquired from making the rounds, academic and corporate, in the solicitation of sponsorship. There is considerable pleading, prodding, and face-time that go along with these kneepads. Every member of the committee has to keep their ears open, and their knees ready, for any source of funding or swag.

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various internal and external sources, we have been very successful in securing sponsors to support Connecting Minds.

2. Advil
Bottles of Advil may seem self-explanatory after mentioning the crucial issue of funding, but these relievers of pain are utilized for more than just conference challenges. Advil is used to lessen the pain caused by having a full academic course load and a part-time job while concurrently designing CM posters, processing registrations, stuffing envelopes, and reviewing abstract submissions, to name just a small sampling of the endless list. Whether it is the act of taking a pill, or the actual opening of blood vessels caused by the metabolism of the drug, analgesics improve the degree of patience that committee members demonstrate toward fellow committee members, unreliable technology, and daily emails (oh so many).

3. Breathing Exercises
The third item required for successful conference organization are various breathing exercises. Breathing exercises can be used in combination with the other items mentioned previously, or on their own. From among those polled, three different breathing exercises received notable mention. The first is a little sigh known as the “Here we go again”, sometimes accompanied by an eye roll. The second is the big sigh known as the “Oh well/C’est la vie”. And finally, every committee members’ favourite the huge breathe out known as the “We did it!”

4. Compulsive Emailing Checking
Email may have been identified last, but it is indeed the most time consuming and most important element of conference organization. The ability to retrieve an email, reply to an email, cc’ an email, and actually send an email are essential to the successful implementation of Connecting Minds. Roughly, one thousand emails are typed, read, replied, forwarded, or ignored by the organizing committee every year. The breadth and scope accomplished through the use of emails is difficult to describe, yet it is critical to the success of the conference. Email is how committee members stay connected!
If CM organizing is so strenuous, stressful, and time consuming, why would any past committee member volunteer to organize yet another Connecting Minds? “Suckers for punishment” may be one reason, but the most important is for the knowledge both acquired and disseminated. Sharing our previous knowledge and building upon our current skill set are the core reasons for our continued dedication to this unique undergraduate research conference. Despite the glory of our countless hours of organization being reflected back in conference participant surveys [e.g., “this conference was incredibly welcoming and inclusive” (Connecting Minds 2009 participant)], and the prospect of adding this astounding event to our curriculum vitas, Connecting Minds provides us a unique learning opportunity and the ability to experience psychological research with our fellow undergraduate students. This year’s conference is guaranteed to be a hit with our keynote speaker, Dr. Albert Bandura. For more information about abstract submissions, or to register for Connecting Minds 2010, please visit our website at www.connectingminds.ca.

A Student’s Perspective on the Value of Sexuality Education
~ by Anonymous

Sexuality was a topic that I felt extremely uncomfortable with (an understatement to say the least). This perception was mediated by three things: (1) my lack of knowledge about human sexuality; (2) my cultural background; and (3) my distorted sense of self-worth.

To challenge myself, I apprehensively decided to enroll myself in the PSYC 3010 (Human Sexuality). I almost backed out of the course at the last minute, but decided to stay after receiving a positive, solicited email from Dr. Cory Pedersen about the importance of human sexuality education. My first class was nerve-racking, but I survived it, and even managed to ask some questions. As the weeks progressed I became more and more comfortable with the subject, and my knowledge base increased exponentially.

The second hurdle that I encountered in the human sexuality course was the experiential paper, which required me to engage in and write about any aspect of human sexuality that would constitute a “new” experience. The experience I chose to engage in was the viewing of a pornographic video. The following is an excerpt from my experiential paper:

…I chose to view a pornographic video because, after gradually becoming comfortable with learning about and discussing human sexuality topics, I thought that my anxiety would be further reduced by watching “real” people engaging in sexual behaviour. Not to mention, the added benefit of learning about different sexual techniques and behaviours while viewing them in “action.”

[While watching the video], I pretty much viewed every conceivable sexual position we [had] learned

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about in class, albeit with a “contortionist-flare” (i.e. female-superior; lateral-entry; rear-entry; male-superior); and sexual behaviour (i.e. vaginal-penile; vaginal-vaginal; anal-sex; oral-sex; masturbation by self and other, [etc]). Immediately, before watching the video I experienced the emotions of disgust, curiosity, and feeling like I was “doing something wrong” (attributed to cultural and parental programming). During the video I experienced mostly curiosity in respect to the sexual acts taking place, but at the same time disgust and anger toward the exaggerated submissiveness of women to men, the power dominance of men, and the exaggerated cultural stereotypes of some of the Asian characters; as well as some of the scenarios (i.e. master and slave). I was also offended by the use of some of the derogatory language and… disgusted by the performance of sexual act sequences emphasizing “unsafe sex….” However, I guess the point of pornography is to portray people’s “wildest” and “dirtiest” fantasies… Overall, I am glad that I watched the video, and that I was actually able to follow through with this experience. I learned a lot about my cognitions [around] human sexuality. If I had to describe the emotions I experienced they would be as follows: uncomfortable-nervousness; curious-excitement; offensive-anger; disgust; sense of satisfaction (related to facing my anxiety by watching the video); and sadness….

Would I recommend this experience to others? Yes, I would if someone happened to inquire about it. However, to a person just beginning to explore his or her sexuality, I would recommend taking a human sexuality course or [reviewing] other materials (i.e. books) for accurate information about human sexuality, and I would emphasize the importance of not using porn as his or her sole source of information.

It is probably evident how valuable this experience was for me. I will carry what I learned in this course with me for the rest of my life. And I am not only referring to the course material, but what I learned about myself as an individual; I learned to become more comfortable with the topic of human sexuality and to tackle my anxiety head-on. And I learned that I am worthy as a sexual being.

How many courses have you taken that honestly and profoundly affected you as an individual, and changed the way you view yourself, others, and society? Chances are, not many. I am not trying to pressure anyone into taking this course; that is a personal decision only one alone can make. However, if you too are an individual who has avoided the topic of human sexuality because of anxiety, or for any other reason, I hope my experience will inspire you to take the first step and challenge your avoidance head-on.

To administrators reading this article, I urge you to consider offering the Human Sexuality course year-round because it is one of the most valuable courses offered at Kwantlen. I believe it a disservice to students and the community to not do so. It is these very students that are going to be the adults of tomorrow; and is it not one of the goals of education to create knowledgeable citizens who can critically evaluate information? The issues discussed in human sexuality are the issues facing all of us because human sexuality is inevitably a part of all our lives.

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.”

~Kofi Annan
L
ike so many university students, I struggled with the feeling of wanting to make a difference but not knowing how, or where, to start. This conflict became overwhelming, to say the least, after taking Psychology of Genocide (Psychology 4650) with Dr. Rajiv Jhangiani in the fall of 2009. Throughout the course I found myself drawn to understanding the Rwanda genocide of 1994. This genocide is commonly described as the most “efficient” genocide in history. Over 800,000 Tutsis in this small African country were slaughtered by machete. Children were specifically targeted in an effort to eliminate future generations of these people. To grasp the speed at which the slaughtering took place, the death toll in Rwanda equated to approximately five murders per minute for 100 days.

I felt a tremendous obligation to stop turning a blind eye to genocidal occurrences given that I was no longer among the ignorant masses. Close to the end of the term, there was a moment when I had the strongest “this is meant to be” reaction ever. I had always planned to go to Africa to do volunteer work before I graduated with a degree in psychology. While researching various causes I came across a student-led Canadian organization called SHOUT (Students Helping Others Understand Tolerance). This organization has a competitive program called ‘Reflections on Rwanda’ which would take 14 Canadian university students to Rwanda in May 2010 to visit genocide memorial sites, meet survivors, rescuers, and children orphaned during the genocide. It is the hope of the SHOUT organization that students given such an opportunity would then return to Canada as ambassadors for Rwanda and its people, with both the courage and the first-hand knowledge essential to evoke change.

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It took me awhile to convince myself to apply, as I felt under-qualified and lacking in experience with human rights issues compared to the students who I imagined would be chosen for the trip. With the support of Rajiv, and the motivation I gained from learning about genocide in his course, I decided I had nothing to lose by applying. The application process required writing about myself, my motivation for applying, and the Rwanda genocide specifically. I answered the questions as honestly as possible to avoid portraying myself in a false light. I submitted my application on January 4th, and eight days later was astonished to receive an email from a SHOUT representative who wanted to conduct a phone interview with me. To say I was nervous prior to the interview is a massive understatement!

The supposed ‘short, 15-minute interview’ lasted 45 minutes during which time I was asked questions that ranged from “Why are you interested in going to Rwanda?” to more challenging and thought-provoking “How would you react if you ended up on a bus in Rwanda sitting next to a perpetrator of the genocide?” Afterwards, I felt that I had been as honest and open as possible, and I had no regrets in the ways in which I had responded to the questions. Naturally, I replayed the questions and my responses over and over in my mind for days. I was informed that the selections would be announced a couple of weeks later. I spent those weeks preparing my gracious loser speech to deliver to faculty, family, and friends who had assured me that I would be one of the lucky few selected. I convinced myself to see the value in the simple experience of applying.

I never dreamed that this average psychology student from Kwantlen, who has never been to a third world country and who knew nothing about genocide five months ago, would be chosen to go to Rwanda in May for what is sure to be a life-changing experience. As emotionally demanding as I expect the trip to be, I am honoured to have the opportunity to meet people who have endured what none of us could even imagine. I will soak up every sight and story, and cannot wait to share with everyone my experiences in Rwanda. Gandhi once said “You must be the change you want to see in the world.” I believe this is the beginning of my chance to change.
As president of the Kwantlen Psychology Society (KPS) for the 2009-2010 Academic year, I have only just begun to understand what it takes to be a strong and successful student society leader. I thought this would be a good opportunity for me to share my experiences thus far, and impart to future student society leaders some of the (oh so “sage-like”) wisdom I have garnered. But are these pieces of advice I am offering recent revelations, or have these ideas been around for centuries?

This may surprise some of you, but I don’t usually draw comparisons between myself and ancient Chinese generals. I haven’t been waging war, but while adapting to presidency, I have inadvertently learned Sun Tzu’s maxims of leadership that he wrote centuries ago. As he wrote a mere 2,510 years ago, “there are three ways in which a ruler can bring misfortune upon [her] army (or, for the sake of this discussion, student society) (p. 50). Truth be told there are hundreds of ways in which leaders can and do fail (sorry Mr. Tzu); especially those leaders in charge of maintaining well-known and established student groups. Thankfully for me, Tzu also listed in his treatise some major pitfalls that leaders should be wary of when striving for the elusive “acme of [leadership] excellence” (p.52). Tzu notes several “severe calamities . . . from faults for which the general is responsible” (p. 78). I thought it would be best to explain how I have used Tzu’s advice to successfully dodge developing these vices as a leader.

As Tzu explains, when “one force is hurled against another ten times its size, the result will be the flight of the former” (p.78). When in charge of any organization, it is easy to see how flight may arise. I have felt at times that the easiest thing to do was run (rather steadfastly) in the other direction while in the midst of coordinating various meetings and events. There is the barrage of constant emails to contend with, questions coming from every direction, and the reputed bad coffee breath that results from many early mornings. The wonderful thing is that, as a leader, you can sit down with your
teammates early on and decide how many events you want to bite off and chew (and this way you will enjoy chewing them!).

Tzu also notes that *insubordination* or *collapse* can occur in groups from leaders that are too relaxed or too bossy. The key to avoiding this dilemma is to find the balance between these two styles, or obtain the “just right” recipe for leadership. You want to be agreeable and relaxed (after all, being on a student society is a very social, fun thing), but you do not want to be so laid back that events are never actually planned. It is also important to remember to delegate, delegate, and delegate! If you can anticipate what needs to be done and assign these tasks accordingly then you are on the right track.

Maybe I have reinvented Mr. Tzu’s wheel in learning these lessons, but I have really enjoyed it. And I have been lucky enough to share all the aforementioned responsibilities with other energetic and dedicated KPS Executives. This academic year we have already organized several pub nights, the annual Graduate School Panel, a Student Led Study Group (thank you very much to Kyle, our PR Director for all of his hard work on this project) and other events. For the remainder of the year we are busy organizing the Saint Patty’s Day pub night, Connecting Minds, and the Psychology Honours Alumni Panel. To learn more about the KPS and its hard working Executive members, please visit our website: [www.kpsociety.ca](http://www.kpsociety.ca).
STUDENT AWARDS

CONGRATULATIONS to Thomas Kerslake, Nicole Pernat, and Michael Deo, successful recipients of the CPA Certificate of Excellence for their honours research!

CONGRATULATIONS to Stephanie Drake as the recipient of the Psychology Department scholarship for being the incoming honours student with the highest GPA for 2009/2010 year.

CONGRATULATIONS to Hayley Leveque for winning an ORS Student-Led Research Grant for her honours work on sexual self-focus and experimentation in emerging adults.

The success of our department and the institution hinges on the success of our students. Good work and good luck Thomas, Nicole, Michael, Stephanie, and Hayley!

See the Student Alumni Report (next page) for more student success stories.
As always, the graduates who do us proud are pursuing further studies in various universities throughout the country or are successfully employed in professions related to specialty areas acquired while studying at Kwantlen. Here is the 2009 update, listed in alphabetical order.

Robin Backer, BAA 2007, following her practicum, worked as a program staff member in the employment and volunteering area at the Canadian Mental Health Association, helping individuals with mental illness seek employment, finding safe housing for others, and running social and lunch programs. She reluctantly left this job to join her husband in Saskatoon where she is now connected with the Canadian Mental Health Association.

Deborah Barkowsky, BA 2009, was accepted to UBC Okanagan’s MA in Experimental Psychology program.

Edwin Chiu, BAA 2008, works for S.U.C.C.E.S.S. in the administrative and marketing departments. He is also involved with the Canadian Cancer Society for volunteer recruitment and coordination.

Cathreen Pajaron, BA 2007, is at Nova Southeastern University, Florida, doing the MS in Counseling Psychology. She is also the Program Supervisor and Manager at the Pacific ABA Academy and working as the Senior Behaviour Interventionist (for autistic children).

Linda Primeau Maxwell (formerly Primeau-Kelly), BA 2007, is a Psychometrician/Intake Coordinator at the Fraser Health Assessment Network using, according to her, “all the good stuff I learned in Tests and Measurements.” She continues, “I work with a fantastic group of people, I love my work, and I’m making significantly more $$ than I was prior to completing my degree… So keep telling those undergrads that it’s worth it in the end!”

Connie Millar, BA 2008, received the Honourable William M. Hamilton Scholarship $10,000.00 award for BC college transfer students, which goes toward her graduate studies at SFU.

Troy Simkus, BAA 2006, is a Border Services Officer for the Canada Border Services Agency at the Pacific Highway District Operations in Aldergrove, B.C. Two other graduates employed as Border Services Officers are Lawrence Prasad, BAA 2006, and Jason Tabachnicov, BAA 2008.

Shayna Rusticus, BAA 2003, had the departmental defence of her Ph.D. dissertation in November, had her third child – her second daughter – in December, and expects to have the university defence of her dissertation in March 2010. She is currently on maternity leave from her work with UBC’s Faculty of Medicine at the Diamond Health Care Center. Congratulations!

Sara Tham, BAA 2007, is a division coordinator at the Great Little Box, a company in Richmond that deals with anything concerning boxes. She says that her ability to coordinate a million tasks (apparently
they are overloaded) is “due to the numerous projects that I had to do during undergrad!”

**Christine Win**, BA 2009, is now the Infant Development Consultant for Peace Arch Community Services in their Infant Development Programme department.

**Katherine Wisener**, BAA 2007, received the SSHRC award for her entrance to UBC in the Fall term. She’s taking her MA in Educational Psychology. Speaking of UBC, two other students also started at the same time (and had the same Kwantlen honour’s supervisor), namely **Martine Diamond**, BAA 2009, MA in School Psychology, and **Veronica Shim**, BAA 2007, MA in School Psychology. Three other recipients of SSHRC fellowships are **Gena Davies**, BAA 2009, **Jennifer Lang**, BAA 2005 and **Allisha Patterson**, BAA 2007.

**Yongjie Yon**, BAA 2004, was accepted for the internship position at HRSDA in Ottawa during the summer, then he was offered to continue as a Social Research Analyst on elder abuse research and other social issues pertaining to older adults. He defended his thesis for his MA in Gerontology at SFU. Another alumna who completed her master’s program at UBC is **Allison Watters**, BAA 2003.

**Jenna Zadymov**, BAA 2008, accepted a CSR position at Coast Capital Savings.

And we are very proud of our two outstanding graduates who received the Kwantlen President’s Award at two convocations this year: **Cindy Parry**, BAA 2009 (our new Psychology Alumni Association President) in February and **Sandra Alfonso**, BAA 2009, in October. That makes three of our graduates receiving outstanding convocation awards within a one-year span, the first being **Levente Orban**, BAA 2008, in June.

Kudos to the above-mentioned alumni who shared their latest news with us. To all other graduates who may happen to read this column, please update us with the latest news about yourselves. Send your e-mail to any of your former instructors at Kwantlen or to john.marasigan@kwantlen.ca.
I’m sure many students (and more than a few instructors) wonder “what do faculty members do on educational leave?” I cannot speak for others, but my leave in Fall ’09 provided a welcome opportunity to pursue my research. Though I love teaching, a full course load at Kwantlen leaves little time for the research activities I find so rewarding, such as immersing myself in the literature, analyzing data, and writing. (Yes, this is my idea of fun — not my only idea, but certainly one — especially while enjoying a leisurely breakfast at home, with a fire in the fireplace, my cat purring at my feet, and Breakfast with the Browns providing just the right musical ambience.) I was particularly eager to complete the revisions to the report of my research into the effects of latent sexism in print advertisements.

This would be the culmination of a project that began some seven years earlier, following class discussions about subtle sexist messages in print advertisements (along the lines of Jean Kilbourne’s “Killing us Softly” video lectures). Do ads promote the idea that women are victims, deserving or wanting abuse, when they present images of women with make-up resembling a bruise, women in potentially dangerous locations, or women’s legs ‘dismembered’ from the body? Might we be affected by this underlying (latent) sexism, even if we do not consciously recognize the sexist message? In my experiment, research participants exposed to ads like these subsequently expressed less sympathetic views toward victims of sexual assault/coercion than did others who viewed either nonsexist ads or overtly sexist ads.

Though the effects were small, I was confident the reviewers’ awe for this groundbreaking research would overwhelm any concerns about the study’s limitations. They were impressed (if not awed) — but wanted to see more data from male participants. So, after semesters of additional data collection (has anyone else noticed the distinct dearth of men in the participant pool — indeed, in psychology?) I finally had the opportunity to complete the analyses and make revisions to the manuscript (which, by this time, also meant going back to the literature to update the Introduction and Discussion sections). On December 17, while packing to board a plane the next day, I hit the “submit” button delivering the manuscript to the journal Sex Roles.

As rewarding as it was to get my article out for review, establishing a research lab was likely a more significant accomplishment. I was very fortunate to get Kwantlen students Karen Aujla, Niloufar Safari, and Nicole Weiss, and alumni Joshua Guyer and Sarah Salter to volunteer their time. Thanks to their commitment and efforts, we are now collecting data for a follow up study designed to determine if women are more hesitant to speak out after viewing ads showing women with their mouths covered, or ad copy such as “make a statement without saying a word.” Without the efforts of these lab assistants, this research would most certainly have been on hold until my next educational leave.
It was the last summer term of my PhD program at SFU. I was presented with a wonderful opportunity to work with a semi-government organization as a researcher. Having lived and breathed academia on the Burnaby Mountain during all my graduate years, this was a refreshing change. I soon got immersed in planning, designing, and guiding a research survey on new immigrants. I enjoyed working with individuals of varied backgrounds, both academic and cultural.

Then it happened! My team was asked to meet with some government officials and community members to discuss the research and our plans for disseminating it. After we were all introduced, the head of the “other” team looked at me and said, “Remember, we do not want any academic style report. Make sure there are lots of pictures and diagrams -- none of that heavy academic writing that no one understands.” I was totally dumbfounded by this remark, especially by the tone. Anyway, I tried to learn the ropes of “non-academic” report writing. The “abstract” was replaced by the “executive summary,” for example, which was but one of many differences in the way report writing was done in this “other” world.

This encounter was not an isolated event. Again and again I learned that there are two “solitudes”: academia and the community. Although the two cannot and must not be separated, it was abundantly clear that as academics we forget to speak the language of the people. In fact we sometimes seem to forget the people, call them “subjects,” not differentiating between lab rats and humans. Our APA style guide teaches us, for example, to make our writing as formal, as impersonal, as dry, and as technical as we can, or, as some would say, as boring and as incomprehensible as possible. At the other extreme is community-based research. In this realm the research relies on common sense, speculations, wisdom of the past,
people’s lived experiences, and the status quo. As such, when the academics talk, the community activists yawn, and when the community activists talk, the academics roll their eyes. It is not surprising that very few academics write for the general public and very few community activists venture onto the academic turf.

Given that the goals of the academic social scientists and community activists are often the same, namely addressing a social issue, it makes sense to bring the two solitudes together and find a common ground. Within this context, about 11 years ago, the Social Sciences & Humanities Research Council (SSHRC) instituted a research grant unique in Canada: the Community University Research Alliance (CURA) award. This award mandates that universities and community agencies to work side by side addressing a local social issue for the duration of 5 years. Since its inception, the CURA award has been a success story for SSHRC. It is now one of the most competitive research awards in Canada, one sought after by all major secondary institutions in this country.

It is to the credit of Kwantlen’s commitment to be a community partner that faculty members from across numerous disciplines were invited 3 years ago to consider applying for the CURA award to address the issue of youth gang involvement in Surrey region. From our department, Dr. Roger Tweed and I attended the initial meetings. What followed was a trail of academic and community alliances, pilot studies, and a research proposal. Kwantlen’s Institute for Community Research (Director Stephen Dooley), under the Office of Research & Scholarship, and the Social Sciences Dean’s office provided the much needed administrative, strategic, and research support.

This effort was successful in obtaining the $1 million CURA grant. The project, titled “Acting Together,” began its 5-year journey on March 1, 2009. The project represents the collaboration of four academic institutions, seven academic experts, five disciplines, and 11 community agencies. As one of the founding members of this project, Stephen Dooley continues to facilitate community connections and development. The vision for our research approach can be credited to Dr. Roger Tweed. His commitment and convictions to focus on strengths rather than deficits were instrumental in getting a fine team of partners on board for this project.

The major goal of our project is to identify and nurture factors that protect our youth from entering gang-related violent lifestyle. To this end, the project involves rigorous evidence-based research involving high school students, as well as careful examination of the community voices: teachers, parents, youth, ex-gang members. Once the relevant factors are identified, service agencies, front line workers, and researchers will work collaboratively to devise programs and action plans to foster these protective factors. In particular, the project includes quantitative research involving more than 500 high school students, as well as qualitative research led by Stephen Dooley, which involves numerous focus groups and interviews with community leaders, youth, teachers, parents, service providers and ex-gang members. Bob Basil, from the Applied Communications department, is overseeing the media dissemination aspects of the project. As the Principal Investigator and the Director of this project, I have the honor and the privilege of ensuring the smooth journey of the team towards the goal of finding and implementing strength-based strategies that would protect youth from a life of violence.

While the team is putting into place our initial research initiatives and administrative processes, I find myself thinking back to that encounter with the community and government officials during my graduate student days. It comes to mind when I find myself along with Dr. Roger Tweed and Stephen Dooley making presentations to the mayor’s Council in the Surrey City Hall. I relive it when I consult with Bob Basil about the website, newsletter, flyers, radio/TV shows. It becomes salient when our team members
meet with local politicians, RCMP officers, school teachers and administrators. It’s the merger of the academic and the community which has given rise to a language, and an action plan, that both sides understand and appreciate.

A new view has emerged for me. I am an academic who continues to value the rigors of scientific research. However, having witnessed the cracking of the wall dividing academia and the community, I feel a certain sense of pride, humility, and gratitude. It is a proud moment for Kwantlen community to be the bridge connecting the two solitudes. It is a very humbling experience to meet dedicated community activists. I have a continual feeling of gratitude towards all who made it possible to view the world from a larger perspective, one without solitudes.

(From left to right) Indira Prahst (Langara College), Balwant Sanghera (South Asian coalition), Gira Bhatt, Scott MacDonald (UVic), Stephen Dooley, Roger Tweed.
On the morning of September 11, 2001, at 8:46 a.m. and 9:03 a.m., American Airlines Flight 11 and United Airlines Flight 175, respectively, crashed into the North and South towers of the World Trade Center, in New York City, instantly killing everyone on board and an unknown number of people in the towers (9/11 Commission Report http://www.9-11commission.gov/report/911Report.pdf). The 9/11 Commission was charged with determining what was known prior to September 11, 2001, and whether this foreknowledge could have been used to prevent the terrorist attacks. To their credit, the Commission was well aware of the difficulty of their task. They title Chapter 11 of their 360-page report “Foresight – And Hindsight,” and begin that chapter as follows:

“In composing this narrative, we have tried to remember that we write with the benefit and the handicap of hindsight. Hindsight can sometimes see the past clearly—with 20/20 vision. But the path of what happened is so brightly lit that it places everything else more deeply into shadow.” (9/11 Commission Report, p. 339).

Five years after 9/11, another tragedy befell the U.S. The day after Hurricane Katrina struck New Orleans, devastating the city, Michael Brown, former Federal Emergency Management Agency director, recalled his feelings from the day before Katrina struck: “I knew in my gut that this was the bad one” (MSNBC NEWS, 2006; www.msnbc.msn.com/id/11255379). With the benefit of outcome knowledge, people claim that they or another person “knew it all along” (Fischhoff, 1975; Wood, 1978), and assume, for example, that they would have predicted Hurricane Katrina’s devastation. This hindsight bias lends the world’s events an air of predictability and inevitability.

Hindsight bias resembles an error that has been studied extensively in theory of mind (ToM) development: children’s failure to acknowledge false beliefs. Children between 4 and 5 years of age begin
to realize that the beliefs that they, as well as others, hold about the world can be wrong. This realization is an important aspect of ToM, and is considered a developmental milestone (Wellman, Cross, & Watson, 2001). Recent empirical and theoretical work suggests that a failure to understand the concept of false belief relates to a general, lifelong "cognitive bias," (a phenomenon in cognitive science), where privileged knowledge biases one's understanding of one's own or another person's knowledge (Bernstein, Atance, Loftus, & Meltzoff, 2004; Birch & Bloom, 2003; 2004; Keysar, Lin, & Barr, 2003; Royzman, Cassidy & Baron, 2003).

My colleagues and I developed methods for testing hindsight bias and false belief across the lifespan (Bernstein, Atance, Loftus, & Meltzoff, 2004; Birch & Bloom, 2003; 2004; Keysar, Lin, & Barr, 2003; Royzman, Cassidy & Baron, 2003). The uniqueness of these methods is that the identical measures can be used with preschoolers, school-age children, young adults, and the elderly. In our first study of hindsight bias, 3-, 4-, and 5-year old children, and adults identified gradually clarifying images of degraded common objects on a computer. Half the time, participants did not know in advance what the object would become. The remaining time, participants knew in advance the clarifying object's identity, and estimated when a naïve same-age peer would identify it. In two experiments, children and adults demonstrated hindsight bias. That is, they used their privileged knowledge of the objects' identity to overestimate their same-age peers' ability to identify the objects. In follow-up work, we replicated this data pattern using additional hindsight tasks and we observed a strong link between hindsight bias and ToM in preschoolers (Bernstein et al., 2007). Recently, we completed a lifespan study of hindsight bias using this task, and found a classic U-shaped developmental curve indicating that preschoolers and older adults show more hindsight bias than do older children and younger adults (Bernstein, Erdfelder, Meltzoff, Peria, & Loftus, 2010).

In our first study using our “lifespan” false belief task, 3-year olds, 5-year olds and adults watched an experimenter enact a story in which Suzie places a toy dog in one location inside a five-foot long Styrofoam-peanut filled sandbox. After
Suzie leaves the room, Anne moves the toy dog to another location within the box. Upon Suzie’s return, we asked participants where Suzie would look for her toy dog. All age groups showed significant bias by indicating that Suzie would look for her toy dog in the vicinity of its new location; however, preschoolers showed more bias than adults (Sommerville et al., 2010). In a follow-up study, we compared younger to older adults in this sandbox task and found that older adults, like preschoolers, showed more bias than did younger adults (Bernstein, Thornton, & Sommerville, 2010). Our hindsight and false belief tasks allow us to measure errors on a continuum, instead of in discrete terms (hindsight bias or no bias; pass or fail). Our tasks and results thus provide new methodological and theoretical avenues for exploring the nature, development, and extent of perspective-taking errors across the lifespan.

We are currently conducting a lifespan developmental investigation of hindsight bias and theory of mind to determine the precise relation between these two cognitive constructs. Understanding the link between hindsight bias and ToM would inform theories of social cognition and perspective taking. Understanding this link also would be relevant to atypical populations, like those with autism, who perform poorly on ToM tasks (see Baron-Cohen, Tager, & Cohen, 2000). This work also has implications for education, where teachers’ beliefs that students “already know” the material and students’ beliefs that they “knew it all along” may lead to ineffective pedagogy and learning. This work unites developmental and cognitive science to explore perspective-taking errors across the lifespan.
Telemarketing and the Veneer of Faculty Strictness
~by Dr. Jocelyn Lymburner

I have been involved in academic entitlement research for several years now. That is, research what Twenge (2006) has referred to as “Generation Me”; the youth of today; the folks who are reportedly more assertive, confident, and entitled than previous generations (than us faculty, for example). Researchers suggest that, within the academic realm, entitlement is expressed through requests for personal exemptions – grade changes, make-up exams, assignment extensions, midnight emails with an anticipated immediate response, expectations of success with little accompanying work, and so on. I’m not convinced we have a generation of academically entitled little brats (or rather I’m not convinced it’s a generational issue), but I’ll leave that argument for another time. What interests and puzzles me most is the consistently enthusiastic faculty response to the suggestion that our students are entitled.

When faculty learn about my area of research, they are eager, in fact positively frantic, to share their stories. And the plotlines of these faculty tales are always remarkably similar:

Opening Scene: Student makes an outrageous request.
Scene 2: Faculty member remains patient, having heard the story many times before. She responds adeptly, firmly, kindly even. Sorry no extension and this is why. Student exits, disappointed but in the long run wiser for the experience.
Grand Finale: Faculty bemoans today’s students and complains about lenient colleagues.

And, as I listened to story after story, I began to think about telemarketers. There is a distinct similarity between our reported responses to the telemarketers and phone surveyors of the world and our reported responses to our students. We complain, we brag about our clever retorts, and we, under no circumstances, admit to having actually carried on a conversation with that random person on the other end of the line. I have yet to hear one person say, “Hey I got one of those calls the other night offering me insurance through my Visa card. I was going to hang up but I was kind of bored so I stayed on the phone. Glad I did. It was actually a good deal.” No one says this, but the fact is that people do answer. Companies invest millions in telemarketing because it works. We talk to the telemarketers, perhaps we even buy things over the phone and, yes, we are lenient at times with our students.

Deep breath all.

Yes. We are lenient.

When the student walks in 40 minutes late to the exam because her alarm didn’t go off we don’t actually tell her, “Too bad”. We let her take the exam. Perhaps we even give her extra time at the end. And the truth is, when students hand in papers late, we generally don’t say some variant of, “I won’t accept this paper. In the business world when you don’t finish a report on time it costs you a multimillion dollar contract. This is a tough lesson about how the real world works”. Instead we accept the paper. Maybe

(Continued on page 34)
we deduct a mark or two, but we take it. And perhaps we even occasionally reschedule exams to accommodate family vacations.

The truth is that although faculty tend to boast about how strict we are in the face of escalating entitlement, we don’t in fact walk the talk. We are all, at times, lenient. I know this. I know this because I have surveyed close to 500 Kwantlen students from four disciplines and they tell me that, on average, faculty respond positively to 71% of their requests for exemptions. I know this because, when anonymously surveyed, the vast majority of the 74 Kwantlen faculty who responded also acknowledged flexibility in their rules. I know this because I too have succumbed.

But why this disconnect? Why do we moan and complain about student entitlement, when behind closed doors we acquiesce to the very requests we complain about? Why do we maintain a veneer of strictness? Perhaps this culture of strictness stems from that same Monty Python-like place that fuels conversations such as “When I was your age, we had to walk 20 miles to school through the snow and rain.” Response: “Rain? Luxury! We had frozen sleet, no boots and it was uphill both ways!” We want to believe, in the service of our own egos, that we went through a rite of passage that was difficult, challenging and reflective of the highest standards. Our selective memory suggests we received no special breaks and that our accomplishments were the product of hard work, perseverance and overcoming the odds. If we can imagine that kids today have it easier, then it protects our spot among the elite. We are the select few who made it through. And so we stand firm as gatekeepers of our own little kingdom.

Or perhaps it’s the notion that our students are somehow manipulating us – that they are trying to figure out what they can get away with; trying to do the least possible amount of work. Perhaps we view the whole enterprise as us against them and we can’t abide the thought of losing. But let’s be realistic here. Is it really us against them? Looking back at my own undergraduate career, I recall sleeping through a final exam, missing deadlines, asking for extensions. And to service these requests, my entire extended family teetered between life and death and I contracted pneumonia at least twice. If I had owned a computer I am sure it would have crashed regularly. But I wasn’t trying to “pull one over”; I wasn’t chuckling about the stupidity of my naive profs. It didn’t have anything to do with them. I was a kid, I didn’t always have my stuff together, and occasionally I just felt like partying more than doing work. But despite all this I did manage (perhaps inexplicably) to get a PhD. Did my kind, understanding, and sometimes lenient Profs really do me such a disservice?

Or perhaps we spout strictness as a result of our deeply engrained puritan work ethic. The value we place on hard work, personal responsibility, dedication, and commitment. But is asking for an extension really so indicative of laziness? And what about the value of relationships and human kindness? I have no answer to the question of why we avow strictness, particularly given that we aren’t actually behaving in a particularly strict fashion. But I am asking that we, quite simply, stop. Stop bragging about our reputations for toughness. Stop complaining about students. Stop thinking about the whole thing as though it’s a competition we must win.

Instead, let’s try being honest for a while. Let’s admit that we struggle with these decisions. Let’s admit, guilt free, that we are lenient from time to time. Oh and hey - if you like talking to telemarketers all the power to you. Just fess up. We will still love you.
I conducted a two week workshop on “research methods and statistics” at the Centre for Clinical Psychology, University of the Punjab, Lahore under the “Visiting scholars program of Higher Education Commission”, Islamabad, Pakistan. The aim of the workshop was to train students, faculty and professionals in research methods and statistical techniques used in psychological research. The emphasis of this training was to link the teaching of research methods and statistical techniques to everyday life examples and to highlight the importance of selecting appropriate methods and statistical techniques in data analysis. The workshop focused on the specific, as well as the combined needs of the students, faculty and professionals. With regard to students, the focus was more on the basic and applied aspects of research methods to enable them to differentiate between different methods and statistical data analysis techniques and to select the relevant ones for their undergraduate/graduate research. For faculty and professionals, the workshop focused more on advanced research and statistical techniques and their uses in the analysis of the research data.

The link between theory and practice was strengthened by having workshop attendees engage in actual data analysis. SPSS data analysis outputs were used to demonstrate the application of various statistical methods to the analysis of research data and its interpretation. Practical research examples from my own work and that published in international journals were used to demonstrate how to report statistical analyses and data. Active participation enhanced attendee understanding and helped reduced “math/statistics anxiety”. Emphasizing the close relationship between research design and statistical techniques was instrumental in changing the prevalent misconception and practice of doing research and collecting data without an adequate planning of the data analysis strategy.
Topics of the workshop

1. The concept of measurement in research.
2. Methodological issues in research.
3. Scale/test development.
4. How to plan a research in clinical psychology.
5. Methods of testing differential hypotheses.
6. Methods of testing relational hypotheses.
7. Non-parametric measures of association and differences.
8. Research design and applied statistics.
9. Factorial research designs.
10. Multiple regression designs (simple, hierarchical and stepwise).
11. Factor analysis and its application to test construction.

Topics with applied focus

Two applied components of the workshop, namely “how to plan a research in clinical psychology” and “scale development”, were directed at developing professional and research competencies of the faculty and professionals.

In the case of the former, a guideline for planning research was discussed and then attendees were asked to work in small groups and giving one week to plan a study according to the guidelines. Their research was subsequently discussed and critically analysed to identify the ups and downs of planning research and determining appropriate statistical analyses techniques. In the later case, the discussion of the steps in constructing a test/scale was a welcome exercise in understanding the importance of this indispensable component of research. A lack of availability of adapted and indigenously developed scales
not only affects overall research output, but also raises many questions on the validity and the applicability of research based on Western instruments.

Visit to the Midway House at the Mental Hospital, Lahore

Finally, I was invited to visit the Midway House at a local mental hospital managed and run by the Centre for Clinical Psychology. This facility provides rehabilitative services to patients who are to be discharged and to be reunited with their families. The organization of Midway House, and the psychotherapeutic, vocational activities, and medical treatments extended to patients were impressive.

I also had the opportunity to talk to medical officers, psychotherapists and patients and participated in one of the psychotherapeutic activities. This helped me understand the organization and implementation of the program. The major goal of the program is to instil self-worth and confidence to allow patients to become self-reliant and independent. Midway House has a vocational training facility which offers patients the opportunity to learn various skills such as making various handicrafts, painting, embroidery, fabric painting, tailoring etc. This skill training is not only therapeutic in nature, but has the added goal of allowing patients to become independent, self-reliant, and active members of the society after leaving the facility. I suggested the administrators of the vocational training program upgrade the training along professional lines so that patients could improve their skills and produce high quality products to enhance the prospects of their marketing and sale skills.

Impressions of the workshop

The participants of the workshop were highly motivated, eager to learn, and often raised critical questions pertinent to the practice of conducting research. Their enthusiasm and interest created an atmosphere conducive for teaching and learning and also facilitated the discussion of advanced research techniques and in-depth analysis of research issues. The hospitality of the faculty and the congenial environment at the centre were the major supporting factors in the successful conduct of this workshop. In nutshell, teaching at a Pakistani educational institution after such a long time was a pleasant and a rewarding experience which contributes to the learning of us all.
Recently I have had a few students ask me about what led me to a career in psychology. My response usually surprises them. I reproduce it here because my story illustrates what I think is a more general principle. It is also somewhat amusing.

I grew up in India (that's not the amusing bit), where I spent the first half of my life as a member of a professional dance company. Part of my job involved teaching dance and fitness to students ranging in age from 4 to 84 years. At eighteen, I moved to Canada along with three close friends in order to further my education. Having been admitted to Capilano College (now university) I was informed that, as an international student, I would have to write and pass an “English diagnostic test” before I could register for any courses. This is where the circus begins. You see, people talk a lot about cultural differences and the phenomenon of “culture shock,” but I think it is often the smaller cultural differences that cause the most trouble. In my case, I blame Translink. You see, the public transit system in India has one number for a bus heading from east to west, but switches this to a different number for the return journey. Not so here (immigrants, consider yourselves warned…).

Anyway, back to the story. As you probably suspect by now, while I selected the right bus number in order to go to the college and write my test, I did not realize it was heading in the wrong direction. By the time it dawned on me that the college was probably not located on the Lions Gate Bridge, it was too late for me to get to the college in time. Worse, the next available date for the test was only a week later! This translated into me missing my early registration date <insert mental anguish here>. By the time I had a chance to register in any courses, all of the theatre courses (my desired major for obvious reasons) were filled <insert more anguish here>. And I mean all of them! Even mime.

So there I was – looking all despondent at the registration desk when an advisor suggested I take a course in introductory psychology. Given my general demeanor at the time, it is conceivable that this advice came because she thought I would benefit from knowledge of early signs of depression. The larger point though is this: What if she had suggested pottery instead? Would I be an instructor of fine arts today? I doubt it. For one, her suggestion, while a necessary step in my journey, was not sufficient. The sufficient part came in the form of my instructor for introductory psychology, Dr. Michael MacNeil who performed miracles in the classroom on a weekly basis. One such miracle, of course, was igniting a love for the field of psychology within a homesick and dejected dancer. Michael went out of his way to ensure that I was doing well, even outside of the classroom. He made a real difference and (no surprise here) I thrived. It was at that moment that I decided that I wanted to do for others what he had done for me. Sounds corny and Hallmark-ish I know, but it is the truth (thank you Michael!).

Fast forward a couple of years, and I had transferred to UBC to complete my B.A. in psychology. It was at this point that I thought it would be fun to gain some research experience. I looked up the postings for student research assistants and found two: one in biological psychology and the other in social psychology. The first application required the completion of a long questionnaire, along with the submission of a resume and an interview. The second required only a resume and an interview. So I did what most students would at this point: I opted for laziness and applied only for the latter.

Once again I must pose the question: What if the application requirements had been the other way around? Would I now be studying how the D2 dopamine receptor gene variant C957T affects human fear conditioning? Difficult to say…

What I do know is this: Dr. Peter Suedfeld, the social psychologist whose lab I was selected to volunteer in, eventually hired me as a paid research assistant. This led to a successful application to graduate school, where he was my advisor for both my M.A. and Ph.D. Along the way, we worked on numerous projects of mutual interest on terrorism, genocide, and political psychology. Even today, we still collaborate on research projects. You might wonder about the moral of this story. This is it: Be open to guidance, work hard, and take full advantage of the opportunities you are afforded. Along your journey you might be surprised to find how much of your career
is affected by external factors, but remember that externals are not THE determining factor. You are. Having other people believe in you and provide you with opportunities matters, but how you respond to those opportunities matters more.

Don’t get me wrong – I would love to feed my ego and explain to you that my path into psychology was predestined; that I was earmarked early on for great achievements in the field of mental health; that the sheer brilliance of my intuitive insights into how people think, feel, and behave would have led me to this career no matter what the odds. But that simply isn’t true.

Anyone with any experience in the real world will talk about the importance of hard work and family support. And there certainly has been a lot of both. But it is funny to think that my choice of career was influenced, at least in part, by a missed bus, a suggestion by a woman I had known for about 30 seconds, an inspirational instructor, and sheer laziness.

On a final note, I have to pay tribute here to this tremendous country. After all, in how many places in the world could an immigrant hope to move from international student to instructor in the space of 10 years?

Potions and Pills: Back to the Pharmaceuticals of Ancient Greece and Rome  
~ by Dr. Nicole Vittoz

In the days of modern medicine with all its technical jargon, it may be difficult to take very seriously the medical writings of the scholars and physicians of the ancient world. By turns poetic and indelicately matter-of-fact, these documents nonetheless demonstrate an astoundingly rich world of medical and, particularly, pharmaceutical knowledge.

Modern pharmaceuticals, the mainstay of our medical system, have certainly come a long way from the potions and poultices of traditional cultures. In fact, medicines have much to do with our extended life expectancy. On the other hand, watching an advertisement for a new drug, with a list of side effects each more threatening than the last, can induce a suspicion that the cure must be worse than the disease! On top of that, designer drugs often come at a very high economic cost. It may just be that to improve our medications and to make them cheaper, we need to look back to the ancients and the records of a vast pharmacopoeia they developed over centuries of inventiveness, trial and error.

One of the richest sources of medical, and in particular, natural pharmaceutical knowledge comes from the writings of ancient Greeks and Romans. These works detail ingredients and recipes for antibiotics, medicines with direct physiological action, and others that alleviate suffering. Hippocrates, writer of the doctor's oath, and his Roman counterpart Galen wrote extensively about treatments and medicines. Unfortunately, all too often, the identity of plants mentioned have been lost, rendering their works largely untranslatable to date. At the end of the classical era Aristotle and his student Theophrastus described sleep aids such as poppy (opium) and mandragora, as well as mind-altering and even poisonous substances, such as belladonna and mandrake. The Roman Pliny gave detailed instructions for harvesting poppy juice for opium, still the source of the most effective pain relief known to modern medicine. He also wrote of castoreum, or beaver juice, which oddly enough consisted of aspirin created when the beaver chewed on willow bark.

Lucretius, a Roman, wrote about foul-tasting wormwood, which became infamous in the 19th century as the active ingredient in the banned alcohol absynthe.

This is all interesting, for sure, but what makes it relevant today? One reason: the big pharmaceutical companies that bring us our modern miracle-drugs are in trouble. They are engaged in frenetic downsizing, merging and splitting, and restructuring around an inevitable reality. Lucrative patents are expiring, and public demands for cheaper drug prices are becoming undeniable. What does this mean for the consumer? Pfizer, Roche and others will stop the expensive process of designing drugs from scratch (although they will happily purchase such designer molecules from the more creative settings of small biotech firms and universities). Instead, they will make slightly different copies of molecules that are already proven and safe, and they will market drugs developed for one purpose as treatments of another problem altogether. (Viagra was originally (Continued on page 40)
developed as a blood pressure reducer... those must have been interesting clinical trials!)

At the same time, the business of herbal extracts and other natural products has become an enormous industry. "Natural" medicines and cosmetic products are largely unregulated and therefore are much less costly to produce. This represents a sort of back door for some types of pharmaceuticals to reach the public, and we can expect to see even more products in the herbal remedies aisle as big pharma moves to exploit this market.

Cost effectiveness and bypassing aspects of the drug approval process are not the only reasons for pursuing natural pharmaceuticals, however. In point of fact, the majority of modern drugs have their basis in natural products. The difference is that most modern synthetic drugs are extremely purified single molecules targeted toward a specific physiological pathway. Traditional naturally-derived remedies, such as plant extracts, are "impure" in comparison, and typically contain a number of different molecules. Ironically, as pointed out by Schmidt and colleagues at Rutgers University in the journal Nature, some of these impurities may actually enhance the effectiveness or the safety of the main medicinal ingredient. These additional molecules may support and supplement one another.

Pharmaceutical companies are beginning to realize this and as a result many new drug treatments will be multi-target, using combinations of molecules that reduce resistance to the main compound or alleviate unwanted side effects. Going back to the original natural sources of the modern molecules will be important for identifying other players in an effective molecular "team".

Another important difference between typical modern and ancient treatments is the method of administration. In the ancient world, no one had heard of an injection or a pill. The most common method of preparing a medication was to mix the active ingredients in wine and drink them, often using honey or other sweeteners to mask bitter flavors. Occasionally, medicines were administered via poultices to be absorbed through the skin, while in other cases they were inserted into the nose (snuff), inhaled as smoke and vapors of burning herbs, or taken as suppositories. As we return to the wisdom of long tradition, we also see that a pill is not always best. You may have noticed that more medicines are being offered as patches: essentially a modern version of a poultice. In instances where marijuana is considered a legitimate medicine the most effective way to use it is to smoke it, our modern means of inhalation.

Before you worry that we know very little about how these "natural" drugs really work, scientists are already hot on the trail, researching the active compounds in some of the most popular herbal remedies. For example, by identifying changes in brain chemistry induced by extracts of Gingko Biloba and St. John's Wort, researchers have confirmed a scientific basis for their traditionally renowned efficacy in enhancing memory and treating depression, respectively. In fact, some of the chemical effects of St. John's Wort are quite different from those induced by Prozac and other modern antidepressants, and may thus represent a good alternative therapy. The identification of the active compounds in extracts inspired by traditional medicine and the careful study of their effects can lead to the establishment of these compounds as treatments for a variety of ailments. Through careful breeding or genetic engineering, we can even produce versions of these plants that contain even more of the important chemicals. As an example, through selective breeding, the active ingredient in marijuana plants has increased by a factor of more than 10 over the past 30 years.

Can it be that our grandmothers' concoctions, prepared with the axiom "the fouler-tasting, the better", will emerge as the basis of the next medical renaissance? Could the marriage of modern scientific technology and training with the traditions of ancient cultures produce a medicine cabinet with contents more effective, well-tolerated and with greater variety than ever before? A return to traditional drugs may be an important new direction in modern pharmaceuticals, and in that process we can be sure that the remedies so carefully catalogued by the intellects of classical Greece and Rome will play a central role.

"... considering the things that induce sleep: they all, whether potable or edible, for instance poppy, mandragora, wine, darnel, produce a heaviness in the head; and persons borne down and nodding all seem affected in this way, i.e. they are unable to lift up the head or the eye-lids."

~Aristotle: On Sleep
While searching through the papers that formally connected my practicum students with their chosen employment placement in summer 2009, I was once again filled with a certain sense of joy and pride. As I sat on my desk, I reflected on the wonderful site visits that allowed me to witness each of my practicum students in action in the “real world”. While they seemed to be thriving under the kind yet watchful eyes of their employer/supervisor, it was remarkable how confident and committed they seemed. Their weekly reports, their public presentations, their employers’ favorable comments made it abundantly clear yet again that Kwantlen’s BAA Psychology degree program with its practicum component has continued with its success story.

Since its inception in 2002, the BAA Psychology Practicum component has partnered with 66 employment settings/organizations. Till date, a total of 114 students have completed their practicum requirement for degree completion, which has successfully bridged their academic education with professional careers. The most salient feature of this success is the versatility and the flexibility of career choice that the program has offered to our students.

I invited a couple practicum students to share their experience with the readers of Synapse. Amy McLellan, aka “Wonderful Amy” explains how her experience helped her reach her career potential, while Sandy Alfonso describes her journey that took her to the far corners of our community where she interviewed food bank clients as well as helped the organization with research tasks.

I hope you have read their stories, will share their enthusiasm, and applaud them for their accomplishments.
The Psychology Department has started a colloquium series which began in the spring semester of 2009 with the objective to invite academics and professionals from the field of psychology and other social sciences to present their research during the regular semester. The major goal of this activity is to generate scholarly discussion and to promote research in our department. Three talks are scheduled in each semester; two internal speakers from within Kwantlen, and one speaker from an institution outside Kwantlen. The talks are held on Fridays between 2:30 and 4:30 and so far, audience turnout has been very good, particularly for presentations provided by external speakers. The enthusiasm and involvement of the students and faculty are visible by the issues they raise during the talks and their quest to benefit from the knowledge provided by the presenters.

The psychology student society has been actively involved in the promotion of colloquium among the student body, and has encouraged and motivated students to attend and participate in these talks. Moreover, some Kwantlen departments have approached psychology to request we host their external speaker at our colloquium. Other departments are also contemplating the initiation of their own colloquium series and it has even been suggested that a Social Sciences colloquium series be established.

The start of the colloquium series coincides with the upgrading of Kwantlen to full university status. It is a good opportunity both for the faculty and the administration to create an atmosphere of professional dialogue, critical thinking, inquiry and innovation to promote research on the issues facing the students and the community. The students are the direct beneficiary of research in terms of their involvement as research assistants, participants and their experiencing of the link between theory and practice. The national and international reputation of an institution is very much linked to research as well. We hope and look forward to the continued interest and the involvement of everyone to make this colloquium a success.
The following talks have been held during the past two semesters.

**Spring semester 2009**

Talk 1  
Dr. Don Dutton, Department of Psychology, University of British Columbia (March 31, 2009).

Talk 2  
Dr. Evan Lopes, Psychology Department, Kwantlen Polytechnic University (April 24, 2009).

**Fall semester 2009**

Talk 1  
Dr. Larry Anderson, Psychology Department, Kwantlen Polytechnic University  
Topic: Exploring the nature of the wisdom

Talk 2  
Dr. Kevin Hamilton, Psychology Department, Kwantlen Polytechnic University  
Topic: Leo Fender: An ergonomics pioneer

Talk 3  
Dr. Bernard Crespi, Biosciences Department, Simon Fraser University.  

**Spring semester 2010**

Dr. Daniel Bernstein, Psychology Department, Kwantlen Polytechnic University  
Topic: Hindsight bias and perspective taking across the lifespan

**The following external speaker is also confirmed for the Spring semester 2010:**

Dr. Rosanna Langer, Associate Professor in the Dept. of Law and Justice at Laurentian University, Ontario.

Her talk is scheduled on Friday, March 26, 2010 from 2.30-4.15 in 1205C. Dr. Langer holds a Bachelor of Laws, a Master of Law degree from the University of Saskatchewan, and a Ph.D. from Osgoode Hall Law School, where she was a Senior Scholar with the Institute for Feminist Legal Studies. Her interests in lay encounters with the legal system resulted in her book "Defining Rights and Wrongs" on processing domestic human rights complaints. She has acted as an expert consultant to Canadian Statutory Human Rights agencies, municipal police services and the Correctional Service of Canada. More recently, her research has centered on women in conflict with the law and particularly, women with mental health issues, which has drawn her to a consideration of insanity law and its relationship to medical knowledge.
We need your support! A message from the Research Pool.

Each semester, there are hundreds of students coming to the psych labs to participate in research studies for bonus marks. However, many of them don’t know why we have to run the research pool. Let’s take a moment to explain it and express our thankfulness to the participants. The research pool has been running since 2006, and our major users are Kwantlen psychology faculty members and students, who enrolled in research method courses or honours program. It enables easy access for researchers and research assistants to recruit volunteers within Kwantlen. Recently, Dr. Daniel Bernstein’s research team is among the most active users of the research pool. Dr. Bernstein’s research assistants have been using the research pool to run studies on hindsight bias, and many of their participants found it a very interesting topic! The research pool allows both students and faculty to be aware of the active areas of research in progress in the Department of Psychology. Through participating in various research studies, students may be introduced to potential research supervisors, and may get some insights into developing their own research studies in the future. This is especially true for first year students, who are new in the psychology program. Participating in different research studies gives students a valuable experience about how psychological research is conducted before they are required to conduct any research themselves.

Students’ participation is highly appreciated, as their responses give valuable data to researchers, who determine areas that should be further explored based on the results of the students’ participation. The researchers often showcase their findings at different national and international conferences, and share their findings with psychologists from different institutions. In addition, some studies will be published in psychological journals, and you may find them while browsing articles in a psychology database!

Every student is encouraged to take a moment next time they are in the Psychology Labs to find out more information and to support our faculty and student researchers!
TEACHING EXCELLENCE REPORT

by Dr. Jocelyn Lymburner

The Psychology department’s commitment to applied learning and teaching excellence shines through this issue of Synapse, featuring student-led national conferences, an International Teaching Conference organized by Dr. Charlton, faculty involvement in learning communities, and student practicum and research experiences.

Over the past year, the Teaching Excellence Committee, open to all Psychology faculty members, has continued to meet and explore ways in which to enhance the teaching of psychology at Kwantlen. For example, at our Annual Faculty Retreat over the summer, faculty members role-played difficult classroom scenarios (e.g., inappropriate self disclosure, the expression of racist attitudes). These brief skits then opened the door to a useful discussion about how instructors might respond to similar situations in a way that is both respectful of student diversity and pedagogically sound. In an exciting new initiative, faculty member Dr. Bob McDonald has launched a department Moodle website on which faculty can share course outlines, class activities, recent research, and teaching ideas. Over the Spring semester we plan to host a teaching excellence session, with involvement from the English department, on the grading of student papers. Faculty members will individually grade a sample student paper as a starting point for a discussion about variations in grading and expectations for student work.

As Kwantlen transitions from college to university status, our commitment to teaching excellence remains a critical feature of what we do.

DID YOU KNOW.....

As of September 2010, you will be able to take our introductory psychology courses (PSYC 1100 and 1200) in any sequence, or even at the same time. This is also the case for PSYC 2300 (Research Methods) and 2400 (Statistics). Just be aware that, as usual, you will need a minimum grade of C for a course to satisfy a pre-requisite.

Hurray for course scheduling flexibility!
CONGRATULATIONS to Dr. John Marasigan, who received the Teaching Excellence Award at the Open Learning Division of Thompson Rivers University in June 2009, where he teaches some psychology distance courses as a part-time faculty member since 1993. This is the first time that the award was instituted. Dr. Marasigan was given the award following a rigorous assessment process of the recommendations from students, colleagues, and administrators. This is the second time in two years that Dr. Marasigan has received an award of recognition from Open Learning. In June 2008 he was surprised by being given the Outstanding Service Award, also the first time that the award was given to a faculty member.

CONGRATULATIONS to Dr. Daniel Bernstein as the sole recipient of a SSHRC award for his research on hindsight bias and theory of mind, and as a co-recipient for two SSHRC awards and a NIMH award. Great work Danny!

CONGRATULATIONS to Drs. Gira Bhatt and Roger Tweed for successfully being awarded a $1 million CURA Grant for the Acting Together Project!!

PUBLICATIONS


**CONFEERENCE PRESENTATIONS**


**Jhangiani, R.** (2009, July). The speech from the throne as a crystal ball: The integrative complexity of 22 Canadian prime ministers. In M. Miklauic (Chair), Public opinion and leadership. Symposium at the 32nd Annual Scientific Meeting of the International Society of Political Psychology, Dublin, Ireland.


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*SOME Psychology Faculty - March 2010*

(Standing from left to right) - Bob McDonald, Cory Pedersen, Ashiq Shah, Jocelyn Lymburner, Richard Le Grand, Gira Bhatt, Sarah Murray, Kevin Hamilton, Arleigh Reichl, Ivy Ng (Psychology Lab)

(Sitting from left to right) - Steve Charlton, Kyle Matsuba, Danny Bernstein, David Froc
Connecting Minds 2010

North American Undergraduate Psychology Research Conference

Dr. Albert Bandura
“Going Global with Social Cognitive Theory”

Dr. Bandura is past president of both the APA and the WPA. He is the winner of the APA’s Distinguished Scientific Contributions Award, the William James Award of the APS, and is currently the David Starr Jordan Professor of Social Sciences in Psychology at Stanford University.

June 4-5th
Kwantlen Polytechnic University
Vancouver, B.C.

Register online at:
www.connectingminds.ca