

Friday July 29th			
Time	Nelson Room	Comox Room	Denman Room
8:00	Registration		
9:20 – 9:30	Opening Remarks		
9:30 – 10:30	Keynote: Why History Matters: The Importance of Connecting Students to Their Intellectual Roots Ludy T. Benjamin Jr. <i>Texas A&M University USA</i>		
10:30 -10:45	Coffee Break		
10:45 – 11:15	Teaching Clinical Skills To Psychology Students Via Role-Play John L. Theodore <i>Iona College, New Rochelle, New York, USA</i>	Structuring Online Discussion Forums to Meet Instructional Objectives Evelyn S. Chiang <i>University of North Carolina, Asheville, USA</i>	Workshop: Forensic Psychology: Stimulating Learning Using the Dark Side of Human Behavior and Problem-Based Learning Robert Egbert <i>Walla Walla University, Washington, USA</i>
11:15 – 11:45	Just Say Yes to Sex (in the Psychology Curriculum) Robert McDermid <i>Missouri Southern State University, Joplin, USA</i>	Using Goal Orientation to Enhance College Retention and Graduation Rates Mark S. Hoyert, Kelly Hendrickson & Cynthia O'Dell <i>Indiana University Northwest, USA</i>	
11:45 – 12:15	Collectively Building Bridges in the Academy: Culture Centered Pedagogy Hector Y. Adames, Nayeli Y. Chavez, Hector L. Torres & Fahmida Zaman <i>Chicago School of Professional Psychology, Illinois, USA</i>	Effective Strategies for Teaching Psychology to Health Professionals Lynne M. Robinson <i>Dalhousie University, Halifax, Nova Scotia, Canada</i>	The Disease Lottery in the Teaching of Psychopathology: A Pedagogical Strategy for Learning Empathy with Patients Gin-Hong Lee & Ming – Teh Lin <i>Fu Jen Catholic University, Taiwan</i>
12:15 – 1:15	Lunch (not provided)		
1:15 – 1:45	Symposium: High Stakes for High-Impact Teaching: Three Perspectives on the Teaching of Psychology Janet E. Kuebli, Donna J. LaVoie & Bryan W. Sokol <i>Saint Louis University, Missouri, USA</i>	The Experience of Implementing a Psychology Work Placement Year Hazel Dewart, John Colwell & Jo Borrill <i>University of Westminster, London, UK</i>	Workshop: Expand the Scope of Your Teaching: Write a Psychology Textbook Michael D. Spiegler <i>Providence College, Rhode Island, USA</i> <i>(please note this workshop goes until 2:30)</i>
1:45 – 2:15		College High Jumping: Utilizing Adult Learners to Raise the Bar for Younger Learners Beth Chesterman <i>California State University, East Bay,</i>	

		USA	
2:15 – 2:30	Coffee Break		
2:30 – 3:00	A Debate with Murderers and Paedophiles: Bringing Research and Practical Experience into the Undergraduate Curriculum Roy Spina <i>Birmingham City University, UK</i>	Using Game Theory to Improve Classroom Learning Olav Krigolson & Courtney M. Kent <i>Dalhousie University, Halifax, Nova Scotia, Canada</i>	Teaching Psychology-based Tacit Knowledge for Mental Health Literacy to College Students Chan-bin Park ¹ , Jin-young Kim ² & Young-gun Ko ³ <i>SMG-SNU Boramae Medical Center¹, Seoul Women's University², Korea University³</i>
3:00 – 3:30	Facilitating Positive Group Experiences Kristina Andrew & Frederick M.E. Grouzet <i>University of Victoria, British Columbia, Canada</i>	Teaching Research Methods in an Inverted Classroom Mattie S. Gabston <i>Indiana University, East, USA</i>	Teaching by the Moonlight: New Challenges for Teachers of Psychology and Need Differences Judy R. Van Doorn, John D. Van Doorn & Shinene M. Currington <i>Troy University, Alabama, USA</i>
3:30 – 4:00	Engaging Psychology Students at a Distance: Reflections on Australian & Canadian Experiences Judi L Malone <i>Athabasca University, Canada & Charles Sturt University, Australia</i>	Facilitating a Transition to Online Curriculum Delivery: An Autoethnography Robbie Busch <i>Massey University, New Zealand</i>	Students Know More Than What is on the Test: Empirical Evidence Andrew Johnson & John Smyers <i>Park University, Missouri, USA</i>
4:00 – 4:15	Coffee Break		
4:15 – 5:30	Keynote: Brain Damage From the Other Side of the Knife John Pinel <i>University of British Columbia, Vancouver, Canada</i>		
5:30 – 6:30	Poster Session 1 & Book Display Teaching Empathy Through Reflective Writing of Imaginative Illness Narratives: The Cry of the Body Gin-Hong Lee ¹ , Yi-Nuo Shih ¹ , Hou-Chang Chiu ² & Chiu-Chan Hsieh ² <i>Fu Jen Catholic University¹, Shin Kong Wu Ho-Su Memorial Hospital², Taiwan</i> A Tale of Two Classes Claudia Voisard & Peter Liu	Implementing Effective and Meaningful Learning Outcomes in University Teaching: Lessons Learned From Student Service Intervention Michael Huston, Jack Dobbs & Mirjam Knapik <i>Mount Royal University, Calgary, Alberta, Canada</i> Self-Exploration of Learning Attitudes, Beliefs, and Motivations in Introductory Psychology Jacqueline I. Kampman <i>Thompson Rivers University</i>	Social Diversity Detective: Assessing Student Learning on Social Diversity Course Objectives in Introductory Psychology Monali Chowdhury & Bryn Thatcher <i>The Ohio State University, USA</i> An Evaluation of the Effectiveness of Shared Online Reflection and Discussion Between Psychology Students to Develop Reflection Skills Jacqui Taylor ¹ , Carolyn Mair ² <i>Bournemouth University¹</i>

	<p><i>The Adler School of Professional Psychology, Chicago, Illinois USA</i></p> <p>Using Concept Maps to Foster Case Conceptualization Skills in a Human Growth and Development Course For Master's Level Counseling Psychology Trainees Consuelo Cavalieri <i>University of St. Thomas Minnesota, USA</i></p> <p>Cross-Cultural Validity of the Over-Claiming Technique (OCT) as an Alternative Assessment of Academic Achievement Xiaocen Liu¹ & Delroy Paulhus² Capital Normal University Beijing¹, P. R. China University of British Columbia, Vancouver², Canada</p> <p>Blogging Freud: Writing about Theory in an Upper-Division Lifespan Development Course Debra L. Valencia-Laver <i>California Polytechnic State University, San Luis Obispo, USA</i></p>	<p><i>British Columbia, Canada</i></p> <p>Developing a Semester-Long Scaffolded Assignment Rebecca Achtman <i>Nazareth College, Rochester, New York, USA</i></p> <p>Devising a Test for Handedness: Active Learning in a Neuropsychology Class Timothy W. Parker <i>University of Alberta, Canada</i></p> <p>Using Pepsi and Coke to Teach Basic Psychophysics Leslie Cameron <i>Carthage College Kenosha, Wisconsin, USA</i></p> <p>Estimating Exam Performance: A Comparison of Explicit and Implicit Measures of Metacognition Andrew Johnson & John Smyers <i>Park University, Missouri, USA</i></p> <p>t- Tests and Technology: Assessing Preference and Performance Adrienne L. Williamson & Pam Marek <i>Kennesaw State University Georgia, USA</i></p>	<p><i>Southampton Solent University², UK</i></p> <p>Fostering Deeper Learning Outcomes in Large Lecture-Based Objectively-Assessed Psychology Classes Maureen Drysdale <i>St. Jerome's University / University of Waterloo, Ontario, Canada</i></p> <p>The Impact of Mindful Awareness Practices on College Student Health, Well-Being, and Capacity for Learning Kiyomi Yamada¹ & Tara L. Victor² <i>California State University^{1,2}, Dominguez Hills University of California, Los Angeles, USA²</i></p> <p>How Educational Are Human Subject Pools? Experimental Evidence Provides an Objective Answer to This Subjective Question Lisa DeMarni Cromer & Shannon M. Reynolds <i>University of Tulsa, Oklahoma, USA</i></p>
7:30pm	Hosted Reception (35 th Floor)		

Saturday July 30th			
Time	Nelson Room	Comox Room	Denman Room
8:30	Registration Opens		
9:00 -9:30	<p>Transfer Students and Course Level Conflicts in the Psychology Curriculum Robert McDermid <i>Missouri Southern State University, Joplin, USA</i></p>	<p>Student Ratings of Role Expectations and Role Conflicts for College Faculty John T. Ault <i>Southern Utah University, USA</i></p>	<p>Bringing Research to Life in the Classroom: Experiential Teaching Strategies for Cognitive Psychology Instructors Amy A. Bradshaw <i>Embry-Riddle Aeronautical University, Daytona Beach, Florida, USA</i></p>

9:30 – 10:00	Case Management, Social Work or Psychotherapy: Differentiating Psychology's Focus for Teaching Rural Practitioners Sherrie Foster <i>Tennessee Technological University, Cookeville, USA</i>	The Dreaded Group Presentation: A Strategy for Decreased Anxiety and Increased Learning Carolyn Gralewski <i>Argosy University, Schaumburg, Illinois, USA</i>	Technology for Educators: International Edition Sue Frantz <i>Highline Community College Des Moines, Washington, USA</i>
10:00 – 10:30	Coffee Break		
10:30 – 11:00	Out of the Cornfields and Into the World Betsy Hunter Robinette <i>Indiana Wesleyan University Marion, Indiana, USA</i>	Developing Leadership Capacity in Undergraduate Psychology Students Paul Chang & Lynne Cohen <i>Edith Cowan University, Joondalup, Western Australia</i>	The Counseling Skills Dojo: Rigorous Practice Leads to Competence, Mastery, and Transformational Learning of Graduate Students Michael Huston ¹ & Bryan Hiebert ² <i>Mount Royal University¹, University of Calgary², Alberta, Canada.</i>
11:00 – 11:30	Constructing a Personality Scale: A Hands-on Project for Teaching Psychological Testing Lisa Friedenberg <i>University of North Carolina, Asheville, USA</i>	Improving Test Scores Through Generation of Questions and Exposure to Game Shows Tim Kent & Michael Czuchry <i>Texas Lutheran University, USA</i>	Death to Weak Powerpoint: Creating Unique and Memorable Lectures Rodney Schmaltz <i>Grant MacEwan University, Edmonton, Alberta, Canada</i>
11:30 – 12:00	Psychology of Counselor Supervision: From Novice to Professional Tom Yuen <i>City University of Hong Kong</i>	The Utility of a Graphic Organizer: A Diagrammatic Approach to Teaching Psychology Godwin S. Ashiabi <i>Gulf University for Science and Technology, Kuwait</i>	Differences Among Exam Types: A Comparison of Open Book, Cheat-Sheet and Closed Book Exams Afshin Gharib & William Phillips <i>Dominican University of California, USA</i>
12:00 – 1:15	Hosted Lunch (35th floor)		
1:15 – 1:45	Undergraduate Industrial Psychology Full-time And Part-time Students' Evaluation of the Module Presentation Thapelo Jacob Moloi <i>University of the Free State-Qwaqwa Campus, South Africa</i>	Social Networking: An Omnipresent Tool for Today's Educators Lori Sheetz <i>Network Science Center, United States Military Academy, West Point</i>	Symposium: Chair: Jacquelyn Cranney <i>University of New South Wales, Sydney, Australia</i> Psychological Literacy and Applied Psychology in Undergraduate Education Josephine Milne-Home <i>University of Western Sydney, Australia</i>
1:45 – 2:15	Using a Guided E-Journal to Help Psychology Students to Make Connections and to Self-Regulate Goals Frederick M.E. Grouzet <i>University of Victoria, British Columbia, Canada</i>	A Case Study in the Provision of Psychology Units to Nursing Students in a Global Context Lucia Vardanega <i>University of Western Sydney, Australia</i>	Psychological Literacy: Implications for Teachers Remo Job ¹ , Lorella Lotto ² & Claudio Tonzar ³ <i>University of Trento¹, University of Padova², University of Urbino³, Italy</i> Psychological Literacy: Bridging Citizenship and Character through Service Bryan W. Sokol & Janet E. Kuebli <i>Saint Louis University, Missouri,</i>

			USA
2:15 – 2:45	Enhancing Clinical Skill Acquisition of Student Clinicians While Learning Dialectical Behavior Therapy Cathy Moonshine ¹ , Ashley Kjos ¹ & Stephanie Schaefer ² <i>School of Professional Psychology at Pacific University¹, Oregon</i> <i>University of Idaho², USA</i>	Group Poster Projects as a Pedagogical Tool Kevin Hamilton <i>Kwantlen Polytechnic University, Surrey, British Columbia, Canada</i>	In a Different Mirror: Teaching Multicultural Psychology and Psychotherapy Through Film Matthew R. Mock ¹ & Kiran Shahreen Kaur Arora ² <i>John F. Kennedy University Pleasant Hill and Berkeley, California¹, University of Massachusetts, Boston², USA</i>
2:45 – 3:15	Managing both student and faculty stress in the classroom Mary McNaughton-Cassill <i>University of Texas, San Antonio, USA</i>	Integrating Peer-Mentoring into the Psychology Curriculum: From an Extended Induction to an Academic Skills Course Patrick Rosenkranz <i>Newcastle University, UK</i>	An Integral Approach to Teaching Research Methods in Counseling Psychology Alena Coons <i>California Institute of Integral Studies, San Francisco, USA</i>
3:15 – 3:45	The Value of a Psychology Major: Bridging the Gap Between Perceptions and Reality Matthew Burrows, Chelsea Harrington, Kellyn McCullough, Kristin Schuh, Andrea Sperberg & Todd Haskell <i>Western Washington University, USA</i>	Psychology Assessment in the Major and in General Education Michael J. Reich & Lisa M. Isenberg <i>University of Wisconsin-River Falls, USA</i>	How an Interdisciplinary Framework Supports Community Engagement and Promotes Social Justice for Graduate-Level Clinical and Counseling Psychology Students Cecil M. Thomas & Nancy J. Bothre <i>The Adler School of Professional Psychology, Chicago, USA</i>
3:45 – 4:15	Coffee Break		
4:15 – 5:30	Keynote: My Journey from Evil to Heroism Philip Zimbardo <i>Professor Emeritus of Psychology, Stanford University, California, USA</i>		
5:30 – 6:30	Posters Book Display Book Signing (Philip Zimbardo) Individual VS Group Performance on Practice Quizzes in an Introductory Psychology Course Michael R. Durnam <i>Miles Community College, Montana, USA</i>	Predictors of Undergraduate Research Involvement and External Presentation and Publication Mark Hallahan <i>College of the Holy Cross Worcester, Massachusetts, USA</i> Increasing Knowledge Retention in Undergraduate Statistics through the Incorporation of Problem-Based Learning Projects Stephen Lakatos & Gayle L. Gabbert <i>Washington State University,</i>	Dropping DFW Rates: Systematic Development of a Blended Course Danae L. Drab-Hudson, Brooke L. Whisenhunt, Carol Shoptaugh, Mary Newman, Ann Branstetter & Rachel Happel <i>Missouri State University, USA</i> An Assessment of the UBC Tri-Mentoring Program Kamira Fujiwara, Anthony Han, Lucy Lu, Deanna Cann, Dominique Vaz, Sunaina Assanand, Catherine

	<p>Student Understanding of Science and Psychology as a Science Leslie Cameron <i>Carthage College</i> <i>Kenosha, Wisconsin, USA</i></p>	<p><i>Vancouver, USA</i></p> <p>Gender and Leadership Linda L. Carli <i>Wellesley College, Massachusetts</i> <i>USA</i></p> <p>Teaching Psychology to Non-Psychologists Eva Jarošová & Hana Lorencová <i>University of Economics, Prague,</i> <i>Czech Republic</i></p>	<p>Rawn & Christine Lee <i>University of British Columbia,</i> <i>Vancouver, Canada</i></p> <p>Student Perceptions of Teaching Evaluations and Providing Useful Feedback to Improve Instructor Teaching Effectiveness Linda Lee <i>Cal Poly University, San Luis</i> <i>Obispo, California, USA</i></p>
	<p>Introductory Psychology Students' Beliefs about Learning and How These Beliefs Relate to Their Academic Performance and the Teaching Methods They Perceive as Effective Robert A. Kachelski & Rodger Narloch <i>College of Saint Benedict and Saint John's University</i> <i>Minnesota, USA</i></p>	<p>Validity and Reliability of a Simple Heart Rate Collection Procedure in the Classroom, and its Use in Assessing Test-Anxiety Sérgio P. da Silva <i>Calvin College, Grand Rapids,</i> <i>Michigan, USA</i></p>	<p>Do Literature Review Skills Transfer From One Class to Another? Kathleen E. Cook & Elise Murowchick <i>Seattle University, Washington,</i> <i>USA</i></p>
	<p>Classroom Issues with Graduate Students in a Non-Traditional Counseling Program: Potential Role of Class Size Brian Tilley <i>National University, Carlsbad,</i> <i>California, USA</i></p>	<p>Transforming Research Education in a Perception & Cognition Laboratory Course Harold H. Greene <i>University of Detroit Mercy,</i> <i>Michigan, USA</i></p>	<p>Laptops in the Lecture Hall: Useful Tool or Distraction? Gary D. Laver & Charles M. Slem <i>Cal Poly, San Luis Obispo,</i> <i>California, USA</i></p>
		<p>Practicing What is Preached: Self-reflections on Memory in a Memory Course Nicole J. Conrad <i>Saint Mary's University, Halifax,</i> <i>Nova Scotia, Canada</i></p>	<p>Broadening Horizons: Using Innovative & Interdisciplinary Approaches to Teaching about Autism Patricia Wilson & Carole Patrylo <i>La Salle University, Philadelphia,</i> <i>Pennsylvania, USA</i></p>

Sunday July 31st

Time	Nelson Room	Comox Room	Denman Room
8:30	Registration Opens		
9:00 -9:30	<p>Facilitating Diagnostic Thinking in Web-Based Abnormal Psychology Courses Daniel B. Lord <i>University of Alaska Southeast,</i> <i>Sitka Campus, USA</i></p>	<p>Storytelling as a Strategy for Teaching Psychology Courses Gretchen M. Reeve <i>California State University-East Bay,</i> <i>USA</i></p>	<p>Workshop: Teaching for Diversity, Equity and Social Justice: The 'Heart and Soul Work' of Psychologists Matthew R. Mock <i>John F. Kennedy University</i> <i>Pleasant Hill and Berkeley,</i></p>

9:30 – 10:00	The Effectiveness of Teaching Study Strategies on Exam Performance in an Introductory Psychology Course Michael R. Durnam <i>Miles Community College, Montana, USA</i>	A Rose by any other Name: Spanish Translation Considerations Adrian Sanchez, Ainara Echanove, Shawn Davis & Lisa Christiansen <i>Pacific University – School of Professional Psychology, Oregon, USA</i>	<i>California, USA</i>
10:00 – 10:15	Coffee Break		
10:15 – 10:45	Different Worlds: Lessons Learned from Implementing Service Learning into a Legal Psychology Course Sara M. Locatelli <i>Loyola University, Chicago, Illinois, USA</i>	An Experiential Undergraduate Course in Group Dynamics Jennifer Lyke <i>Richard Stockton College of New Jersey, USA</i>	The Magic of Participative Learning John Marasigan <i>Kwantlen Polytechnic University, Surrey, British Columbia, Canada</i>
10:45 – 11:15	Teaching the Millennial Generation Undergraduate and Graduate Psychology Students Cathy Moonshine ¹ & Stephanie Schaefer ² <i>School of Professional Psychology at Pacific¹, University, Oregon</i> <i>University of Idaho², USA</i>	Organizing an Undergraduate Psychology Conference: The Successes and Challenges of Employing a Student-led Approach Cory Pedersen, Jocelyn Lymburner, Jordan I. Ali, Patricia I. Coburn & Farhad Dastur <i>Kwantlen Polytechnic University, Surrey, British Columbia, Canada</i>	Transforming Research Methods Training through a Problem-Based Learning Laboratory Stephen Lakatos, Justin P. Walthers & Gayle L. Gabbert <i>Washington State University Vancouver, USA</i>
11:15 – 11:45	Utilizing an Adult Development Perspective to Reduce Anxiety of Young Adult Clinicians in Training Carolyn Gralewski <i>Argosy University, Schaumburg, Illinois, USA</i>		Exposure Therapy for Emetophobia: Dissemination of an Evidence-Based Therapy in a university-based training clinic Andrea Millen, Jacqueline Randall, Kimberly Coppersmith & Johan Rosqvist <i>Pacific University School of Professional Psychology, Oregon, USA</i>
11:45 – 12:15	How Social Media is Changing Students and the Way they Learn ...and What Psychology Academics Can Do About it! Jacqui Taylor <i>Bournemouth University, UK</i>	Teaching Statistics: The Right Way Scott Wilson <i>Douglas College, New Westminster, British Columbia, Canada</i>	Debates in the Classrooms: When Conflict Fosters Learning and Skill Development in Psychology Frederick M.E. Grouzet <i>University of Victoria, British Columbia, Canada</i>
12:15 – 1:30	Lunch (not provided)		
1:30 – 2:00	Experiential Teaching Strategies for Social Psychology Instructors: Improving Attention and Retention of Non-	If It Quacks Like a Duck: Teaching Critical Thinking and Pseudoscience Steve Charlton <i>Kwantlen Polytechnic University,</i>	Teaching Psychology in India : Past, Present and Future Vijaylaxmi A. Aminabhavi <i>Karnatak University,</i>

	Psychology Majors Amy A. Bradshaw <i>Embry-Riddle Aeronautical University, Daytona Beach, Florida, USA</i>	<i>Surrey, British Columbia, Canada</i>	<i>India</i>
2:00 – 2:15	Coffee Break		
2:15 – 3:15	Keynote: Why Psychological Literacy Should be the Primary Outcome of Undergraduate Psychology Education Jacquelyn Cranney <i>University of New South Wales, Sidney, Australia</i>		
3:15-3:25	Closing Comments		