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Issue 2

Synapse

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"No psychologist should pretend to understand what he does not understand... Only fools and charlatans know everything and understand nothing."

~ Anton Chekov ~

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Newsletter of the
Kwantlen Psychology Department©

CONNECTING MINDS 2008

May 30th - 31st, 2008

Kwantlen University College
Richmond, BC.

Registration Opens: Jan 1, 2008
Your abstract will be evaluated within two weeks.
Registration Ends: May 1, 2008

Travelling from outside of BC/Lower Mainland? Check the website for travel grant opportunities

The Kwantlen Psychology Society and the Kwantlen Psychology department invite you to attend the first national undergraduate research conference in psychology hosted by a Canadian university. Join us for a day of student talks and poster presentations celebrating research in all areas of psychology. Learn about graduate school opportunities and take home tips on successful grant applications. Listen to a keynote lecture by Dr. Elliot Aronson, one of the most influential social psychologists of the 20th century and inventor of the Jigsaw classroom experiments. We invite both paper and poster submissions from all undergraduate students across Canada studying in any area of psychology. Whether you are presenting or simply joining us for a day of scholarship and learning do connect with us on May 30 and 31st, 2008, at Kwantlen University College's campus in beautiful Richmond, BC.

For More Information & Online Applications

WWW.CONNECTINGMINDS.CA

All paper and poster abstracts should include the following

- ✔ The author(s) names and affiliation
- ✔ Contact information for the primary author
- ✔ The title of the research project
- ✔ One to three keywords related to the area of research
  (e.g., neuropsychology, social, cognitive, human factors, developmental)
- ✔ A 150 word abstract describing your research
- ✔ Preference for a poster or paper presentation

Kwantlen UNIVERSITY COLLEGE

PEARSON Education Canada

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"When I look at the world I'm pessimistic, but when I look at people I am optimistic."

~ Carl Rogers

Message from the Chair

Values and Visions

Welcome to Kwantlen's Psychology Department--one of the finest anywhere. Our faculty are united by three common values and visions:

Passion for the science and art of psychology
Commitment to excellence in teaching and scholarship
Desire to build a positive, fair, and healthy work place

Our Faculty

Our department consists of 25 full-time faculty and several contract faculty. We have diverse representation in terms of cultural backgrounds, age distribution, and educational training. We have representation in over 16 core areas of psychology including biopsychology, clinical/counselling, cognitive, developmental, evolutionary, health, human factors/ergonomics, industrial/organizational, quantitative/methods, and social/personality. We have degrees from Canada, the U.S., Belgium, Germany, India, Nigeria, Pakistan, the Philippines, Scotland, Switzerland, and the U.K. This diversity enriches our teaching, our scholarship, and our work place.

Our Teaching

We take great pride in our student-centred approach to learning and our commitment to student success. Our classes are designed with high faculty-to-student ratios (35 students or less) to promote a more engaged, intimate, and interactive learning environment. Our award-winning faculty are experts in their respective fields with a passion and talent for teaching. Teaching excellence is nurtured through our new faculty mentorship program, professional development activities, a Teaching Excellence group, a Psychology Lab, and participation in the initiatives of our Centre for Academic Growth. In 2007, we hosted a very successful International Teaching of Psychology Conference.

Our Degrees

We offer a 2-year Associate of Art Degree, an innovative 4-year Bachelor of Applied Arts (Psychology) Degree (BAA), and a traditional 4 year Bachelor of Arts Degree (BA) with a major or minor option. An Honours program is available for both degrees and is recommended for those with a strong research orientation or an interest in graduate school. Our BAA degree gives graduates the knowledge and relevant skills in applied psychology that are desired in many work place settings. Recent graduates have found successful employment in the private sector, government, and non-governmental organizations. Several of our BAA graduates have won national scholarships to attend graduate school and other professional programs. Our BA degree offers a wide range of courses in 5 thematic areas: biopsychology, clinical/abnormal, cognition, developmental, and social/personality. We expect great successes from the first graduating class of 2009.

Research & Scholarship

Many of our faculty are involved in research and scholarship. Our faculty have published in prestigious journals such as *Nature, Science, Psychological Science,* and *Human Factors;* we have won grants from agencies such as the Social Sciences and Humanities Research Council; and we have presented at conferences such as The *International Congress of Psychology, Psychonomics,* and the *Human Behaviour & Evolution Society*. Our commitment to research enhances our students' learning experiences by ensuring that we are current in the latest psychological ideas, findings, and technologies. This nexus of teaching and research is put on display at our annual Psychology Undergraduate Research Conference. In 2008 this conference will evolve into a national event.

Message from the Chair

Kwantlen Psychology Society & Psychology Alumni Association

In 2003, students and faculty created the Kwantlen Psychology Society (KPS) to encourage school spirit among students. Since then, the KPS has evolved into the most successful student society on campus with over 400 members, a 9-member executive team, a faculty advisor, and a user-friendly website (www.psychologysociety.ca). The KPS hosts events such as pub nights, a CinemaPsych movie and discussion night, and information sessions on graduate school, Graduate Record Exams, APA style, and careers. The KPS is also involved in charitable services to the wider community.

Our department is also proud to have an active Psychology Alumni Association. An important goal of the Alumni Association is to utilize the connections and advice of past students to widen the opportunities of current students. This year the Alumni Association intends to launch a fund-raising campaign for the purpose of creating an undergraduate scholarship.

Work/Life Balance

We strive to offer an exceptional work environment built on the principles of positive psychology. Our goal is a work place that is fair, relevant, engaging, and provides meaningful opportunities. We support each other's initiatives and celebrate each other's accomplishments (see our newsletter, *Synapse* -- available in pdf format on our department website www.kwantlen.ca/socialsciences/psychology.html. Once a year, we recharge and recommit to our values and visions at a 3-day retreat. Our work schedules seek to balance the equation between work life and personal life. Our department culture is one of collegiality, respect, and consensus building. In short, we strive to put the best and latest of psychological theory into meaningful practice.

Dr. Farhad Dastur
Chair and Professor of Psychology
farhad.dastur@kwantlen.ca

Warm Welcomes & Fond Farewells

Welcome to new Faces:

New Regular Faculty	Dr. Dada Otu Adebayo, Dr. Robert McDonald
Contract Faculty	Rajiv Jhangiani, Dr. Adele Kohanyi, Dr. Evan Lopes, Dr. Laura MacKay, Christopher Newitt, Patricia Orzeck, Catherine Rawn, Lana Besel

Farewell to Lee Woodson and Sara Pawson: two outstanding educators, wonderful colleagues, and faithful friends. You will be missed.

Lee Woodson

Sara Pawson

"Toward Graduate School" (or, "Dear God, What Have I Done?")

by Michelle Behr

Debt never bothered me. "Four years", I thought. "Four years and an incredible job along with a stable salary will be handed to me along with the elusive handshake of Mr. Skip Triplett and a beaming smile from Dr.D". This dream is not impossible; I hear wonderful things about the mysterious president, I know from experience that our department head does in fact beam at every student function, and many students find a great job after graduation. They make money, but I am apparently destined for a different route. I will be broke for a little while longer, but this is something to celebrate—late night internet searches through scholarship, grant, and bursary databases are a great way to keep busy.

I am pretty sure they made a mistake. I mean, I'll admit that I'm intelligent enough and on a good day I've got some pretty shiny hair, but grad school material? I don't know. I did spend every weekend for a year and a half at a research lab an hour away from home as well as collaborating on five independent projects, but I'm sure there are many students across the country (and at Kwantlen, for that matter) who work harder than that. The two years at the crisis center probably helped as did my work for the KPS and CPA, but community involvement is the norm for all grad school applicants. So, why me? How am I going to stand out from the crowd when I get there? Are the other students going to be more qualified? More experienced? Better suited to the program? Have shinier hair?

Doubts aside, I am very excited. And grateful. I feel very prepared to begin my graduate program. Some students are worried about the course work, but I feel like this challenge is the least of my worries. I feel as though the Kwantlen faculty have ingrained in me a sense of self efficacy and I am going to graduate school with a lot of confidence. I'll write back in six months and tell you all how that goes. I was so grateful to speak proudly of my undergraduate experience and express clearly my gratitude toward the very supportive faculty. The most joyous part of the experience so far was being able to profess my strong love of research to the interview panel, who were clearly touched by my passion.

So what's next? I cheated on the GREs insofar as I didn't take them, so that's the next step because I plan to apply to PhD. There is a voice nagging at me that I need to take my place in front of a classroom someday. I also know that I have a strong creative spirit and I'd like to apply that part of myself to helping others emotionally. I have book ideas, I have community education plans, I have support group proposals and the list goes on. In a way, I feel very afraid now that I've been accepted to grad school. I have a lot of enthusiasm for life and I feel like higher education is a license for more opportunity. The only *real* problem is that I'm too excited to do it all at once.

BAA Practicum Students continue to impress employers

By Kurt Penner, Psyc 4000 Practicum Instructor, kurt.penner@kwantlen.ca

Twenty-five students completed practicum projects this past summer, with great variation in types of locations and overall high praise.

Lana Newton, Katherine Wisener & Jennifer Cordeiro (BAA Alumni) with UBC CPD-KT Team leaders.

The group finished off the summer with presentations on their work, and several practicum employers attended the event. As a summary of our students' accomplishments, I would like to pass on the words enclosed in a letter from one of the hosts, the UBC Faculty of Medicine Continuing Professional Development and Knowledge Translation unit which hosted Lana Newton and Katherine Wisener.

The mix of organizations with which other students in Katherine and Lana's class did their practica was quite interesting – ranging from academic research units to small businesses, and including such curious places as Customs Canada or a background check company.

BAA Practicum Cont. on pg.. 7

Meet our Students

CPA, meet KUC.

by Michelle Behr

I remember my first B.A.A. day well. Bob Basil was the first of many to ask "so, who plans on going to grad school?". My (hopefully) witty comment to the also not-yet ambitious girl beside me was something like "I've been planning *this* since I was five". Seriously though, I hadn't given it much thought. Let me tell you something: a lot has changed in a year.

As I began to hoard information about graduate programs I started to understand the challenge involved; not only do you need great grades, you also need to demonstrate your commitment to Psychology. In the search for opportunities my detail-oriented fiancé [4th year KUC psych student, Oscar Astete] noticed the student section and inquired as to whether Kwantlen had a representative yet.

The Canadian Psychological Association welcomed our involvement earnestly, so here we begin a beautiful friendship and a relationship that is mutually beneficial. Kwantlen has never been represented and we should be proud to start now. The duties of a student representative include promotion of:

- Membership
- The annual national research conference
- Student awards
- Graduate school options

For Kwantlen students, the benefits of CPA membership are grand. The reasonably priced student affiliate dues buy you quarterly issues of the national Psynopsis newsletter, quarterly issues of *Canadian Psychology* as well as your choice of quarterly issues of *Canadian Journal of Behavioural Sciences* or *Canadian Journal of Experimental Psychology*. Student affiliates get discounts at the Annual Conferences and as your membership grows so will the benefits.

I strongly encourage faculty to get involved with the Canadian Psychological Association if they aren't already. Set an example. Encourage membership. If the students don't listen to you, send them to me. This is a school with unique perspective and great potential so let's give everyone the most exposure we can. For more information about student membership or faculty involvement please contact me at: michellebehr05@yahoo.ca.

BAA Practicum Cont. from pg 6

Personally, I was thoroughly impressed with the very high standard of presentations given by the Kwantlen practicum students at yesterday's session. Excellent organizational and time management skills, mastery of the rules of design and delivery of effective presentations, and clear communication were among the key strengths that most, if not all, of those students exhibited. The BAA program's strong focus on these types of skills gives its graduates a distinct advantage over students from other programs or colleges. Over the past several years, I have had a chance to work with dozens of graduate students as well as new faculty at UBC in programs aimed at enhancing participants' instructional and presentation skills – and few of those participants were coming in performing at the level of confidence and competence exhibited by the Kwantlen students whose presentations Jen, Celine, and I had a chance to witness yesterday. — Michal Fedeles, PhD. Director of Continuing Health Education at SFU

Academic Turns General Contractor

by Kevin Hamilton

From August 2005 to December 2006 I was away on Ed Leave. While away from Kwantlen. I followed the minutes of departmental meetings and the various emails circulating and I'm amazed and delighted at the many projects and initiatives underway. While it's difficult to compete with being on leave, I really am excited to be part of such a group.

In terms of academic work I've been involved with over the past year, Allison Waters and I published a paper from her thesis in the Proceedings of the 49th Annual Meeting of the Human Factors and Ergonomics Society. Her work was on PTSD in Urban Firefighters. Erin Heron and Leanna Grabish, who worked with me as Honours students, also completed their theses just before I went on leave. Leanna examined the use of global positioning devices in aircraft navigation training and Erin studied training issues in shift work education for the Vancouver Fire Department.

During the fall of 2005, my wife Janice (who many of you know) spent considerable time with me in Gibson's Landing working to get a house we started building in August locked up before the winter rains. Little did I know that acting as a general contractor would draw heavily on so many diverse areas of psychology in addition to requiring far more physical stamina than I ever imagined. By December the work had progressed really well. However, I was physically exhausted and had developed trigger finger in both hands from excessive use of power tools and from pulling miles of electrical wire through hundreds of holes I had drilled in the wood frame of the house. For several months I wore hand braces 24 / 7 anticipating surgery to release 3 severely stuck fingers. I can still hear the old man across the back lane telling me that I should stick to teaching, when he saw me working outside one day with my hands in braces.

By early January I was getting close to the edge and found myself preoccupied by thoughts about what on earth had I gotten myself into by building a house. The word 'idiot' kept coming to mind. Teaching statistics was beginning to sound like exotic work at this point. Fortunately, however, I came to my senses and persevered with a lot of emotional support and hard work from Janice, who kept alluding to 'how different it was doing this stuff in real life' (as she sported her new tool belt and stripped wire for 3 and 4 way switches). Eventually we managed to complete the lock up and get the wiring finished so that we could insulate and get the heat turned on. It was starting to get pretty chilly sleeping in a 4 season tent in the basement of our unheated construction site in the

Academic Turns General Contractor

dead of winter – though we did have a working extension cord, hot and cold running water, a bath tub, a toilet, a microwave and a Seinfeld DVD to watch on the laptop. However, neither of us can remember ever staying awake long enough in the evening to actually view an entire episode.

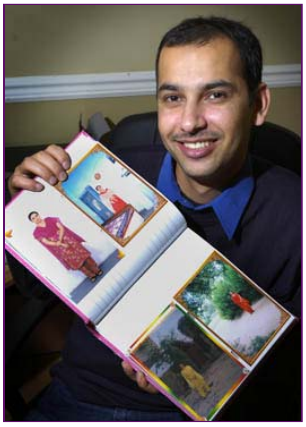
By mid February of 2006 the heat was on, the insulation was in, the worksite had warmed up and the drywall installers were on their way. Around the same time I began to divide my time between working on the house and working in the library on my Ed Leave project, compiling literature in environmental psychology.

In April Janice and I flew to Tucson where I attended a workshop with the Chairs Academy. We spent a week hiking in the desert, sight seeing and basking in the sun. The canyons and the cactus are incredible in this area – it feels literally as if you are on another planet. Fortunately the heat of Arizona and the reprieve from building construction allowed my hands an opportunity to heal. Some additional time at the library when we returned to Vancouver enabled me to recoup further before plunging back into the house full time.

August 2006 was very a busy time completing the deck, siding, floors, front stairs and a wood ceiling. By the end of the month, we had obtained an occupancy permit (immediately followed by a very large bottle of expensive Champagne). Work has progressed through September, as I returned to splitting my time between the library and Gibsons, and we were able to complete the landscaping by planting trees, shrubs and grass seed just in time for the fall rains to do their magic. By Christmas of 2006 we had completed most of the interior trim and tiling and suddenly I began to realize that there was now a cute yellow house, designed and built by Janice and myself, where only a year ago there was but a vacant lot. We are both really happy with how the project has turned out (many Ergonomic features too) and we look forward to spending a lot of quality time at the house in the years ahead.

As I begin to prepare to return to Kwantlen and as I look back, I'm certainly nowhere near the point where I'd consider building another house, though memories are beginning to restructure with a more positive skew as time goes by. I would, however, consider applying again for Ed Leave. Perhaps next time I could request time to develop online courses from a remote location in the South Pacific, a long way from any power tools. In closing, I hope that everyone has a productive semester.

Accomplishments



Congratulations to Jagmeet Dandiwal, (BAA Honours) for getting extensive coverage of his Honours research in *The Vancouver Sun*, Feb 28, 2007. Jagmeet's research, *"Intergenerational Conflict in Mate Selection: A Study of Indo-Canadian Sikhs Living in British Columbia"* examined issues related to arranged marriage, attitude towards dating and love among the two generations of Indo-Canadian Sikhs. His research was presented at the *Canadian Psychological Association* convention in Ottawa, June, 2007. Dr. Gira Bhatt supervised Jagmeet's research and the statistical consultation was provided by Dr. Arleigh Reichl.

Gregory Holditch (BA) has been awarded three scholarships – The Kwantlen Student Association Pride Award, The Kwantlen Student Association General Award, and the Downs Archambault Award.

Kristin Ells (BAA Honours) on receiving a $17,500 CGS Master's Scholarship from SSHRC for her proposal entitled, *Intimate Partner Violence (IPV) in Adolescent Relationships: Towards a Measure of Violence Risk Assessment in Youth*

Robert Evans (BAA) was recently accepted into the University of Windsor Law School in Ontario.

Yongjie Yon received a SSHRC scholarship of $17000.00

Natasha Panina received a SSHRC scholarship of $17000.00

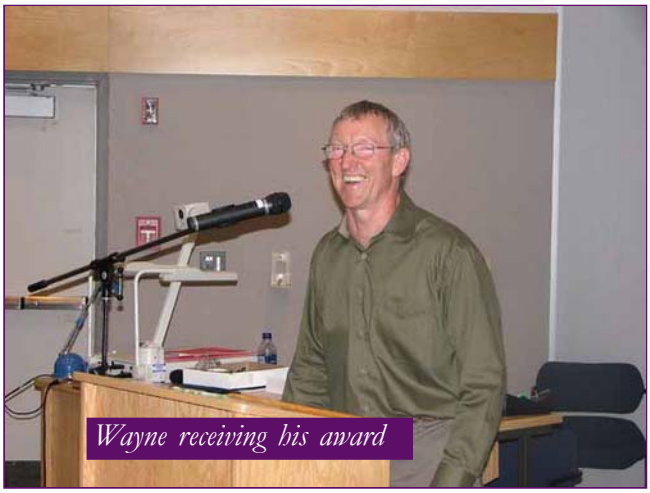
Student Leadership Awards

Global Villagers Team: Aman Bassi, Eva Kylheku, and Levente Orban (see p. 14 to learn more about the Global Villagers)

Faculty Teaching Accomplishments

Recipients of First Year Teaching Experience Awards:

David Froc, Jocelyn Lymburner, Wayne Podrouzek, Claire Vanston, Paul Wehr.



Wayne receiving his award

Congratulations to Steve Charlton for the magnificent job he did on organizing the International Teaching of Psychology Conference in July.

NOWCAM 2006

What began as a course project culminated in a conference presentation for BA Psychology student Aman Bassi and BAA Psychology student Levente Orban when they presented their poster at the conference of Northwest Cognition and Memory (NOWCAM) in June. Aman and Levente, along with fellow student Linda Primeau-Kelly, used principles of persuasion and influence from Dr. Reichl's "Attitudes and Persuasion" course to create promotional materials for the charity Heifer International. "I was tremendously impressed with their ability to apply principles from the course to create professional, persuasive materials. I was even more amazed to discover they actually used the materials to raise money for the charity", commented Dr. Reichl. In fact, Aman and Levente raised enough money to buy a buffalo, two goats and a pig for poor families in other countries. As an application of persuasion principles and, indirectly, cognition and memory, their poster was unique and received with interest. "I have great admiration, not only for their courage and initiative in presenting this project," noted Dr. Reichl, "but for the strong sense of social responsibility they demonstrated by using their work to benefit others in need."

We at first were intimidated when we found out that our poster was accepted to NOWCAM at UBC, but with the knowledge that we gained from Dr Reichl's Attitudes and Persuasion class, we were more than prepared for the presentation -- Levente Orban, Aman Bassi

This project was an inspiration for us to create Kwantlen's charity organization, The Global Villagers.

NorthWest Cognition and Memory (NOWCAM) 2006 poster presentation at UBC on applications of influence and persuasion techniques for Heifer Int'l charity.

Attitudes & Persuasion (PSYC 3210) class presentation on applications of influence and persuasion techniques for Heifer Int'l charity. We collected enough money during the development of our project to buy a family a buffalo, two goats, and a pig.

THE PEACOCK'S TALL TALE

by Farhad Dastur

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"The sight of a feather in a peacock's tail, whenever I gaze at it, makes me sick."
—Charles Darwin

On April 3, 1860, one year after the publication of *The Origin of Species*, a vexed Charles Darwin wrote to his friend Asa Gray, the eminent Harvard botanist and Christian evolutionist, "The sight of a feather in a peacock's tail, whenever I gaze at it, makes me sick." The historical record documents no early childhood trauma by any of the three species of peafowl upon the young naturalist—not blue *Pavo cristatus*, not splendidly green *Pavo muticus*, not even elusive *Afropavo congolensis*. If psychological scarring can't explain Darwin's phobia, then what could cause such a harrowing?

To understand how a tail feather could so vex Darwin, one need realize that nothing less than Darwin's gift to science, his theory of natural selection, rested upon explaining the existence of the peacock's tail. The logic of natural selection demanded that all structures great and small had evolved by means of a *selection* of those heritable traits that, by chance, contributed to an organism's survival and reproductive fitness. In Darwin's mind, the beauty of the peacock's tail violated this logic: how and why would natural selection select such an ornate structure that had no imaginable survival value to its owner? By virtue of its size, weight, and conspicuousness, one could argue that the peacock's tail imposes heavy costs on its owner including wasted metabolic energy spent during development and later maintenance, a reduction in the bird's ability to defend itself from predators, decreased camouflage potential, and the obvious constraints on flight performance. Natural selection, minimalist in its design aesthetic, should have selected *against* such tails, not for them. Throughout nature, optimal functionality is the prevailing principle—within the limits of biophysical constraints, genetic drift, and the convoluted pathways of historical lineage. In a world of finch beaks supremely adapted to breaking specific nuts and tiger stripes eminently adapted to hiding in the forests of the night, the peacock's tail is an embarrassment of riches. One can imagine the words on the tombstone of Darwin's theory: "It was beauty that killed the beast."

Darwin was in a desperate way. He realized that natural selection was not sufficient to account for the elaborate ornamentations found in many animal species. His avian nemesis was only the beginning of his troubles. He needed a way to explain many of nature's functional anomalies: the exaggerated horns of the male Rhinoceros beetle (gram for gram, the strongest animal on earth), or the excessively large antlers of the male Red deer (which North Americans call Elk—Elk being the term Europeans reserve for what North Americans call Moose). Darwin understood that the scientific acceptance of his theory rested upon the presentation of vast amounts of data and diverse kinds of evidence—one of the reasons he spent 20 years continuing to write *The Origin* even after having formulated the idea of natural selection. He understood that his theory could founder on the shoal of a single inexplicable fact.

The American orator Robert Ingersoll once observed, "In the republic of mediocrity genius is dangerous." If that is true, then Darwin's genius ranks as perhaps the greatest danger to the republic of his age. Darwin's dangerous idea was radical for its implications about the literal truth of scripture, the teleological role of the Creator, and

the connectedness of all living things through common descent. So dangerous an idea was natural selection, that historians conjecture that the other reason he delayed publication of *The Origin* was to avoid the pain of inevitable controversy, especially for Emma his beloved and devoutly Christian wife.

In 1871, 12 years after *The Origin*, Darwin published his second major work, *The Descent of Man and Selection in Relation to Sex*. This work proposed a brilliant expansion to natural selection theory—sexual selection—that takes into account the role of competition within a sex for opportunities to mate (intrasexual selection) and competition within a sex influenced by preferences of the opposite sex (intersexual selection or mate choice). Whereas natural selection acts to adapt an organism to its environment, sexual selection acts to enhance traits involved in mate acquisition.

The sexual struggle is of two kinds: in the one it is between the individuals of the same sex, generally the males, in order to drive away or kill their rivals, the females remaining passive; while in the other, the struggle is likewise between the individuals of the same sex, in order to excite or charm those of the opposite sex, generally the females, which no longer remain passive, but select the more agreeable partners (Darwin, 1871).

Here was the solution Darwin needed: the extravagant tail plumage of the male peacock resulted from generations of peahen preference for such tails. Read that sentence again. Darwin was suggesting an astonishing idea to his Victorian contemporaries: that females possessed the power of choice, and thus helped determine the future evolution of their male suitors. Darwin as feminist? Oh my. Males competing with each other for the affections of choosy females? Oh dear. Queen Victoria would not have been amused. In one stroke, Darwin shifted vanity from the female to the male looking glass. That he wasn't forced to recant for this and various other crimes against mediocrity astonishes still.

Today, sexual selection theory is an active and debated area of evolutionary psychology, zoology, and ethology. In the competition for reproduction, there are two hypotheses about how intersexual selection—also called mate choice—might work: the "sexy son" model and the "good genes" model.

Here's the "sexy son" model: Imagine that, at some point in peafowl history, a tendency arose among peahens to choose males with slightly brighter, bigger tail feathers. These slightly more extravagant males would then be more likely to find mates than their drabber rivals. The male offspring of those pairings would be similar to their fathers (the trait of long, lovely tails is inherited), which would lead to an iteration of the reproductive game leading to slightly more extravagant males in the next generation and so on. Actually two traits would co-evolve in this process: males with longer tails siring sons like them, and females who prefer males with longer tails siring daughters who share their mother's preferences. This conspiracy of male beauty and female choice would lead to a runaway selection of ever-increasing male extravagance and female choosiness. The only limiting factor in this positive feedback loop would be the physical and biological constraints that would finally be imposed upon a tail of epic proportions. Currently, peacocks can possess up to 200 tail feathers, some of which grow in excess of 1 meter long. It is an open question if current tail sizes have reached their theoretical ceiling or if there is still room to evolve grander tails.

Here's the "good genes" model: Imagine that peacocks can have either short tails or long tails. Short tails are cheaper to make, biologically speaking, than long tails in terms of metabolic energy, nutritional requirements, immune system costs, and stable developmental histories. Thus, a peacock with a short tail can either have good genes or bad genes. However, peacocks with long, colourful, and symmetrical tails must have good genes because that is the only way they could possibly have such tails. The tail then becomes an "honest signal" advertising the genetic quality of the male. This "handicap hypothesis" was first proposed by the Israeli evolutionary biologist Amotz Zahavi (1975; 1977; 1997), and it caused a stir within evolutionary circles for its audacity and counter-intuitiveness. It's not that such ornamentations need to be explained away as inconvenient embarrassments of optimal design. Instead, their inconvenience and nonutility are the whole point. By virtue of his handicapping tail, the peacock essentially says, "Lookest thou at my superior constitution that I may court thee thusly burdened." His sacrifice to vanity

becomes a proxy signaling quality. In addition, the costly tail also confounds "cheaters": those males without quality genes that might try to deceive females into mating with them. Short of a cheater peacock cutting off another male's more lovely tail and affixing it to his inferior one, there would be no way for a cheater male to fake such an ornamentation. Conceit and deceit are alive and well in the natural world and provoke the evolution of counterstrategies.

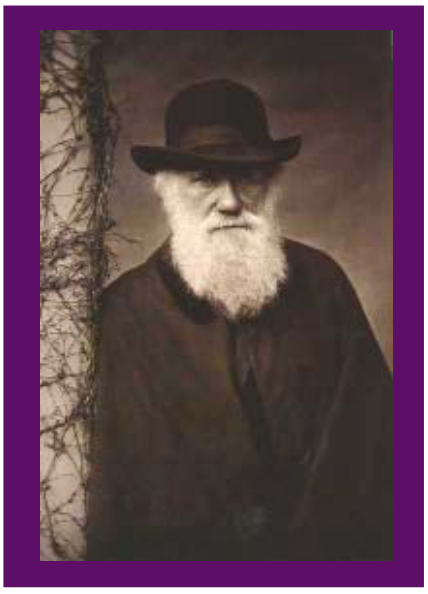
Peacocks mating habits involve something called a lek in which males aggregate in locations lacking resources useful to the female. A variety of theories explain why males lek such as the "hot shot hypothesis," the "hot spot hypothesis," and the female preference hypothesis (the one favoured by this author). If the males fought with each other for access and guarding of passive females, that would constitute intrasexual selection. Current research suggest that such male-male competition is not the case. Instead, the males perform their mating rituals which involve vocalizations, strutting displays, and an opening and fanning of their tails, and in this way attempt to impress the on-looking females. It has been observed that the few most attractive males tend to do the majority of mating while many of the less lucky males may do no mating at all. Even though the males are indirectly competing with each other, it is the females that decide which male mates with them. This female choice is the essence of intersexual selection.

One of the criticisms of evolutionary thinking, and the adaptationist program in particular, is that there is no way to empirically test hypotheses about evolved traits. While it is true that many hypotheses lack strong empirical support, the idea that such support can't be found reveals a failure of imagination more than any failure of adaptationist thinking.

In one study published in *Nature* (1994), Petrie and colleagues found a positive correlation between the size of the eyespots (mm^2) on the tail feathers of male peacocks and the percentage of chicks surviving after 2 years when released from captivity into an English woodland park. In another study (1991) researchers examined the mating preferences of peahens for 111 peacocks and discovered that the most successful peacocks (defined by number of copulations) were the ones with the greatest number of eye-spots on their trains. In a follow-up experiment, Petrie and Halliday (2004) removed a number of eye-spots between mating seasons and found a significant decline in mating success between seasons when compared to controls. These studies put the theory of intersexual selection to the test in peacocks.

Other studies have used observational, correlational, and experimental designs to test the larger theory of sexual selection in such species as long-tailed widowbirds, Arctic skuas, red-winged blackbirds, zebra finches, barn swallows, green swordtails, seaweed flies, gray tree frogs, voles and Japanese macaques (e.g., Albrecht et al., 2007; Amundsen, 2003; Eberhard, 1996; Møller & Hoglund, 1991; Soltis et al., 1997; Thornhill, 1980). For an intriguing but controversial argument of how sexual selection may have evolved human minds into courtship machines capable of creating sublime art, music, language, and morality, see Geoffrey Miller's (2000) book, *The mating mind: how sexual choice shaped the evolution of human nature*.

There is more to sexual selection theory than I have described. However, given that this article is about clearing up errors, I would be remiss not to address a recent challenge to natural and sexual selection theory that goes by the name of intelligent design—though "creationism in sheep's clothing" works just as well. In the view of intelligent design advocates, the peacock's tail represents evidence of the Grand Designer's



aesthetic for creating structures of irreducible complexity. These advocates complain that complex biological entities couldn't have evolved by Darwinian selection because a small change or an absence of any of the parts of the entity would render the entire structure useless. They argue that an eye without a lens is functionally blind; ergo, eyes couldn't have evolved. In the case of the peacock's feather, the iridescent colours are produced by an effect called thin-film interference. For thin-film interference to work, three features need to be present simultaneously: a flat barbule, a keratin layer, and the correct thickness of the keratin layer. Without all three traits, a peacock's feather would be colourful but not iridescent; ergo, such colouration couldn't have evolved.

The argument of irreducible complexity misunderstands Darwinian selection. To use an analogy, we wouldn't say that a 747 jet plane is irreducibly complex because if an earlier version lacked a perfectly designed wing or had an engine without fan blades, then the entire plane couldn't fly. We can conceive of earlier versions of jet planes, and propeller planes before them, and biplanes before them, and so on back to the Wright Brothers. Actually, we can do better than analogy. It is possible to have simpler eyes or differently constructed eyes: examples from nature, computer simulations, and robot vision prove it. Insect eyes do not have a focusing lens and they work just fine. Indeed, even the focusing power of the human eye depends more on its cornea than its lens. In seeking failures of Darwinian theory, intelligent design advocates reveal their own failure to appreciate nature's genius for designs both functional and fabulous. And that's a tale worth telling.

Epilogue

This article was inspired by an error noticed by Laura Dane in our new and otherwise superb introductory psychology textbook (Wade, Tavris, Saucier, & Elias, 2006). The error stated that the evolution of the peacock's tail was a result of *intra*sexual selection between rival males. Laura noticed that the passage should have said that the tail was a result of *inter*sexual selection of males by females. While it is theoretically possible that intrasexual selection contributed to the evolution of the peacock's tail, current thinking and evidence gives more power to intersexual selection. For those not familiar with the development of Darwin's sexual selection theory, the difference between intra- and intersexual selection may seem moot. However, among evolutionary scholars the distinction is significant. This article was written to illuminate that distinction and, in doing so, help prevent the 2000 Kwantlen students who take Introductory Psychology every year from learning an error.

Psychology Global Villagers Team Climbs 94 km

By Kurt Penner, Coordinator of Student Life & Development (& Psyc Faculty)

In celebration of Kwantlen University College's 25th anniversary, members of the Kwantlen community climbed the Grouse Grind 25 days in a row in September, wrapping up with a combined 110 climbs overall.

Spearheaded by the Kwantlen Global Villagers, the 36-member team comprised of Kwantlen students, staff, faculty and community members raised food donations for the Surrey Food Bank. This follows the Global Villagers initiative to support awareness, service and contribution to community needs, both locally and globally.

Aman Bassi, fourth year Bachelor of Arts in Psychology degree student, became the Global Villagers first team leader and worked with the Student Life and Development department to get the 'Grouse Grind 25' off the ground.

"For Kwantlen's 25th anniversary, we wanted to give back to the community by involving Kwantlen students and employees in a food drive for the Surrey Food Bank," says Bassi.

"We decided to challenge the Kwantlen community to climb the Grouse Grind for donations during September for 25 consecutive days, as we were looking for something physically challenging and something people could be proud of accomplishing."

A combined effort, the 'Grouse Grind 25' team climbed a total of 94 km of vertical feet(!) and collected close to 450 kgs of food for the Surrey Food Bank. This was an excellent first project for the Global Villagers. It was great to see members from the Kwantlen community come together, climb the Grouse Grind, all while raising food donations for the Surrey Food Bank. One inspiring first year student came all the way from Langley on public transit to join in a group climb and ended up helping with the food donation booth as well.

This project has attracted further student applications for leadership within the Global Villagers Team, and after expanding the leadership roster, the students will decide what projects to tackle over the coming year. The focus will always be something related to creating awareness and/or raising support for local and global issues. Watch for a second annual climbing challenge to take place next year—the Psychology Department will likely continue to lead the way! For a video record visit www.youtube.com and search for Grouse Grind 25.

With another school year rapidly approaching, we at the Kwantlen Psychology Society are cracking our knuckles and getting down to business planning this year's events and initiatives. As a prelude to the upcoming excitement, we would like to introduce our new executive committee and their respective positions;

Levente Orban	**President**
Oscar Astete	**Vice President and Academic Events Coordinator**
Thomas Kerslake	**Research Director**
Jennie Lucow	**Executive Secretary**
Nicole Pernat	**Social Events Coordinator**
Danielle Raymond	**Public Relations**
Priscilla Riegel	**Marketing Director**
Julian Siklodi	**Treasurer**
Jocelyn Lymburner	**Faculty Advisor**
Farhad Dastur	**Faculty Advisor**

As most of you are aware, the KPS organizes academic and social events for students and faculty in the psychology department. Since its establishment in 2003, the KPS has organized many successful academic and social events, including the following;

- Graduate School Panel – Psychology professors from local universities are invited to Kwantlen to speak about the graduate programs available at their university
- Undergraduate Research Conference – organized in collaboration with the psychology department, psychology students showcase their undergraduate research via oral and poster presentations
- Pub Nights – psychology students and faculty gather for a night out on the town at a local pub
- CinemaPsych – a movie night where students and faculty watch a psychology-related movie and discuss the content and its relation to contemporary and historical themes in psychology
- Food Drive – our club members collect hundreds of non-perishable food items to send to the Surrey Food Bank
- Brown Bag Lunch – a unique opportunity for students to get to know the faculty at a personal level over lunch

The KPS has many exciting structural and organizational changes planned for this year including expanding volunteer and extracurricular opportunities. We also plan to expand our reach by encouraging all executive members to recruit his/her own specialized committees. We hope that this will allow our members to foster and maintain skills essential to their success in psychology and academia. As an independent entity with two faculty advisors, we are dedicated to operating in a fair, sensitive and timely fashion to serve the needs of psychology students as well as faculty.

The last four years have been challenging and as a budding academic club, we anticipate more challenges in this coming year; however, we are steadfast, ambitious and fortunate enough to have supportive faculty members behind us. We hope you will join us in making this year another exciting journey into the fun and fascinating world of psychology.

Meet the PAA

By Kim Hurd, BAA Psyc (2005), PAA Secretary

The Psychology Alumni Association is happy to now be serving Kwantlen psychology graduates. The first informal psychology reunion was June 16 at Kim Hurd's house and was coordinated with a visit from a 2005 graduate, Hiroko Nakata, who had been training for Microsoft Japan in Washington State. The reunion had approximately 25 faculty and alum attend. The highlight of the reunion was the formation of the Psyc Alumni Association, which will also include the BA alumni by 2007. The first PAA officers are President Joseph Comeau, Treasurer Tina Mathieson, and Secretary Kim Hurd. Everyone had a great time reflecting on their journey through the degree program, current life, goals, and discussing current issues in psychology. We were happy to see that so many graduates are moving swiftly and successfully towards their dreams. It was also a wonderful opportunity to enjoy the company of the faculty who helped us through it all. Here is an update on some of the members of the BAA Psyc first graduating classes:

Alum Update

Joseph Comeau (2003) is currently attending graduate school in the psychology department, with concentration in Social Psychology at Simon Fraser University. He hopes to defend his thesis in January 2007.

Tina Mathieson (2003) is employed as a teacher-librarian for the Surrey School District. After graduating from Kwantlen Tina attended SFU where she completed her B Ed and the Professional Development Program.

Kim Hurd (2005) is currently employed as the Research Coordinator for the Autism and Developmental Disabilities Lab at SFU. She also works part time as a Child Care Consultant and Early Intervention Program Assistant for Pivot Point Family Growth Centre. Kim will be applying for graduate school in clinical psychology for September 2007.

Shayna Rusticus (2003) Shayna completed her Master's in Measurement, Evaluation, and Research Methodology at UBC, and is now working on her PhD (also in MERM). For her Master's thesis, Shayna examined measurement invariance of three measures of body image in men and women across adult life span. During her first year as a Master's student, Shayna worked with Dr. Anita Hubley on a study of age identity in 4 cohorts of adults. She is currently working on a study investigating women's perceptions of body image across the life span.

Lynda Thiessen (2003/2004) has recently (October) defended her thesis for her MA in Measurement Evaluation and Research Methodology (MERM) at UBC. She has recently been hired as a Senior Manager of Mental Health programs at MCC Supportive Care Services in Abbotsford. She is now coordinating opening Canada's first home for mentally ill aging adults.

Celina Vergel De Dios (2003) currently enrolled in the PhD program in the Dept. of Educational and Counselling Psychology, and Special Education under the supervision of Dr. Kimberly Schonert-Reichl. Celina is interested in the develoment trajectories of aggression across the early adolescent transitional period during which aggressive behaviors are considered not only to peak but also to become more accepted within the peer group.

Laura Falcon (2004) is starting the second year of her Masters degree at Simon Fraser University in Experimental Psychology. She has also been taking her Certificate for University Teaching and Learning, through the Education Department, which she will complete this spring. Laura hopes to continue her schooling and complete her Ph D in Education.

Cassandra Elliott-Adler (2005) is currently completing her MA in Vocational Rehabilitation Counseling at UBC. She is employed at Gastown Vocational Services by the Vancouver Coastal Health Authority as a Psychometrician. Cassandra assesses clients with mental health and physiological disabilities to determine their employability. She plans to become a Vocational Counselor after her MA.

Mira Williams (2005) is attending UBC in the Human Development, Learning, and Culture program. She has almost completed her MA and will begin her PhD in September 2007. She has just begun a new position as a research coordinator on a project on social anxiety in youth, and is hard at work applying for doctoral funding.

Yongjie Yon (2005) has recently discovered an interest in the area of gerontology and is interested in elder abuse. He has been completing additional course work at Kwantlen, as well as his honours degree. Yongjie is also continuing his work on peace and sustainability and has traveled in and out of Canada for conferences.

Cathy Stewart (2006) has recently been accepted to the Adler School of Professional Psychology, where she began her MA in Counseling Psychology this fall.

Natasha Panina (2006) has also started this fall her MA in Counseling at Trinity Western University.

Our two Jenica's have decided on pursuing a career in law. **Jenica Kadir** (2005) was accepted at the University of New Brunswick Law School earlier this year. **Jenica Taylor** (2006) wrote her LSAT (Law School Admissions Test) and submitted her application to 14 Canadian law schools.

Robert Evans (2006) had the time of his life traveling from September to May throughout Asia. He went back to Thailand after Burma. His impression of Burma: "frozen in time, out of sight and mind from most of the world; it's happy, it's sad." He will soon be moving on to Japan. He has now been accepted to the Windsor Law School.

Alisha Waller (2006) Graduated with a BA - Psychology Major in December of 2006. She immediately applied to the Professional Development Program (PDP) at SFU for elementary school teaching. Being that Psychology is not a teachable degree, her edge was her completed BA and the 5 upper level courses she had taken outside of Psychology. She was accepted into the SFU Surrey module thus allowing her access to practicum schools close to home.

Alisha states "I have incorporated a lot of my Psychology training into my teaching philosophy. I believe that psychology integrates into everything we do... In my program evaluation psychology course with Wayne Podrouzek, I completed a study on school culture that included a lot of research and I am so grateful for the experience. It always impresses other educators when I explain to them what I did!"

Alisha's next goal is to get a Masters in Counselling or Educational Psychology, which will allow her to do counselling in the schools. Eventually she would like to finish her Doctorate. She says "I am glad that I finished my BA with Kwantlen. I was happy with my experience. The classes were smaller, and I got to work closer with all my professors. I would not have received the same experience at one of the big universities.

The PAA would also like to congratulate Cassandra Elliot-Adler on her wedding, which was the day before the reunion! And Shayna Rusticus on the birth of her first child. Evan, her son, was the youngest attendee at the first PAA reunion.

For more information please contact Kim Hurd, PAA Secretary kimberlyhurd@gmail.com or Dr. John Marasigan, PAA Adviser at Kwantlen. We want to hear from you so we could share your successes through Synapse. We have exciting plans for the association! Keep in touch.

INSTRUCTORS IN OUR COMMUNITY

by Dr. Roger Tweed, roger.tweed@kwantlen.ca

Betty Rideout, Jocelyn Lymburner, Lee Woodson and Alexandra Richmond (English dept.) volunteered to teach classes for the *Breaking the Cycle program.* This program teaches life skills to people who have been homeless. The classes were at the Salvation Army's Belkin House which is in downtown Vancouver and is run by the Salvation Army.

Gira Bhatt's Adventures in Cyberspace

by Dr. Gira Bhatt,

I was one of the early adopters of the PC. It all began in graduate school when I acquired my wonder machine which had a 20 MB hard drive! I was especially proud of my bargaining skills in getting the latest paraphernalia called a "mouse" as a bonus with my purchase. I had my precious machine stationed on my desk near a window overlooking the lovely mountains. I began to spend hours with my head glued in front of it. My infatuation was total. My roommate at the time, who was from Geneva, said at his farewell party that he would always remember me as a "blob of dark hair" atop the back of a chair staring at the computer screen, for that is what he saw most of the time as he passed by my room.

The infatuation gradually led to a long-term relationship with the machine. There were some glitches along the way leading to anger and frustrations on my part and non-cooperation by the machine. As years rolled by we evolved together keeping up with changing times and technology. We have a mutual agreement: I shower all my care and attention on my machine, it in turn rewards me with valuable presents from the wonderful e-world all over — yes, we are in it for a long haul. gira.bhatt@kwantlen.ca

On-line Learning

As an academic, the phenomenal growth in e-technology for learning has provided me a perfect blend for my love for teaching and my love for the machine. I watch with interest how on-line learning is growing rapidly and enhancing traditional learning. For example, the National Post ("Traditional Lectures," 2006) reported the following in a survey of Canadian universities:

- In 2003, 59% of faculty taught exclusively face to face. This year, the number has dropped to 31%.
- At the University of Saskatchewan, the number of courses using web portal to distribute course content and assignments has nearly doubled in the last year from 5,500 to 9,758.
- At UBC, the number of professors who include an online component increased so dramatically, that a second WebCT portal had to be installed

BC Campus

Recognizing the distance education needs of students, in 2002 the BC government launched "*BCCampus*", a virtual entity to fulfill the growing needs among students across the province for on-line courses. *BCCampus* has no physical existence; no buildings, no offices, no hired educators. Instead, it offers a server based at SFU that can be used by any post-secondary institution to offer on-line courses. Given our ideology of student-focused education, our department has followed a cautious and wise track. In the spring of 2004, following one on-line course offering (Psyc 2400), the Psyc-On-Line Committee was formed. Over the last two years, the committee has examined the pros and cons of on-line course offerings, and has recommended a gradual process of moving one section of multi-section popular courses on-line. So currently Richard Le Grand is teaching one section each of Psyc 1100 and Psyc 1200, and reports that both sections are full. The committee also worked as a team to develop a proposal for *BCCampus* funding. It invited Paul Stacey, the *BCCampus* Director of Development, to address issues and concerns of the faculty and administrators. The success of the proposal as noted above was rooted in a strong rationale and our pedagogical approach.

On-line degrees, on-line courses, and on-line learning resources have now become an inevitable part of our education institutions. The value of face-to-face teaching however, is never to be discounted. Students also like to see their instructors as "real" people and they also enjoy the classroom interactions. This explains why despite the rapid growth in on-line courses, class-room teaching has not disappeared- a fear that often grips the academic teachers. What on-line courses have offered to students is not to replace the traditional classroom teaching, but instead they have opened options.

- In 2006 round of *BCCampus* funding for on-line course development, 23 out of 26 BC post-secondary institutions submitted proposals.
- *BCCampus* selected 16 out of a total of 55 proposals for funding
- A proposal submitted by our department was one of the 16 successful proposals!
- We have received $60,000 to develop on-line courses in partnership with UCFV and Camosun!
- Richard Le Grand and Farhad Dastur developed "*Cognition*" and "*Evolutionary Psychology*" course on-line respectively. Gira Bhatt will coordinate the whole project

Our Faculty

Adebayo, Dada Otu - B.Sc. (Ibadan), M.Sc. (Ibadan), Ph.D. (Ibadan)

Anderson, Larry - B.Sc. (Utah State), M.Sc. (Utah State), Ph.D. (Wayne State)

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

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

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

Dastur, Farhad - B.Sc. (UBC), M.Sc. (Dal.), Ph.D. (Dal.)

Farnsworth, Verian - B.A. (McGill), M.A. (Geneva)

Froc, David - B.A. (McMaster), Ph.D. (McMaster), Post Doctoral Position (UBC)

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

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

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

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

McDonald, Bob - B.A. (Honours) (Wilfrid Laurier), Ph.D. (McMaster)

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

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

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

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

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

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

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

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

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

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

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

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

Current Contract Faculty

Adler, Michael –

Badali, Melanie – B.A. (Hons) (McGill), M.Ps. (Br. Col.)

Besel, Lana – B.A. (Vic. B.C.), M.A. (Br. Col.), Ph.D. (Br. Col.)

Dane, Laura – B.A. (S. Fraser), M.A. (S. Fraser)

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

Klymchuk, Kai-Lee– B.Psy. (Hons) (S. Fraser)

Kohanyi, Adele – B.Sc. (Cum laude) (Oregon), M. Sc. (Oregon), Ph.D. (Boston)

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

MacKay, Laura – B.A. (Honours) (SFU), M.A. (SFU), Ph. D. Student (SFU)

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

Newitt, Christopher – B.A. (First Class Honours) (SFU), MA (UBC), Ph.D. Candidate (UBC)

Orzeck, Tricia – B.Sc (Honours)(York), MA (Adler), Ph.D. (Calgary)

Rawn, Catherine – B.A (Honours with Distinction) (Waterloo), MA (UBC), Ph.D. Student (UBC)

Roy, Rob – B.A. (Ott.), M.A. (S. Fraser), Ph.D. (S. Fraser)

Thinda, Sundeep – B.Sc. (Calg.), M.A. (Forest), Psy.D (Forest)

van de Wetering, Sven – B.Sc. (Br. Col.), B.A. (Concordia), M.A. (S. Fraser), Ph.D. (S. Fraser)

Vanston, Claire – B.A. (Hons) (S. Fraser), M.Sc. (S. Fraser), Ph.D. (S. Fraser)

Ward, J'Anne – B.Sc. (Br. Col.), M.A. (S. Fraser)

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

Have you met them yet? –Ivy Ng

Have you ever realized some of your classmates are working in the Surrey/Richmond Psychology Lab? Every year, we have at least ten students working in the Psych Labs and many of them are studying for the BA. or BAA. program. Last semester, three student lab assistants left Kwantlen to start their career. Robin Backer is one of them and we are so glad that she accepted our invitation to share her experiences and thoughts of working in the Surrey Psych Lab with us here.

Robin and Ivy

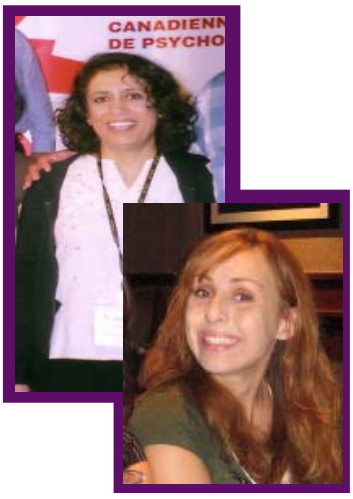
Robin Backer speaks about her time in the lab:

I was an assistant in the psych lab for the last two years of my BAA degree at Kwantlen. While I worked in the lab I spent most of my time helping students to access resources such as computer activities, journal articles, and make-up exams. I also spent time doing data entry, inventory, and making materials for posting around the lab.

Working in the lab was a really great way to get to know faculty and my fellow students better. The lab is a very relaxed atmosphere to work in, and is a really convenient way to earn a little extra money. After I graduated I was able to get a job that I really wanted, partially because working at the lab proved that I had good administrative and interpersonal skills and could help people access information.

What I remember most about the lab is seeing students greatly relieved to find a source of help and information for stressful projects. Then there is the memorable reaction to brain labs, the day I received a giant chocolate egg as a thank-you gift, and learning about everyone's creative research projects. I also remember how relieved instructors look when they try the scantron for marking tests for the first time! Overall, the lab is a place where all aspects of the psychology department come together and become accessible to students. It is a great place to be!

Thank you so much for sharing, Robin! If you want to meet our friendly student lab assistants, please visit us during our open hours!! Next time in the newsletter, we will invite one of our current student assistants who is also working as research assistant to share her thoughts here.



STUDENT/INSTRUCTOR EVENTS

Will the real Gira Bhatt please stand up!

The Kwantlen Psychology Society Halloween Party was a ghoulishly grand event. The students dressed up as some of their favourite instructors taking on not only their visage but also their characteristics. The pictures to the left show Lana Newton -- KPS Vice President and Gira Bhatt Psychology Instructor. Can you tell the difference?

Psychology Has a Home!

Psychology finally has a home. We have located ourselves in room D226 at the Surrey Campus. It's a cozy space with six offices, an open meeting area, and a cognitive/ perception lab. Equipped with a photo copier, recycled Newton Campus furniture and a computer in every office we have settled in and are getting comfortable. It is a bright open space with beautiful artwork donated by the Kwantlen Fine Arts Department -- thank you.

The space is proving very useful for small meetings and for our Psych Student Society to meet.

We enjoy a warm, easy going atmosphere where our students and our faculty can relax and interact in a collegial, non-academic manner.

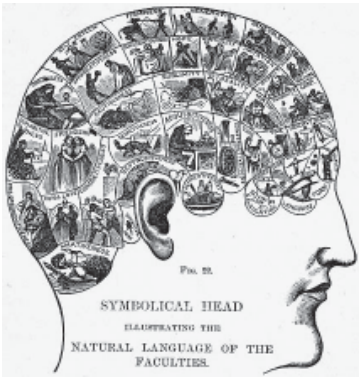
Come and visit us.

I'm home! Home. And this is my room, and you're all here, and I'm never going to leave here ever, ever again,.... And, oh, there's no place like home!
Dorothy Gale, Kansas

Minor Research Grants 2006/2007

Daniel Bernstein	False alcohol related memories
Daniel Bernstein	The formation and consequences of false memory
Gira Bhatt	Gang Violence involving IndoCanadian Youth
Steve Charlton	Face identification of Adults from Passports
Farhad Dastur	Pregnancy Related Changes in Colour Preference
Kevin Hamilton	Environmental Human Factors Handbook
Jocelyn Lymburner	Student expectations and faculty practices: Investigating leniency as a product of faculty and student pressures to succeed
Cory Pedersen	An Investigation of Changes in the Progression of Sexual Events among Adolescents
Kurt Penner	Student Transitions: Assessing the Impact of Orientation Programming
Betty Rideout	The construction of spiritual belief in non-religiously affiliated College-aged adults

History of the Brain



The following brain facts have been brought to you by the Public Broadcasting Service and a series called "The Secret Life of the Brain — History of the Brain".

http://www.pbs.org/wnet/brain/history/4000bc.html?position=169?button=1

4000 BC ---------- In ancient Sumeria an anonymous writer records the affect that the ingestion of the common poppy plant has on altering the mind. *Thus was the beginning of the first brain and behaviour class.*

2500 BC ---------- To ancient Egyptians, the brain is considered a minor, unimportant organ used in the body to create mucus. They discard it during the embalming process even as they ceremoniously preserve other organs for mummification.

2000 BC ---------- Ancient humans decide to try their hand at brain surgery. Trepanized skulls with evidence of healing have been found at many sites, suggesting that the subjects of these operations survived. The sheer number of trepanized skulls found at such sites indicates that this surgery was commonplace. The reason for the frequency of trepanation is not known, but archaeologists suspect that it was used for both spiritual and magical reasons, as well as to treat headaches, epilepsy and mental illness.

335 BC ---------- Aristotle claims that the brain is a radiator used for cooling the primary organ for thought -- the heart. However, he rationalizes that the organ for thought is not the same as the basis for thought. The basis for thought, which he calls the rational soul, is immaterial and can not be found anywhere within the body. Aristotle's theories about memory ultimately prove to be more successful. He correctly surmises that the processes involved in short term memory (immediate recall) differ distinctly from those involved in long-term memory.

170 BC ---------- Galen, a physician to the Roman Gladiators, believes that a person's temperament and the functioning of his body are directly affected by the balance of humors found in the brain. Galen states that the important mental faculties (memory, emotion, the senses and cognition) are situated in the ventricles of the brain. This remains the dominant theory for more than twelve hundred years.

1100 - 1500 ---------- The Church bans human dissection and the study of the brain ceases. However, barbers become the modern day equivalent of the brain surgeon and roam the country side offering to "remove the stone of madness" from the mentally ill. *Brings a whole new meaning to "just a little of the top".*

to be continued...

Amazing Brains

- You have 17 times more neurons in your head than there are people on the planet.

- Your brain uses 20% of your body's energy, but it makes up only 2% of your body's weight

- You have as many connections in your brain as there have been seconds since the dinosaurs walked the earth.

- Your brain generates **25 watts** of power while you're awake—enough to illuminate a lightbulb.

- Your brain needs a continuous supply of oxygen. A 10 minute loss of oxygen will usually cause significant neural damage. Cold can lengthen this time, which is why cold-water drowning victims have been revived after as much as 40 minutes - without brain damage

- It is not possible to tickle yourself. The cerebellum, a part of the brain, warns the rest of the brain that you are about to tickle yourself. Since your brain knows this, it ignores the resulting sensation.

- Your brain feels no pain because there are no nerves that register pain within the brain itself. Neurosurgeons can probe the brain while a patient is conscious and can use feedback from the patient to identify important regions, such as those used for speech, that should be protected during surgery.

- "If the human brain were so simple that we could understand it, we would be so simple that we couldn't." — Emerson Pugh

In Memorium

Paula E. Rodriguez. born June 5, 1982, passed away suddenly and too soon on September 28, 2007 doing what she loved; teaching, hiking, and helping people in Chile. Paula just received her degree in fine arts and psychology graduating with the highest honours. She loved her studies, working with the professors and volunteering her time with special needs children through Options.

Published in the Vancouver Sun and/or The Province from 10/4/2007 - 10/5/2007.

Paula was such a bright light. The tragedy of her passing has affected all of us who had the good fortune of knowing Paula. She will be missed greatly.

Kevin Hamilton - Professor

I was very saddened to learn about Paula's death. I will deeply miss Paula. She was such a funny, caring and supportive person to be around. I remember one special moment in particular with Paula when we began working as research assistants in Kwantlen and on the way to Richmond we got stuck in traffic. It was during this traffic jam that we talked about many things like our lives and aspirations. I am thankful for this moment because I got to know this wonderful person better and we became good friends.
Our thoughts are with you during this difficult time.

With love and sympathy,
Aman Bassi

It is tragic to lose such a beautiful person in your life. Rhianna and Fiorella

Her bright light will shine on through the work she did and lives she touched. S. Barton

It is a huge loss to all her friends and family members to loose someone as friendly as Paula, She was a great friend and a very happy person. May God grant peace to the departed soul.
Jagmeet Dandiwal

It is not the end of the physical body that should worry us. Rather, our concern must be to live while we're alive - to release our inner selves from the spiritual death that comes with living behind a facade designed to conform to external definitions of who and what we are.

Elisabeth Kubler-Ross

Conference Presentations

Anderson, L., Marasigan, J., Bernstein, D., Dane, L., & Le Grand, R. (2007, July). Teaching in the 21st Century: Balancing Student Involvement and Faculty Expectations. Presentation at the International Teaching of Psychology Conference. Vancouver.

Bernstein, D.M., Sommerville, J.A., Durham, J., Huong Hyunh, D., & Meltzoff, A.N. (2007). When perspective taking fails: Lessons from children and adults. Paper presented to the Jean Piaget Society, June, Amsterdam.

Scott, M., Kronlund, A., **Bernstein, D.M.,** Clifasefi, S., & Loftus, E.F. (2007). Remembering the taste of the wine: Constructed wine preferences from suggestion. Paper presented to the Third International Interdisciplinary Wine Conference: Bacchus at Brock, June, St. Catharines, Ontario Canada.

Erdfelder, E., **Bernstein, D.M.**; Rudd, M.E., & Loftus, E.F. (2007). How to apply signal detection theory in autobiographical memory research. Paper presented to the Tagung experimentell arbeitender Psychologen [Experimental Psychology Conference], March, Trier, Germany.

Clifasefi, S.L., **Bernstein, D.M.,** Wakefield, B., & Loftus, E.F. (2007). False alcohol memories and alcohol consumption. Poster presented at the 19th Annual Association for Psychological Science, May, Washington D.C

Bernstein, D.M., Peria, W., Lewandowski, G., Chen, J., Loftus, G.R., & Keysar, B. (2007). You knew it all along but I only knew it somewhat. Paper presented to the Psychonomics Society. November, Long Beach.

Erdfelder, E., **Bernstein, D.M.** Rudd, M.E., & Loftus, E.F. (2007). Signal detection without an answer key. Paper presented to the joint meeting of Psychonomic Society and UK Experimental Psychology Society, July, Edinburgh.

Nourkova, V.V., & **Bernstein, D.M.** (2007). Bilingualism as a predictor of memory plausibility. Paper presented to the Society for Applied Research in Memory and Cognition, July, Maine.

Wudarzewsky, Kronlund, A., Clifasefi, S., **Bernstein, D.M.,** & Loftus, E.F. (2007). Remembering the taste of the wine: Constructed wine preferences from suggestion. Paper presented to Bacchus at Brock: Third Interdisciplinary Wine Conference, June, Niagara (also presented as a poster to the Society for Applied Research in Memory and Cognition, July, Maine). .

Dastur, F., & Orban, L. (2007, June). Visual preferences for ripening fruits and vegetables in pregnant women. Poster presented at the 17th Canadian Society for Brain, Behaviour, and Cognitive Science conference. University of Victoria.

Dastur, F. (2007, August). What we value about the scholarship of teaching and learning. Opening keynote panel. Forging Our Own Path. Dialogues on Teaching and Learning. Surrey.

Dastur, F. (2007, July). Teaching Psychology in a $15 million Virtual Reality Environment. Presentation at the International Teaching of Psychology Conference. Vancouver.

Dastur, F. (2006, May). "Animal Minds: Thinking Lions and Tigers and Bears. Oh my!" Keynote Lecture at the SFU Golden Key Speaker Series. Vancouver.

Hamilton, K., & Charlton, S. (2007, July). Degree development: An applied focus. Presentation at the International Teaching of Psychology Conference. Vancouver.

Jhangiani, R . (2007, July). Conveying disaster: Cognition and emotion of newscasters and political leaders during major terrorist attacks. In M. Montero (Chair), Political figures, speeches, and audience reactions. Symposium at the 30th Annual Meeting of the International Society of Political Psychology, Portland, Oregon.

Jhangiani, R . et al. (2007, May). How long will I love thee? Predicting college dating dissolution. Poster presented at the 87th Annual Convention of the Western Psychological Association, Vancouver, Canada.

Jhangiani, R . (2006, October). Accepting responsibility: The human element in disaster preparedness training. Invited talk at the 19th Emergency Preparedness Conference, Vancouver, Canada.

Pedersen, C., et al. (2007). What is REALLY going on? Changes in and correlates of the teen sexual timetable. Poster presented at the annual meeting of the Western Psychological Association Conference, Vancouver, BC.

Williams, M. K. & **Pedersen, C. L.** (2007). The individualism and collectivism dichotomy: Theoretical, methodological, and ontological implications for cultural research. Poster presented at the annual meeting of the National Multicultural Conference and Summit, Seattle, WA.

Rawn, C. D. & Dunn, E. W. (2007, January). Affective forecasting when emotions conflict: The utility of measuring gut reactions in addition to thoughtful forecasts. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Memphis, TN.

Rawn, C. D., Vohs, K. D., & Lehman, D. R. (2006, January). Examining the relationship between self-control and social inclusion. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Palm Springs, CA.

Reichl, A.J. (2007, May). Effects of undetected sexism in prnt ads. Poster presented at the 87th annual convention of the Western Psychological Association, Vancouver, Canada.

Othman, A., & **Shah, A.A.** (2007). Parental overprotection and psychological problems among chronically ill children. Paper presented at the 7th Conference of Asian Association of Social Psychology. Kota Kinabalu. Malaysia.

Recently Published

Adebayo, D. O., Akanmode, J. A. & Udegbe, I. B. (2007). The importance of spirituality in the relationship between psychological contract violation and cynicism in the Nigeria police, *The Police Journal*, *80,* (2), 141-166.

Adebayo, D. O. (2006)**.** Workload, social support and work-school conflict among Nigerian nontraditional students, *Journal of Career Development*, *33,* (2), 125-141.

Sunmola, A. M., **Adebayo, D. O.**, Olapegba, P. M., & Alarape, A. I. (2006). The experience of condom use and other sexual risk practices among male brewery employees who recently migrated in Nigeria, *Health Educational Journal*, *65,* (3), 288-301.

Birch, S.A.J., & **Bernstein, D.M**. (2007). What children can tell us about hindsight bias: A fundamental constraint on perspective taking? Social Cognition, 25, 98-113.

Kronlund, A., & **Bernstein, D.M.** (2006). Unscrambling words increases brand name recognition and preference. *Applied Cognitive Psychology*, 20, 681-687.

Morris, E.K., Laney, C., **Bernstein, D.M.** & Loftus, E.F. (2006). How should we define susceptibility to false memories? *American Journal of Psychology*, 119, 255-274.

Nourkova, V.V., & **Bernstein, D.M**. (2006). New trends in the psychology of memory: On the problem of memory accuracy. B.S. Bratus, E.E. Sokolova (Eds.) *Moscow State University. Department of General Psychology. Collection of works*, Smysl Publishing House, Moscow (pp. 106-119, Published in Russian).

Bernstein, D.M., Atance, C., Meltzoff, A.N., & Loftus, G.R. (2007). Hindsight bias and developing theories of mind. Child Development, 78, 1374-1394.

Bernstein, D.M., & Harley, E.M. (2007). Fluency misattribution and visual hindsight bias. Memory, 15, 548-560.

Birch, S.A.J., & **Bernstein**, D.M. (2007). What can children tell us about hindsight bias: A fundamental constraint on perspective taking? Social Cognition, 25, 98-113.

Dastur, F. (2007). A curious thing happened the other night. Transformative Dialogues: Teaching and Learning Journal. Retrieved from http://www.kwantlen.ca/academicgrowth/TD/TD.1.1/TD1.1_Dastur.htm

Hamilton, K. and **Charlton S**. (2007). Developing a four – year degree in applied psychology: Experiences in degree development at a former two – year post secondary institution. Manuscript under review - Planning for Higher Education.

Hamilton, K. and **Charlton S**. (2007). Degree development: An applied focus. Paper presented at the 1st Annual International Conference on the Teaching of Psychology, Vancouver B.C., Canada.

Hamilton, K. (2007). Ergonomics and Human Factors. Paper presented for Third Age Learning, Kwantlen University College, Surrey B.C.

Jhangiani, R., Legkaia, K., Cross, R., Ivanova, V., Cassel, L., & Suedfeld, P. (2007, July/August). Universal values. In J. Dixit (Ed.), Decision '08: Reading between the lines, *Psychology Today*, New York: Sussex.

Suedfeld, P., Tetlock, P. E., & **Jhangiani, R**. (2007). Assessing the sincerity of politicians: The case of President George W. Bush. *Psicologia Politica.*

Suedfeld, P., Tetlock, P. E., & **Jhangiani, R** . (2007). The new psychology of alliances. In S. A. Renshon & P. Suedfeld (Eds.), *Understanding the Bush doctrine: Psychology and strategy in the age of terrorism.* New York: Routledge

Rawn, C. D. & Vohs, K. D. (2006). The importance of self-regulation for interpersonal functioning. In K. D. Vohs, & E. J. Finkel, (Eds.), *Self and relationships: Connecting intrapersonal and interpersonal processes.* New York: Guilford Press.

Kumbhare, D., Parkinson, W., Dunlop, B., Ryan, E., Denkens, M., **Shah, A.A.**, Bobba, R., & Adachi, J. (2006). Biochemcial Measurement of Muscle Injury created by Lumber Surgery. To appear in October 2006 issue of *The Journal of Clincial Investigative Medicine.*

Tweed, R. G., Conway, L. G., III. (2006). Fundamental beliefs and coping across cultures. In P. T. P. Wong, & L. C. J. Wong (Eds.), Handbook of multicultural perspectives on stress and coping (pp.203-222). New York, NY: Springer.

Tweed , R. G., & DeLongis, A. (2006). Problems with ratings scales in coping research across cultures. In P. T. P. Wong & L. C. J. Wong (Eds.), Handbook of multicultural perspectives on stress and coping (pp.133-154). New York, NY: Springer.

Conway , L. G., Clements, S. M., & **Tweed , R. G**. (2006). Collectivism and governmentally initiated restrictions: A cross-sectional and longitudinal analysis across nations and within a nation. Journal of Cross-Cultural Psychology, 37, 20-41.

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