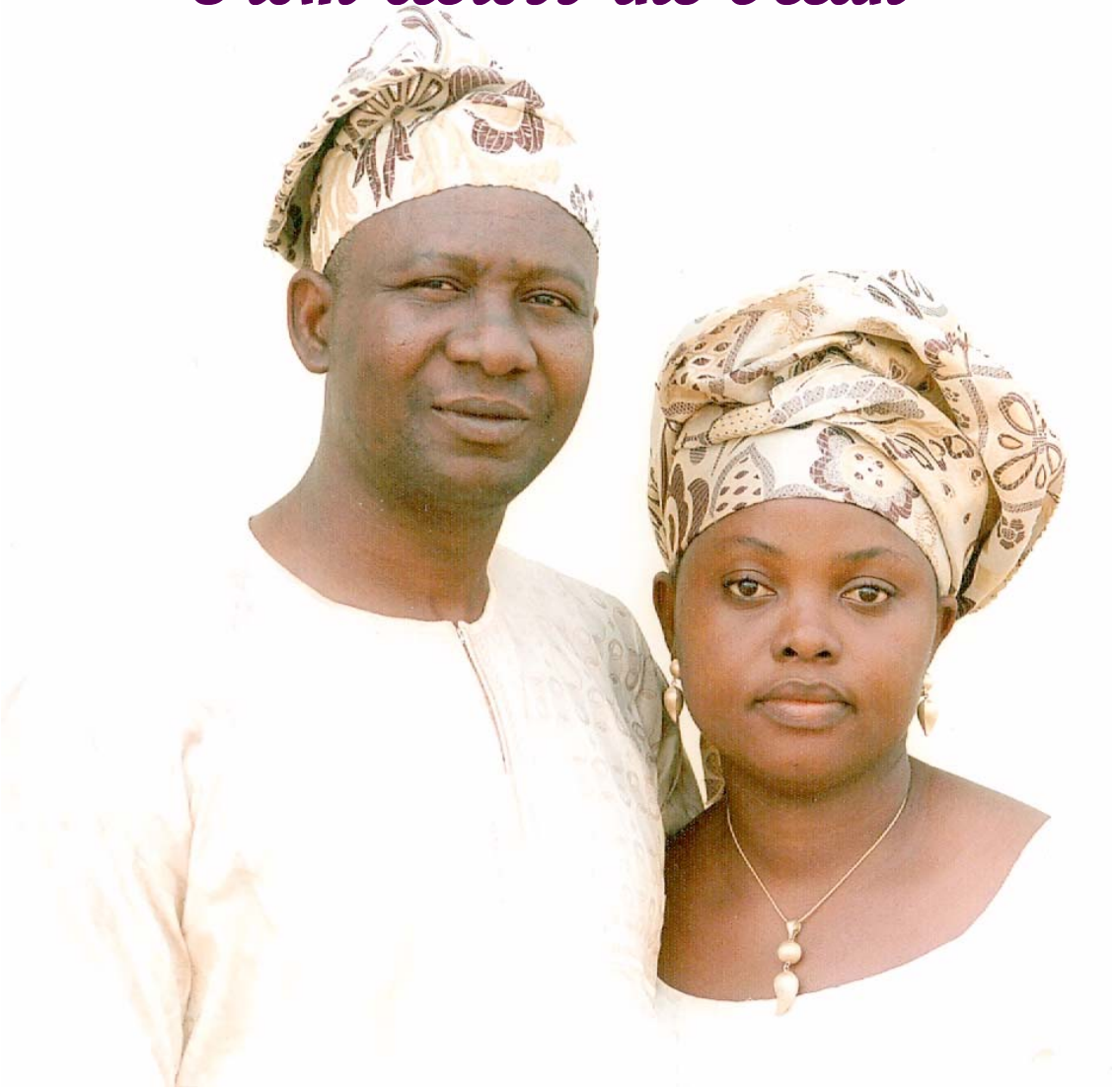
Spring 2009

Kwantlen
POLYTECHNIC
UNIVERSITY

Synapse

Feature Article: From Across the Ocean



"Kissing my pregnant wife good-bye, I left Nigeria in search of opportunities across the ocean." - Dada Otu Adebayo-

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Upcoming Events

Connecting Minds 2009
June 5th & 6th Richmond Campus

International Conference on the Teaching of Psychology 2009
July 24 to 26

Watch for our PSYC Colloquiums starting Spring 2009

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The educator must believe in the potential power of his pupil, and he must employ all his art in seeking to bring his pupil to experience this power - Alfred Adler

Message from the Chair

by Kevin Hamilton

Since the last issue of Synapse in the Fall of 2007, change and growth continue to be dominant themes at Kwantlen. In 2008 we attained both university status and accreditation from the Association of Universities and Colleges of Canada (AUCC). At the forefront of these developments, Psychology continues to take a lead role with its outstanding mix of programs, students and faculty accomplishments.

In September, after assuming the Chair's position from Dr. Farhad Dastur, now an Associate Dean with Faculty of Social Sciences, the breadth and complexity of our department started to become immensely apparent. With more than 25 full-time faculty from diverse academic and cultural backgrounds and roughly half as many sessional instructors, in addition to a Departmental Assistant (DA) and full-time Lab Instructor, Psychology is one of the largest and most dynamic departments on campus.

Our current program offerings include two undergraduate degrees in applied and traditional areas of psychology, as well as an Honours program. Looking to the immediate future, Psychology has engaged in a process to further expand its offerings to include an applied BSc in association with the Faculty of Science. In the midst of this growth and maturation as a department, Kwantlen Psychology maintains its primary focus on student centred learning and teaching excellence. Students from our programs have excelled in graduate schools across the country and have secured employment in a wide range of fields both in government and the private sector.

The past year has been marked by several noteworthy events for Psychology at Kwantlen. Last spring's Connecting Minds, a National Undergraduate Psychology Research Conference, at the Richmond campus was an enormous success. This first conference of its kind in Canada was hosted by the Kwantlen Psychology Society (KPS) student association, in cooperation with the Department of Psychology and featured Dr. Elliot Aronson as the keynote speaker. As well, we are grateful to Pearson Publishing for sponsoring a memorable lecture this past November on the psychology of evil and the Lucifer effect, presented by the renowned Dr. Philip Zimbardo.

As 2009 unfolds, plans are well under way for a second Connecting Minds conference scheduled for June of 2009. And continuing from its inaugural year in 2007, a second International Teaching of Psychology Conference, coordinated by Dr. Steve Charlton, is also planned for this coming summer.

As our department continues to grow, faculty and students engage in an ever wider and deepening range of scholarly pursuits and community service initiatives. Several of these are showcased in this issue of Synapse. While featured articles provide only a snapshot in time of our department, its students, graduates, and faculty, they are truly indicative of the plurality, dedication, professional and personal dimensions within Kwantlen Psychology. This issue of Synapse presents a mosaic of themes and perspectives ranging from Nigeria to Surrey and from romance amongst graduates to a psychology student's experience working for an engineering firm.

I trust you will enjoy this issue of Synapse and I wish to express my appreciation to all those who contributed to its publication. Especially, I'd like to thank Dr. Jocelyn Lymburner for finding the time to compile and edit this array of thoughtful, humorous and emotionally provoking articles, and Lori Scanlan, our DA, for her publishing and artistic skills which made this third issue of Synapse a reality. Finally I'd like to thank everyone in and working with our department for helping to make Kwantlen Psychology such a profoundly unique and valuable undergraduate experience.

Our Faculty

Psychology Faculty at the 2008 year end meeting/social.

Back row from left to right: Verian Farnsworth, Betsy Spaulding, Tricia Orzeck, John Marasigan, Craig Nathanson (red shirt), Evan Lopes (blue shirt), Rajiv Jhangiani, Richard Le Grand, Kevin Hamilton (current chair). Bottom row left to right: David Froc, Steve Charlton, Farhad Dastur (previous chair), Larry Anderson, Bob McDonald, Cory Pedersen. Bottom step left to right: Lori Scanlan (department assistant), Jocelyn Lymburner.

Warm Welcomes & Fond Farewells

Hello's

New Regular Faculty – Kyle Matsuba, Rajiv Jhangiani, Evan Lopes

Returning Regular Faculty – Dianne Crisp

New Active Faculty: Karyn Audet, Kirk Austin, Laura MacKay, Sundeep Thinda, Rob Roy, Jason Winters

Farewell For Now

Currently on a 3 year term as Associate Dean of Social Science – Farhad Dastur

Goodbye's

Verian Farnsworth has been an integral member of the Kwantlen Psychology Department for 26 years. She retired after completing her last teaching semester in the Summer of 08. Although her absence was immediately felt in our loss of guidance in curriculum development and heartfelt instruction, what we miss the most is the presence of her gentle soul and dazzling smile amongst our teaching ranks. We look forward to your visits Verian and wish you the best in this next phase of your life. Come back often.

On the Lighter Side: Skinner on the Homefront

by Jocelyn Lymburner

One might wonder how it is that I came to be using behavioural principles to condition my dear love Michael.

I swear it all started quite innocently. The thing is … Michael smokes. And of course the other thing is … I don't smoke or, more to the point, I despise smoking. And so one evening as I sat in the kitchen watching Michael disappear outside for his umpteenth cigarette I thought to myself, "What would Skinner do?" Now to be fair I don't actually have any idea whether Skinner had any strong feelings about cigarettes and a quick google search suggests that he may have in fact been a smoker himself. Nonetheless, I felt quite certain that he would have backed me up on my ambitious conditioning plan.

And so truly it did begin quite innocently. Was it unfair to use my training in psychology to manipulate my partner? The answer is most assuredly no. In fact, it would have been a waste of 16 yrs of training to not use it.

Now, anyone who is familiar with Skinner will know that he was a strict behaviourist; that is, he believed that all behavior is shaped through basic learning principles. And so, in my effort to gently nudge Michael toward his decision to quit smoking, I decided to take advantage of some fundamental principles of conditioning. Michael had clearly come to associate cigarettes with pleasure. My plan was to engage in a program of counterconditioning such that his association with cigarettes would be anything but pleasurable.

Let me set the stage: Michael and I live on a mountain in a cabin which is powered by generator and solar, is heated by wood and, in the winter, is hike-in access only. This is all quite relevant as it means that there are a number of chores that require regular doing. My counterconditoning plan took advantage of this scenario. Each time Michael stepped outside for a cigarette I would just happen to remember a chore that needed immediate attention – perhaps I needed some wood for the fire, gas in the generator, the deck shoveled or snow swept from the solar panel. The list was never ending.

And so it began…

It all appeared to go quite smoothly. Michael didn't bat an eye. In fact, he seemed to complete every request I made with uncharacteristic zeal. My plan was proceeding beautifully. I felt quite certain that his smoking would come to an abrupt halt within a month as he began to form a new association between cigarettes and chores, replacing the old pleasurable association he had once experienced. I poured myself a glass of wine and gave myself a solid pat on the head (Note. Skinner felt that positive reinforcement was critical).

Two weeks passed. Michael graciously completed chores, yet he continued to smoke. I waited patiently. Two more weeks passed. Still no change in Michael's smoking behavior though I smiled when I realized that I had not had to chop wood in a month. Two more weeks passed. Still smoking. Surprising yes, but I noted with pleasure that I had not lifted a jerry can in ages. Two more weeks. Michael was still smoking. It was inconceivable. Skinner had failed me.

I could wait no more. One evening, confused and impatient, I confessed the whole sordid plot to Michael. He did not appear surprised. He smiled patiently and informed me that he had actually caught on to my plan weeks ago. "*Why did you continue then*?!!??" I asked in frustration. His response came as an unwelcome realization:

"*I was conditioning you to like the fact that I smoke*".

And he had in fact done just that.

A Dream Moves To The Next Step

by Suzanne Barton

Have you ever had an idea that carried you as much as you carried it? When I started my studies at Kwantlen, I had a dream of facilitating an event that would help the community and women who had left abusive relationships. The momentum of that one idea carried me through eight years of study.

As part of the breadth of studies requirement for the BA psychology degree, I found myself in CMNS3100 with Bob Basil throughout the summer of 2008.

My idea of writing a report proposing the creation of a Survivors Forum was one of four projects chosen by my classmates. For me, Survivors Forums are a labour of love. The concept came to me nearly ten years ago while I was working with the Domestic Violence Unit at Vancouver General Hospital.

THE SURVIVOR'S FORUM

Incorporating the principles of participatory action research, the concept of the Survivors Forums includes input from survivors of domestic abuse themselves, a group of people whose opinions and experiences are often overlooked during planning stages. A Forum would provide a safe, non-judgemental environment where women could express their needs and work with the providers of community and governmental women's services. Forums would help determine what existing services work, which ones don't and which services are missing. Conflicts between existing services may be resolved, successful programs would be celebrated and the end result would be a more inclusive, cohesive safety net for those who wish to leave abusive situations.

The personal, physical, and psychological burden of abuse on women, as well as the financial cost to the community, can be reduced by a coordinated effort to improve services. For the women who participate, a Survivors Forum would provide a venue where they could give back to the community, foster higher self-esteem, self-efficacy, help create a sense of purpose and provide experience in community coordination, generating employment-related skills.

The information gathered during the proposed one-day forum would be documented, analyzed, and published in a report for distribution to stakeholders and to government agencies.

TAKING IT TO THE NEXT LEVEL

The opportunity to see my idea of the Survivors Forum move to another level was very exciting! Our student group was quite pleased with the completed 54-page document, which proposes the creation of a completely new initiative meant to assist women who have survived abusive relationships.

When I learned about the BC Association of Social Workers conference, I knew it would be a perfect venue for presenting the proposal. After a great deal of hard work, my poster was well received at the conference. People who have first hand experience working with survivors of abuse showed great interest in the proposal. It was wonderful meeting and networking with social workers who work 'on the front lines' in government, health, education and private consultation. I enjoyed the excitement of sharing the proposal with individuals and discussing the Survivors Forum concept, fleshing out the possibilities and considering the future direction of the proposal.

My time as a student at Kwantlen Polytechnic has come to an end but the idea of the Survivors Forum isn't over. I'll carry the poster and the proposal forward into graduate studies, refining it, building on it and perfecting it.

I COULDN'T HAVE DONE IT WITHOUT...

Our group of stellar students: Stephanie Cotton - our research speed-reader, Sandra Gutierrez - data analysis, Ailsa Lenk - time management and editing. Instructor Bob Basil provided patient guidance and developed a unique design for a poster and summary handout. Thanks also to Leslee Birch and Robert Adamoski from the Office of Research and Scholarship.

Industrial Organizational Psychology: Student Projects

by John Marasigan

Part of the curriculum for PSYC 3200 (Industrial/ Organizational Psychology) includes the training and development of employees. In this regard, students learned basic principles of teaching and developing a lesson plan using the BOP^3 model (Bridging, Objectives, Pre-test, Participative learning, and Post-test). Each student gave a 5-minute mini-lesson on any topic of personal interest.

In this Tower Building Exercise the task was to stack sugar cubes while blind-folded and using the nondominant hand. Students learn to apply leadership skills in guiding others to perform tasks, in helping them set goals and in providing motivational feedback and finally, an evaluation.

Student Outreach Projects

by Jocelyn Lymburner

In the Fall of 2008 my Psychology 3350 (Advanced Topics in Psychopathology) students were required to complete outreach projects. The course outline very broadly described the goal of the outreach project as, "*to produce a useful educational tool on the topic of mental disorders for a population outside your class*".

I was awed by the vast array of creative and useful tools generated by this impressive group of students. Projects included presentations to highschool classes on the prevalence of Psychology Student Syndrome (self-diagnosis) in first year psychology students, videos on eating disorders, a fact sheet for teens with depression, informational pamphlets on a range of mental health issues (e.g., dementia, FASD, autism, borderline personality disorder, schizophrenia, bipolar disorder, eating disorders), website development for mental health groups, collaboration on a project at Phoenix House, materials encouraging appropriate use of crisis lines, and a children's book. We are currently applying for funding to travel with a group of students to the Society for Teaching and Learning in Higher Education conference in New Brunswick this June. Bravo Kwantlen Psychology Students.

Did you Know? Kwantlen students can participate in exchange programs around the world!

by Eva Phung

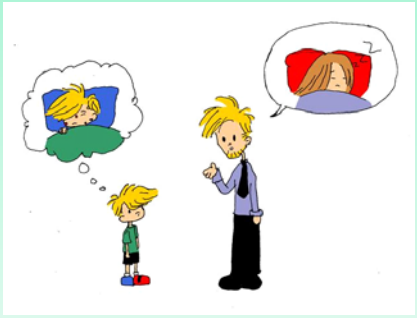
During the fall of 2008, I took part in a one semester exchange through the Kwantlen's Open World Exchange Program. I enrolled at Unitec, a Polytechnic Institution in Auckland, New Zealand. As I was reaching my 4th year at Kwantlen, all the courses I took overseas were electives and all the credits transferred back to my Bachelor's degree in Psychology. During academic breaks I travelled around New Zealand, Australia and Tonga. Being in the exchange program gave me an experience of a lifetime and memories that I will cherish forever. I highly encourage students to apply and make use of this wonderful opportunity at Kwantlen.

Advantages of the exchange program:

- immersion in a different culture and continue post secondary studies
- pay Kwantlen tuition (other expenses are on your own) and get a completely different experience of post secondary life on the other side of the world.
- gain independence, self motivation and adapt to a new culture

If you are interested in learning more contact:
internationalprograms@kwantlen.ca

Jimmy is confused, because his mommy is sleeping all the time. To try and understand, Jimmy has been thinking about the time when he was sick with the chicken pox. Just like mommy, when Jimmy was sick he needed his rest.



A sample page from student Maryke Westervelt's book for children who have a family member with depression.

Practicum 2008: It's What you Eat in Taco Shells

by Thomas Kerslake

"You are correct! That was indeed a clip from the Beatles' "Hello, Goodbye". You've won yourself a CBC swag bag. So what are you doing this summer Thomas?"

"I'm conducting a heuristic evaluation of lime kiln human computer interfaces."

"Oh…that's…so what's that about?"

"Well…"

It wasn't the first time I've tried to explain what my practicum was about to a confused audience. But hold on a second, why was I calling in to radio shows? Why was I working at home? Why was I sitting at my computer in my underwear? What kind of practicum was this? Allow me to walk you through my 2008 BAA Psychology practicum; a journey of proportions most epic.

I found a placement with a German engineering company called "Andritz Automation" and began by discussing with my supervisor what kind of work I would do for them. I was interested in human factors work, so we agreed on two reports: an evaluation of a kiln's computer interface, and a booklet for engineers that introduced them to good interface design. These booklets would give the engineers a grounding in interface design and a chance to see how it applied to one of their own interfaces.

Engineering firms are busy places and the local branch of Andritz literally did not have room for me. But my supervisor found me a laptop that included the interfaces they built and a simulator which ran them as though they were wired into an actual plant. This was how I found myself working at home, like a consultant or contractor.

One type of software Andritz produces is human-machine-interfaces (HCIs). These HCIs are often custom made for a particular plant and they allow the plant operators to control all the ins-and-outs of lime processing. Now when I first saw what these interfaces looked like (the child of "Tron", "Lego" and spaghetti), I realized I had a challenge ahead of me. I was looking at an entire plant: every fan, conveyor belt, valve and switch was in front of me. Thus, I hid under the blankets of my bed for awhile. But I soon got on with it. I pulled names, texts and sources from old courses of mine, "Human Factors" and "Cognitive Ergonomics" and the structure of two booklets took shape. Part of my motivation came from enjoying applied psychology: someone would actually use these things—and they weren't a psychologist!

More motivation came through a surprise: I could be creative with this project. In trying to solve the problem of a screen's poor contrast and legibility, I recalled a friend of mine who was working on a cartoon. He was working with something called "colour theory". Armed with just a name, I headed off to the library and was chuffed to find a book all about it. A few days later, I had a new colour scheme that improved the screen considerably. These little successes led to an unfamiliar but comfortable sensation of being useful.

Yet, like the archetypal hero's quest, success didn't come without trials. I would face two large ones. The first I was prepared for: engineers are not psychologists so I would need to avoid jargon and keep it brief, given their tight schedules. The second challenge was more insidious: doubt. What did I know about lime kilns? By what authority could I claim my suggestions were correct? This was assuaged however when my supervisor delightedly described how a particular graph I cited would solve a common operator error. Excelsior!

Amongst these challenges and successes, something else arose. I began to worry how I was projecting myself, psychology and specifically its human factors branch to these engineers. I wanted to ensure they thought I was doing my best and that psychology had something useful to say. Was I developing a sense of professionalism? Does it wash out?

In the end, I got the booklets in and the practicum was wrapped up. I was pleased that I completed all my work, made something useful and found solutions to troubles that met me. Now I'm continuing on in human factors with an honours thesis supervised by Kevin Hamilton and Richard LeGrand. What comes after that? Sleep.

From studying the past to changing the future: Researching and teaching the psychology of genocide

by Rajiv Jhangiani

A room in the USHMM photo by Carol m. Highsmith

In March 2008 I decided to use a credit I had with United Airlines to visit the United States Holocaust Memorial Museum (USHMM) in Washington, DC. I literally had no other purpose for the trip – I flew there for the day and caught the red-eye back. The experience was more rewarding than I can express adequately in words – the main exhibit tells the story of the Nazi campaign to exterminate the Jews and other "undesirables" in vivid detail and includes incredible artefacts (e.g., bunk beds and piles of shoes from Auschwitz-Birkenau). Even as someone who has spent several years conducting Holocaust-related research and helping teach a course on the psychological aspects of genocide (at UBC), visiting this exhibit (all three floors of it, which culminates in a prayer room of white marble containing hundreds of candles) was a deeply moving experience for me.

While visiting the Museum's library and archives at its Center for Advanced Holocaust Studies (CAHS) I learned of a two-week intensive seminar for university faculty teaching courses related to the Holocaust, to be held in June. The Silberman Seminar, as it is known, invites twenty competitively-selected faculty from a variety of disciplines and from institutions across North America. The idea is to learn about a particular aspect of the Holocaust (in 2008 the topic was to be the Holocaust in Eastern Europe) from leading scholars in the field and in an interdisciplinary atmosphere.

As I was already in the process of developing a course on the Psychology of Genocide at Kwantlen, I submitted an application for the seminar soon after returning to Vancouver. A few weeks later I received the happy news that my application had been accepted.

The seminar was intensive – the reading load was heavy and the classes ran each day from 10am to 4pm (lunch often involved wolfing down a sandwich while taking in a guest lecture from one of the Center's visiting scholars. The seminar was led by Dr. Antony Polonsky, an expert on the Holocaust in Poland, with help from Dr. John-Paul Himka (Ukraine), and Dr. Saulius Suzidelis (Lithuania).

The main goal of the seminar was certainly achieved – my understanding of the psychology of genocide was complemented with detailed knowledge of the history of the Holocaust. As one of only two psychologists at the seminar, I also took every opportunity to share the many insights my field has to offer towards a more complete understanding of the behaviour of different groups of individuals involved in genocide, including instigators, perpetrators, collaborators, bystanders, resisters, rescuers, victims, and survivors. The highlight of the seminar was the informal exchange of ideas between the seminar participants, which laid the foundation for lasting friendships as well as future research collaborations.

Fast-forward six months, and as I write this article, the Fall 2008 semester is drawing to a close. It has been my pleasure to teach the Psychology of Genocide (PSYC 4650) this past semester in its first offering at Kwantlen. As I look back over the semester I see much evidence of the impact of attending the Silberman seminar on my teaching – from the readings I assigned to a teleconference lecture delivered by Dr. Polonsky from Washington, from the use of teaching tools such as Google Earth to map the geography of past and present genocides to receiving access to rare films, photographs, and archival materials.

As one example, the students had the opportunity to conduct original research (as an assignment for the course)

on a child from the Lodz ghetto whose fate was previously unknown. This research, once cross-checked by researchers at the USHMM will actually be added to their permanent online archive. Perhaps the most meaningful moments of this course, however, have been the experiential ones – going on a field trip to the Vancouver Holocaust Education Centre, spending time listening to the personal stories of two child survivors of the Holocaust, and visiting the memorial to Raoul Wallenberg at Queen Elizabeth Park. As one might imagine, going through this course has taken the students and I on a journey that has included both emotional highs (e.g., the joy felt by a student when she learned that "her child" survived or the inspiration received from stories of those who risked their own lives to save that of a stranger) and lows (e.g., understanding what it takes for an ordinary citizen to commit mass murder or learning about Canada's official policy towards Jewish refugees during the Holocaust – "none is too many"). In a similar vein, developing and teaching this course have brought some unexpected challenges. However, it is also true that it has yielded some unexpected rewards. Without question it has been the most fulfilling experience of my academic career thus far (I certainly feel as though I have learned as much as or more than my students have!). I am grateful that my department and our institution so readily afforded me the opportunity to develop and teach this course. More than anything, however, I am grateful to my students for inspiring me, teaching me, and helping to make the course as wonderful as it has been. It has truly been my privilege to witness the lives of these twenty-four individuals change permanently.

But this, of course, is only the beginning… The next step? Collaborating with colleagues with related interests from History, Political Science, Sociology, English, and Anthropology to set up the first Institute for Genocide Studies in Western Canada.

USHMM Silberman Seminar - June 2, 2008

USHMM Silberman Seminar - June 2, 2008
Dr. Rajiv Jhangiani (bottom right)

What am I doing here...?

by Dr. Gira Bhatt

It was Thursday, September 24, '08. I was in the midst of a frenzy of coordinating a meeting of community groups with 12 police chiefs representing 12 municipalities of Metro Vancouver. The Surrey conference center was being arranged to accommodate special guests for a dinner and conversation event. Our president Dr. Atkinson arrived to welcome the high profile uniformed RCMP guests and community members . Was it all ready? The Kwantlen folders, pens, booklets name tags, labels, tables, chairs, the banner, the powerpoint presentations…? While the amazing team of psychology student assistants and community representatives assured me that it was, I struggled to maintain my calm. I made a brief presentation along with other panelists, and then looked around at the audience and wondered; *This is not an academic conference. I am not presenting any research finding.* So w*hat am I doing here?*

A few weeks later on Wednesday Oct 15, '08, a group of 45 high school students along with 4 youth leaders arrived for a youth event taking place in Surrey Conference center. Only one day earlier, I had received a wish list of what this event would require; a stage, a local theater group, 18 large pizzas, registration material, Kwantlen t-shirts for door prizes, movie passes… Yet another day of zealous preparation. The event progressed and the youth guests participated in a variety of activities as planned. At the successful conclusion of the event, I was handing out complimentary movie passes to the boisterous high school students. I could not help but delight in the sense of reward for being part of this event. However, it occurred to me again; *I am an academic; a researcher, an instructor. What am I doing here?*

On Nov 27, 2008, I found myself in the Surrey City Hall doing a brief presentation to the Mayor's Council. I had been given 10-minutes to talk about Kwantlen's commitments to community partnership. As I responded to questions from the councilors whose names and faces matched the billboards I had seen during the city election, it struck me how non-academic the setting was! I asked myself yet again; *Why am I talking to the politicians? I am an academic. What am I doing here?*

These events are only three of the many that I have been involved with during the past two years such as public forums, meetings with the community activists, policy makers and politicians. It all began when an opportunity knocked on my door. The community groups in Surrey were forming a coalition to deal with gang-related youth violence, and wanted academic institutions to be involved. This marked a turning point in my career. Stephen Dooley, the then director of community research at Kwantlen provided the inspiration and mentoring, while Roger Tweed; my esteemed colleague in our department provided a valuable scholarly and collaborative partnership.

We steadily networked with multiple community partners and with the support of Rob Adamoski, our dean and the VP research, we prepared a foundation for a community-university alliance to undertake projects pertaining to social issues; notably youth violence. Our academic partners include *SFU, UVic*, and *Langara.* Our community partners includes *Surrey School District, RCMP Integrated Gang Task Force, City of Surrey, South Asian Community Coalition Against Youth Violence, DiverseCity, Progressive Inter-cultural Services Society, South Asian Student Advocacy by Teachers, VIRSA, Shaw Cable system, Indo-Canadian Voice newspaper*, and *APNA Community* Theater.

We are continually exploring funding avenues. Following the success of our initial proposal, SSHRC gave us $20,000 to develop a full proposal for a community-focused research on youth violence. (we were ranked 7th among the 39 selected from a total of 80 proposals from across Canada). Also, Roger Tweed and I received a $13,000 from two community groups to examine conscious restraints that may prevent youth from committing crimes.

Very importantly, our dynamic team of undergraduate psychology student assistants; Sandy Alfonso, Sandra Gutierrez, Karen Aujla, Jordan Ali, Meiko Assoon, and William Szelveszter have provided an admirable support.

Meet our Faculty

Their research enthusiasm, work ethic, leadership quality, and interpersonal skills are exemplary. Under the guidance of Bob Basil from the Applied Communications department, they have also created a great website actingtogether.ca.

ISSUES & IDEAS

The world of 'Us' and 'Them

The 'you people' expressions reflect a need to categori but also a deep and often hurtful social divide

By GIRA BHATT

The shifting of gears in my career path has provided me with many rewarding experiences, and an enthusiasm to explore new avenues for connecting academic life with community life. I have learned that it is very rewarding, enriching, and humbling to work with community activists. I have learned that inter-disciplinary and multi-partnership for a research project can be very invigorating. As well, meeting with government officials and politicians can be an eye-opener! Listening to community voices; teachers, parents, and youth at public forums can be very inspiring. I have learned that writing for local newspapers is refreshing and allows me to share my thoughts and reflections with people from all walks of life. Most of all, "Knowledge Dissemination", "Knowledge Mobilization", "Knowledge Translation" are all about "giving psychology away" to the community. Can an applied social psychologist ask for more?

Publications in Mainstream Media

ISSUES & IDEAS

Signposts of abuse easy to miss

Even love can't turn dangerous Dr. Jekyll into Mr. Nice Guy Hyde

COLUMN

CULTURE OF CONNECTIVITY - THE SPIRIT OF TOGETHERNESS

This unique partnership among divergent groups within the community has been made possible because the community values the spirit of connectivity.

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- **Signposts of abuse easy to miss**: Vancouver Sun Mon Aug 20, '07 : A7
- **The false cure-all** Vancouver Sun Mon Oct 29, '07: A13
- **Marriages do not come with lifetime warranty, unfortunately**. The Indo-Canadian Voice Oct 20, '07 01-02
- **The world of 'Us' and 'Them'.** Vancouver Sun, March 4, '08: A9
- **A sense of self** Vancouver Sun, Apr 9, 08: A13

MARRIAGES DO NOT COME WITH LIFETIME WARRANTY, UNFORTUNATELY

By DR. GIRA BHATT

Psychology Instructor, Kwantlen University College

Dr. Gira Bhatt

PROBLEMS DO NOT GO AWAY BY JUST GETTING MARRIED

ISSUES & IDEAS

A sense of self

If immigrants are allowed to keep their core values, they will feel confident enough to integrate quickly

By GIRA BHATT

Radio Talks: REDFM

- June 18, 07: Arranged marriage: Why force 2nd generation young daughters?
- July 26, 07: Choosing the right partner: Staying away from Mr. Dangerous
- Sept 13 '07: Intergenerational issues
- Oct 29 '07 : Myths bout marriage

From Across the Ocean…

by D. O. Adebayo

Born and raised in Nigeria, I immigrated to Canada in the spring of 2007 under the Federal Skilled Worker (Professional) immigration legislation. In spite of her abundance of human and natural resources, Nigeria is largely an underdeveloped nation. Many of the basic North American necessities like electricity, shoes and enough to eat are luxuries reserved for the upper classes. The only way out of the pool of poverty is to acquire a Western education. However, without the basics like books, good clothes, shoes and decent accommodation, the scholarly road is often difficult for many indigent students like me.

Ibadan market place

I was fortunate and proud to attend the University of Ibadan, the oldest, most established institution in Nigeria. It was founded in 1948 as an independent external college of the University of London and became a full-fledged independent university in 1962; two years after Nigeria got her independence from Britain. The opportunity to attend this noble institution was rare and particularly so for someone with my background. No sacrifice was too great. Every penny I could raise went to pay for my tuition and books, which meant that I often went to class without good shoes, clothes and with an empty stomach.

My original desire was to become an economist, but regardless of my efforts, I couldn't break in. Instead, I took the only available option; psychology. The decision to study psychology was traumatic for two reasons: firstly, I had failed to obtain my study of choice and secondly, in Nigeria at that time, studying psychology was similar to studying Entomology – interesting but it's not going to get you a job. I finished my undergraduate program in psychology as a frustrated person, with a degree that was to be my passport to financial freedom instead becoming a liability. I was ashamed to admit I even had a degree in psychology, let alone look for employment opportunities in the field.

Front entrance to University of Ibadan

When my first degree was becoming stale, I decided to pursue a postgraduate education – preferably in another discipline. Once again, I was disappointed. I was stuck with psychology. I then enrolled in an industrial/ organizational psychology M.Sc program.

Towards the end of my Masters program I discovered I actually liked psychology. After reading a text book

entitled, "Industrial/organizational Psychology: Science & Practice" by Saal & Knight, I became inspired and began to look at my path in psychology as a blessing instead of a curse. The text illustrates the role of an industrial psychologist as an in-house human resources consultant in a hypothetical world-wide restaurant. Finally, I realized I didn't have a useless degree!

Armed with knowledge and passion, I set out to practice my new skills in large Nigerian hotels. I became a human resources consultant to many of these organizations. Practicing what I had learned from the book, I realized something wasn't quite right. After comparing my educational training with that of the "in-house consultant", I found the PhD was missing. Thus, my inspiration for a PhD program was derived from the reading of the text.

While studying for my doctoral degree, I became initiated into the world of academia as a teaching assistant in 1997, and rose to the position of senior lecturer by 2006. I was persuaded to stay in the academic world with the belief that I could combine lecturing and consultancy services. Quickly, the demands of "publish or perish" overshadowed my love for consulting and I became more and more involved with research and publications.

The decision to relocate to Canada was brought about by what has been described as the pull/push syndrome among professional immigrants. While expectations of scholastic opportunities and an improved standard of living pulled me to Canada, the challenge of working with inadequate infrastructural facilities like power failures and incessant university closures gave me the push to leave the country. Kissing my pregnant wife good-bye, I left Nigeria in search of opportunities across the ocean. I spent the first few months with my older brother in Toronto during which time, my wife gave birth to our daughter in Nigeria.

When I left my brother to come out west to Kwantlen, the magnitude of my life changes finally hit me. I had nobody I could call my own, no one with whom to share the wonders, the burdens, the accomplishments or the setbacks. My first night in my new home, I wept throughout the night. I was lonely and desperately wanted to return to Nigeria.

Continued on next page

Fortunately, my reception at Kwantlen was remarkable. I received help from both the administrative and departmental staff. They provided me with useful suggestions for adapting and coping with the challenges of teaching in a different culture. The *Instructional Skills Workshop* recommended by the associate Dean of the Social Sciences, was particularly very helpful. It was short, but very transformative. It challenged my previous experience as a teacher and provided me with a variety of skills needed in the delivery of my courses.

I also received emotional and professional support from my mentor and office mate, Drs Bernstein and Reichl. The thoughtfulness of Dr. Bernstein was touching when he took me under his wing the first day we met. Without hesitation, he took me to a grocery store and introduced me to the fantastic array of fruits that are plentiful in this part of the world. Dr. Reichl was invaluable in the development of course materials as well as with demystifying the evaluation process. Both these men have remained wonderful and supportive as I often lean on them in my moments of personal and professional challenge.

By December, I found a new challenge. I came from the African Savanna region where the climate is hot all year round, never dropping below 20 degrees centigrade. In the cold wet winter of Vancouver, I felt like a cat in water. My first winter was quite an experience. It was the first time I saw snow falling like rain and leaving behind a sea of white snow. While I was frozen and huddled in my apartment with the heat on maximum, to my surprise, children were out playing in the snow! Fortunately, Drs Dastur and Bernstein took me out and 'winterized' me.

The difference between teaching in Nigeria and teaching in Canada is enormous. I came from a background where emphasis is placed more on research and we wake up reciting the mantra "publish or perish." Career assessment and success is dependent on how many papers published in reputable journals and not on how well you taught in class. At Kwantlen, teaching is the focus, where peer and student evaluations form the basis of your professional assessment. The shift in paradigm came with its own challenges including the endless time spent in thinking, sourcing materials for class activities and adapting to class room technology.

Not only do I look different from many of my students, but I also speak differently (even though we speak the same language – sort of). To ameliorate the problem, I often repeat myself in class and write words on the chalkboard so that my students can understand me. I constantly strive to find new ways to get my message across to students in class.

In addition to language barriers, I had difficulty in adapting to class room technology. However, with the help of my students, I am now proficient in PowerPoint and am able to perform multimedia presentations. I have also benefited from the departmental social gatherings called "Teaching Excellence". Through these meetings, I have been able to appreciate some of the challenges faced by others in their teaching as well as methods of tackling such challenges.

Two of my interpersonal relations students were also wonderful supports. I refer to them as my "aburo" (a Nigerian dialect for a person younger in age). One of them drove me to school for a whole semester, they taught me how to drive in Canada and paved the way for obtaining my class five driving license. They even helped explain the 'game' of buying a used car. They introduced me to a variety of restaurants and I had my first ferry ride when one of them took me to Victoria.

Even though I have received so much support from so many wonderful people, the absence of my wife and daughter has taken a toll on me emotionally. Not only do I miss the company of my dear wife, but I have also missed the opportunity of seeing the early development of my daughter. I am currently working to bring them to Canada, but it is a slow process wrought with miles of red tape.

It has been a long hard battle to get here, and I am grateful to all who have helped. When I am finally reunited with my family, my journey from across the ocean will be complete.

Teaching Excellence at Kwantlen

by Jocelyn Lymburner

The Psychology department's commitment to applied learning and teaching excellence shines through this issue of Synapse, featuring student-led national conferences, an International Teaching Conference organized by Dr. Charlton, hands-on projects in Industrial Organizational Psychology, Outreach Projects in Advanced Psychopathology, Student Practicum experiences, student research experience and faculty development.

Two years ago the faculty launched a Teaching Excellence Committee expressly devoted to issues around learning and scholarship. The committee, open to all Psychology faculty members, meets 2 to 3 times a semester to provide opportunities for faculty to share ideas. Past topics have included:

- **Video night**. Faculty members shared interesting clips from esteemed programs (e.g., Seinfeld, The Office!) they use in class to illustrate psychological concepts.
- **Faculty Decision Making**. Faculty discussed how they respond to student requests for assignment extensions and grade changes. **Students Beware**: We are now presenting a united front!
- **Busting Myths in Psychology**. Faculty members gave mini-lectures designed to educate their colleagues on common misconceptions in psychology (e.g., Dr. Cory Pedersen: Research on ABA Therapy for Autism, Dr. Farhad Dastur: Myths about Evolution).

Our next Teaching Excellence will take place at our Annual Faculty Ski Retreat in Big White during Spring break. Future TE topics will include Novel Assignment Ideas, Improving Grading Rubrics, and more of Busting Myths in Psychology.

REPORT FROM THE PSYCHOLOGY LAB

The Psychology Lab -- Fun Food and Friends

by Ivy Ng

"I need to do a 'psych lab,' but I don't know what to do!"

This is the most frequent statement we hear from students in the first month of each semester. We soon realize that they either mean a 'computer simulation' or 'research participation', both common requirements of Psychology 1100 and 1200. Although this greeting usually disappears after the first month, there are occasions when we still are greeted this way mid-semester. We wonder, "Why don't students visit the lab earlier?" Is it possible that students are scared by the phrase, "to do a lab"? Do they think that they will be hooked up to shock machines or be forced to stay in the lab for hours doing something very dry and complicated? Ahhh…but they are so wrong!

Top three reasons for visiting the Psych Labs (provided by students):

1. To socialize with other psych students!
2. To study and eat at the same time! Can't do that in libraries!
3. To use the computers in a cozy room!

THE REAL PSYCHOLOGY LAB!

DON'T FORGET TO COME FOR OUR PIZZA DAY ON THE LAST DAY OF CLASSES EACH TERM!

A National Undergraduate Research Conference

by Nicole Pernat – VP, KPS

On May 30-31 of 2008, the Kwantlen Psychology Society hosted the first Canadian National Undergraduate Psychology Research Conference: *Connecting Minds*. At its first conception, we had envisioned a local conference, with representation from BC Lower Mainland universities and colleges. However, we soon got swept up in the momentum and, before we knew what had happened, we had taken on the unthinkable for a student group like us—a national conference. We were initially apprehensive: who from other provinces—especially the easternmost ones—would fly out to attend an undergraduate conference? To our pleasant surprise, *Connecting Minds 2008* was attended by 149 students from 25 different institutions, with a large portion of applications from Ontario and the East coast. Much to our amazement and delight we found ourselves having to decide whether to accept international applications!

The conference began with an evening reception with soothing ambience provided by the Kwantlen Music Society and sustenance in the form of chocolate fondue! Conference day opened with a traditional welcome from representatives of the Kwantlen First Nations followed by addresses from our KPS president, Levente Orban and our Dean of Social Sciences, Dr. Rob Adamoski. Seminars on grant writing and applying for graduate school followed. Throughout the day, just short of 100 students presented poster and papers with topics spanning all areas of psychology. A brief sampling of titles include: *Comparative Validity of Facial Activity Descriptions on Clinical Pediatric Pain Scales*, *Minds of Terror: Exploring the Value References of Diverse Terrorist Groups*, and *The Mature Student as the Tireless Runner - A Human Factors Analysis of University Education for the Mature Student*. The food, provided by Chartwells, was impressive and students enjoyed the opportunity to mingle with faculty and their peers from across the country over fresh pastries, do-it-yourself lunch wraps, and many other treats.

"Great conference, especially for undergrad research. Better than regional professional conferences I've been to in US. Will highly recommend."

"It was an amazing opportunity to meet colleagues across the country and be exceptionally inspired by the interesting and diverse work being done. Also, Aronson's closing address was moving and motivational... such a pleasure and honour to be able to learn from one of the best!"

Connecting Minds 2008 Organizing Team

Faculty Advisors: Dr. Farhad Dastur and Dr. Jocelyn Lymburner

KPS Executives 2008: Levente Orban, Oscar Astete, Nicole Pernat, Danielle Raymond, Priscilla McBeath, Thomas Kerslake.

Website Design: William Szilveszter

Our most sincere appreciation to the many other students, staff and faculty who helped to make this event happen including Catherine Rawn, Richard LeGrand, Rajiv Jhangiani , Ashiq Shah, Lori Scanlan, and Michael Deo.

KEEP YOUR EYES OPEN FOR CONNECTING MINDS 2009 JUNE 5 and 6th!!!

The true highlight of the conference was, without a doubt, the keynote speech by Dr. Elliot Aronson. Dr. Aronson is the only psychologist to have won APA's highest awards in all three major academic categories: distinguished writing (1973), distinguished teaching (1980), and distinguished research (1999). His talk, entitled "Mistakes were made (but not by *me*): Why we justify foolish beliefs, bad decisions, and hurtful acts" was personally moving and well-deserving of the standing ovation it received. The exhausted and exhilarated KPS executive subsequently had the honour of sharing a meal with Dr. Aronson at a local Richmond restaurant. Dr. Aronson's delightful humour infused with the wonderful atmosphere surrounding the delicate Chinese cuisine made for a most memorable evening and a perfect end to our year of work.

Without the steadfast support and encouragement from faculty, Connecting Minds never would have left the ground. The handful of students and faculty that turned their lives upside-down to make the conference happen found the whole process to be hectic, challenging, and absolutely worth it.

Student Awards

Recipient of 2008 George C. Wooton Award. (Given to a student committed to volunteer work and academic studies): Levente Orban

Recipients of 2008 General Awards: Sandra Alfonso, Suzanne Baraton, Natasha Gauthier, Kevin Kokoska, Judith Nagy

Recipients of 2009 Pearson Psychology Award: Cindy Parry, Nicole Pernat

President's Outstanding Graduate Award

by the Kwantlen Marketing & Communications department

Cindy Parry, Bachelor of Applied Arts in Psychology graduate, received the President's Outstanding Graduate Award at Kwantlen Polytechnic University's convocation ceremony.

Presented annually, this award encourages Kwantlen students to excel in their chosen fields of study and to participate in university, student and community activities to the benefit of others. Recipients have completed all their study in one program at Kwantlen; have consistently shown outstanding ability in the field; have contributed in a significant way to Kwantlen or community affairs; and may be recommended by faculty.

Parry, a Richmond resident, was inspired by her knowledgeable and supportive faculty after studying two courses at Kwantlen and decided to pursue her passion in psychology. Four years later, this mother of eight earned her Bachelor of Applied Arts in Psychology degree with outstanding academic achievements to her credit. Aside from studying, Parry was actively involved in extracurricular activities. She was a member of the President's Ambassadorial Team and president of the Kwantlen Psychological Society (KPS). Through the KPS, she worked to enhance the social and academic experience of psychology students by organizing a variety of mingling opportunities and academic events.

Parry credits Kwantlen's exceptional learning environment for her success, and comments, "The caliber of instruction, the expertise of the professors, and the approachability of the faculty facilitated an extended learning that went far beyond anything the textbooks had to offer."

Faculty Awards

Professional Development Grants

Gira Bhatt: Community Research: Planning a Conference symposium and presenting a scholarly paper

David J. Froc: Authoring a Canadian 2nd Year "Brain and Behaviour" Textbook

Jocelyn Lymburner: Publication of doctoral dissertation – Predictors of match duration in a Big Sisters mentoring organization

Larry Anderson: Presentation & discussion of research in Barcelona, Spain at the First International Sociological Association Forum of Sociology

Minor Research Grants

Betty Rideout: The description of spiritual beliefs and analysis of personal epistemology in non-religiously affiliated College-aged adults

Lymburner, Jocelyn: Part II: Student expectations and faculty practices: Investigating leniency in academic decisions.

Lymburner, Jocelyn & Dastur, Farhad: Connecting Minds: Establishing an Annually Based National Undergraduate Research Conference in Psychology

Something to Think About

"The BA or BAA? Which Psychology Degree is Right for Me?"

by Dr. Arleigh Reichl (with thanks to Thomas Kerslake for his outstanding work on this topic in CMNS 3100)

Bachelor of Applied Arts in Psych (BAA)

Focus:
- Psychology applied to workplace
- Applied research, human factors, community psych, I/O, transferable skills

Admission:
- Required 3.0 GPA; B in stats and methods courses
- Entry in 3rd year (following AA or equivalent)

Course requirements:
- 12 required courses
- Required practicum
- 4 BAA electives
- Lib ed requirements
- Full or part time study

Honours option:
- 3.3 GPA, B+ in Stats & Methods
- Two 6-credit courses

Benefits of degree:
- Knowledge and skills in demand by employers (general and specific)
- Contacts with employers through practicum
- Qualifications for further grad study

Bachelor of Arts, Major in Psych (BA)

Focus:
- Traditional, core areas of psychology: Biopsychology, cognition, development, social/personality, clinical/health

Admission:
- BA requirements (Eng, Math; breadth for 3rd yr entry)
- Entry in 1st or 3rd yr

Course requirements (yr 3 & 4):
- No required course
- 30 credits in psych; at least one course from each core area
- Full or part time study

Honours option:
- 3.3GPA, B+ in Stats & Methods
- Two 6-credit courses

Benefits of degree:
- General value of a BA for gaining entry level employment
- Psych background an advantage for some positions
- Qualifications for further grad study

Students may not realize that Kwantlen is unique in offering two bachelor's degrees in psychology and, even those who do, may not understand the differences between the degrees. So, while the choice of degrees is a definite advantage to students in psychology, in fact students interested in a psychology degree may be confused about which is right for them. Although the answer is not always a simple one, here are some important issues to consider when making the decision.

Areas of Focus

Kwantlen's **Bachelor of Arts, Major in Psychology** (known as the '**BA** in Psych.') is a traditional bachelor's degree similar to what a student would earn at UBC, SFU or the majority of universities throughout Canada and the USA. As such, students explore theory and research around five core areas of psychology – biopsychology, cognitive psychology, social/personality psychology, developmental psychology, and clinical/abnormal psychology.

In contrast, the **Bachelor of Applied Arts in Psychology** (known as the '**BAA**' – the extra A stands for "applied") is designed to provide graduates with employment focused knowledge and skills in the behavioural sciences. Areas of focus include industrial/organizational psychology, human factors psychology, community psychology and research in applied settings.

Something to Think About

Required and Elective Courses

Courses in the first two years of the BA and BAA are similar, providing a foundation in psychology along with exposure to other areas of study. In years three and four, however, the BA and BAA differ according to their focus.

The **BA** requires students to take one course from each of the five core areas (biopsychology, development, social/personality, clinical/health, and cognition), but then allows a great deal of flexibility in choosing from an extensive list of electives.

The **BAA** is more structured, with 12 required courses in years three and four. In addition, students choose four electives from an approved list. BAA students also complete a 180-hour workplace practicum for course credit.

Note: Students considering a degree in psychology are strongly encouraged to read the course descriptions (in the calendar) and get information about the courses (e.g., from faculty, students, BA/BAA advisors) when deciding which program is right for them.

Preparation for Employment

Although the **BA** in Psychology is not designed for specific jobs, there is a well-documented advantage to having a BA when it comes to employment. Moreover, a BA in psychology may offer an advantage to some entry level positions, such as working in a group home or working with autistic children. The BA is also an important step toward employment as a counselor or therapist.

The **BAA** was designed in consultation with local employers to prepare graduates for employment in psychology related jobs. Alumni of the program have found work in health research, marketing, corrections, product usability research, human resources, psychological testing and others. The BAA may also be used as a first step toward employment as a counselor or therapist.

Preparation for Graduate Study

The **BA** in psychology can serve as the basis for admission to graduate programs in all areas of psychology. As a traditional degree, the BA also provides a strong foundation for the psychology subject test of the GRE (Graduate Record Exam), required by some graduate schools. In addition, the BA in psychology may be used for application to programs in areas such as social work, public policy, teacher education or even law. The honours program is recommended for students planning to apply to graduate school.

Though the **BAA** degree was initially designed for employment, graduates have been very successful in getting accepted to graduate school, in part because the focus on research skills is viewed as a real strength by graduate schools. Alumni have been accepted into graduate programs in psychology, counselling, educational psychology, public policy, kinetics, and law. As with the BA, the honours program is recommended for BAA students planning to apply to graduate school.

Admission Requirements

Students may apply for admission to the **BA** in year one or year three. Requirements for year one include a B in English 12 (or equivalent) and C in Math 11 (or equivalent). (Kwantlen offers upgrades for students who do not meet these criteria.) For year three admission, students must have a C in English, quantitative and breadth courses (see advisor or BA checklist for specific courses).

For admission to the **BAA**, students apply in the second year for third year entry. The requirements for acceptance are a 3.0 GPA (though 2.67 will be considered), as well as B's in both PSYC 2300 (Statistics) and 2400 (Research Methods).

Final Comments

As the above makes clear, there is no simple answer to the question "which degree is right for me?". Students need to consider their long-term educational and occupational goals, the match between their interests and the required courses, and their ability to meet admission requirements. Although neither choice locks a student into one career path, or closes the door to another, making the right choice will result in a more rewarding educational experience. Students are encouraged to talk with advisors, faculty members, and other students to get the information they need to make the choice that's right for them.

2008-2009 Update

by Malia Pawson

Photos courtesy of Martin Hathaway

The Kwantlen Psychology Society (KPS) strives to stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and advance the science of Psychology.

The KPS meets every two weeks to discuss and plan both academic and social events for Kwantlen students, faculty, and alumni. The goal for the events is to promote and create a sense of camaraderie among psychology students essentially enhancing their academic experience.

Welcome To New Executives

We are excited to welcome **Michael Deo**, who has kindly signed his life away to fill our brand new KPS Volunteer Coordinator Position, and **Hayley Leveque,** our new executive secretary. Our psychologically twisted family of KPS Executives is finally complete!

KPS Executive Council 2008-2009

Cindy Parry | President

Nicole Pernat |Vice President

Hayley Leveque |Executive Secretary

Malia Pawson |Marketing Director

Amy McLellan |Research Director

Jordan Ali |Social Events Coordinator

Michael Deo |Volunteer Coordinator

Alex Wilson |Systems Administrator

Sean Webber |Public Relations

Robyn Dunne |Treasurer

Faculty Advisors

Dr. Jocelyn Lymburner

Dr. Karyn Audet

Dr. Cory Pedersen – Connecting Minds

Facebook

The KPS is on Facebook! This allows for mass "one-stop" invites to our events. Students, faculty and Kwantlen Alumni are encouraged to join the Kwantlen Psychology Society Facebook group so they can be kept in-the-loop for upcoming KPS academic and social events.

KPS SWAG

The KPS now has its own SWAG in the form of stainless steel travel coffee mugs and T-shirts! KPS SWAG is currently on display and for sale in the Psyc Lab room D214. Both the T-shirts and travel mugs are $20.

KPS Annual General Meeting & B.A. / B.A.A. Meet & Greet

The KPS opened their doors to anyone who was interested in attending a KPS meeting to meet the executive and offer their support and input. After the meeting, a fun and food-filled B.A. and B.A.A. meet and greet was held in the Grassroots Café with both faculty and students. Mini burgers were consumed in massive quantities while a competitive game of Jeopardy was played.

Ψ KPS Events up to Now Ψ

Welcome Week

In order to kick off the beginning of the 2008-2009 term, the new Kwantlen Psychology Society Executive council arrived in style at all three campus locations for Welcome Week to introduce themselves to their fellow Kwantlen inhabitants. Dressed in matching "Nature vs. Nurture" t-shirts, the KPS invaded the event with their mascot Sigmund 'Fraud' and psychological games.

APA Seminar

At the beginning of October, in partnership with Dr. Cory Pedersen, the KPS hosted an APA Seminar to reveal all of the secrets of APA style and help students brush up on their skills.

Halloween Pub Night

The KPS Halloween Pub took place on Wednesday October 29 at Brewster's Pub. Despite the lack of people dressed up in costumes, the night was still a hoot and a half. Thought provoking and humorous conversations ensued, laughs were shared, tears were shed, candy was eaten and napkins were thrown. A truly great night overall!

Luau Pub Night

The new KPS Executive hosted their first Luau Pub Night on September 25th at Brewster's Pub. The night was a great success with around 25 students and faculty who attended the event. Pineapples were on the tables, people were drinking from coconuts, and students and faculty were getting leid. The night literally had everything except a suckling pig roasting on a spit, (vegans ***were*** present at the event). Keep your eye out for upcoming pub nights as the KPS aims to have one each month.

End of Semester/Christmas Pub Night

In December, students and faculty joined forces once again at Brewster's Pub to let loose and relax after a hectic fall semester. It was a much needed retreat to our favourite local pub for an evening of burgers and beer.

Grad Panel

Representatives from UBC, SFU, and Trinity Western University visited Kwantlen to answer undergraduate students' questions and concerns about grad school. The afternoon was successful and very informative.

Shannon & Danielle

Shannon was a sister, a daughter, a friend..

Shannon Bracelets

Shannon Bracelets are being sold for $5 each and all the proceeds will go to an annual bursary to help Shannon Raymond's memory live on. Please show your support and wear a bracelet for Shannon. Shannon Bracelets can be purchased at the Surrey Psychology Lab, or by contacting:

Danielle at danielle.raymond@gmail.com.

She was loved by many; please help make sure she will be forgotten by none.

We need Volunteers to help the Executive Council with our upcoming events! Contact our Volunteer Coordinator Michael Deo if you are interested in getting involved with the KPS!
volunteercoordinator@psychologysociety.ca

Psychology Alumni Association

By John Marasigan, Ph.D.
Psychology Alumni Asso. Advisor

Our alumni are all over – conquering the world – and we're extremely proud of them. Here are the latest updates as of press time. We are always happy to hear from our graduates so don't be shy!

Kristin Ells (BAA Honors 2006) is pursuing a MA and PhD in Clinical Forensic Psychology at the University of Saskatchewan. She's enjoying a SSHRC scholarship of $17,500 and a Dean's Scholarship of $36,000. Way to go, Kristin!

Mirek (Vladimir) Marounek (BA 2007) was accepted to work as a counsellor at Wilsons-Banwell PROACT Human Solutions and is currently completing the B.Ed. program at UBC.

Stephanie Warren (BAA 2008) started her new job in January 2009 as a case manager at the BC Society of Training for Health and Employment Opportunities. She provides intake and assessment services to clients and, in partnership with clients, assesses employability and vocational options and follows through the implementation of their plan. Her other responsibilities include program and project planning, coordination, monitoring, and evaluation.

Eva Haug (BA 2008) was accepted in the MA Counselling Psychology program at the University of Calgary this September.

Levente Orban (BAA Honours 2008) received an Entrance Scholarship toward a Ph.D. in Psychology at the University of Ottawa.

Jennifer Langille (BAA 2007) is studying Clinical Psychology at the University of Regina.

Karina Yu Shan Duan (BAA 2005) is pursuing a Master's degree by distance at a university in England.

Eva Kyleheku (BAA 2008) is also pursuing a graduate degree in London, England.

At **Adler School of Professional Psychology,** pursuing MA Counselling are **Cathy Stewart** and **Jessica Wilder**, both BAA grads.

In **Ontario**, all pursuing a master's program are **Aman Bassi** (BA) at the University of Ottawa, **Allisha Patterson** (BAA) at Queen's University where she received a SSHRC grant, and **Kim Hurd** (BAA 2005) at York University pursuing the MA in Clinical Psychology, having received $17,000 guaranteed funding and a $4,000 Entrance Scholarship. Also in Ontario is **Robert Evans** (BAA) at the University of Windsor Law School.

At **SFU** are **Joseph Comeau** (BAA 2003) doing the Ph.D. in Social Psychology, **Laura Falcon** (BAA 2004) who completed her MA Psychology degree and **Yongjie Yon** (BAA Honours 2006 and SSHRC recipient) pursuing a Master's degree in Gerontology. **Yongjie** has also just received notice that he has been accepted for an internship at Human Resources and Skill Development Canada in Ottawa. Additionally, **Yongjie** has been awarded the "Undergraduate Student Margaret Clark Award" from Wayne State University.

At **Trinity Western University** are three BAA graduates all pursuing the Masters in Counselling program - **Natasha Panina**, **Michelle Behr and Gena Davies** (the latter two received Entrance Scholarships of $7,500 for Academic Achievement).

At **UBC** are two BAA graduates doing a doctoral program: **Shayna Rusticus**, Ph.D. in Measurement, Evaluation, and Research Methodology and **Celina Vergel de Dios**, Ph.D. in Education and Counselling Psychology. Two BAA graduates completed their master's degree: **Lynda Thiessen**, MA in Measurement, Evaluation, and Research Methodology and **Mira Williams**, MA in Human Development, Learning, and Culture. Two more BAA graduates doing their master's program are **Lawrence Prasad**, Master's in Counselling and **Cassandra Elliott-Adler**, MA in Vocational Rehabilitation Counselling.

Our most thrilling news of the year: **Gena Davies** (BAA 2008) and **Adam Paton** (BAA 2009) have just announced their engagement! The wedding date has been set for August 2009. Folks are cajoling them to hold the ceremony at the Psyc lab where Gena was a lab assistant for many years and Adam was a frequent visitor.

Don't they look like the perfect match made in Kwantlen PSYC Dpt.?

Our top project for 2009: to raise scholarship funds for our undergraduate psychology students at Kwantlen. All alumni will be contacted through the mail by the Kwantlen Foundation and Alumni Office. We hope that everyone will respond enthusiastically to this wonderful endeavour to pass on a legacy to those who are following the footsteps of our psychology trailblazers. All contributions made, both personal and corporate, are tax deductible. All psychology alumni, do keep in touch. We would like to hear from you. Please e-mail Dr. John Marasigan (john.marasigan@kwantlen.ca) or any of our PAA officers.

Ageism In British Columbia: A Brief Report

By Dr. Larry Anderson

This brief report, using Palmore's (2001) *Ageism Survey,* presents data demonstrating the prevalence of Ageism in British Columbia. Correlation patterns relating to humour, employment, victimization, and personal rejection are discussed. Particular emphasis is placed on connecting ageism and relational self-esteem. Sources of respondents include: The Senior Connector, a newspaper distributed throughout British Columbia; the Council of Senior Citizen Organizations (COSCO), several Senior's Recreation centres throughout British Columbia and residents from a large seniors trailer park located in Aldergrove B.C. This study is a step toward understanding the nature of ageist experiences and development of approaches to reducing it.

John Marasigan Presents Paper at International Congress

John Marasigan, Ph.D., presented his research paper *Internal Communications Within A Post-secondary Institution: Analysis and Recommendations* at the XXIX International Congress of Psychology in Berlin on July 22, 2008. His poster was very well received by conventioneers and he received two invitations: one, to publish in an Eastern European journal and two, to conduct a cross-cultural application of his study in Malaysia. This research has also been presented to senior management at Kwantlen and is available to the entire Kwantlen community.

PUBLICATIONS

Adebayo, D. O., Sunmola, A. M., & Udegbe, I. B. (2008). Workplace fairness and emotional exhaustion in Nigeria police: The moderating role of gender, *Anxiety, Stress, and coping: An International Journal*, *21*, (4), 405-416

Adebayo, D. O., Sunmola, A. M & Udegbe, I. B. (2008). Work-school conflict, coping and well-being among Nigerian nontraditional students, *Career Development International*, *13*, (5), 440-455

Geraerts, E., **Bernstein, D.M.**, Merckelbach, H., Linders, C., Raymaekers, L., & Loftus, E.F. (2008). Lasting false beliefs and their behavioral consequences. *Psychological Science, 19,* 749-753.

Laney, C., Bowman Fowler, N., Nelson, K.J., **Bernstein, D.M.**, & Loftus, E.F. (2008). The persistence of false beliefs. *Acta Psychologica, 129*, 190-197.

Bernstein, D.M., Nourkova, V., & Loftus, E.F. (2008). From individual memories to oral history. In A.M. Colombus (Ed.). *Advances in Psychology Research, 54*, 157-181. Nova Science Publishers.

Laney, C., Kaasa, S.O., Berkowitz, S.R., Morris, E.K., **Bernstein, D.M.**, & Loftus, E.F. (2008). The red herring technique: A methodological response to the problem of demand characteristics in false memory research. *Psychological Research, 72*, 362-375.

Laney, C., Morris, E.K., **Bernstein, D.M.**, Wakefield, B.M., & Loftus, E.F, (2008). Asparagus, a love story: Healthier eating could be just a false memory away. *Experimental Psychology, 55*, 291-300.

Bhatt, G. (2008). *Belief creates reality: The self in a cultural context.* Counseling South Asians, Kwantlen Polytechnic University, Surrey, BC

Bhatt, G., Steve Dooley, & Tweed, R. (2008). *Building connections, building trust: Kwantlen's approach to community research.* Conversations on Community Based Research, May, Douglas College, Coquitlam, BC

Bhatt, G. (2008). *The process of establishing trust: Partnering with the South Asian Community.* Celebration of Research & Scholarship at Kwantlen, April, Surrey, BC.

Publications

Tweed, R. & Bhatt, G. (2007). *Spontaneous identity involvement, prevention, and promotion.* Poster presented at the Western Psychological Association, May, Vancouver, BC

Dandiwal, J. & **Bhatt, G.** (2007). *Intergenerational conflict in Mate-Selection Criteria among the Indo-Canadian Sikhs.* Poster presented at the Annual Convention of Canadian Psychological Association, June, Ottawa, Ontario

Szilveszter, W., Raymond, D., **Bhatt, G**. (2007). *Lessons from Psyc-On-Line.* Poster presented at the International Conference of Teaching of Psychology, July, Vancouver, BC.

Li, H. Z., **Bhatt, G**., Zhang, Z., Pahal, J., & Cui, Y. P. (2006). Defining relationships: Comparing Canadians, Chinese and Indians. *Asian Journal of Social Psychology, 9(3)*, 236-244.

Li, H. Z., Zhang, Z., **Bhatt, G.,** & Yum, Y. (2006). Rethinking culture and self-construal: China as a middle land. *Journal of Social Psychology, 146(5)*, 603-622.

Hamilton, K., **Charlton, S. &** Elmes, R. (2008). Developing a four – year degree in applied psychology: Experiences in degree development at a former two – year post secondary institution. *Planning for Higher Education, 36(4)*, 23–32.

Montiel, C.J., & **Shah, A.A.** (2008). Effects of political framing and perceiver's social position on trait attributions of a terrorist/freedom-fighter. *Journal of Language and Social Psychology, 27*, 266-275. DOI: 10.1177/1054773804271935.

Malik, F. & **Shah, A.A.** (2007). Development of Child Abuse Scale: Reliability and Validity Analyses. *Psychology & Developing Societies: A Journal, 19*, 161-178.

Othman, A., & **Shah, A.A.** (July, 2007). *Parental overprotection and psychological problems among chronically ill children.* Paper presented at the "The Seventh International Conference of the Asian Association of Social Psychology". Kota Kinabalu, Sabah. Malaysia.

Shah, A.A., Advisor, "The Centre for Spiritual Development in Childhood and Adolescence", Minneapolis, MN 55413-2254, U.S.A.

Parkes, S., Cox, D., Saewyc, E., **MacKay, L.** (2008). The relationship between body image and stimulant use among Canadian adolescents. *The Journal of Adolescent Health, 43 (6),* 616-618

Saewyc, E., **MacKay, L.,** Anderson, J., & Drozda, C. (2008). *It's Not What You Think: Sexually Exploited Youth in British Columbia.* Vancouver: University of British Columbia, School of Nursing. ISBN # 978-0-9810280-0-2.

Smith, A., Peled, M., Albert, M., **MacKay, L.**, Stewart, D, Saewyc, E., & the McCreary Centre Society. (2008). *Making the Grade: A Review of Alternate Education Programs in British Columbia.* Vancouver, BC: McCreary Centre Society. ISBN # 978-1-895438-86-1.

Smith, A., Peled, M., Albert, M., **MacKay, L.**, Stewart, D, Saewyc, E., & the McCreary Centre Society (October, 2008). *A Review of Alternate Education Programs in B.C.* Poster presented at the 7th International Conference on Urban Health, Vancouver, B.C.

MacKay, L., Cox, D., Saewyc, E., Slaney, K., & Poole, G. (August 2008). *Psychosocial Strengths Related to Positive Adolescent Health and Development.* Poster presented at the 116th annual conference of the American Psychological Association, Boston, Mass.

Saewyc, E., **MacKay, L.**, Henderson, A., Peled, M., & Northcott, M. (June 2008). *Which Comes First: Sexual Exploitation or Other Risk Exposures Among Street-Involved Youth?* Paper presented at the annual conference of the Canadian Public Health Association, Halifax, Nova Scotia.

Albert, M., Saewyc, E., Smith, A., **MacKay, L.** (March 2008). *Changes in Substance Use Patterns for Street-Involved Youth Cohorts in British Columbia.* Poster presented at the annual conference of the Society for Adolescent Medicine, Greensboro, North Carolina. Abstract published in *The Journal of Adolescent Health*, 2008 (Vol. 42, Issue 2, Page 49).

MacKay, L., Saewyc, E., Alexander, J., & Drozda, C. (April 2008). *"You can't ask that: Doing population research about sexually-exploited youth without stigmatizing".* Presentaion given at the Knowledge without Harm: Strategies for Ethical Research with Youth Conference, Vancouver, BC.

Publications

Suedfeld, P., & **Jhangiani, R**. (in press). Cognitive management in an enduring international rivalry: The case of India and Pakistan. *Political Psychology.*

Jhangiani, R., Legkaia, K., Cross, R., Netchaeva, E. Frisch, S., & Suedfeld, P. (2008, September). The values and integrative complexity of McCain and Obama. *Clio's Psyche*.

Jhangiani, R. (2008, July). *Processing terror: US and Canadian students' cognitive and emotional reactions in the aftermath of 9/11*. In D. Masters (Chair), Reactions to terrorism. Symposium at the 31st Annual Scientific Meeting of the International Society of Political Psychology, Paris, France.

Cassel, L., Cross, R., Ivanova, V., **Jhangiani, R**., Legkaia, K., & Suedfeld, P. (2008, July). *Psychological assessment at a distance: Values and integrative complexity of the 2008 U.S. presidential candidates*. In C. De Landtsheer (Chair), Leader personality and government outcomes. Symposium at the 31st Annual Scientific Meeting of the International Society of Political Psychology, Paris, France.

Liang, W., **Lymburner, J.A**., & Ali, S. (May, 2008). *Can I have a B+ instead of a B? A cross disciplinary investigation of faculty leniency*. Poster presented at the Teaching Institute of the Association for Psychological Science, Chicago, IL.

Lymburner, J.A., & Dastur, F., *Connecting Minds 2008: A National Undergraduate Research Conference in Psychology Manual,* Kwantlen Polytechnic University (May 30-31, 2008)

Pedersen, C. L., & Schonert-Reichl, K. A. (2008). Developmental psychology. In W. A. Darity, Jr. (Ed.), *International Encyclopedia of the Social Sciences* . (2nd ed., Vol. 2., pp. 349-352). Detroit: Macmillan.

Hurd, K., **Pedersen** , C. L., Yager, J., Rombough, A., & Iarocci, G. (2008, May). *A new predictor of stress in mothers of children with autism* . Poster presented at the International Meeting for Autism Research, London, UK.

Pedersen , C. L., & Shim, V. Y. (2008, June). *A teen sexual revolution?* Paper presented at the annual meeting of the Jean Piaget Society, Quebec City, QC.

Rombough, A., Hurd, K., **Pedersen** , C. L., Elfers, T., Iarocci, G., & Yager, J. (2008, May). *Fear of negative close versus public social judgment in mothers of children with autism spectrum disorders*. Poster presented at the International Meeting for Autism Research, London, UK.

Pedersen, C.L. (2008). *Program evaluation of the Straight Talk Gang Prevention Program* – in collaboration with Stephen Dooley and the Surrey School District. Project funded by the National Crime Prevention Commission. Research assistants: Cindy Parry, Hayley Leveque, Michael Deo, and Stephanie Cotton.

Publications with Students

Hurd, K., Pedersen , C. L., **Yager, J., Rombough, A., & Iarocci, G.** (2008, May). *A new predictor of stress in mothers of children with autism* . Poster presented at the International Meeting for Autism Research, London, UK.

Liang, W., Lymburner, J.A., & **Ali, S. (**May, 2008). *Can I have a B+ instead of a B? A cross disciplinary investigation of faculty leniency*. Poster presented at the Teaching Institute of the Association for Psychological Science, Chicago, IL.

Pedersen , C. L., & **Shim, V. Y.** (2008, June). *A teen sexual revolution?* Paper presented at the annual meeting of the Jean Piaget Society, Quebec City, QC.

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Szilveszter, W., Raymond, D., Bhatt, G. (2007). *Lessons from Psyc-On-Line*. Poster presented at the International Conference of Teaching of Psychology, July, Vancouver, BC.

Publications – Alumni

Yon, Yongjie, Study of Ageism and Elder Abuse By Young Adults:"Is Ageism Associated With Elder Abuse?"

International Conference on the Teaching of Psychology

July 24 - 26, 2009
Vancouver, BC

Co-hosted by Kwantlen Polytechnic University and Douglas College

For information contact Steve Charlton at 604-669-5065 or

sjccharlton@shaw.ca Website: www.kwantlen.ca/ictp

**Early registration ends May 1st, 2009

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