

Fall 2015

SYNAPSE

Newsletter of the Psychology Department

- » 28 Fulltime Faculty
- » 3 Degrees BAA, BA, BSc
- » 178 Sections of classes a year
- » 7 Internal Committees
- » Student Labs
- » Research Labs
- » Psychology Practicum
- » N. American Undergraduate Research Conference
- » International Conference on Teaching of Psychology



Welcoming
the Bees and the Beekeeper

DR. Levente
Orban



MESSAGE FROM THE CHAIR



DR. CORY PEDERSEN

It is an honour to report on the activities and accomplishments of the Kwantlen Psychology Department in my first ever “Chair’s Report”. Currently, Psychology includes 26 full-time and 2 part-time regular faculty, as well as a number of wonderful non-regular faculty from diverse academic backgrounds. As noted in the previous edition of Synapse, we welcomed Dr. Rajiv Rhangiani back into our fold and hired previous KPU BAA graduate, Dr. Levente Orban. As well, Kurt Penner moved into Psychology from a different KPU department, and Mary Illical joined our team as Departmental Assistant. Speaking from my position as chair, these events are among the best things to have happened to me all year!! Dr. Jocelyn Lymburner returned from maternity leave and embraced once again her position as the ever-competent Degree Coordinator. We temporarily said good-bye to Ivy Ng as she left for maternity leave, and hired the our recent graduate fabulous Katheryn Morrison to fill her large shoes – which Kate has done beyond admirably, I’m proud to say. Dr. Carla McLean has been absent for maternity leave as well, and Dr. Karen Parhar will be joining those ranks once again in the New Year. We’ve sorely missed Drs. Kyle Matsuba and Farhad Dastur, who’ve been enjoying the fruits of

their educational leaves, but perhaps the most devastating of all losses is that of Betsy Spaulding, who finally followed through on her dire promise...retirement.

This past summer marked the advent of the 5th Vancouver International Conference on the Teaching of Psychology, which was co-hosted with Douglas College and organized brilliantly by Dr. Steve Charlton. In May of 2016 we will welcome keynote speaker Dr. Jean Kilbourne of Killing Us Softly video series fame to the 7th Connecting Minds Undergraduate Conference in Psychology, and the organizing committee is already busily planning this immensely successful student-focused event.

We’ve had incredible student success in terms of employment and graduate school achievements, awards, merits, publications, community service, and conference publications – and the same can be said about our amazing faculty.

I could wax lyrical, but I’d rather encourage a perusal of this issue of Synapse for in-depth stories and endeavours. Thank you to Dr. Gira Bhatt for putting this edition together and to all contributors for their time and efforts. As always, it’s a pleasure and a privilege to work with this group of faculty and staff.

FROM THE EDITOR’S DESK

DR. GIRA BHATT

Over the years I learned how engaged we are as a collective. It was a joy therefore, to put this newsletter together capturing the dynamic and thriving world of psychology at KPU.

As you sift through this newsletter, you will notice that our contributions to the department as well as to KPU at large, extend far beyond dedicated classroom teaching. Our feature story is about the recently established Bee Cognitive Lab and its director Dr. Levente Orban. I wish to thank him for providing me a guided tour of his lab where I saw the bees in action, and some frozen in the freezer!! I also asked Dr. Kyle Matsuba to share the story about his work in Africa, and Dr. Rajiv Jhangiani to tell us about his Open Textbook project. There’s much more, of course.

You will learn how busy we have been in the past 20 months: 36 academic publications,

62 conference presentations, and 23 invited public talks. A large number of these included our students as well. Additionally, there are numerous administrative committees and tasks that we take on for the smooth functioning of our large department.

Lest you think we are a serious nerdy bunch, I should add that we also indulge in various for-fun activities. Whether it is the book club or hosting our on-going teaching excellence committee meeting at a colleague’s welcoming home, or snowshoeing on Cypress, or playing kickball with our students, we don’t miss out on shared laughs. Needless to say our morale remains high, and our commitment to work collaboratively and celebrating every accomplishment has made us one strong department.

I hope you will enjoy this glimpse into our department life.



A man with a beard and short hair, wearing a dark blue polo shirt, is leaning over a wooden beehive. He is holding a clear glass test tube in his right hand, which has a gold ring on the ring finger. He is looking intently into the test tube. The beehive is made of light-colored wood and has a small metal mesh screen attached to its side. In the background, there is a wooden desk with a computer monitor displaying a colorful image, a keyboard, and a yellow sign with a black exclamation mark and the text "Caution, bees!".

FEATURE STORY

BY DR. GIRA BHATT

THE BEES AND THE BEE-KEEPER: DR. Levente Orban

Bee-ware!

The door to the new Cognitive Bee Lab in the Fir Building on the Surrey campus is now open. A peek inside reveals a "Flight Cage", a 6' X 6' X 6' glass and mesh enclosure. At one end of the Flight Cage are two cardboard boxes. Those are

the comfortable dwellings of about 600 bumblebees!! On the other side of the flight cage are high tech cameras and computers keeping a vigil on the happenings in the flight cage. Here the bees get to wander periodically under the carefully controlled environment set up by the bee-keeper, Dr. Levente Orban.

Dr. Orban's remarkable career track began at KPU, and has come full circle. Dr. Orban's interest in the animal world is rooted in his childhood. He recalls his family home in Hungary having over 10 different species of pets in their backyard. He spent almost all his free time capturing, rearing and keeping animals of all types there. There were at least 20 pigeons as well as fish, frogs, mallards, geese (both domesticated and wild), and even buzzards.

At the age of 17 he arrived in Canada with his family and enrolled in high school. After graduation, he came to KPU because it was the first to respond to his application. Once at KPU, he joined the ranks of the famous backbenchers, the likes of Newton and Darwin. His academic "non-achievement" in first year quickly earned him a strict academic probation. However, by the time he graduated from KPU with BAA in psychology, his GPA had peaked to "A+" .

What made this steep uphill academic achievement possible?

Dr. Orban attributes it largely to KPU's student support office. He very much valued how he was given a target; a graduated and achievable series of goals. He was not asked to aim straight for A+, but instead he was asked to aim for one step up from his less than D grade, and the next, and the next. He also came to value failure and remains convinced that one must experience at least some failures to be motivated to excel and appreciate the possibility of achievements.

Dr. Orban's undergraduate honors thesis, in the area of evolutionary psychology, supervised by Dr. Farhad Dastur further refined his interest. Getting involved as a student RA with psychology faculty members, as well in the Student Life and Development program with Kurt Penner, now psychology faculty, helped him as well.

With a prestigious entrance scholarship he started his graduate degree at the University of Ottawa under the mentorship of Dr. Catherine Plowright in her bee lab.

Why study bees?

Dr. Orban's original plan was to study the behavioral patterns of pigeons. His supervisor Dr. Plowright suggested bees instead because, "they are not as dirty and not as stupid". Dr. Orban adds "I took the bait, and started reading the bee literature. The more I read, the more interesting it became. Bees can see, smell, learn, remember and act on information in measurable ways. They make excellent models of these fundamental psychological concepts" .

Dr. Orban believes that the value of having a great mentor in graduate school can never be overstated. He remains very grateful to his graduate supervisor, Dr. Plowright, whom he considered "incredible" and who provided a very nurturing and supportive environment with intellectual freedom. It was safe in her research lab to take risky ideas and test them, and of course, fail at many of them. She encouraged collaboration, and ensured that the students stayed on the track of degree completion. She even helped out financially if that was a hindrance to a graduate student's progress.

Half-way through his graduate research in the bee lab, he had a third encounter with bee sting which proved serious enough to declare him severely allergic to bees. He was forced to stay away from the bee lab. Failure, yet again. Not deterred from his academic goal though, he tried to switch his research field to false memories, but soon realized that it was a false turn. He then learned about a researcher Dr. Sylvain Chartier, who suggested using "virtual bees" ; i.e., creating artificial neural networks that capture bee behavior. A door had opened again for Dr. Orban who soon immersed himself in the world of computer modeling while still focusing on bees.

His completion of the PhD was timely as the psychology department of KPU had just posted a faculty position. His resume and his interview were stellar and the department was absolutely thrilled to learn of the hiring committee decision: A warm welcome to one of our own.

How do bees find the best flowers if they have not seen them before?

Dr. Orban's bee lab research is about cognition. Not unlike the neural guided system of the salmon finding its way back to its birthplace, the research in the Cognitive Bee-Lab will address the question of the bees finding the best flowers to make honey from. How do bees do that? Dr. Orban explains that the bees have the cognitive capacity to process the information about the visual features of their surroundings. They can detect the symmetry, colors, shapes, and radiance of flowers.

In order to study bee cognition, they are released into the flight cage. Their landing in different locations in the flight cage is carefully mapped and recorded by the cameras and the computers. The data is then analyzed to determine which aspect of the stimulus guides their choices.

How is this relevant to human psychology?

Dr. Orban very candidly says; "it's not!" He adds however, that we can study some of the same fundamental concepts: perception, decision making, real and false memories, behaviour, etc. This approach falls within the broad field of comparative psychology.

What does it take to establish a Bee Lab?

It took over a year and half from the conception to the completion of Dr. Orban's Bee lab. For starters, he had to convince the risk-assessment team that each of their concerns for the physical safety of the people working in and around the lab area as well as the feasibility and sustenance of the bee lab could be addressed adequately. For example, a lockable double door, clear set of guidelines for the safety in the lab as well as an EpiPen (an injection for self-administration) ready in the lab in case anyone had an allergic reaction to the bees.

Dr. Orban was also responsible for the vision, design, and equipment of the lab; determining the settings for plumbing, electrical fittings, placement of the cameras, computers, and of course the bees.

Most importantly, KPU's collaborative community came forward to provide support as needed. Most critical among them came from KPU's Facilities. Under the leadership of Mel Armstrong, all the construction material was brought to the lab and the skilled technicians built the flight cage, introduced new plumbing, and adjusted the electrical settings for the lab and donated a fridge to the lab. IET provides "co-location" services for the Bee

Believe it or not!

Dr. Orban

- » has been stung by bees three times during his PhD; the last one landed him in the ER
- » was on a 5-year Immunotherapy; by the end he received the equivalent of three bees' venom; one every week for a year and then once every month
- » was on an academic probation in his first year at KPU with a GPA of .89 and received multiple probations.
- » In the final year at KPU, his GPA had peaked to 4.11
- » received six prestigious KPU awards by the time he graduated with BAA in psychology including the *Above and Beyond*

Leadership, Celebration of Excellence and George Wootton Graduation award.

- » helped organize Canada's first ever undergraduate psychology conference *Connecting Minds* at KPU
- » met his future wife during his second year of psychology class at KPU. They both went to Ottawa to pursue graduate studies.
- » was the recipient of University of Ottawa's *Admissions scholarship* (\$30,000).
- » has held five research grants since completing his PhD

Lab server, which houses the Bee Lab's data storage needs. The big TV monitor came from the AT-CURA project.

The cost of the lab set-up was covered in part by funding from the Office of the Research and Scholarship, a contribution from the collaborative NSERC grant with Dr. Deborah Henderson, director of KPU's Institute of Sustainable Horticulture School.

Pursuit of Scholarship and Teaching at KPU

Dr. Orban is also a very dedicated teacher. As noted earlier, he firmly believes the value of a good teacher, a mentor, and he dedicates his efforts to teaching excellence. He is also innovative in the use of teaching technology.

We wish Dr. Orban all the best as we welcome him, KPU's own, back into our department.

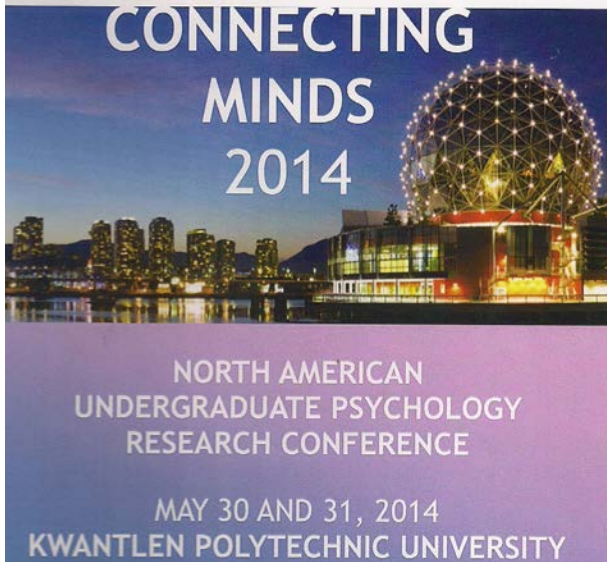
The "Flight Cage" in the Bee Lab



"That's not dessert!"

Dr. Levente's Student
RA Damien Derksen (Left)
knows it well!

6th Connecting Minds 2014



The 6th Connecting Minds 2014 was yet another success story. There were 28 papers and 25 posters showcasing research by undergraduate students from across North America. There were over 150 attendees. Kudos to **Dr. Cory Pedersen** for steering a great organizing committee of student volunteers and faculty members.

5th Vancouver International Conference

The 5th Vancouver International Conference on the Teaching of Psychology 2015 was hosted jointly with Douglas College. The participants came from over 23 countries including the US, Australia, UK, Brazil, India, Pakistan, UAE, Singapore, Turkey, and France. Dr. Steve Charlton provided the leadership for this conference organizing the presentation of 63 papers, 11 workshops, 5 keynote speakers, and 25 posters.



Upcoming...



Coonecting Minds 2016
May 27 and 28
Vancouver, B.C.

Is the textbook required? Solving the Problem of Exorbitant Textbook Costs



DR. RAJIV JHANGIANI

Dr. Rajiv Jhangiani has revised two open textbooks, for Research Methods in Psychology and Social Psychology, and serves as an OER Research Fellow with the Open Education Group and a Faculty Fellow with the BC Open Textbook Project. As well, he is the Associate Editor of Psychology Learning & Teaching journal, and NOBA Psychology.

Along with his passion for open learning and teaching innovations, Dr. Jhangiani has expertise in political psychology. He has developed and teaches a course on the Psychology of Genocide and his research focuses on the cognitive precursors of conflict escalation and de-escalation.

'Is the textbook required?' 'Is an older edition acceptable?' These are among the most common queries university faculty receive from students at the start of every semester, and for good reasons. The price of textbooks has risen by 1041% since 1977, more than triple the rate of inflation. Although the cost of textbooks varies by program (ranging anywhere from \$50 to \$450 for a single course), textbooks can account for up to 40% of a post-secondary student's educational costs. Of course, academic publishers exacerbate this problem by churning out new editions of textbooks with only cosmetic updates every two years.

As a faculty member, I witness first hand the impact of exorbitant textbook costs on my students' educational outcomes (for a glimpse, search online for the hashtag #textbookbroke). Buying used copies, reselling, renting, borrowing, photocopying, and illegally downloading textbooks are common strategies as students seek creative solutions to the problem of unaffordable textbooks. But despite this, according to the 2012 Florida Student Textbook Survey, 65% of undergraduate students have chosen not to purchase a required textbook at least once, while 35% take fewer courses and 23% routinely go without textbooks, all due to their cost.

Obtaining a post-secondary education in this country is slowly becoming more and more unaffordable. Unlike tuition and costs of living, however, textbook costs are under the direct control of faculty. Indeed, this may be a textbook case of what is referred to as a principal agent problem, in which the individual who makes a decision that others are bound by, does not experience the consequences of that decision. And contrary to popular belief, no one—apart

from the big academic publishers and a few of their textbook authors—is getting rich through textbook adoption decisions.

Happily, a solution to this problem now exists: Open Textbooks. Open textbooks are regular textbooks with one big difference—they are available to students free of cost in every conceivable digital format and at a markedly reduced cost in print format; e.g., as low as \$18.22 for a professionally-bound 600-page textbook on Social Psychology. Moreover, on top of significant cost savings, students enjoy permanent and portable access to their course materials.

Organizations such as OpenStax College (openstaxcollege.org) have been funded by philanthropic organizations like the Hewlett foundation to develop high-quality open textbooks for popular undergraduate courses such as Introductory Physics, Economics, Psychology, and Pre-Calculus. In BC, the Ministry of Advanced Education funded the launch of the BC Open Textbook Project in 2012. The goal of the project was to provide free and open textbooks for the 40 highest-enrolled undergraduate courses in the province. More recently, separate funding was provided for textbooks for trades and other skills training.

At present there are close to 100 open textbooks available in this repository (open.bccampus.ca), including for subjects as wide-ranging as Pre-Confederation History, Accounting, Chemistry, and Research Methods. These textbooks have been reviewed by BC faculty (the reviews are posted online) and are readily available for adoption and even adaptation to suit a faculty member's teaching goals. Since 2012 thousands of universities worldwide have adopted for open textbooks and other open educational resources (OER) from these and other repositories, collectively saving their students over \$100 million. At KPU,

students in the Faculty of Arts alone have saved more than \$150,000 over the past 3 years. This includes students in Psychology courses taught by Richard Le Grand, Farhad Dastur, Kurt Penner, Arleigh Reichl, and myself.

But wait, I hear you say, surely you get what you pay for? Not so much. Data from 9 peer-reviewed studies (including 2,144 faculty and 2,366 students) suggest that 85% rate OER as the same or better in quality than traditional textbooks. My own research with faculty in BC shows that faculty who are familiar with OER rate their quality as significantly better than those who are not. More importantly, every single one of 11 peer-reviewed studies of

the impact of open textbook adoption (with a combined sample of 48,623 students) has shown that students perform just as well or slightly better when using open textbooks. Imagine that. Resources that are free and open deliver better outcomes than those that are proprietary and cost a lot of money. Moreover, the cost savings net gains in student retention and program completion.

So whether you consider the social justice implications or even simply efficiency, open textbooks are the 21st century solution to the problem of high textbook costs that those on both sides of the political aisle should be able to get behind.

ARTICLES

Kwantlen Psychology Society (KPS) is very active...

The year 2014 Marked the 10-year anniversary of our dynamic student society

Student Executives (2014–2015): Katheryn Morrison, Dawn-Leah McDonald, Elisabeth Kreykenbohm, Maria Goldin, Michelle Hunsch, Anisha Gardiner, Zerlinda Chau, Amy Baykey, Brenda Fernandes, River Sandhu

Psychology Colloquium Guests Speakers

- » **Dr. Sonya Vellet**, BC Children's Hospital presented *Childhood mental health and attachment*.
- » **Dr. Marissa Brussoni**, Department of Pediatrics and School of Population Health, UBC presented *Risky play meets nature play: The influence of nature-based risky play on child development*
- » **Dr. Lara Aknin**, Department of Psychology, SFU presented *From wealth to well-being: Spending money on others promotes happiness*
- » **Dr. Elizabeth Dunn (UBC)** presented *Technology: The good, the bad & the ugly*. Our own Dr. Cory Pedersen participated in this event as well and connected further the topics of technology, relationship and sexual communication.

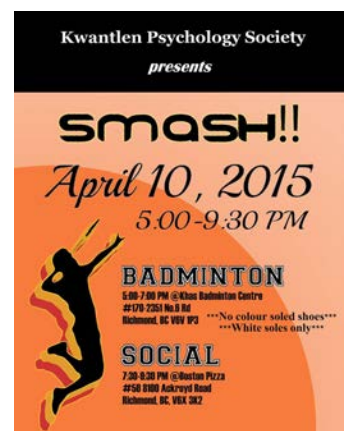
Special Events

- » APA seminar with Dr. Cory Pedersen, Psychology Faculty
- » Biennial Celebration of Student Research (Special thanks to Dr. John Marasegan)
- » Psychology Open house
- » Good Bye & Farewell to Betsy Spaulding, psychology faculty member who retired. A special training session of tap dancing by Betsy Spaulding concluded the event.
- » Student-Faculty Mingle: California kickball, Bowling, "Smash" (Badminton) followed by healthy meals and beverages (wink! wink!)

KWANTLEN PSYCHOLOGY SOCIETY

DR. KYLE MATSUBA (2014)
and
KURT PENNER (2015)

Faculty Advisors to KPS who keep the faculty-students connections vibrant providing a range of opportunities both academic and social.



Out of Africa: Applying Psychology Knowledge to Help Orphans in Uganda



This is me and Genesis. Genesis is deaf and mute. He was born in the bush and abandoned by his parents, both of whom are part of the Lord's Resistance Army (LRA) led by Joseph Kony. Genesis is one of the many abandoned children living in the orphanage that forms part of the community in northern Uganda, an area recovering from war between the LRA and the government.

Although the war in this region of Africa ceased in 2006, the challenges continue. High incidences of poverty, abuse, trauma and addictions continue to plague this region. Not surprisingly, many children suffer from mental health issues and other behavioral problems.

The Project MindUP has allowed me the opportunity to work with children such as Genesis. Along with my collaborators Dr. Theresa McElroy (BC Health Authorities), Dr. Kimberley Schonert-Reichl (UBC's Faculty of Education), and Drs. Anne Kathoire and James Mugisha at Makerere (University's Child Development and Health Centre, Uganda), I am overseeing the implementation of the MindUP program in schools in Uganda. We are also collecting a variety of outcome data including measures capturing externalizing and internalizing behaviors. Most of my work has been funded through various grants from KPU; for which I am very grateful, and in-kind contributions from various organizations

What is it like to work in a Uganda orphanage?

I choose to live at the orphanage so I get to know all the kids there. The younger ones seem to have attachment issues, so they will go up to whomever is around and willing to give them attention. There is no stranger anxiety with them. For whatever reason, Genesis likes hanging out with me. I believe this is because I give him attention.

There are days when I love being able to play with the kids, and have them come up to me for a hug or just to hold my hand. Other days when I need to sleep or get work done, they can be a distraction by the noise - sporadic disagreements between children, crying babies and yelling "moms".

There are many challenges of life in the Uganda region where I work. Electric power and the Internet can come and go. They are unpredictable. Also, I need to be more intentional about preparing meals. In Vancouver, whenever I need to eat, I just run across the street to the store and buy a semi-prepared meal. In Uganda, I need to find the time to travel to the market and to make my meals from scratch. There, I am always hot, sweaty and dirty. I read a lot more there. I can't stream movies, or watch TVs.

I also find life simpler there. For me, I become less materialistic. Honestly and sadly, I likely have more clothes in my closet at home than in the entire orphanage!

Any risky, memorable experience?

I love the night sky there and seeing all the stars. There are amazing cloud formations with a brilliant blue backdrop. However, I am aware that dangers lurk around and I usually don't go out at nights. There have been a few close calls though. One time, my colleague Theresa and I were returning at night back to the orphanage. It was dark, the gate to the compound was locked and we could not get hold of the gatekeeper to let us in, so we decided to hop the fence. The next day we were told that the guards were ready to fire on us thinking that we were intruders. However, there was enough moonlight for them to see our white skin to realize who we were. I have not hopped the fence since.

Is there a hope for the Uganda orphans?

Our preliminary data suggests the program has been successful. However, there has been and continues to be challenges. It is a very poor region of the country. I suspect most students come to school at 8 AM and leave at 5 PM, and will not have eaten anything while at

school. Many come ill-equipped to learn with few supplies, or have to drop out because they do not have money to pay school fees. How can any program be that successful when students are undernourished or kids are dropping out and back in depending on their family's circumstances?

A majority of girls will leave high school having been abused sexually, physically and/or emotionally. Through the program, however, we are working to make schools a safe place for students free from some of the stress they face at home.

I do see hope. Since the beginning of the program, I no longer see children being beaten or shamed. The majority of teachers and students continue to return to the school. Change comes slowly, but it does come. I've learned to become patient and persistent.

To learn more, or if you are interested in getting involved, please contact

Dr. Matsuba

kyle.matsuba@kpu.ca.

Love and Death on Kilimanjaro

Dr. Farhad Dastur: Speaker at TEDx-KPU

Following the death of a loved one, and the oppressive depression that followed, Dr. Farhad Dastur undertook a "mwendo", ("journey" in Swahili) on Tanzania's Mount Kilimanjaro. In this TEDx talk, given some 10 years later, he narrates the unusual observations and personal reflections that accompanied that seven day journey. Beginning in the mountain's lush forests, each day's climb revealed new and startling landscapes, unusual

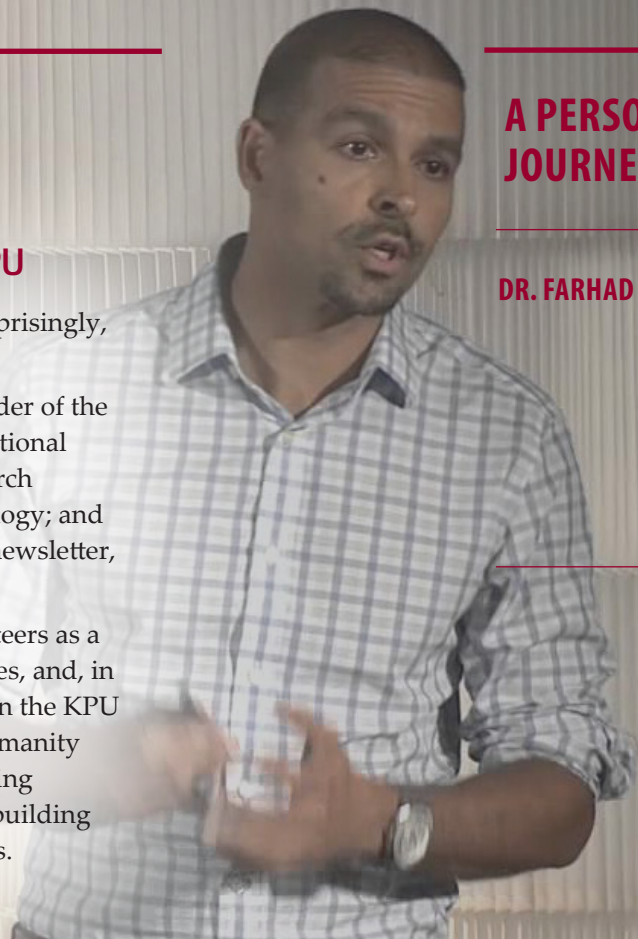
perspectives, and, surprisingly, pathways for healing.

Dr. Dastur is the founder of the Connecting Minds National Undergraduate Research Conference in Psychology; and is the founder of our newsletter, Synapse.

Dr. Dastur also volunteers as a buddy with Big Brothes, and, in 2014, he participated in the KPU Builds/Habitat for Humanity project in Brazil assisting local communities in building durable, livable homes.

A PERSONAL JOURNEY

DR. FARHAD DASTUR





DR. KRISTIE DUKEWICH

We welcome Dr, Kristie Dukewich, a new addition to our faculty. She completed her graduate work in Psychology and Neuroscience at Dalhousie University, looking at visuospatial attention and multisensory integration. Dr. Dukewich's teaching interests are focused on human perception and cognition. Her primary pedagogical inquiry and research involves best practices for slide design from a cognitive perspective, blending her research experience with her personal interest in graphic design.

Take a moment to picture an apple.

Is it red or green? Does it have a stem? Is there a bite taken out of it?

If you cannot answer these questions because you are really not able to picture an apple, you are not alone. About 2%-5% of the population has no idea what we're talking about when asked to visualize an image.

This condition was first described by Frances Galton in 1880. However, the scientific explorations began only in the past two decades, and now there is a name for this condition Aphantasia, which refers to the inability to experience visual imagery.

The possibility that some people may not experience imagery first came to my attention in 2013. I had a student come to see me after my imagery lecture in Cognitive Psychology to tell me that she had no idea what I was talking about. If she tried to imagine an elephant, she didn't see an elephant. She did not see anything. I told her I had no idea what she was talking about, but that I would look into it. What I found—and what I did not find—was fascinating.

First, I found non-imagers are a tough population to research. There has been virtually no mention of them in the experimental psychology literature. How does a researcher study a population who claims not to experience a cognitive process that no one can prove exists, but nearly everyone intuitively agrees that it does?

Most of what is out there involves investigating people who have lost the

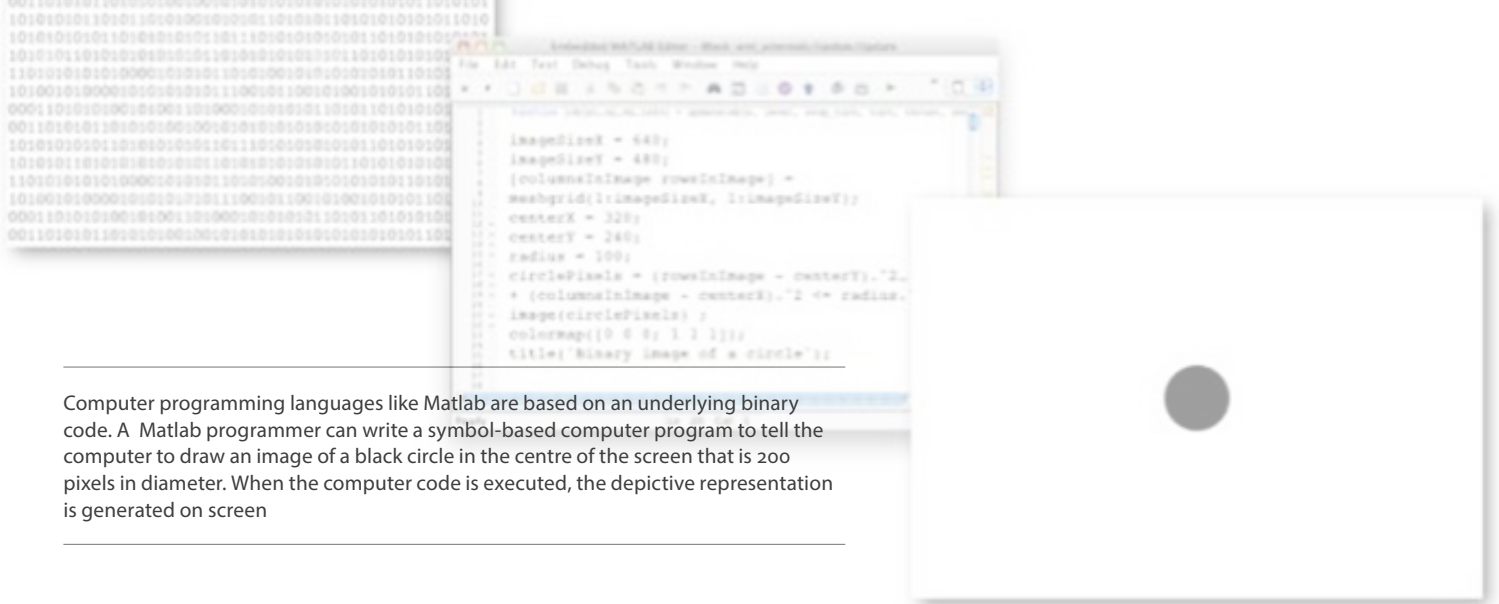
experience of imagery after acquiring brain damage. However, there have been a few musings from philosophers, and more recently Zeman and his colleagues have published a case study of a man called MX who lost his ability to generate mental images after heart surgery. Interestingly, MX seemed otherwise cognitively normal, and could even complete tasks that others have argued required mental imagery. The neuroimaging data suggested MX was using different brain regions on these tasks compared to control participants.

Why it took 135 years to name this condition is an interesting story, one that starts with the great imagery debate.

The Imagery Debate

The controversy comes down to two competing arguments. Stephen Kosslyn has championed the position that visual imagery is the experience of a visual representation in the absence of visual stimuli, and that these depictive representations are fundamental to a number of cognitive tasks. Imagery is sensory-specific, and in recalling a sensory-specific stimulus, people use similar cognitive and neural mechanisms as they would in actually perceiving the stimulus. Recalling what an apple looks like is cognitively very similar to seeing an apple.

Zenon Pylyshyn has taken the counter-position, arguing that most tasks that claim to recruit mental imagery don't actually require people to use mental imagery. Pylyshyn further argues that while people may claim to experience visual imagery, it is epiphenomenal—meaning that the



Computer programming languages like Matlab are based on an underlying binary code. A Matlab programmer can write a symbol-based computer program to tell the computer to draw an image of a black circle in the centre of the screen that is 200 pixels in diameter. When the computer code is executed, the depictive representation is generated on screen

experience accompanies recall of sensory-based information, but is not the actual memory representation of sensory-based information. Instead, the memory for sensory experience is actually stored in a propositional, language-like code based on abstract symbols. Recalling what an apple looks like involves abstract propositions, and is nothing like seeing an apple, although invoking the abstract code might produce an experience similar to seeing an apple.

It is helpful to use a metaphor to understand the distinction. A programmer can use the Matlab computer language to write a propositional, abstract, symbolic code to tell the computer to draw a circle. If you run the code, it will generate the visual representation of a circle on the screen. The computer stores the sensory-based information of the circle—it's shape, it's color, it's location on the screen—in an abstract computer code. Running the code generates the image, but the image is not how the computer stores the information.

However, there is a more fundamental problem with the study of imagery, and is likely part of the reason aphantasics have not been studied much. Imagery is problematic as a topic of scientific inquiry because the experience is private. It cannot be observed or measured, and relies entirely on the subjective reports of participants. However, mental imagery is such a

widespread subjective experience that we refer to mental imagery casually in our conversation. It seems everyone knows what mental imagery is, because everyone experiences it. So it would seem that it exists, obviously.

People who claim not to experience visual imagery experience the same mental imagery as everyone else, but they just don't know what the rest of us mean. "It's not literally seeing an image floating in front of you, it's just sort of like that"...and because the experience is so subjective, and so private, in the same way that researchers cannot prove that most people experience mental imagery, researchers cannot prove that some people don't. It is a bit of a quagmire.

Neuroimaging promised to solve the debate, but did very little to clear things up. Research has found that imagery recruits brain areas involved in higher-order executive control, and projects down to early visual processing areas to produce the experience. However, the overlap between sensory experience and mental imagery is not complete. The very lowest levels of visual processing that are highly active during perception are conspicuously quiet during the experience of visual imagery.

Furthermore, some researchers argue that neuroscience data will not solve the debate. But aphantasics could be the key to resolving the debate.

The Non-Research and The Internet

Where the research literature failed, the interweb succeeded! I found a variety of online user groups of people who self-identified as non-imagers.

Perusing the anecdotal, subjective reports, it was observed that non-imagers were typically in their teens or twenties (although some were much older) before they found out that the notion of picturing something in your head was not a metaphor, but a literal ability other people had. They seemed to have normal jobs—paralegal, engineer, musician, electrician. They wanted to know more about themselves.

A New Name and A New Sense of Purpose

Finally, this summer the condition received a name: aphantasia. After a popular news article describing the case of MX was published, Zeman and his colleagues were contacted by a number of people who felt they were just like him. The researchers gathered a variety of self-report data from the group to try to describe the population. They found some experienced involuntary flashes of imagery, but all of them were unable to willfully elicit images in their mind's eye. Many reported problems with autobiographical memory.

With that, the underground user groups exploded into view across the internet. Facebook groups started to pop up, a subreddit was started, and numerous news articles were published. As of this writing, Google returns more than 63,000 search results for the term 'aphantasia', impressive results for a term only 5 months old. People who self-identified as aphantasics have come out of the woodwork. This is a population who is eager to know more about their condition, and cognitive psychologists are going to have a hard time continuing to ignore them.

What I find really exciting about this development is the potential to finally settle the imagery debate. If there are people who naturally do not experience visual imagery, but who can complete tasks that some researchers have identified as requiring imagery, the debate is potentially over. Depictive representations are not the way that visual information is coded in the brain, they are just one form that the propositional code takes.

With the groundswell of interest and the new name, I expect an onslaught of inquiry on aphantasia to evolve over the next few years, and perhaps a definitive resolution to one of cognitive psychology's longest, and most contentious debates.

Where is the Psych lab?

What can I do in the Psychology Lab other than Psych Sims?

In my short time as the Psychology Lab Instructor, these are the two questions I have heard most often. Generally, first year students come in to the Psychology Lab in order to complete assignments for their classes and are curious as to what else the Lab has to offer. In addition to helping students complete their coursework, the Psychology Lab provides students with the resources and opportunities that will help them in their academic career.

By far, the most important resource students can access in the Psychology Labs is the Student Lab Assistants. From learning more about the online research pool to gaining a better understanding of SPSS, the Lab Assistants are always there and happy to help!

Another great lab resource that students can use to aid in their academic success is the online psychology research pool. This online pool allows students to earn bonus course credit for research participation, and also gives first and second year

students a taste of the types of research they can complete during their second and third year research methods classes.

Beyond all else, the psychology lab is also a great place to meet and interact with other students from the department. From students working on group projects together, members of the various research labs talking about their latest project, to students just wanting to socialize, the Psychology Lab is a great place to connect with other students like themselves. In addition, members of the Kwantlen Psychology Society often come into the Psychology Lab and promote the upcoming events the club hosts throughout the year, including student/instructor social events. These events serve as excellent ways to connect with students and faculty in the department!

While this list in no way is exhaustive, it gives students a taste of what the Psychology Lab has to offer. When you get the chance, make sure you come and check out the Psychology Labs at KPU!

PSYCH LAB



KATHERYN MORRISON
LAB INSTRUCTOR

DR. SUSAN THOMPSON is the
Faculty Liaison for Psyc Labs

The Psychology Lab (Surrey and Richmond)

- » Currently employs two Lab assistants; Kathryn Morrison, Josh Froc, and five students lab assistants; Michelle Hunsche, Arifa Hafeez, Bea Joaquin, Cally Hanson, and Daniel Derksen.
- » The Lab Assistants help plan and oversee 60 lab assignments during a regular semester. These include sensation and perception labs, brain labs, the polygraph lab, social influence lab, memory and learning lab, theory of mind lab, the disorder lab, and more.
- » Lab assignments range in activities such as the mirror tracer exercise or using the Ames room, which allow students to learn about the theories from their textbooks in an interactive and hand-on environment.
- » Special thanks to Dr. Susan Thompson and Ivy Ng (currently on maternity leave) for coordinating lab administration and budget.

About the Practicum Program

- » Began in 2002
- » 165 Students have completed their practicum till date.
- » 99 Employer-hosts have participated
- » It is required for degree completion of the BAA and BSc, and is optional for BA
- » Many practicum students have found jobs with their employer-host company/agency

For information about psychology practicum, contact

Dr. Gira Bhatt

gira.bhatt@kpu.ca or kpu.ca/arts/psychology/practicum

Practicum Students 2015



Dylan Davidson (BAA)
Multi-organ Transplant Clinic,
BC Children's Hospital



Jennifer Beaucage (BA)
BC Emergency Health
Services



Parveer Dharival (BA)
YMCA Youth Development
Program & PAWS
Bear Creek Elementary



Fatima Shah (BSc) (left) with
Host Supervisor Jenny Holtzbecher
Youth Education Support (YES) Program,
Guildford Park Secondary



Maracos Theodoro da Silva (BSc)
SFU Recreation & Athletics



Madeline Dobrin (BA) (right)
with Host Supervisor
Karen Fitzgibbon, Bike Shop,
Mountain Co-op Equipment



Jatinder Shoker (BSc) (Left)
with Host Supervisor teacher
Amandeep Shoker,
Khalsa School



Andrew Jacquard (BSc)
iCORD Research Center,
VGH/UBC



Geetika Kundlas (BSc)
South Fraser Animal Hospital

Psychology Practicum: My Side of the Story

The summer 2015 practicum, as in the past, covered an impressive variety of locations and projects. While my focus as the practicum supervisor remains on maximizing the best outcomes for our students, I often reflect on my own professional and personal experiences. The site visits and meeting the practicum employer hosts in person tops the list of my most valuable experiences as a practicum supervisor.

Over the years I have met some very accomplished and humble individuals from a range of career fields; including the non-profit, corporate, private, government, and education. I have learned a lot from each of them. They share with me the interesting and fascinating aspects of their work, their careers and how-they-got-there stories. Here's one from this year's practicum site visit.

The iCORD research center is located amidst several health units scattered around the VGH. Practicum student Andrew Jacquard was working as a research assistant on a project involving multiple scientists from around the world in the field of spinal cord injury and rehabilitation. He was assigned to work with Dirk Haupt, a graduate student from UBC, a whiz who tackled the computer modeling and programming for mapping neural pathways.

As Andrew meets me at the entrance of the research building, I cannot help but gasp at the state-of-the-art building and the security checks. Andrew uses his special card key to let me in. The first stop is to meet Dirk in his lab which has an impressive collection of computer contraptions with wires and cables spreading all around. Andrew and Dirk show me how the data is gathered to develop a system, a program that would predict the level of rehabilitation for a given state of spinal cord injury.

The next on the agenda was the meeting with Dr. John Steeves, Professor in the Department of Neuroscience, UBC, the Principal Investigator and the Founding Director of the iCORD. He had kindly agreed to meet with me along with Andrew and Dirk.

Dr. Steeves was very pleasant and we talked about Andrew's work in his lab. He provided very favorable comments including Andrew's hard work as a team member in the lab. He noted how Andrew had learned a sophisticated literature search program for compiling references for a scientific paper that his team was preparing. He informed me that Andrew would be one of the co-authors on that paper. Not a small achievement for our undergraduate student!

I further inquired how Dr. Steeves established this impressive research facility. He shared with me the major milestones in this journey; his vision of transferring research into application, his fund raising efforts and successes, attention to the details of the building designs, the labs, as well as the international collaboration, and how it all came together.

I inquired about his interest in developing a program to predict patients' rehabilitation following a spinal cord injury. He explained that entering every possible predictor into a computer program along with the patient's individual health status would aid the doctors in determining whether certain treatments and rehabilitation protocols would be effective. My immediate question to him was; if the prediction were not favorable, would it imply that rehabilitation plans might be futile and hence be discontinued? This led to a very interesting conversation around medical ethics and other larger issues of health research.

Dr. Steeves then offered to show me the main meeting room where researchers gather. It was the best room in the entire building, he said. Indeed, the corner room with the view of the majestic north shore mountains was breathtaking.

As I toured the facility with Andrew and Dirk, I knew this would be another addition to my valuable collection of professional learning. The richness of the scientific knowledge and the dedication that surrounded iCORD will continue to inspire my professional commitments.



DR. GIRA BHATT



**Practicum Student
Andrew Jacquard and
UBC grad student Dirk Haupt**



**Dirk Haupt, Dr. John Steeves,
Andrew Jacquard**

In the Words of Practicum Students

The Echo from the Practicum Host-Employers

'... was quick to understand the business and was efficient in her research without interrupting the flow of the business.'

'I was impressed with her work ethics and professionalism'

'Thanks to...Deadlines were consistently met, often ahead of schedule'

'...is extremely responsible and reliable. He went above and beyond what he "had" to do to ensure the success of the project. Prompt and quick to take up new challenges.'

'...is confident, insightful, relates well to others, and fits seamlessly into our existing work environment. Enjoyed having him on our team and we have offered his part-time job in the Fall.'

'...knows how to build strong relationships.'

Dylan Davidson (BAA): Multi-organ Transplant Clinic, BC Children's Hospital

The placement was an excellent opportunity to develop sharpened research skills. The position granted me more confidence in my decision to pursue a career as a clinical psychologist.

Fatima Shah (BSc): Youth Education Support (YES) Program, Guildford Park Secondary

This practicum experience was eye-opening. I learned about professional boundaries and cultural sensitivity whether it was Middle Eastern, Somalian, Aboriginal or LGBTQ, I had to rethink what I was doing, or what I was saying in order to not be offensive to the other students

Andrew Jacquard (BSc): iCORD, VGH/UBC

My practicum at iCord taught me many lessons about how research is conducted outside of the classroom: Some weeks were difficult, some were tedious and some were both but the overall experience was amazing.

Parveer Dhariwal (BA): YWCA Youth Development Program & PAWS at Bear Creek Elementary

The most rewarding aspect of the practicum for me was trying something new, stepping outside of my comfort zone and most importantly achieving my goals. I used everything that I have learned in an interview for another job and ended up getting the job.

Our Alumni, Our Pride

By Dr. John Marasegan

- » Dawn-Leah McDonald (BA 2014) won the CPA Honours Thesis Award in 2014 and has will be starting her Ph.D. program in Psychology in January 2016 at the Victoria University of Wellington, New Zealand.
- » Elizabeth Kreykenbohm (BAA 2015) received the NSERC Alexander Graham Bell Canada Graduate Scholarship NSERC. She was accepted at SFU in the Psychology graduate program starting this Fall
- » Katheryn Morrison (BA 2015) accepted in the MA program; Human Learning, Development, and Culture in the Educational and Counseling Psychology program at UBC
- » Kevin Kokoska (BA 2010) Graduated with MA in Counselling psychology, UBC
- » Alexandria Parsons (BA 2014) won the President's Outstanding Graduate Award and was accepted to the Counseling Psychology MA program at SFU
- » Valen Arnesto (BAA 2014) completed PSYC practicum in Dublin and currently works for a research firm in London. Her work involves analyzing methodologies and in a recent Quirk's Event in New York she played the central role of leading the discussion on why research mattered
- » Amanda Champion (BA 2014) and Kristina Uyeda (BA 2014) won the CPA Honours Thesis Award in 2014.
- » Scott Jacobsen (BA 2014) currently at SFU is the Founder & Editor-in-Chief and Publisher of In-Sight, an interdisciplinary, non-peer-reviewed, non-profit, academic independent interview-based on-line journal.
- » Rachel Baitz (BA 2011) received 3 scholarships to date: UBC entrance scholarship (MA year 1), SSHRC (MA year 2), and Four Year Fellowship (PhD years 1-4).
- » Jenn Clark (BA 2013) accepted in the MA program; Gender, Race, Sexuality, and Social Justice Institute at UBC
- » Arissa Patterson (BA 2013) accepted in the MA program; Physical Therapy at Queens University
- » Jesse Bacala (BA 2013) accepted in the MA program; Military Psychology Master's program at the Adler Professional School of Psychology
- » Niloufar Safari (BAA 2013) accepted in the MA program; Occupational Health and Safety at UBC,
- » Lawrence Prasad (BAA 2005) won the Best Student Poster (UBC MA in Counseling program) for the Trauma and Stress section 2014 CPA conference Joseph Comeau (BAA 2002), Ph.D. (ABD) Social Psychology SFU and Shayna Rusticus, Ph.D. (MERM), UBC are both back at KPU as non-regular faculty members!

Coordinating Three Degrees in Psychology

Our department has remained busy revamping our three Psychology degrees over the past year to better serve our students. There are now large posters outside the Psychology Pod and both Psychology Labs illustrating an overview of the degrees in their new and improved forms.

Here are the highlights of the changes we have made so far...

Bachelor of Arts, Major in Psychology

- » Upper year Psychology electives can now include any 3rd or 4th year courses of interest.

Bachelor of Applied Arts in Psychology

- » The BAA degree now follows the BA framework making a transition between the degrees smoother
- » Upper level PSYC requirements have been reduced from 16 courses to 10 courses.

Bachelor of Science, Applied Psychology

- » Added a second ENGL requirement
- » Removed PSYC 4800: Ethics and Professional Issues as a requirement
- » Revised the general framework to clarify degree requirements and to align the degree more closely with the BA and BAA degrees

- » For Practicum, Psyc 4000, the pre-requisite of Psyc 4400 is removed and... The pre-requisite of Psyc 4400 is removed, and replaced with a minimum of 72 credits, including 9 credits of upper level Psychology and the permission of the Practicum Instructor. CMNS 3100 Technical Report Writing is recommended.
- » Additionally, we are working to increase the class size for a number of 3rd and 4th year Psychology courses from 25 to 35 which will translate into greater availability for students.
- » On other fronts we are exploring partnerships with local institutions which will permit students to take specialty certifications as a part of their KPU Psychology degree!
- » Special thanks to Dr. Betty Rideout, our department rep for the Curriculum Committee for overseeing numerous course revisions and helping us walk through the complexities of the process.

If you have any question about the degrees, or are trying to make a decision about which is the best fit for you, or if you have any feedback, contact

Dr. Jocelyn Lymburner:
jocelyn.lymburner@kpu.ca

DEGREES IN PSYCHOLOGY



DR. JOCELYN LYMBURNER
DEGREE COORDINATOR



DR. BETTY RIDEOUT
DEPARTMENT REPRESENTATIVE,
ARTS STANDING COMMITTEE ON
CURRICULUM

**DR. KEVIN HAMILTON**

There are many roads to becoming a professor in Psychology. Here's my story...

Following grade school in East Toronto, I pursued a pre-engineering high school diploma and by the end of grade 13, I was specializing in mathematics and English. After graduation, my closest classmates went on to the University of Toronto and the University of Western Ontario to study Engineering while I hitchhiked across Canada. When I returned to Toronto I worked as a carpenter until I could afford a plane ticket to Prestwick Scotland, and began a year travelling across Europe and eventually into Greece. I lived for six months there on one of the Northern Sporades Islands in the Aegean Sea.

My experiences travelling left me forever changed and steered much of my imagination towards the arts. After returning to Canada, I decided to study fine art, philosophy and English, first at Uvic and later at UPEI. After graduating from UPEI, I returned to Toronto and following another year working as a carpenter, I entered the recently formed Environmental Studies Masters Program at York University. It was this new and interdisciplinary program that seriously began to define my subsequent professional and academic interests.

In the ES Program I focused on health, well-being and performance in relation to architectural design – an aspect of environmental human factors psychology. The ES program further developed my applied as well as academic and artistic interests. Eventually my curiosity about environmental human factors required that I learn more about human behaviour.

Following the ES Program, I embarked on an intense year studying undergrad psychology at York, so that I could apply to their PhD program the following year. In 1982 I began my PhD at York and over the next four years, I worked with a psychology professor who taught and conducted research through the Department of Physical Education and Athletics. His research focused on living

and working in unusual and extreme environments.

Areas that I concentrated on during my PhD were environmental stress and biological rhythms. I took several human factors engineering courses through the Industrial Engineering Department at U of T. My dissertation focused on hyperbaric medicine. I looked at several behavioural effects associated with deep sea diving. This was an opportunity afforded by my PhD supervisor whose work was sponsored by Defense Canada, and it took place at the Defense and Civil Institute of Environmental Medicine (DCIEM), a Federal Government lab located nearby the university.

Following graduation and a 1-year NSERC Post Doc at DCIEM studying spatial disorientation effects in a variety of operational settings including flight simulators and maritime operations, my background led me to be hired as a Defense Scientist at the same lab - a job that I was at for close to 10 years before deciding to move west to work with Hughes Aircraft. Before leaving Toronto, I held an Adjunct faculty appointment at York and taught 1 night course each semester.

Moving to Vancouver and working with Hughes was a real change. I learned a lot about air traffic control and helped to run studies to redesign Canada's air traffic control systems into a semi-automated format. Eventually my interests in applied engineering psychology, environmental human factors and in teaching night classes (now at UBC, where I continue to hold an Adjunct position) led me to look for a full-time academic appointment. This opportunity came in the form of an applied psychology teaching position advertised at KPU – a position I accepted about 17 years ago. I've thoroughly enjoyed being at KPU. The position has enabled me to continue studying and further exploring my research and teaching interests.

Destination: KPU

The Collective Journey of the Faculty Members

'How did you end up as an academic; an instructor, a researcher, in psychology at KPU?' The faculty members were asked. Can you identify the faculty member for each track? (Correct answers on the page 35).

	Age 10 Dreaming	Teenage Reality Sets in	Young adult Odd Jobs/Detours	Who?Name the Faculty
1	Astronaut	Astronaut	Tree-planter, Aircraft washing business	
2	Astronaut	Newspaperman	Paperboy, Bartender, Paint fishing boats, Construction clean-up	
3	Medical Doctor, Psychiatrist	Biology career	Taught in a girls high school	
4	Psychoanalyst	Clinical psychologist	Teach English in Taiwan Study Mandarin	
5	Horse rider	A profession that needs a nice office and a suit!!	Telemarketing Worked at the Hotel Meridian	
6	Tried school plays and musical instruments	Wanted to stay in school	Cleaned motel rooms, Waiting tables, Security monitor at midnight shift, Social worker, Bank clerk	
7	Veterinarian, Criminal attorney, Clinical Psychologist	Child Clinical Psychologist	Washing, folding laundry in a hotel, Cleaning hotel rooms, Movie Theater, Shoppers Drug Mart, Safeway Deli, Bookstore in a mall	
8	Astronaut	Lawyer	Bartender, Waiter, Baker, Sales	
9	Supreme Court Judge	Writer, Clinical Psychologist	None, Boring nerdy one track!!	

Words of Wisdom

»“My motto in life: Excelsior”. **Dr. John Marasegan**

»“Seek the place where your talent and your passion collide.” **Dr. Farhad Dastur**

»“figure out more of what’s out there before choosing a career path—there are so many options besides lawyer, doctor, fireman, and professor. Explore!”

Dr. Kristie Dukowich

»“it is never too late to make a change and pursue what makes you happy or brings you a sense of accomplishment.” **Joseph Comeau**

»“One of my favorite books is Great Expectations by Dickens. In that book Dickens, in his typically charming way, describes the Pocket family, whose children are described not as “growing up” but rather as “tumbling up”, and that always seemed like how I felt growing up. I continued to “tumble into” adulthood, and that I landed in such a privileged and fulfilling place seems as much an outcome of luck and good fortune as it was careful planning on my part. Although...I’m a supporter of the ‘five year plan’, especially when you’re young.”

Dr. Betty Rideout

OUR RESEARCH LABS

The Life Span Cognition Lab | lifespancognition.org

DR. DANIEL BERNSTEIN

FROM LEFT TO RIGHT:

Andrew Huebert (current honours student); Jordan Procyk (RA); Alina Ovtchinnikova (RA); Martin Vane-Hunt (Lab Manager); Daniel Bernstein (Principle Investigator of the Lifespan Cognition Lab); Corey Callies (RA); Michelle Hunsche (RA); Megan Giroux (MA student at SFU working in the Lifespan Cognition Lab); Karan Bola (Lifespan Cognition Project Manager); Kevin Smith (RA); Dawn-Leah McDonald (former honours student); Daniel Derksen (RA); Amanda Tabert (RA)



In the lifespan cognition lab, we combine laboratory-based tasks with eye tracking technology to see how thinking changes across the lifespan from preschool to old age. Our current work focuses on perspective taking in children and adults. Specifically, we want to know how children and adults learn to take the perspective of another person. Currently supported by the Canada Research Chairs program and the Social Sciences and Humanities Research Council, our research combines cognitive, developmental, and learning sciences.

Research team (active members of the lab):

- » Martin Vane-Hunt, Lab Manager
- » Karan Bola, Project Manager, Lifespan Cognition study
- » Dawn-Leah McDonald, RA, former honours student
- » Daniel Derksen, RA
- » Andrew Huebert, RA, current honours student
- » John Dema-Ala, RA
- » Kevin Smith, RA
- » Kate Morrison, RA, also attending graduate school in Education at UBC
- » Megan Giroux, Formerly KPU student, now MA student at SFU
- » Roopie Maan, RA
- » Alina Ovtchinnikova, RA
- » Michelle Hunsche, RA
- » Amanda Tabert, RA
- » Jordan Procyk, RA
- » Corey Callies, RA



Scott Jacobson (RA)



John Dema-Ala (RA)



Elisabeth Kreukenbohm (RA)



Deborah Sung (RA)

The IMAGE lab | reichllab.com

DR. ARLEIGH REICHL

With a focus on the Issue in Media, Advertising and Gender, our research lab continues exploring the psychology of gender-related issues in the popular media and advertising. After completing three studies in 2014, we are now moving forward with our research on the effects of latent sexism in print advertisements. We are very pleased to welcome Amanda Paananen as our new lab manager and excited to have Amanda's skills and energy, and look forward to her leadership. Amanda takes over from Kristina Uyeda, who has moved on to study Anthropology at SFU (and be a mom!). Many thanks to Kristina for her dedication and service!

The Student RAs

- » Amanda Paananen (Lab Manager)
- » Andrew Jacquard, Kevin Vo, Manmeet Chhina, Sharon Neb, Zainab Ibrahim, Anisha Gardiner, Lauren Buckley, Michelle Hunsche, Jamie Fofonoff, Daniel Derksen



Amanda Paananen
Lab Manager



Anisha Gardiner
(RA)



Sharon Neb
(RA)



Kevin Vo
(RA)



Manmeet Chhina
(RA)

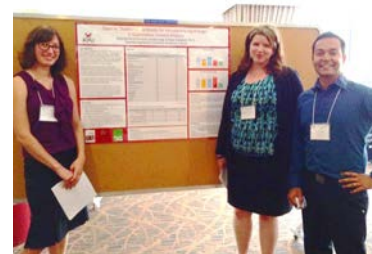


The Social & Political Cognition Lab

DR. RAJIV JHANGIANAI

There are three lines of research that we pursue in our lab;

- i) the scholarship of teaching and learning, ii) open education, and
- iii) political psychology. Over the past year we have investigated the impact of peer assessment procedures, rapport building exercises, and open textbook adoption on course performance, explored unintended negative consequences of multiple-choice testing, and conducted integrative complexity analyses of the conflict between North and South Korea. These studies have resulted in numerous conference presentations and publications. The lab team includes three research assistants—Rebecca Deutschmann, Emilie Lang, and Dylan Davidson, each of whom also lead their own research projects related to open education.



Dr. Rajiv Jhangiani (far right) with RAs Emilie Lang (left) and Rebecca Deutschmann

The ORGASM Lab DR. CORY PEDERSEN

The Observations and Research in Gender And Sexuality Matters (ORGASM) research focuses on human sexuality exploring issues such as sexual orientation, commercial sex, and atypical sexuality. Also included is the goal to educate the public on various misconceptions around these topics

The Evolutionary Psychology and Cognitive Science Lab DR. FARHAD DASTUR

The research in this lab is focused on 1) motorcycle/car intersection collisions; 2) influence of open textbooks on learning; and 3) stress-induced changes in visual perception and decision-making in both humans and honey bees.

AWARDS, HONORS, APPOINTMENTS



Many Reasons to Celebrate

Dr. Evan Lopez

2014 Governor General's Exemplary Service Award, Canada's highest honor for those who work in corrections and law enforcement.

Dr. Lopez received this award for his work involving daily direct contact with a forensic population in his clinical work and de-escalation of emergency dangerous situations over the years.

Dr. Lopez is very dedicated to his profession, both as an instructor and in his practice of working clinical cases. When asked about his memorable experiences, he said;

"I worked with one client in the community who is severely handicapped by Autism spectrum disorder, however, of above average intelligence. I was able to see and help this client go from being a child in care to graduation from University with bachelor's degree. It is rare when one can see a progression of the work to a meaningful completion and you can feel that a huge difference was made. This was one such case. Despite my years in clinical work, I find that my true love and interest is in teaching. The clinical work allows me to bring the real world into the classroom and go well beyond the textbooks".

Dr. Levente Orban

- » 2015, Co-Investigator, "Pollination efficacy of two western bumblebee species in tomato crops," *Natural Sciences & Engineering Research Council of the Government of Canada, Applied Research & Development Grant* in collaboration with Biobest Biological Systems (Co-Investigators: Deborah Henderson, Michelle Franklin), \$145,605
- » 2015, Co-Investigator, "Development of "PsycWiki" — an open educational resource built and updated via open pedagogy," *Faculty of Arts Excellence and Advancement Funds, KPU* (Co-Investigator: Rajiv Jhangiani), \$1,500
- » 2015, Principal Investigator, *Equipment Grant for the Cognitive Bumblebee Laboratory, KPU*, \$6,000
- » 2014–2015, Principal Investigator, *Infrastructure Grant to establish the Cognitive Bumblebee Laboratory* in the Department of Psychology: kpu.ca/beelab, KPU, \$20,000
- » 2014, Postgraduate Honour, *Dean's Graduation Award*, University of Ottawa, \$3,500

Dr. Daniel Bernstein

- » *Canada Research Chair*: TriCouncil, Canada
- » *SSHRC Insight Grant*
- » *SSHRC Connection Grant* (with Dr. Rajiv Jhangiani), 2015–2016, KPU-Science World Speaker Series
- » *Member of the Royal Society of Canada's College of New Scholars, Scientists, and Artists* (inaugural cohort) (Sept. 2014)

Dr. Kevin Hamilton

- » Member: *Research Ethics Board, KPU*
- » Developed training protocol with *BC Forest Safety Council* based on research results for WorkSafe BC concerning hazard recognition with coastal manual tree falling (February, 2014)



Dr. Rajiv Jhangiani

- » *Katalyst Grant*, 2014-2016, KPU, "The experience, efficacy, and impact of the adoption of open textbooks in a post-secondary environment: Implications for students, faculty, and institutions"
- » *Small Grant*, 2014-2015, Society for the Study of Peace, Conflict, and Violence, "Assessing the predictive potential of cognitive precursors of conflict"
- » *.6% PD award*, 2015, KPU, "Cognitive precursors of conflict escalation and de-escalation: A prospective test of the integrative complexity analysis model"
- » *SSHRC Connection Grant* (with Daniel Bernstein), 2015-2016, KPU-Science World Speaker Series
- » *OER Research Fellow*, Open Education Group, 2015-17
- » *Faculty Fellow*, BC Open Textbook Project, 2014-15
- » *Associate Editor*, Psychology Learning & Teaching, 2014-
- » *Associate Editor*, NOBA, 2015-
- » *Director of Research, Resources, and Special Initiatives*, STP Early Career Psychologists Committee, 2014-17

Dr. Gira Bhatt

- » *Distinguished Scholarship Award*, KPU 2014
- » *Secretary and Psynopsis Liaison*, International Relations Committee, Canadian Psychological Association
- » *Faculty of Arts Excellence and Advancement Funds 2014* (jointly with Dr. Roger Tweed, Journalism faculty Mark Hamilton, Aaron Goodman)
- » *Knowledge Mobilization Grant*, 2014 Networks of Centers of Excellence in Canada: Children and Youth in Changing Contexts Network, University of Halifax (jointly with Dr. Roger Tweed)
- » Represented AT-CURA project along with student RA Jordan Buna at the *Social Innovation & Research Impact Kiosk*, hosted by Hon. Sen. Ogilvie for parliamentarians, Ottawa (Feb 2014)
- » Reviewer for SSHRC grant applications



Dr. Arleigh Reichl

Chair: Research Ethics Board



Dr. David Froc

.6 PD award (Feb 2014)

Dr. Froc dives deep to explore interesting topics for Teaching Excellence Committee meetings.



Dr. Dianne Crisp

Chair: Psychology Articulations Committee, BCCAT

STUDENT AWARDS

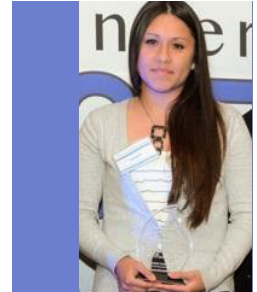
Adding to the Pride

Student Life Awards at the Celebration of Leadership and Service Event (April 2014)

» Karveena Bains, Zerlinda Chau, Maria Goldin, Dawn-Leah McDonald, Jessie Foley

'Top 25 Under 25' Award, Surrey Board of Trade: June, 2015

» Luisa Piraquive-Buitrago, AT-CURA Student RA



Student Jordan Buna with Hon. MP Elizabeth on Parliament Hills

» Jordan Buna, student RA for At-CURA project attended the Research Impact event hosted by Senator Ogilvie in the Senate Chamber, Ottawa.

WHAT'S NEW

Isabella, a new little sister for Amos!

Congratulations to proud parents; mom Ivy Ng (our lab manger on mat leave), and dad Alan Lam.



Elias, another beautiful addition in Dr. Carla MacLean's family



New Staff

We welcome Mary Illical, our amazing new Admin assistant. Thanks to her, the Psyc department keeps sailing smoothly!

We will miss you, Betsy!

A Retirement Party with mixed emotions. Betsy Spaulding is flat on the ground after trying to teach the psych crew some tap dancing steps!



Faculty members on Cypress Snowshoeing and Brainstorming

The fun-filled day concluded with a lively discussion on Teaching Excellence. Thanks to Dr. Jocelyn Lymburner and Little Madeline who welcomed us to their lovely home with hot cocoa and fresh-baked cookies.



Disseminating Psychology Knowledge (May 2014–Aug 2015)

ACADEMIC PUBLICATIONS

LEGEND

BOLD: Psychology Faculty

* KPU Student

~ Post-Doctoral Student
from Germany in Bernstein
Lifespan Cognition Lab

- Alisat, S., Norris, J. E., Pratt, M. W., **Matsuba, M. K.**, & McAdams, D. P. (2014). Caring for the earth: Generativity as a mediator for the prediction of environmental narratives from identity among activists and nonactivists. *Identity: An international journal of theory and research*, 14(3), 177-194
- Begeer, S., **Bernstein, D. M.**, ~Aßfalg, A., Azdad, H., Glasbergen, T., Wierda, M., & Koot, H. M. (in press). Equal egocentric bias in school-age children with and without Autism Spectrum Disorder. *Journal of Experimental Child Psychology*.
- Bernstein, D. M.**, ~Aßfalg, A., *Kumar, R., & Ackerman, R. (2015). Looking forward and backward on hindsight bias. In J. Dunlosky and S.K. Tauber (Eds.). *The Oxford Handbook of Metamemory*. New York, NY: Oxford University Press. doi: 10.1093/oxfordhnb/9780199336746.013.7.
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- *Champion, A. R., & Pedersen, C. L. (in press). Investigating differences between sexters and non-sexters on attitudes, subjective norms, & risky sexual behaviours. *Canadian Journal of Human Sexuality*.
- Charlton, S.**, & **Lymburner, J. A.** (in press). Fostering psychologically literate citizens: A Canadian perspective. In J. Cranney & D. S. Dunn (Eds.). *The Psychologically Literate Citizen: Foundations and Global Perspectives*, Oxford University Press.
- *Coburn, P., **Bernstein, D. M.**, & Begeer, S. (2015). A new paper and pencil task reveals adult false belief reasoning bias. *Psychological Research*, 79, 739-49. doi:10.1007/s00426-014-0606-0.
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- Deo, M. S., & **Lymburner, J. A.** (in press). Personality Traits and Psychological Health Concerns: The Search for Psychology Student Syndrome. *Teaching of Psychology*.
- Fischer, A. L., **Bernstein, D. M.**, & Loken Thornton, W. (2014). Elevated pulse pressure modifies theory of mind performance in older adults. *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, 69, 219-227. doi:10.1093/geronb/gbs120.
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- Jhangiani, R.**, Troisi, J., Fleck, B., Legg, A., & Hussey, H. (in press). A compendium of scales for use in the scholarship of teaching and learning. *Society for the Teaching of Psychology*.
- Jhangiani, R.** (in press). The impact of participating in a peer assessment activity on subsequent academic performance. *Teaching of Psychology*.

- Jhangiani, R.** (in press). Unleashing openness in the teaching of introductory psychology. In D. Dunn, B. M. Hard, & R. Calfee (Eds.), *Thematic Approaches for Teaching Introductory Psychology*. Cengage.
- *Mah, E., **Tweed, R., Bhatt, G.,** Viljoen, J., Douglas, K., & Houghton, L. (2015). Youth and Parents perception of consequences of gang involvement. *Manuscript submitted for publication*.
- Matsuba, M. K.** (in press). Moral commitment and the value of virtues. Essay review of *The Powers of Ideals* by W. Damon and A. Colby. *Human Development*.
- Newman, E. J., Sanson, M., Miller, E. K., Quigley-McBride, A., Foster, J. L., **Bernstein, D. M.,** & Garry, M. (2014). Names promote truthiness of claims. *PLoS ONE* 9(2): e88671. doi:10.1371/journal.pone.0088671.
- *Newman, E. J., Garry, M., Unkelbach, C., **Bernstein, D. M.,** Lindsay, D. S., & Nash, R. (2015). Truthiness and falsiness of trivia claims depend on judgmental contexts. *Journal of Experimental Psychology: Learning, Memory, and Cognition*. Published online March 31, 2015.
- Orbán, L. L.** & Plowright, C. M. S. (September). Getting to the start line: How bumblebees and honeybees are visually guided towards their first floral contact. *Insectes Sociaux*. doi:10.1007/s00040-014-0366-2.
- Pedersen, C. L.,** *Champion, A. R., *Hesse, C. L., & *Lewis, B. J. (2015). A question of deviancy: Comparing exotic dancers and female university students. *Sexuality and Culture*. doi:10.1007/s12119-015-9292-3.
- Pickrell, J. E., *MacDonald, D. L. L., **Bernstein, D. M.,** & Loftus, E. F. (in press). The misinformation effect. In R.F. Pohl (Ed.). *Cognitive Illusions: Intriguing Phenomena in Thinking, Judgment, and Memory* (2nd ed.). Hove, UK: Psychology Press.
- Proctor, C., **Tweed, R.,** & Morris, D. (in press). The Rogerian fully functioning person: A positive psychology perspective. *Journal of Humanistic Psychology*.
- Proctor, C., **Tweed, R.,** & Morris, D. (2015). The naturally emerging structure of well-being among young adults: "Big Two" or other framework? *Journal of Happiness Studies*, 16(1), 257-275. doi:10.1007/s10902-014-9507-6.
- *Sager, B., Yanko, M. R., Spalek, T. M., **Froc, D. J., Bernstein, D. M.,** & **Dastur, F. N.** (2014). Motorcyclist's lane-position as a factor in right-of-way violation collisions: A gap acceptance study. *Accident Analysis & Prevention*, 72, 325-329.
- Shaffer, C., Gatner, D., Gray, A., Douglas, K., Viljoen, J., **Tweed, R., Bhatt, G.,** Dooley, S., & Gagnon, N. (2014). Incremental and predictive validity of the antisocial process screening device in a community sample of male and female ethnicity minority and Caucasian youth. *Manuscript submitted for publication*.
- Shah, A. A.,** & Othman, A. (2015, June). The impact of some disease related variables on the psychological problems of chronically ill children. In T. Hamamura, R. Pe-Pua, Faturochman, R. B. King, A. Supratiknya, K. W. Yuniarti (Eds.) *Proceedings of The 10th Biennial Conference of Asian Association of Social Psychology. Enhancing quality of life through community integrity and cultural diversity: Promoting indigenous, social and cultural psychology*, 195-212. Yogyakarta, Indonesia: Gadjah Mada University Press.
- Strohmetz, D. B., Dolinsky, B., **Jhangiani, R.,** Posey, D., Harden, E., Shyu, V., & Klein, E. (2014). *Skills matter: Meeting expectations for a 21st century education in psychology*. Report of the presidential task force of the Society for the Teaching of Psychology.
- Strohmetz, D. B., Dolinsky, B., **Jhangiani, R.,** Posey, D., Hardin, E., Shyu, V., & Klein, E. (2015). The skillful major: Psychology curricula in the 21st century. *Scholarship of Teaching and Learning in Psychology*.
- Suedfeld, S., & **Jhangiani, R.** (2015). *What is political psychology?* In O. Feldman & S. Zmerli (Eds.), *Politische Psychologie: Handbuch für Studium und Wissenschaft [Political Psychology: Handbook for Study and Science]*. Baden-Baden, Germany: Nomos Verlagsgesellschaft.

- Tweed, R. G., *Mah, E., *Dobrin, M., Van Poele, R., & Conway, L. G., III** (in press). How can positive psychology influence public policy and practice? In C. Proctor (Ed.), *Positive Psychology Interventions in Practice*. Dordrecht, Netherlands: Springer.
- Tweed, R. G., & Tweed, C. J.** (2014). Homelessness. In A.C. Michalos (Ed.), *Encyclopedia of Quality of Life and Well-Being Research*. Dordrecht, The Netherlands: Springer.
- Tweed, R., Bhatt, G., & Shaffer, C.** (2014). Conscious reasons not to commit crimes: A construct worth exploring for violence studies. *Manuscript submitted for publication*.
- Tweed, R., Bhatt, G., Viljoen, J., Douglas, K., Dooley, S., & Gagnon, N.** (2014). Gratitude, faith in humanity, forgiveness, and authenticity as predictors of low violence among youth. *Manuscript submitted for publication*.

CONFERENCE PAPERS/POSTERS

LEGEND

BOLD: Psychology Faculty

* KPU Student

~ Post-Doctoral Student
from Germany in Bernstein
Lifespan Cognition Lab

- ~Aßfalg, A., *Currie, D., & **Bernstein, D. M.** (2014, November). *Adaptation to changing task requirements causes a familiarity bias*. Poster presented at the Psychonomic Society, Long Beach, CA.
- Alisat, S., Pratt, M. W., Bisson, E., **Matsuba, K.** (2015, March). *The importance of generativity for youth activists and nonactivists: A mixed-method study of generative concern and commitment*. Poster presented at the meeting of the Society for Research in Child Development, Philadelphia, PA.
- Belshaw, J., & **Jhangiani, R.** (2015, May). *The open textbook project/open education resources*. Panel discussion at the 2015 BC Studies Conference, Surrey, BC.
- Bernstein, D. M.** (2015, June). *Making time to write*. Women in Cognitive Science Panel Discussion on Time Management at the 11th annual meeting of the Society for Applied Research in Memory and Cognition, Victoria, BC.
- Bhatt, G., Tweed, R., Viljoen, J., Douglas, K., & Dooley, S.** (2014, March). *Self-perceptions and parents' perceptions of adolescent character strengths: Implications for delinquency prevention*. Poster presentation at the Society for Research on Adolescence, Austin, TX.
- Bhatt, G., Shaw, M., Goodman, A., Kignra, C., Dhillon, B., & Sanghera, B.** (2014, July). *How do we build strengths in youth? Youth and community presentations of AT-CURA initiatives*. Oral presentation at the Youth Strengths and Prevention of Delinquency and Gang Involvement: Academics and Community Acting Together, Surrey, BC.
- Bothen, K., Furby, R., Giovannetti, M., Gunness, M., **Jhangiani, R.**, Johanson, R., Kiamanesh, M., Rezaie, E., & Walker, L. (2014, June). *Fostering a Culture of Innovation through a Faculty Learning Community*. Workshop at the spring workshop of the Educational Technology Users Group, Vancouver, BC.
- *Clark, J., *Parsons, A., & **Pedersen, C. L.** (2014, May). *Two closets at work: How embedded are gender and sexuality in our heuristic schemas?* Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- *Champion, A. R., *Hesse, C. L., *Parsons, A., *Elder, A., & **Pedersen, C. L.** (2015, May). *The effects of pornography exposure: A meta-analysis, 2000-2014*. Poster presented at the annual meeting of Western Psychological Association, Las Vegas, NV.
- *Coburn, P. I., *Morrison, K. E., & **Bernstein, D. M.** (2015, June). *The role of executive function in hindsight bias*. Paper presented at the 11th annual meeting of the Society for Applied Research in Memory and Cognition, Victoria, BC.
- Cohen, A-L, Silverstein, M., Weissman, T., **Bernstein, D. M.**, & Lindsay, D. S. (2015, June). *Intending is believing: The impact of prospective memory on false memory of task performance*. Paper presented at the 11th annual meeting of the Society for Applied Research in Memory and Cognition, Victoria, BC.

- Coolin, A., Erdfelder, E., **Bernstein, D. M.**, Thornton, A. E., & Thornton, W. J. L. (2014, February). *Modeling individual differences in cognitive functions underlying hindsight bias in older adults*. Poster presented at the 38th annual International Neuropsychological Society, Seattle, WA.
- Coolin, A., Erdfelder, E., **Bernstein, D. M.**, Thornton, A. E., & Thornton, W. L. (2015, February). *Inhibitory control underlies recollection and reconstruction processes in older adults' hindsight judgments*. Poster presented at the 43rd annual International Neuropsychological Society, Denver, CO.
- Crisp, D.** & Elton, K. (2015, July). *Students creating digital artefacts for course assignments*. Paper presentation at the International Conference on the Teaching of Psychology, Vancouver, BC.
- *Currie, D., *Sager, B., ~Aßfalg, A., & **Bernstein, D. M.** (2014, May). *Task feedback alters the revelation effect*. Paper presented at Northwest Cognition and Memory, Victoria, BC.
- *Currie, D., ~Aßfalg, & **Bernstein, D. M.** (2014, May). *On the revelation effect and cognitive effort*. Poster presented at Northwest Cognition and Memory, Victoria, BC.
- *Currie, D., ~Aßfalg, A., & **Bernstein, D. M.** (2015, June). *Haven't we met: Changing task requirements boosts feelings of familiarity*. Paper presented at the 11th annual meeting of the Society for Applied Research in Memory and Cognition, Victoria, BC.
- Daniels, C., Smith, B., & **Jhangiani, R.** (2015, May). *Academic librarians and OER: Access, advocacy, and activism*. Session at the 2015 BC Library conference, Vancouver, BC.
- *Dema-ala, J., *Kreykenbohm, E., *McDonald, D., *Sager, B., **Froc, D. J.**, **Bernstein, D. M.**, & Chan, J. C. K. (2015, June). *Remembering Events - Reconsolidation and Misinformation on Declarative Memory*. Poster presented at the 11th annual meeting of the Society for Applied Research in Memory and Cognition, Victoria, BC.
- *Derksen, D., *Vane-Hunt, M., *Bola, K., & **Bernstein, D. M.** (2015, May). *Social cognition across the lifespan*. Poster presented at Northwest Cognition and Memory, Bellingham, WA.
- *Deutschmann, R., *Lang, E., & **Jhangiani, R.** (2015, July). *Open vs. traditional textbooks for introductory psychology: A quantitative content analysis*. Poster presentation at the 5th Vancouver International conference on the Teaching of Psychology, Vancouver, BC.
- *Goldin, M., *Piraquive-Buitrago, L., *Rebeyka, K., **Tweed, R.**, & **Bhatt, G.** (2014, June). *Teacher ratings of student strengths negatively associated with student offences and beliefs justifying violence*. Poster presentation at the Canadian Psychological Association, Vancouver, BC.
- Gray, A., Shaffer, C., Viljoen, J., Douglas, K. S., **Tweed, R. G.**, **Bhatt, G.**, Dooley, S., & Gagnon, N. (2014, June). *The assessment and prediction of change in psychopathic traits among youth*. Poster presentation at the Canadian Psychological Association, Vancouver, BC.
- Hendricks, C., & **Jhangiani, R.** (2015, June). *Enhancing pedagogy with open textbooks and other OER*. Interactive session at the 35th annual conference of the Society for Teaching and Learning in Higher Education, Vancouver, BC.
- Higham, P., Neil, G. J., & **Bernstein, D. M.** (2015, June). *Identifying the causes of auditory hindsight bias: Fluency misattributions and biased memory reconstructions*. Paper presented at the 11th annual meeting of the Society for Applied Research in Memory and Cognition, Victoria, BC.
- *Kreykenbohm, E., *Sager, B., **Dastur, F. N.**, **Froc, D. J.**, & **Bernstein, D. M.** (2015, June). *Motorcycles are not invisible: Examining motorcycle conspicuity using change-blindness and eye-tracking*. Poster presented at the 11th annual meeting of the Society for Applied Research in Memory and Cognition, Victoria, BC.

- Jhangiani, R.** (2014, May). *Would you please stop smiling at your crotch? Predictors of student classroom smartphone use and faculty course smartphone policies.* Poster presentation at the 26th annual convention of the Association for Psychological Science, San Francisco, CA.
- Jhangiani, R.** (2014, May). *Cognitive management in an enduring international sporting rivalry: Ashes test cricket.* Poster presentation at the 26th annual convention of the Association for Psychological Science, San Francisco, CA.
- Jhangiani, R.** (2014, June). *Would you please stop smiling at your crotch? Predictors of student classroom smartphone use and faculty course smartphone policies.* Poster presentation at the spring workshop of the Educational Technology Users Group, Vancouver, BC.
- Jhangiani, R.** (2014, July). *Using the Stanford Prison "Experiment" to teach research methods and ethics.* Presentation at the 2nd annual Psychology One conference, Palo Alto, CA.
- Jhangiani, R., Dastur, F., & Wiley, D.** (2014, October). *Opening up psychology: Adopting open textbooks, open pedagogy, and an open philosophy in the classroom.* Symposium at the Society for the Teaching of Psychology's annual conference on Teaching, Atlanta, GA.
- Jhangiani, R.** (2015, January). *Peer-assessed formative in-class quizzes enhance subsequent exam performance.* Poster presentation at the 37th annual National Institute for the Teaching of Psychology, St. Pete Beach, FL.
- Jhangiani, R.** (2015, April). *Using open pedagogy to promote critical skill development.* Presentation at the Teaching Introductory Psychology Northwest conference, Des Moines, WA.
- Jhangiani, R., Key, J., & Hendricks, C.** (2015, May). *Faculty Attitudes Towards and Experiences With OER and Open Textbooks.* Presentation at the 2015 Open Textbook Summit, Vancouver, BC.
- Jhangiani, R.** (2015, May). *Giving psychology away: The impact of open textbook adoption on psychology students.* Presentation at the 2015 BC Psychology Articulation meeting, Abbotsford, BC.
- Jhangiani, R.** (2015, July). *Ditch the disposable and leave a legacy: "Giving psychology away" via open pedagogy.* Talk at the 4th annual Psychology One conference, Palo Alto, CA.
- Jhangiani, R., & Suedfeld, P.** (2015, July). *An integrative complexity analysis of the contemporary conflict between North and South Korea.* In A. Conning (Chair), *Using measures of conceptual complexity to understand the behaviour of dictators and other political leaders.* Symposium at the 38th annual Scientific Meeting of the International Society of Political Psychology, San Diego, CA.
- Jhangiani, R.** (2015, July). *Multiple-choice testing and the misinformation effect.* Talk at the 5th Vancouver International conference on the Teaching of Psychology, Vancouver, BC.
- Le Grand, R., Dastur, F., Jhangiani, R., & Penner, K.** (2015, July). *Using open textbooks for teaching introductory psychology.* Talk at the 5th Vancouver International conference on the Teaching of Psychology, Vancouver, BC.
- Lee, K. K. Y., Bernstein, D. M., & Thornton, A. E.** (2014, May). *Traumatic brain injury: P300 and moderators: A meta-analysis.* Paper presented at Connecting Minds, Vancouver, BC.
- *Lewis, B. J., *Hesse, C. L., *Cook, B., *Skoda, K., & Pedersen, C. L.** (2015, May). *Challenging homosexual masculinity: A test of the masculine overcompensation hypothesis in gay men.* Poster presented at the annual meeting of Western Psychological Association, Las Vegas, NV.
- *Mah, E.** (2014, July). *Gang rewards and consequences as perceived by youth at greater and lesser risk of delinquency.* Oral presentation at the Youth Strengths and Prevention of Delinquency and Gang Involvement: Academics and Community Acting Together. Surrey, BC.
- Mahy, C., Atance, C., & Bernstein, D. M.** (2015, June). *False belief performance and inhibitory control: Different relations depending on continuous or discrete measurement?* Paper presented at the 45th annual meeting of the Jean Piaget Society, Toronto, ON.

- Matsuba, M. K.,** McElroy, T. Katahoire, A., Mugisha, J., Schonert-Reichl, K. (2015, March). *The outcome trajectories of Northern Ugandan Children after being in a Mindfulness Program*. Poster presented at the meeting of the Society for Research in Child Development, Philadelphia, PA.
- Matsuba, M. K.,** Alisat, S., Pratt, M. W., & Dunlop, W. L. (2014, March). *A person-centered approach in the study of environmental activist types*. Paper present at the meeting of the Society for Research on Adolescence, Austin, TX.
- ***McDonald, D. L., Bernstein, D. M.,** Jamieson, R. K., Cormack, D., & Bodner, G. (2014, May). *Proportional manipulation of produced words test the distinctiveness and strength accounts of the production effect*. Poster presented at the Association for Psychological Science, San Francisco, CA
- ***Morrison, K. E., *Cook, B., *Clark, J., *Brown, K., *Pedersen, A., & Pedersen, C. L.** (2015, May). *A meta-analysis of attitudes toward bisexuality*. Poster presented at the annual meeting of Western Psychological Association, Las Vegas, NV.
- ***Morrison, K. E., & Pedersen, C. L.** (2015, May). *The influence of sexual orientation on attributions of blame toward victims of sexual assault*. Poster presented at the annual meeting of Western Psychological Association, Las Vegas, NV.
- Nassehi, K., Thornton, A. E., & Bernstein, D. M.** (2014, February). *A Meta-Analysis: alcohol abuse negatively affects social cognition*. Poster presented at the 38th annual International Neuropsychological Society, Seattle, WA.
- Nassehi, K., Bernstein, D. M., & Thornton, A. E.** (2014, May). *Social cognition is impaired in alcoholics, a meta-analysis*. Poster presented at the 15th annual meeting of Northwest Cognition and Memory, Victoria, BC.
- Orbán, L.L. & Plowright, C. M. S.** (October). *Radio frequency identification and motion-sensitive video efficiently automate recording of choice behavior by bumblebees [Video File]*. JOVE Video Publication.
- ***Parsons, A., & Reichl, A** (2014, May). *Gendered ableism: The effects of able-bodied media and gender-role beliefs on perceptions of disability and sexuality*. Poster presentation at the annual convention of the Association for Psychological Science, San Francisco, CA.
- Pedersen, C. L.** (2015, July). *Sex-positivity in research and education*. Paper presentation at the International Conference on the Teaching of Psychology, Vancouver, BC.
- ***Ratcliff, A., Pedersen, C. L., & Reichl A.** (2014, May). *Whips & chains excite me: BDSM, social acceptance, and the sexual double standard*. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Reichl, A., *Uyeda, K., *Kononenko, M., *Weiss, N., *Ali, J., & *Rich, J.** (2014, May). *Male Disparaging Jokes do not Affect Women's Perceptions of Men*. Poster presentation at the annual convention of the Association for Psychological Science, San Francisco, CA.
- Reichl, A., *Weiss, N., *Ali, J., *Uyeda, K., & *Rich, J.** (2014, June). *It's just a joke: More evidence that male-disparaging sexist humour does not affect women's perceptions of men*. Poster presentation at the annual convention of the Canadian Psychological Association, Vancouver, BC.
- Shaffer, C., Gray, A., Douglas, K., Viljoen, J., Tweed, R. G., & Bhatt, G.** (2014, March). *Predictive validity of the antisocial process screening device in male and female adolescents*. Poster presentation at the American Psychology-Law Society, New Orleans, LA.
- Shaffer, C., Viljoen, J., Douglas, K., Tweed, R. G., & Bhatt, G.** (2014, July). *Youth offending and positive attitudes towards gangs: The influence of prosocial connections in a male and female at-risk sample*. Poster presentation at the Youth Strengths and Prevention of Delinquency and Gang Involvement: Academics and Community Acting Together. Surrey, BC.
- Tweed, R. G.** (2014, July). *What strengths may keep youth away from a path of violence? AT-CURA research findings*. Oral presentation at the Youth Strengths and Prevention of Delinquency and Gang Involvement: Academics and Community Acting Together. Surrey, BC.

Uyeda, K., *Bola, K., *Hunsche, M., *Gardiner, A., & Reichl, A. (2014, May). *Perceptions of sexism in print advertisements*. Poster presentation at the Connecting Minds Undergraduate Research conference, Richmond, BC.

Uyeda, K., & Reichl, A. (2014, May). *He bites, but she sucks: Perceptions of characters in popular culture*. Poster presentation at the Connecting Minds Undergraduate Research conference, Richmond, BC.

Vane-Hunt, M., *Sager, S., ~Aßfalg, A., *Kumar, R., & Bernstein, D. M. (2015, June). *A new computerized theory of mind task: The sandbox task*. Poster presented at the 11th annual meeting of the Society for Applied Research in Memory and Cognition, Victoria, BC.

INVITED TALKS

LEGEND

BOLD: Psychology Faculty

* KPU Student

~ Post-Doctoral Student
from Germany in Bernstein
Lifespan Cognition Lab

Bhatt, G. (2014, February). *Identifying priorities*. Panel presentation at the Youth Criminal Justice and Literacy forum, Vancouver, BC.

Bhatt, G. (2014, February). *Acting Together: CURA Project and South Asian Community Coalition Against Youth Violence: An Update*. Panel presentation at the Gang Violence, Awareness & Prevention forum: The Reality of Gang Violence in BC, North Delta, BC.

Bhatt, G. (2014, May). *Writing a grant proposal: View from the other side*. Oral Presentation at Connecting Minds Psychology Undergraduate conference, Richmond, BC.

Bhatt, G., & Tweed, R. (2014, June). *Gang prevention youth program inventory: Police & Sikh leadership collaboration*. Oral presentation at the RCMP "E" Division, Surrey, BC.

Bhatt, G. (2014, June). *Building research collaboration*. Panel presentation at the 9th annual Fraser Health Research Week, Surrey, BC.

Bhatt, G. (2014, October). *Protecting youth from involvement in violence and criminal gangs: Evidence-based research*. Oral presentation at the In-Dialogue: Youth Violence and Family Relationships. Mosaic-BC and South Asian Community Coalition Against Youth Violence, Surrey, BC.

Bhatt, G. & Tweed, R. (2014, November). *Staying away from life of violence and criminal gangs*. Drugs, Alcohol, & Gang Awareness seminar at Gurudwara Dukh Nivaran Sahib, Surrey, BC.

Bhatt, G. (2015, April). *An appeal to families of gang-involved youth*. Panel presentation on Protecting Peace and Preventing Drug Violence at Gurudwara Dukh Nivaran Sahib, Surrey, BC.

Bhatt, G., & Tweed, R. G. (2015, July). *Evidence-based youth programs*. Oral presentation at the Sikh Leadership and Law Enforcement Summit II: Prevention of Gang Violence, Chilliwack, BC.

*Buna, J. (2014, July). *Odd squad gala address*. Oral presentation at the Odd Squad Jeans and Jewels Fundraiser, Vancouver, BC.

Burgess, M., **Jhangiani, R.**, & Bueckert, C. (2014, October). *Open textbooks: New models in textbook production*. Oral presentation at the Innovation: The shock of the possible 2014 Community summit, Simon Fraser University, Vancouver, BC.

*Goldin, M. (2014, July). *Stop the gang-violence*. Oral presentation at the Wisdom 2 Act: Children and Youth in Challenging Context, Surrey, BC.

Jhangiani, R. (2015, May). *An openness to openness: The terrifying and liberating process of disrupting higher education*. Keynote address at the 2015 Open Textbook summit, Vancouver, BC.

Jhangiani, R. (2015, August). *The future is open: Enhancing pedagogy and scholarship via open educational practices*. Keynote address at the Faculty of Arts AGM, Kwantlen Polytechnic University, Surrey, BC.

Jhangiani, R. (2015, August). *The future is open: The desirable and inevitable shift towards open open educational practices*. Keynote address at the Joint Academic Retreat, Yukon College, Whitehorse, YK.

- Jhangiani, R.** (2015, August). *Open educational resources*. Oral presentation at the Student Union Development summit, Vancouver, BC.
- Jhangiani, R.** (2015, August). *The future (of textbooks) is open*. Oral presentation at the annual general meeting of the Canadian Federation of Students (British Columbia), Nanaimo, BC.
- Matsuba, M. K., Pratt, M. W., & Alisat, S.** (2015, June). *Identity, generativity, politics, Morality & Environmentalism*. Paper presented at the Seizing an Alternative: Toward an Ecological Civilization, Claremont, CA.
- Matsuba, M. K.** (2014, March). *Moral development methodologies*. Paper presented at the Society for Research on Adolescence Pre-Conference, Austin, TX.
- Reichl, A.** (2014, Jan). *Persuasion: The art (and science) of influence*. Inspire Change: 6th Annual KPU Leadership and Service Conference, Kwantlen Polytechnic University, Surrey, BC.
- Reichl, A.** (2015, Aug). *Research Ethics for Course-Based Research* (workshop). Faculty of Arts General Meeting, Kwantlen Polytechnic University, Surrey, BC.
- Tweed, R.** (2014, March). *Positive psychology: The powerful teens study*. Oral presentation at the Psychology Student Society Colloquium, Kwantlen Polytechnic University, Surrey, BC.
- Tweed, R. G.** (2015, May). *Keeping youth away from gangs*. Oral presentation at the Drug, Alcohol, and Gang Awareness seminar at Dukh Niwaran Sikh Gurdwara, Surrey, BC.

- Bhatt, G.** (2014, July). *AT-CURA: A digital story*. Youtube.
- Bhatt, G.** (2015, May 3). The day my son went to jail, I slept peacefully: Cried the mother. *The Province*, p. 24.
- Bhatt, G.** (2015, July 15). The collective strength of police and Sikh leadership: Gang prevention summit II in Chilliwack RCMP facility. *The Indo-Canadian Voice*, p. 10.
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Faculty Career Track: Correct Answers (From Page 21)

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