

**KWANTLEN
POLYTECHNIC
UNIVERSITY**

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Sneak Peek

Special Correspondent Reports by Scott Jacobsen	7
Story - An Illiterate Boatman and an Arrogant Mathematician	25
CONTEST - Match the Baby Face	27

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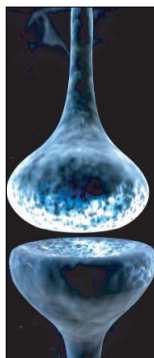
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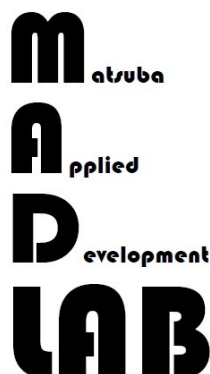
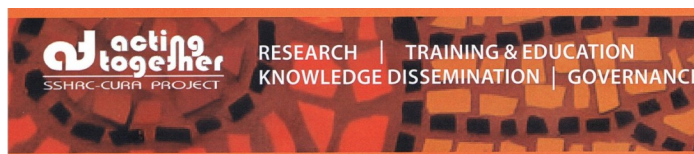
Cory L. Pedersen



Synapse

Issue 5 - Fall 2012

*Check it out—Five Research Labs
in the Department of Psychology*



**Newsletter of the Kwantlen
Psychology Department**

TABLE OF CONTENTS

Current Faculty	3
Sessional Faculty	4
Message from the Editor	4
Celebrations and Farewells.....	5
Special Reports by Student Correspondent Scott Jacobsen	
A Brief Interview with Previous KPS President Lecia Desjarlais	7
Interview with Dr. Arleigh Reichl	8
RA Insight - An Interview with Research Assistant Bertrand Sager	9
Dr. Daniel Bernstein Speaks on Colleague Dr. Beth Loftus	10
Psychology Lab Instructors - An Introduction to Ivy and Rand	11
Meet our Students	
Amy Baykey - Research on Predictors of Alcohol Dependency	13
Student Awards	14
In the Spotlight - IMAGE Lab Manager Jordan Ali	15
2011 Practicum Reports	16
Student Alumni Report	20
A Report from the Library	22
Meet Our Faculty	
Colloquium Report	23
An Illiterate Boatman and an Arrogant Mathematician	25
CONTEST - What a Cute Baby Face	27
Report From the Psychology Lab	31
Faculty Publications and Presentations	32
Faculty Awards	33

OUR FACULTY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Spencer, John - B.A. (California), M.A. (UBC), Ph.D. (SFU)

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

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

CURRENT SESSIONAL FACULTY

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

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

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

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

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

Klymchuk, Kai-Lee – B.A. (SFU), M.Sc. (Wales), M.Ed. (UBC)

Leung, Debbie – B.A. (UBC), Ph.D. (State University of NY), Postdoc. (Washington)

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

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

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

Message from the Editor - Dr. Cory Pedersen

This semester, two new faculty have joined the Kwantlen Psychology Department full-time - Drs. Carla MacLean and Karen Parhar. A brief introductory bio follows. Please join me in welcoming these excellent additions to our institution.

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



I am an applied social psychologist whose research explores the nexus between the areas of Forensic Psychology and Occupational Health and Safety. My research primarily explores eyewitness memory and investigator decision making and I study these topics in the context of the industrial incident investigation. Subjects I have investigated are confirmation bias, correspondence bias, the cognitive interview, the post-identification feedback effect, and more recently, misinformation. My academic background includes a M.Sc. in Applied Psychology from Saint Mary's University, a Ph.D. in Social Cognition from the University of Victoria and a SSHRC Post-Doctoral Fellowship at Simon Fraser University. I am excited to begin this new chapter at Kwantlen University.

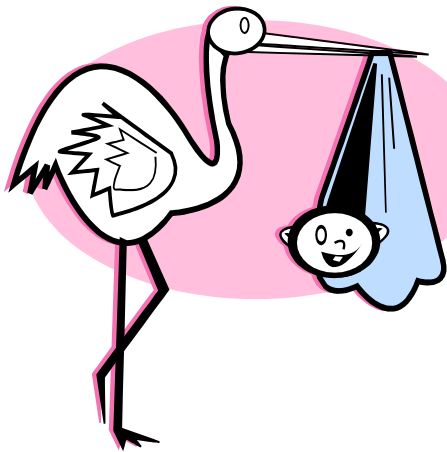


Karen Parhar - B.A. (Hons.) (UBC), M.A. (Sask.), Ph.D. (Sask.)

Karen is an applied social psychologist. Her research focuses on the study of crime desistance. She has taught undergraduate courses at the University of Saskatchewan and conducted applied research in a range of settings including health and social services agencies. In 2010, Karen worked in Toronto as a Senior Research and Evaluation Analyst for the Ministry of Community Safety and Correctional Services. She left this position in January 2011 to join the Psychology Department at Kwantlen Polytechnic University.

Karen has experience acting, writing, production managing, and producing in film and television. Karen was involved in the making of two documentaries that aired on Global Television. '100 Days of Freedom' (2006) was based on her dissertation research and followed three federal offenders during their first few months of release. 'Stolen Sisters' (2007) addresses the topic of missing and murdered Aboriginal women in Canada. Karen enjoys spending time with her 10-month old daughter Karina and helping her husband Tony with his film production company, "Fahrenheit Films".

Celebrations and Farewells.....



BIRTH ANNOUNCEMENTS

William Gilbert Moser, weighing in at 8 pounds, 12 ounces, was born to proud parents Jocelyn and Michael on June 3rd, 2011. We welcome sweet baby William to psychology!

Our wonderful Lab Supervisor, Ivy Ng, gave birth to her first son, Amos Lam, weighing in at 8 pounds, 3 ounces on July 17th. We are so happy for Ivy and cannot wait to meet Amos!

AU REVOIR to Dr. Jocelyn Lymburner and Ivy Ng, both who are now on maternity leave! We will miss all the hard work they do around here and cannot wait for their return.

FAREWELL AND BEST WISHES to Anne Lin, who has left her position as Psychology Departmental Assistant earlier this year and recently gave birth to a baby boy! *(Note: these two events are mutually exclusive).*

WELCOME to Teryn Tsang, who is replacing Ivy Ng as Lab Supervisor, and to Desiree Yu, our new and most spectacular Departmental Assistant!

CONGRATULATIONS on the August 25th nuptials of our colleague Jocelyn Lymburner to Michael Moser. Many wishes for a long and happy marriage!



FAREWELL AND BEST WISHES to our esteemed colleague, Dr. Nicole Vittoz, who has left us after four years to join Douglas College. Nicole was an active member of our department and is adored by both students and faculty. She will be dearly missed by all. Nicole asked me to express her fondest regards to her wonderful KPU students.



Baby Amos with Mom and Dad



Baby William in his crib



Jocelyn and Michael - not yet married.....



Jocelyn and Michael - now married!!

SPECIAL REPORTS

A Brief Interview with Previous KPS President Lecia Desjarlais

~by student correspondent Scott Jacobsen

1) How did you become involved with the Kwantlen Psychology Society (KPS)?

Back in 2009, I was approached by the KPS and asked if I wanted a position on their Executive Council. They were itching for new members. At the time, it was Amy McLellan, Hayley Leveque, and Kyle Latchford. I've been here ever since.

2) What is your current active role?

President. I'm also Secretary and Treasurer because our club is so small. I plan meetings, take minutes, make posters, submit planning tools to the KSA, contact guest speakers, and submit expenses.

3) What do you envision for the current administration?

We want to expand, expand, expand! We want a larger Executive Council, and more people on our mailing list and in our Facebook group. We need new people to fill the council next year, so I'm always keeping an eye out for keen students.

4) In 2011, what events did the KPS host or support?

In September we had pub nights in Surrey and Richmond. We also an APA seminar presented by Dr. Cory Pedersen, which many first year students found very valuable. In October, Dr. Larry Walker came from UBC to talk about getting into the UBC graduate program. In December, we had a student vs. faculty bowling night, Dr. Grace Iarocci from SFU came to talk about getting into the SFU graduate program, and we held a pub night in Surrey.

5) In 2012, what events does the KPS plan to host or support?

We plan to have more pub nights since they are well attended. We also hope to have more student vs. faculty sporting events. Perhaps we will also have a speaker come to talk about local education graduate programs (including Counselling, School Psychology, and Special Education). We're also considering hosting another research "open house" where students present their research, and faculty-run research labs show off their work and recruit keen students.

6) What support does the Psychology faculty provide to the KPS?

There seems to be a wealth of good intentions, but only a

handful of faculty routinely show up to our events. We want to change that with open challenges to the faculty in the hopes of bringing them out. After all, they beat us in bowling!

7) What parts of the current KPS are different compared to the previous KPS?

Last year, our Executive Council was quite large. Responsibilities were spread over more people and this required more planning and delegating. Most of us became close friends. Many KPS members moved on after April, so we are now down to 4 people. This has changed the tone of the KPS and our meetings are more about business than social gatherings.

8) Who are the major contributors in and out of the KPS? Financial contributors? Faculty contributors?

Kyle Matsuba is our faculty liaison. He attends our meetings, keeps us focused, and comes up with great ideas. Outside of meetings, we try to be as self-sufficient as possible. As for financial contributors, we largely rely on the KSA for funding our events. I was a little nervous about getting reimbursed for purchases made in the fall when their executive council was ousted.

9) What is the KPS doing to become more involved with students?

We hand out surveys at most pub nights and note what activities students say they want. We attend the September and January welcome weeks. One of the biggest challenges for student clubs in general is creating student interest and recruiting new people. It takes confidence, professionalism, and friendliness to reach out and engage with students – this is something we're constantly learning and developing.

10) What can students do to become more involved with the KPS?

Show up to events! Join our mailing list and Facebook group and learn about what events we are hosting. We recently decided that we will have open meetings on a regular basis. We'll be advertising the date/time/location of all our meetings so that keen students have more than one opportunity to attend, instead of once a semester like our original format.

Research Interview with Dr. Arleigh Reichl

~by student correspondent Scott Jacobsen

1) Where did you acquire your education?

I earned my Bachelor's degree from the University of Chicago in 1982; my Master's (1989) and PhD (1994) from the University of Iowa.

2) What was your original interest in Psychology?

My interest in understanding the reasons for people's behaviour goes back farther than I can remember, and when I took a course in social psychology as an undergraduate I was thrilled to discover there was a field of psychology devoted to my interests (such as attraction, behaviour in groups, prejudice, and attitudes).

3) What areas have you researched in Psychology?

In graduate school I conducted research on attraction and impressions of others, as well as research on differences between liberals and conservatives. For my doctoral dissertation I used the minimal group paradigm to determine when members of low status groups favour the higher status outgroup and when they show ingroup favouritism despite their lower status.

4) In your current area of expertise, what do you research? What are your current projects?

My current research focuses on the effects of subtle, unrecognized forms of sexism (i.e., latent sexism) in print advertisements. Together with my IMAGE lab, I am now working on three projects along these lines. The first is a research article I am preparing for publication, along with Kwantlen Psychology honours graduates Jordan Ali and Jamie Rich, reporting the effects of viewing ads depicting abuse/victimization of women and messages that women should remain silent. The second project will determine if the types of latent sexism identified by Goffman (1979) actually have the effects that he predicted. The third will determine if ads with latent sexism prime stereotypes of women.

I am also working on two projects arising from ideas presented by members of the lab. We are completing data collection on a project originated by Jordan Ali to determine if sexist ads promote expressions of homophobia. (We will be presenting this research at the conference of the Western Psychological Association.) Jordan and I are also working with Nicole Weiss on her research into the effects of man-bashing jokes on women's perceptions of men.

5) In your most recent research presentation watch your mouth young lady: The effects of latent silencing messages in print ads, what did you hypothesize? What did you conclude?

Our purpose was to test the claim made by media critic Jean Kilbourne (of the Killing us Softly video series) that advertising images of women with their mouths covered have a silencing effect on women. We found that women reported less extreme attitudes than men after viewing silencing images (and overtly sexist images), however this was a result of men feeling more emboldened after viewing the images, rather than women becoming more reticent.

6) Provided your research on media and gender, what message is important for the public to realize?

Our results suggest that the blatant sexism we recognize in ads may not be the only, or even the worst, sexist content in ads. The subtle, unrecognized sexist messages present in many ads may have even more insidious effects.

7) What research would you like to pursue in the future?

I would like to continue with my current research by looking at the effects of other types of latent sexism (e.g., messages that sexualize young girls). My other interests for future research include the effects of language that has both feminine and negative connotations (e.g., "suck", "boob"), and whether vampire stories, such as Twilight, promote unsafe sex with the message that if you are truly in love, you will take a risk with your partner.

8) If readers are interested in knowing more, where can they find more information about your research?

For more information, check out our IMAGE lab website at reichllab.com, or email me at arleigh.reichl@kwantlen.ca

RA Insight - An Interview with Research Assistant Bertrand Sager

~by student correspondent Scott Jacobsen

1) What is your personal story?

I was born in Europe and raised there and on the east coast (Montreal). I returned to school as a mature student shortly after moving to BC. It was a scary move, but I'm glad I did it. In my free time, I ride my motorcycle, paddle around in my kayak, or play computer games.

2) Where have you worked in the past?

I have a background in computer science and worked as a software developer for too long. When I couldn't handle it anymore, I became a driving instructor; I've been doing that for about ten years now.

3) How did this work interest you in Psychology? Did you have any prior interest in Psychology?

I became curious about how we learn, how we learn under stress, and especially about why we crash the vehicles we drive. Psychology seems like it holds most of the answers, because vehicles rarely crash without human intervention.

4) What is your current role in the Psychology program at Kwantlen? How far are you in your education?

I am involved with the Kwantlen Psychology Society, and I work as a research assistant (RA) in Dr. Bernstein's lab, as well as with a newly formed research team. I am currently in my third year of a BAA Psych program.

5) You acquired a grant for a new research team at Kwantlen. You work with Drs. Bernstein, Dastur, and Froc. What is the project? Did it spawn from your previous work experience?

I work with a team that received an internal grant (Katalyst) for a two-year research project. Working with Drs. Bernstein, Dastur, and Froc is a lot of fun and I am learning a lot: How to write a grant proposal or REB application, how to design an experiment, and most importantly how to think critically about a research question. We are investigating a particular type of traffic collision where a car driver turns left in front of an oncoming motorcycle that they did not see. This type of collision is quite common and obviously very serious for the motorcyclist. We are exploring possible mechanisms that causally contribute to this failure to perceive the motorcyclist. Dr. Froc and I are motorcyclists; everyone who has been riding for a while can recall at least one near-death experience involving a driver cutting them off. It is a very interesting project that brings together human factors, cognition, and neuroscience. You could say we're really looking at the problem from every angle.

6) What do you hope to find from it?

I'm hoping to find answers that lead to more interesting questions. Ultimately, I hope that results from this research can be used to make the roads a bit safer for motorcyclists, but we'll have to wait and see what the data say before predicting what shape that increased safety might take.

7) What is your experience working as an RA?

In Dr. Bernstein's cognition lab, we have lab meetings regularly where we discuss the status of current projects and brainstorm about new research ideas. The rest of the time, I run research participants through various studies; I spend about a dozen hours a week doing that, but participants too often fail to show up, so I just end up hanging out in the psych lab a lot. The Katalyst lab is just getting started really, but we've already brought one other RA on board and we are co-writing a literature review at this time. We're also involved in the design of some additional experiments.

8) What do you find is the most valuable experience gained from working as a Research Assistant?

There are so many; I can't just point to one thing and say "that is the most valuable", so here are a few in no particular order: I am interested in research, and this experience confirms that I like working in a research lab. School suddenly got very interesting; I learn a lot more than I would by just going to class, and a lot of the course work actually became easier because of the better understanding of how research is conducted. The lab attends conferences regularly, and I really like that. One learns a lot by attending the right conference; experts in their field present their current research and it is very interesting. I hear that experience working as a research assistant is a nice thing to put on a resume and makes for a stronger graduate school application. The camaraderie with other RAs is really nice.

9) Lastly, what is your favourite part of doing research?

I like asking questions, and research is all about asking questions. I'd like to one day dream up elegant and clever experiments; seeing how the experts do it and sometimes participating in the design is really cool. Watching the answers to a research question trickle in one datum at a time is pretty exciting too.

Dr. Daniel Bernstein Speaks on Colleague Dr. Beth Loftus

~by student correspondent Scott Jacobsen



Dr. Daniel Bernstein

In anticipation of renowned memory researcher Dr. Elizabeth Loftus's keynote address at Connecting Minds 2012, student correspondent Scott Jacobsen conducted a brief interview with our very own Dr. Daniel Bernstein, who has worked extensively with Beth Loftus over many years. Some insights to Dr. Loftus and her research are below.....

(1) What is Dr. Loftus's research style?

Dr. Loftus tends to ask big questions that have the potential to make real-world contributions. She is very disciplined, working 9-5 six or seven days a week. Dr. Loftus writes almost daily and is extremely productive.

(2) When did you begin collaboration with Dr. Loftus?

We started collaborating after I visited her at the University of Washington in December, 2000.

(3) What did you mainly collaborate on with Dr. Loftus?

We worked on the consequences of false memory and the malleability of memory.

(4) What is the range of Dr. Loftus' research?

Dr. Loftus works on the malleability of memory. This topic in itself is broad, and Dr. Loftus' work spans much of this breadth.

(5) Where does she apply her research?

Dr. Loftus' work contributes most directly to eyewitness testimony and law. Her work also applies to implantation of false memory in therapeutic settings.

(6) How did she apply her research to Law?

Her seminal work on what is called the misinformation effect in the mid 1970s and subsequent publication of her book, Eyewitness Testimony in 1979, forever changed the way that eyewitness testimony is used in court.

(7) What are the implications of her research in the field of law?

It's simple really. Don't convict someone based solely on eyewitness testimony!

(8) How did the Law community react to her research?

I don't really know, but I imagine that they were slow to warm to it. The Law community now embraces Dr. Loftus and her work. She regularly appears as an expert witness in court cases involving memory.

(9) What do you consider the most significant implication of her work?

Memory is inherently fallible. Trust memory at your peril.

(10) Dr. Loftus recently received an award from the AAAS and gave an acceptance speech. In it she says, "We live in perilous times for science...and in order for scientists to preserve their freedoms they have a responsibility...to bring our science to the public arena and to speak out as forcefully as we can against even the most cherished beliefs that reflect unsubstantiated myths." How important do you see criticizing "unsubstantiated myths" in "perilous times" for Science? *I think that this is excellent advice. Science has a responsibility to "give back" to the communities and cultures that invest in it. Scientists can and should correct myths whenever the opportunity arises.*

Psychology Lab Instructors - An Introduction to Ivy and Rand

~by student correspondent Scott Jacobsen

1. What is your personal story?

Ivy: I grew up in Hong Kong and I moved here when I was in High School. I like Vancouver because of the weather, the people, and the freedom. By freedom, I mean political freedom. In Canada, every citizen can vote for parties they support. We have rights to protest and to express our political criticism through the media. In Hong Kong, after 1997, the political atmosphere is worse than ever. There is not enough transparency in policy making, and people are suffering from monopolization. There is little Hong Kong citizens can do to change the current situation.

Rand: I was born in Tunisia, spent my early childhood in Jordan and moved to Palestine, my parent's homeland, at the age of six. I moved to Canada about five years ago to pursue my university education. Moving to a new country on my own was definitely challenging, but Vancouver has since become a second home to me. I gladly joined Kwantlen in July of 2011; an experience which has been positive and enriching so far!

2. Tell us about yourself, what kind of spare-time activities do you enjoy?

Ivy: I like snowboarding, scrapbooking, and listening to music. I used to practice music with a 'peipa' [pronounced: pee-pa], which is a four stringed lute – a little bit like a guitar. I volunteer at a youth group and a senior home, and I think it is important to get involved in the community.

Rand: I play the viola and I enjoy playing with orchestra and chamber music groups. I am a member of the Palestine Youth orchestra which meets annually and performs concert tours in different countries around the world. I also enjoy cooking, travelling, spending time in the sun, and good coffee. Other than psychology and neuroscience, some of my interests include world politics and human rights issues.

3. Where did you acquire your education and why did you choose Psychology?

Ivy: I acquired my education at Simon Fraser University, graduated with a BA in Psychology, and minored in education. I had a particular interest in curriculum design. Why did I choose Psychology? That is a good one. I like to understand the world from a micro-perspective by starting from understanding people. I consider the fundamental in any study is to understand our behavior, whether in subjects like political science, sociology, or criminology, which is why I chose to study Psychology. In my first year, I tried many different subjects in the social sciences. I believe that my beliefs come from not one subject alone but many.

*Rand: After graduating from high school in the West Bank city of Ramallah, I was lucky to receive a full scholarship to study at the University of British Columbia. The biology underlying human behaviour and mental processes is fascinating to me, so I chose to pursue a bachelor of science in psychology. This is a truly interdisciplinary field that provided me with a perfect mixture of the sciences and social sciences, both of which interest me. Another reason for my choice is that a lot is still not understood about the brain and its functions; this means that there are many opportunities to discover something new, which is very exciting to me! In my third year at UBC, I started working on my Honours thesis which I completed in Dr. Catharine Rankin's lab studying the genetics of memory in *Caenorhabditis elegans* (a microscopic round worm).*

4. What are your responsibilities in your respective Psychology Labs?

Ivy: My responsibilities include primarily running lab tutorials and SPSS labs for first and second year students. I also coordinate the research pool and manage both Surrey and Richmond labs. I am motivated and almost feel obligated to nurture students and to provide a friendly learning environment for them.

(Continued on page 12)

(Continued from page 11)

Rand: As the lab Instructor for the BSc lab, I work with faculty members to develop lab activities for various introductory and upper level psychology courses. Besides running the labs, I am responsible for the general management of the lab including ordering materials and equipment, budgeting, and ensuring safety.

5. What projects are currently ongoing in the Psychology Labs?

Ivy: We are revising the research pool system to make it more user-friendly. I am also in the progress of developing new labs for research methods and first year statistics (2300). What is really new and exciting is that we are trying to open lab space at the Langley campus. I think it is important to have lab space in Langley to support the students and faculty there.

Rand: Since the BSc lab opened in fall 2011, several lab activities have been introduced. Some of the lab activities include: cow eye dissection, face perception using eye-tracking technology, an audition lab, a taste lab, and two different brain labs where students dissect sheep brains and examine real human brains.

6. What is your favorite part of working in the Psychology Lab?

Ivy: I enjoy the diversity of my work. I see and work with a lot of different people. Every situation allows me to learn and experience new things every day. I never get bored of my work! It keeps me in a learning mode all the time and I think that is one of the ways to better myself. I always joke around with my colleagues and students that I might be less likely to suffer from Alzheimer's because I am constantly learning new knowledge and 'tricks' and my head never stops thinking!

Rand: My favourite part of working in the lab is the time I spend interacting with students during lab activities. I enjoy the many interesting and thought provoking questions that they ask, their energetic attitudes, and the excitement they show toward hands-on lab activities.

7. Where do you hope to see the Psychology program, specifically the development of the laboratories, in the future?

Ivy: Like I said earlier, we would love to have new laboratory space in the Langley Campus and include lab activities as part of the regular curriculum. Many aspects of psychology can seem abstract and theoretical to students. Having lab activities and tutorials can give students hands-on experience to help them elaborate on and apply the conceptual knowledge they gain in class.

Rand: Since the BSc. Lab is still very new, I anticipate a lot of developments in the next few years. There is a lot of discussion in the department on ways to enrich current psychology courses with interactive lab activities. A few ideas include developing electrophysiology experiments to measure neural activity in invertebrates, neural histology experiments, and more. So... stay tuned!

Thanks to Ivy and Rand for these insights and informative updates about the labs! We will stay tuned!

MEET OUR STUDENTS

Research on Predictors of Alcohol Dependency

~by student researcher Amy Baykey

Alcohol use is prevalent within youth culture; nationally representative surveys have shown that 41% of 8th graders and 63% of 10th graders have used alcohol in their lifetime (Windles et al., 2009). A great deal of research also points to the links between teenage drinking and later adulthood alcohol dependency. We also know that addiction does not just hurt the addict; it hurts the people the addict is closest to. I have seen how addiction can affect a person and their family and for these reasons, I became interested in researching drinking in adolescence.

There are numerous variables that could be related to teenage drinking. The variables I chose to focus on in my work were the interactions among parental environment, externalizing behaviours (e.g., aggression), and peers, and the effects of these variables on the frequency of adolescent alcohol use. First, previous research suggests that parental



Student researcher Amy
Baykey

warmth and closeness plays a part in reducing teen drinking. Teens who have a positive relationship with their parents at age 16 drink less (Maggs, Patrick & Feinstein, 2008), and family harmony significantly decreases the odds that a teenager will become associated with drug- or alcohol-problem cohorts (Zhou, King & Chassin, 2006). Further, teens who are classified as being in alcohol-problem cohorts report that their parents show a decrease in parental warmth and an increase in parental rejection (Barnow, Schuckit, Lucht, John & Freyberger, 2002). Externalizing behaviors have also been found to be important predictors of early alcohol use among adolescents (Englund, Egeland, Oliva & Collins, 2008).

Externalizing behaviours have been linked to earlier onset of drinking, higher weekly alcohol quantity consumption, and alcohol abuse in early adulthood. Indeed, these relationships have more predictive power for males than females (Sartor, Lynskey, Heath, Jacob & True, 2007). Finally, active and passive peer influences are connected to heavy

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drinking (Wood, Read, Mitchell & Brand, 2004). For instance, Park, Kim and Kim (2009) found that adolescents with friends at risk for substance abuse were more likely to meet criteria for substance abuse themselves. From the existing literature then, parental environment, externalizing behaviours, and peer relations seem like key variables in the development of adolescent alcohol use, and solid places to begin my own research.

I have developed a model that looks at the interaction between parental environment, externalizing behaviours, and peer relations, and their effect on the frequency of adolescent alcohol use. If we can identify the risk factors that lead to later alcohol dependency then we can take measures to prevent it and hopefully reduce the amount of people who suffer from alcohol dependency. With the help of Dr. Kyle Matsuba, I am testing this model by applying it to the National Longitudinal Study on Adolescent Health (ADD Health). ADD Health is a large longitudinal study of a nationally representative sample of adolescents in the U.S.A. that began in 1994 and follows a cohort of adolescents with four interviews, the latest interview taking place in 2008. We presented our preliminary results at the meeting of the *Society for Research on Adolescence* this past March 2011 and we are working on a paper soon to be submitted for publication.

Amy Baykey is a fourth-year student in psychology and a member of Dr. Kyle Matsuba's Applied Development (MAD) Lab.

STUDENT AWARDS 2011-2012

CONGRATULATIONS to Canadian Psychological Association Certificate of Excellence recipients, Patricia Coburn and Karen Aujla

CONGRATULATIONS to Niloufar Saffari, as the CPA Top New Honours student

CONGRATULATIONS to Pearson Psychology scholarship winners, Brooke Knowlton and Bertrand Sager

CONGRATULATIONS to Tierney Wisniewski, winner of the 2012 Dean's Medal in the Faculty of Arts and a graduate of the BA in Psychology (with Distinction)

IN THE SPOTLIGHT

Jordan Ali - IMAGE Lab Manager

Jordan Ali has been at Kwantlen a long, long time. Jordan came to Kwantlen in 2004 to study the human soul and hasn't left since! His journey has been a long one of self-discovery and adventure. Jordan's dream of becoming a clinical psychologist was fuelled by early exposure to such superheroes as Batman and Frasier Crane. Thankfully, after taking his first psychology course, Jordan realized that he was, in fact, in love with psychology. This fascination with the search for the human soul would spiral into a torrid, uncontrollable, all-encompassing infatuation over time. Through this time and the many years at Kwantlen, Jordan has had his hands in many a cookie jar. He has served as the KPS Social Events Coordinator, as Kwantlen's CPA student representative, as a (lifelong) Connecting Minds organizer/head of various CM teams, and as a member of the President's Ambassadorial Team. In fact, Jordan spends so much time at Kwantlen that he was a Kwantlen poster boy for a short while and, consequently, was asked to give the student address at Kwantlen's inauguration. Soon after, he also decided to let go of his Joe jobs and accept a position as a rehabilitation support worker for adults with acquired brain injuries, exposing him to a topic he would soon pursue for his graduate studies. By the way, Jordan also managed to complete his Honour's degree in psychology during this time!!

In 2010, Jordan joined forces with Dr. Arleigh Reichl as a research assistant. Always intrigued by media manipulation and gender issues, the Issues in Media, Advertising and Gender (IMAGE) Lab was a perfect fit. After some time with the lab, Jordan was bestowed the honour of being named IMAGE Lab manager. With the support of Arleigh and a crack team of similarly keen peers, Jordan was able to gain a nod as a secondary author on a project and visit the exotic land of Toronto to co-present at CPA 2011. More recently, Jordan presented another IMAGE lab project in golden San Francisco at WPA 2012 as a first-time first author, and is currently co-authoring a paper on the organization of the Connecting Minds conference with Drs. Cory Pedersen and Jocelyn Lymburner. Jordan has applied for Clinical programs at several renowned schools across Canada. He hopes to specialize in rehabilitation psychology; more specifically, coping with life after brain injury. Although, admittedly, a beneficiary to a sometimes

perfect storm of opportunity, Jordan is ardent that what started it all was his willingness to try and be something more. When asked, Jordan is quick to cite a supportive family, an amazing faculty and Kwantlen as a whole for any measure of success he has enjoyed. Although excited for his future prospects, Jordan maintains that he will miss Kwantlen – both the psychology department family and the niche he has built here – dearly. We will miss him too.



IMAGE Lab Director Dr. Arleigh Reichl with Lab Manager Jordan Ali at CPA 2011 in Toronto



From left, clockwise: Jennifer Langille, Gena Davies, Jordan Ali, Adam Paton, Jan Banania, Dr. Arleigh Reichl, and Dr. Ashiq Shah at CPA 2011

PRACTICUM REPORT

Psychology Practicum: Connecting Classroom to Career ~ Faculty Supervisor Dr. Gira Bhatt

Since its inception in 2002, the psychology practicum program has been a success story. A total of 131 students have completed their psychology practicum and as many as 78 host employers/organizations have accepted psychology practicum students, and the list is growing. Students typically complete their practicum in the 4th year summer term before graduating. The search and placement process begins in the Spring term preceding the Summer practicum term. Due to student demand, the practicum program, which was traditionally offered only to BAA degree students, is now open for BA degree students as well. The following is a summary reflections from three of the 2011 practicum students.

~ Niloufar Saffari

Practicum: BC Forestry Tree-faller Safety Training

Employer host: WorkSafe BC

Employer Supervisor: Jenny Colman



My Practicum was one of the most rewarding and unique experiences of my life. One year ago, if someone had told me I would see a tree faller in a coastal BC forest, I wouldn't believe it. However, during my practicum, not only did I see a number of tree fallers, but worked with them analyzing their job and identifying the potential hazards they face on a daily basis.

The goal of my project was to collect information on Worksafe BC's current practices for training tree fallers on hazard recognition, and provide strategies for improving the training process. As part of my project, I reviewed literature on key concepts of tree-falling, worked on the research proposal for training tree-fallers as well as on the Ethics Application, conducted task analyses on "falling and bucking" work, got information on 3D photography, and compiled a series of 3D photos of job-related hazards.

The courses at KPU prepared me well for this practicum. *Human Factors and Ergonomics* taught me how to focus on the design of systems that optimize performance, productivity, and human well-being. In my *Cognition* class, I learned about various cognitive processes, including memory, problem solving, reasoning, attention, spatial abilities, and decision making. The course on *Perception* provided an understanding of depth perception, colour perception, attention, spatial processing, audition and smell. The *Industrial Organizational Psychology* class taught me about applying principles of psychology to create well-functioning and efficient organizations. Additionally, I acquired a tremendous range of technical skills, such as 3D photography.

I am so grateful to the KPU and its faculty for preparing me and helping me with this project. I was forced to step outside of my comfort zone and reach for the stars and I don't think I would have followed through without the guidance and counselling of my inspiring psychology instructors.

In the future I hope to step even farther out of my comfort zone and expand on my new found technological and

interpersonal skills. Moreover, I think that my new found level of optimism for what I am capable of is the most rewarding self-knowledge I have acquired. As an ESL student, I have always hesitated to communicate with English-speaking people whom I don't know. However, during my practicum, I have interacted and communicated successfully with various people on my own.

Most importantly, my practicum was practically the best few months of my life. Thank you psychology department!

~ Lindsay Civitarese
Practicum: Audiology
Employer host: Crystal Vision & Hearing Center
Employer Supervisor: Tom Oostenbrug

My practicum was at a vision and hearing centre in Langley. It was a wonderful experience working with clientele and learning about the field of audiology in a professional environment. At my practicum I was able to receive one-on-one instruction and I was welcome to sit in on all client appointments.

In the first week, my employer supervisor Tom Oostenbrug and I went over the anatomy of the ear and the functions that the ear performs whenever sound travels down our ear canals. Next I learned what to look for when people come in for hearing tests and the various kinds of hearing losses that people have. It was very interesting to take impressions of people's ears and cleaning ears out, right down to conducting a hearing test.

I also learned about the various styles of hearing aids and brands available to patients for purchasing. My employer supervisor Tom Oostenbrug taught me the general idea of programming the hearing aids and the software that is involved, and how to adjust the hearing aids when patients come in complaining that sounds are too sharp or hollow sounding.



Last but not the least, I was able to learn how to grind down a hearing aid using the drilling machine. By using the drill, specialists are also able to trough out a vent. This was a very rewarding part of my training since we were able to help fix a client's hearing aid in the office rather than sending them out for repair to the manufacturer.

Working at Crystal Vision & Hearing allowed me to integrate what I have learned in the classroom at KPU in courses such as *Perception*, *Neuropsychology*, *Developmental Psychology*, *Industrial & Organizational Psychology*, and *Culture & Psychology*. I learned to implement my psychology knowledge on a day to day basis at the clinic.

Through this practicum, I was able to build a rapport with those working in the industry, which will come in handy when applying to Audiology at UBC in September of 2012. I am grateful to Kwantlen for having a practicum program as I now feel much more confident in my decision to go into Audiology.

~ Sabrina Hickey

Practicum: ESL Program

Employer host: Language Training Center

Employer Supervisor: Reno Lau

My practicum took place at an ESL school in Vancouver, BC. One of the most rewarding experiences I had during my practicum was meeting and befriending the students. All these students came from either Japan or Korea and would tell me about their way of life back home.



As part of my training, I was given a variety of positions, depending on the work that needed to be completed for that day. These positions included a teacher, administrative assistant, a video script writer and a spokesperson for the program.

As a teacher I took part in casual one-on-one conversations with various students for one to two hours. While conversing with them I made sure to listen for errors in pronunciation, sentence structure, accent, and vocabulary usage that the student made. I also explained to them any unknown slang, idioms or cultural references they did not understand. Since these students came from an interdependent culture of Japan or Korea (which is drastically different from our independent culture in Canada), they had different views, values, and lifestyles. During my time with them I found that although I was the teacher, I was often learning from them at the same time.

As an office assistant I translated and reformatted questionnaires, created documents such as the *Training Guide for ESL teachers*, a *Promotional Workshop Outline* and *Tutor Information for students and teachers*. I also wrote the script for a video intended to train the new teachers coming to the *Language Training Centre*. The 10-minute video featured me explaining the program.

This was a great experience for me and without my Bachelors degree program in Applied Psychology I would not have been as successful as I was. The course on *Culture & Psychology* gave insight into the common beliefs and behaviors associated with particular cultures. *Personality Psychology* course helped me to understand the behavior and communication styles of the students' personalities. *Technical Report Writing* class taught me how to write and format various documents. The course; *Tests & Measurements*, provided me with the knowledge on how to construct questionnaires.

I learned a lot throughout my summer at the *Language Training Center*, and I would highly recommend psychology students to consider participating in a practicum.

Summer 2011 Psychology Practicum Students at Get Out And Learn Symposium (GOALS)

From Left: Niloufar Saffari, Ice Lee, Alice Bale, Jane Aganon, Brooke Knowlton, Lindsay Civitarese, Sabrina Hickey, Sarah Boorman



Student vs. Faculty Softball Game - May 2012



At back: Steve Charlton, Arleigh Reichl, Garry Wickham, Dianne Crisp, Michelle Dean, Jason McBain, Devon Currie, Richard Le Grand

Middle row: Betty Rideout, Cory Pedersen, David Froc, Lecia Desjarlais, Brodie Lewis, Amy Baykey

Front row: Kyle Matsuba, Taylor Harrison, Bonnie Chi, Brendan Fernandes, Alexander Kuhn (standing)

Sadly, youth defeats intelligence and beauty....this time.....

STUDENT ALUMNI REPORT

Alumni Update: BAA Celebrates 10th Anniversary ~ by Dr. John Marasigan

This year's top news is that the Psychology BAA degree celebrated its 10th anniversary! Since the graduation of the first batch of 14 students who initiated the program in 2001, there have been 134 graduates! On September 23, more than 30 alumni from the first graduates to the most recent graduates of 2011, joined by faculty, attended the Kwantlen Alumni Homecoming to celebrate the anniversary. Everyone who attended had a great time recalling the good old days and basking in mutual admiration of accomplishments over the years as professionals. The reunion was so much fun, as evidenced by the collage of photos below, that everyone agreed to have a re-run of it at the 2012 Kwantlen Alumni Homecoming and in the years thereafter. So, to all BA and BAA alumni reading this article, please watch for an announcement of the 2012 homecoming date so you can register on the Alumni website. Registration is free and the reception is sponsored by the Kwantlen Alumni Office.

Among those present, and who has not yet been featured in any of the past alumni updates, was Emily Henry, BAA 2006. She now works at The Heart of Richmond AIDS Society and is currently redesigning their volunteer program. She also does relief work at New Dawn recovery house (part of Chrysalis Society) with women in early recovery from drug addiction. Until recently, she was until the chairperson of the committee and incidentally, is featured in two upcoming documentaries coming out soon.

Sean Webber, BA 2010, was at the Homecoming too, looking spic and span. Sean works as a business developer for a web-based broadcaster called Sustainability Television, a platform for creating and sharing solution-oriented media in partnership with organizations demonstrating leadership in sustainability, community, and any endeavor that benefits society.

There's so much to share from all the attendees that we need the whole issue of this newsletter to include all of them. So, simply look at the collage of photos to realize what they may all have been up to. After all, a picture is worth a thousand words.

More on reunions: Jordan Ali, BA 2010, met with a number of alumni doing their graduate work in Toronto

where he had a poster presentation at the 2011 CPA convention (*see picture on page 15*). BAA graduates and married couple, Gena Davies and Adam Paton, in addition to a few other graduates, were there too.

Speaking of marriage, congratulations to BA graduate Hayley Leveque and BAA graduate Thomas Kerslake on the one-year anniversary of their marriage this past May!

Joshua Guyer, BA 2008, will be defending his MA thesis in Psychology at Queens this summer and has been accepted into their Ph.D program. Preparing to defend her master's thesis at UBCO in Spring 2012, and working as an RA for a study on well-being post brain injury, is Deborah Barkowsky, BA 2009. Navdeep Sandu, BA 2010, was accepted into the Masters in Public Health at SFU in Fall 2011. Patricia Coburn, BA Honors 2011, was also accepted at SFU into the Forensic Experimental Psychology program and received a SSHRC Masters Award. The NSERC application of Nicole Pernat, BA Honours 2010, was accepted and she hopes to carry it toward a specialization in neurophilosophy. Stacy Armstrong, BA 2011, was admitted into the Occupational Therapy program at UofA. She also received an entrance scholarship based on her performance at KPU. Karen Aujla, BAA Honours 2011, works in customer service at Shaw Cable and is currently applying to graduate schools. Amandeep Bassi, BA Honours 2008, is well into the Social Psychology Ph.D program at the University of Ottawa. Jamie Rich, BAA Honours 2011, who is currently living and working as a nanny in Sydney, Australia is applying to graduate schools. Last but not least, Robert Evans, BA 2006, is now a practicing Barrister and Solicitor in New Westminster, BC.

Meanwhile the rest of our alumni are conquering the world with their skills in psychology that they honed at KPU. They will have more surprises for you in the 2013 alumni update.



Shayna Rusticus, Ian Grimstick, Cheryl Edwards, Joseph Comeau, Catherine Mathieson, Yongjie Yon



Dr. Jocelyn Lymburner and William Moser (in baby carrier), Lecia Desjarlais, Dr. Daniel Bernstein, Jamie Rich



Dr. David Froc, Dr. Cory Pedersen, Danielle Raymond



Far left; Malia Pawson, Far right; Sean Webber



Sandra Gutierrez and Amy McLellan with a friend

A REPORT FROM THE LIBRARY

WANTED – Psychology Classes for Library Instruction Sessions! *~ by Jan Penhorwood*

Back in the day, library orientations were simple things. A tour, a catalogue search and maybe pointing out a few areas to new students like the journals or videos. These were known, in librarian circles, as the ‘catalogue and washroom tour’. We used to reach almost every student at least once.

A few years later we moved on to a 50-minute ‘one shot’ session, offered to all ENGL 1100 students and many other classes upon request. These sessions, known as ‘bibliographic instruction’ added another element to the basic tour – an online database demonstration to retrieve a fulltext article. As we provided these upon request to other instructors in addition to ENGL, some courses were well-served, other not. Unfortunately the session was often repeated from course to course resulting in ‘overload’ for some students.

We no longer receive ENGL 1100 students routinely.

At last we have evolved to the customized session whereby each request is worked on by the librarian to make it more unique, subject-specific and sometimes tailored to the assignment in hand. We discuss information retrieval from a variety of resources and formats, evaluation of web sites and the ethical use of information. There is more librarian–instructor collaboration here and we *hope* more student success. Alas we have arrived at this dizzy height only to find that there are fewer PSYC classes than ever booking a library instruction session! A quick look back at our orientation statistics reveals a 55% drop in PSYC classes and falling.

What can you do? Consider collaborating. Reconsider the inclusion of a new improved library instruction session. Talk to me about new resources and new approaches to instruction in Psychology. I am willing to come to the classroom or continue holding sessions in the library teaching labs. I look forward to hearing from you.

Note: Jan is the library liaison for the Department of Psychology. She welcomes any and all library related questions you have. Feel free to contact her at: Jan Penhorwood
Psychology Liaison Librarian
jan.penhorwood@kwantlen.ca
local: 3236

MEET OUR FACULTY

Colloquium Report ~ by Dr. Syed Ashiq Ali Shah

The Psychology Department is in its third year of successful colloquium presentations since their inception in the spring semester of 2009. During these years we have seen 18 presentations, some representing psychology at Kwantlen and others from external universities or professional organizations. Colloquium began with the objective of generating scholarly discussion and promoting contact among the faculty and students of our department with professionals from other institutions and indeed, there are positive indications that this objective has been realized. For instance, some of our students have completed their psychology practicum at the workplace of external colloquia presenters. The impressive list of presenters and their topics over the past several years include:

Spring 2009

Dr. Don Dutton, Department of Psychology, University of British Columbia
Topic: Who will act badly in toxic situations?

Dr. Evan Lopes, Department of Psychology, Kwantlen Polytechnic University
Topic: Clinical aspects and tools.

Fall 2009

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

Dr. Kevin Hamilton, Department of Psychology, Kwantlen Polytechnic University
Topic: Leo Fenders: An ergonomics pioneer

Dr. Bernard Crespi, Biosciences Department, Simon Fraser University
Topic: Where Darwin meets Freud: Psychosis and autism as diametrical disorders of the social brain

Spring 2010

Dr. Roger Tweed, Department of Psychology, Kwantlen Polytechnic University
Topic: [How] should psychological scientists select beliefs?

Dr. Daniel M. Bernstein, Department of Psychology, Kwantlen Polytechnic University
Topic: Perspective-taking across the lifespan

Dr. Rosanna Langer, Department of Law and Justice, Laurentian University, Ontario
Topic: Her mind was unbalanced: A review of post natal mental disorder case law

Fall 2010

Dr. Allen E. Thornton, Human Neuropsychology Laboratory, Department of Psychology, Simon Fraser University
Topic: Neuropsychological aspects of persons living in single room occupancy hotels in the downtown eastside.

Dr. Deb Mater, Clinical Director of the Forensic Psychiatric Hospital at the Federal Regional Treatment Centre
Topic: Psychotropic medications, client behaviours and professional issues

Dr. Larry Anderson, Department of Psychology, Kwantlen Polytechnic University
Topic: Workshop on retirement

(Continued on page 24)

(Continued from page 23)

Spring 2010

Dr. Grace Iarocci, Department of Psychology, Simon Fraser University

Topic: Why we should care about social competence: Lessons learned from autism and other developmental disorders

Dr. Arleigh Reichl, Department of Psychology, Kwantlen Polytechnic University

Topic: The effects of exposure to subtle sexism in print ads: Is there more than meets the eye?

Fall 2011

Dr. Ron Maggiore, Strategic Enrollment Services, Kwantlen Polytechnic University

Topic: Through the eyes of a survivor: The psychological impact of Hurricane Katrina

Dr. Gira Bhatt, Department of Psychology, Kwantlen Polytechnic University

Topic: Prevention of youth gang-involvement: The why and the how of the Community-University Research Alliance (CURA)

Melanie Walls, Human Factors at Work

Topic: What is workload and how is it measured?

Spring 2012

Dr. Glen E. Bodner, Department of Psychology, University of Calgary

Topic: Does saying things aloud make them more memorable?

Dr. Kevin S. Douglas, Department of Psychology, Simon Fraser University

Topic: Evaluating risk for violence: The importance of treatment-relevant dynamic risk factors

Dr. Betty Rideout, Department of Psychology, Kwantlen Polytechnic University

Topic: The reflective judgment model applied to spirituality

The enthusiasm and involvement of students and faculty have contributed to the popularity and success of colloquium. Colloquium has also generated interest among students and faculty in other departments at Kwantlen and among external professionals from the fields of psychotherapy, social services, and human resource development. The presentations are instrumental in creating an atmosphere of professional dialogue and critical inquiry to promote research on the issues facing our students and the larger community. Further, students benefit most from presentations when the presenter demonstrates links between theory and practice. Colloquia also contribute to the reputation of the Psychology Department and Kwantlen at the provincial and national levels. Our department has recently decided to expand colloquium by inviting more scholars from other institutions. We expect that this will generate even greater interest on the part of students and faculty, thereby furthering colloquia success.

The Kwantlen Psychology Student society is actively involved in supporting colloquium and promoting it among students. I would like to express my deep hearted thanks and gratitude to the representatives of the Kwantlen Psychology Society, and to my colleagues, the lab instructors, and the departmental assistant for their support and positive contributions toward colloquium.

An Illiterate Boatman and an Arrogant Mathematician

~ by Dr. Gira Bhatt



One of my fondest childhood memories of growing up in India is about my grandfather who came to live with my family during the last year of his life. I was about seven and grandfather, whom we called “Bapu-ji”, was 82 years old then. He was an amazing story teller. Every evening my neighboring friends and I would gather and sit by his feet as he sat on his easy rocking chair narrating some amazing stories weaving along his wit, humor, rhyming riddles, and scholarship, which kept us captivated wanting more and more stories.

There was one story that particularly stays in my memory.

“Once upon a time, there was a mathematician.” Bapu-ji would start. The mathematician was a genius, but he was also very arrogant. Once he needed to cross a river. He found a boatman sitting idly in a weathered boat, who agreed to take him across the river. Once the boatman started to row, the mathematician looked around pondering, and asked the boatman; “Do you know how deep this river is?” “It’s quite deep, sir” replied the boatman. “How many feet deep?” asked the mathematician. The boatman shook his head and said, “I don’t know.” The mathematician was taken aback by this answer. He rolled his eyes and thought to himself; “oh the poor illiterate boatman.” With his arrogance the mathematician expressed his consternation, “You don’t even know that? And you are a boatman? ...tse tse... Your life is wasted!” The arrogant mathematician continued to quiz the poor illiterate boatman about the precise measures of the boat, the river, and the rowing speed, to which the poor illiterate boatman had the same answer and the arrogant mathematician had the same conclusion. “...tse tse... Your life is wasted...” While they were halfway on the river, the wind blew hard. The boat tilted on its side and started to take in water. The mathematician looked terrified as he clung to the side of the sinking boat. Now it was the poor illiterate boatman’s turn to ask; “Sir, do you know how to swim?” “No...I do not” screamed the mathematician. The boatman quickly yelled back; “Sir, your life is...wasted.” And he jumped off the sinking boat.

As children, we would be laughing away rolling on the floor; “Ha ha....the arrogant mathematician drowned. Please Bapu-ji, tell us the story again.” Bapu-ji would let us calm down a bit and say; “Wait children, the story is not over yet.”

“The project has brought together academic expertise and community wisdom to address the issue of youth violence and gang involvement.”

(Continued on page 26)

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At this point, we would be all wide-eyed with eagerness to learn what could possibly happen now. Bapu-ji would then continue.....

Although the boatman was poor and illiterate, he was a good man. So he grabbed the drowning arrogant mathematician and brought him back to the river bank. The mathematician was now in dismay as to what had just happened. After pondering over it for the longest time, he looked at the boatman, and asked;

"You don't have a boat anymore, do you?"

"No, sir" the boatman shrugged his shoulders.

"Here's what we will do" said the mathematician. "We will build a boat together. I will teach you all about the precise measurements and angles that will make your boat unsinkable. Now, I don't know how to chop wood or use hammer and nails. You will have to help with that part."

So the mathematician stayed with the boatman and together they built a boat that never sank. They lived happily ever after.

This story has come to a full circle for me as the "Acting Together" SSHRC-CURA project at Kwantlen crosses its half-way mark in its 5-year term. The project has brought together academic expertise and community wisdom to address the issue of youth violence and gang involvement. Any doubt I had when the project began as to why SSHRC mandated that academics work side by side with community organizations has dissipated with the memory of this childhood story.

(The complete version of this article; "Academics and Community: Two Solitudes" appeared in the Vancouver Sun, Dec 24, 2012: <http://www.vancouversun.com/touch/story.html?id=5906586>)

UPCOMING EVENTS

Psychology Colloquium - Fall 2012

September 21 (2:30 - 4:00) - Dr. Richard Young (UBC)

October 26 (2:30 - 4:00) - Dr. Andre Asfalgi (KPU)

November 16 (2:30 - 4:00) - Dr. Roger Tweed (KPU)

CONTEST - WHAT A CUTE BABY FACE

Think you know your colleagues or professors? Think that adults can be easily identified from their childhood or infant photos? Guess again. Research suggests it isn't quite so easy.

Match the child and adult photos correctly and submit your responses to cory.pedersen@kwantlen.ca. You could win a nice bottle of wine (first prize for the most correct guesses) or a gift card to Starbucks (second prize). Good luck!!



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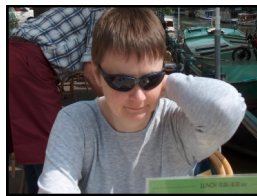
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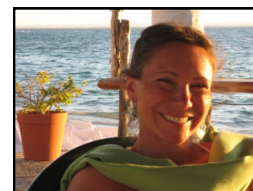
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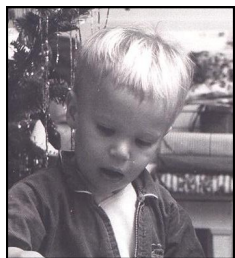
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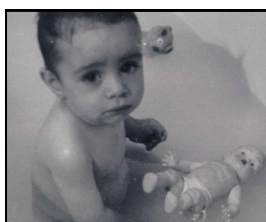
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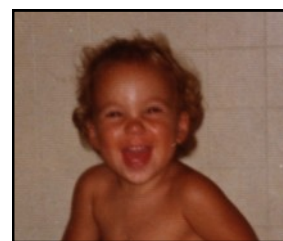
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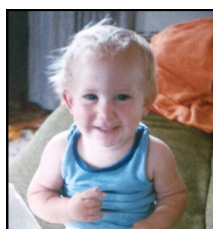
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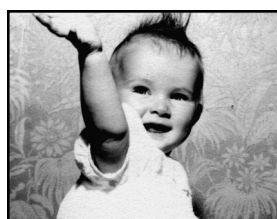
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PSYJUNGS SOFTBALL TEAM MEMBERS

We had a fantastic 2011 season full of fun and camaraderie!! Our win/loss record was abysmal however and will not be recorded here.



Cory Pedersen, Steve Dooley, Patricia Coburn, Bob McDonald, Betty Rideout, Daniel Berstein, Areigh Reichl, Briana Cook, Wayne Podrouzek, David Froc, Steve Charlton

Missing: Richard Le Grand (due to a broken leg early in the season), Michael Moser



Arleigh at bat



Bob pitching strikes



Cory at 3rd



Betty ready for the tag at 2nd



Steve Dooley makes contact



Danny set for a homerun



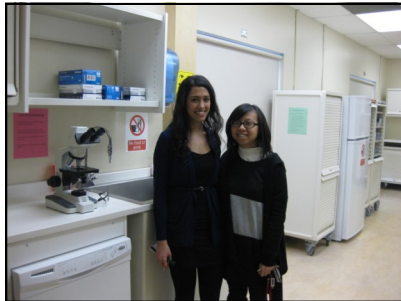
David makes it to 2nd base



Steve Charlton protects 3rd

REPORT FROM THE PSYCHOLOGY LAB

Psych's Got a New Lab! ~ by Rand Mahmoud and Ivy Ng



You are probably familiar with the very active psychology lab located in room 214 in the Fir building of the Surrey campus. You might have visited multiple times for lab activities, research projects, or even to warm up your lunch and socialize with other psychology students. What you might not know is that just down the hall, the brand new BSc Psychology lab opened in the summer of 2011! It was designed mainly to support the new Bachelors of Science in Applied Psychology, providing opportunities for hands on learning. The lab is also a space for lab activities accompanying a variety of Kwantlen's already existing psychology courses; for example, introductory psych courses participate in brain labs where students study real animal and human brains.

As a newly budding lab, a lot of efforts in the meantime are allocated to curriculum development and the design of new lab activities. Keep an eye out for a variety of exciting new labs that will accompany psychology courses in the near future; some examples include experiments recording live neural activity from invertebrates, eye tracking experiments, and a neural histology techniques lab.

To help you utilize what we offer in the various psychology labs that Kwantlen houses, here is a quick list of some of the differences between the labs' operations.

BSc Psychology Lab	General Psych Lab
Major Purpose: class lab activities	Major Purposes: class lab activities and student study space
Open upon class request	Open as a common room for students from Monday to Friday
Must be operated by lab instructors	Operated by lab instructors or student assistants
Space for large group research studies	Space for small group research studies
Located in Surrey only (Fir 220)	Located in Surrey (Fir 214) and Richmond (2400)
Eating is not allowed	Eating is allowed and kitchen facilities are available for students

To learn more, feel free to visit the labs or to contact us at Ivy.Ng@kwantlen.ca and Rand.Mahmoud@kwantlen.ca

FACULTY PUBLICATIONS AND PRESENTATIONS

Ali, J. I., & Reichl, A. J. (2012, April). *Bikinis and bigotry: Do sexist advertisements encourage homophobia?* Poster presented at the annual convention of the Western Psychological Association, San Francisco, California.

Austin, R.K. & Cilliers, F. (2011). The psychometric relationship between career thinking and salutogenic functioning amongst unemployed adults. *The South African Journal of Industrial Psychology*, 37(1), 11 pages.

Dunlop, W. L., Walker, L. J., Matsuba, M. K., & Frimer, J. A. (2011, April). *Exploring the viability of the development of moral personality*. Poster presented at the meetings of the Society for Research in Child Development, Montreal, QC.

Fernandes, B., Matsuba, M. K., & Bakey, A. (2011, June). *Personality processes and environmental activism among youth*. Poster presented at the meeting of the Canadian Psychological Association, Toronto, ON.

Leveque, H. R., & Pedersen, C. L. (in review). Emerging adulthood: An age of sexual experimentation or sexual self-focus? A moderated mediation. *Canadian Journal of Human Sexuality*.

Matsuba, M. K., Fernandes, B., Pratt, M., Norris, J., Mohle, E., & Alisat, S. (2011, Oct.). *Identity, generativity, & environmental activism*. Paper presented at the meeting of the Society for the Study of Emerging Adulthood, Providence, RI.

Matsuba, M. K., & Hart, D. (2012). Adolescent Pride. In R. J. R. Levesque (Ed.), *Encyclopedia of Adolescence*. NY: Springer.

Matsuba, M. K., Murzyn, T., & Hart, D. (2011). A model of moral identity: Applications for education. *Advances in Child Development and Behavior*, 40, 181-207.

Matsuba, M. K., Pratt, M. W., Norris, J. E., Mohle, E., Alisat, S., & McAdams, D. P. (2012). Environmentalism as a context for expressing identity and generativity: Patterns among activists and uninvolved youth and midlife adults. *Journal of Personality*. doi: 10.1111/j.1467-6494.2012.00765.x<<http://dx.doi.org/10.1111/j.1467-6494.2012.00765.x>>

Pedersen, C. L., Lymburner, J. A., Ali, J. I., & Coburn, P. I. (in review). Organizing an undergraduate psychology conference: The successes and challenges of employing a student-led approach. *Psychology of Teaching and Learning*.

Pratt, M. W., Matsuba, M. K., Norris, J. E., & Alisat, S. (2011, March). *Environmental exemplars youth and midlife adults: Generativity, narrative identity and value differences versus non-exemplars*. Paper presented at the meetings of the Society for Research in Child Development, Montreal, QC.

Rash, J. A., Matsuba, M. K., & Prkachin, K. M. (2011). Gratitude and well-being: Who benefits the most from a gratitude intervention? *Applied Psychology: Health and Well-Being*, 3, 350-369. doi: 10.1111/j.1758-0854.2011.01058.x

Reichl, A. J., Ali, J. I., Saffari, N., & Weiss, N. D. (2011, June). *Watch your mouth young lady! Expressed attitudes after viewing advertising images of women with their mouths covered*. Poster presented at the annual convention of the Canadian Psychological Association, Toronto, Ontario.

Reimer, K., & Matsuba, M. K. (2012). A modest polemic for virtuous pride. In J. Van Slyke, G. Peterson, W. Brown, K. Reimer, & M. Spezio (Eds.) *Theology & the Science of Morality: Virtue Ethics, Exemplarity, and Cognitive Neuroscience*. New York: Routledge.

FACULTY AWARDS

CONGRATULATIONS TO.....

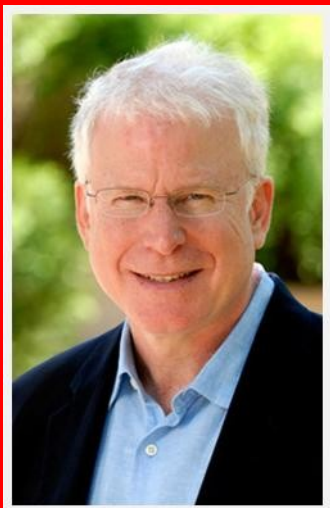


Dr. Jocelyn Lymburner, recipient of the Kwantlen Distinguished Teaching Award, 2011.

Dr. Roger Tweed, recipient of the Chancellor's Chair Award, 2011.

Drs. Daniel Bernstein, David Froc, and Kyle Matsuba as successful recipients of Kwantlen Katalyst Grants.

COMING FOR **CONNECTINGMINDS**²⁰¹⁴



David M. Buss is a professor of psychology at the University of Texas at Austin. He is known for his evolutionary psychology research on human sex differences in mate selection.

Please join us in welcoming Dr. Buss at CM 2014!