ToP-Index©
2001 Version

A
Teaching of Psychology
Index

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updated 7/02
INTRODUCTION

Thank you for downloading or requesting the Teaching of Psychology Index (ToP-Index, 2001 Version). ToP-Index provides users the capability to locate articles in the journal Teaching of Psychology. In this introduction, we will a brief history of the index and how it may be used.

HOW THIS INDEX ORIGINATED

I compiled this index from ToP-DB, a Teaching of Psychology Database (Johnson, 1991). ToP-DB is a dBASE file that contains bibliographic information on all articles published in the journal between the years of 1974 and 2001 with a few exceptions. The annotated bibliographies that traditionally accompany the December issue of ToP (e.g., Wise & Fullerton, 1988), book reviews, and video reviews are not included.

ToP-DB contains the following information for each article:

1. the section in which the article appeared (e.g., Methods & Techniques)
2. the TYPE of article (activity, demonstration, course description)
3. two keywords (a specialty and sub-specialty)
4. author names
5. title
6. date of publication
7. page numbers
8. volume number

DESCRIPTION OF THIS INDEX

I developed this index by sorting the records in ToP-DB by their SPECIALTY keywords. The keywords used in the index are listed below. All articles falling under their respective keyword are arranged in the reference style prescribed by the APA Publication Manual (5th ed.). Note: Because all articles are in the journal Teaching of Psychology, I did not include the journal name in the references. All articles that the original database lists as demonstrations or activities have the following symbol displayed at the end of the reference (D/A).

HOW TO USE THE INDEX

One strategy for finding relevant articles is simply to use the SEARCH or FIND function on your wordprocessor to locate a particular SPECIALTY. Once the SPECIALTY is found, scan the
titles within it to locate relevant articles. Another strategy is to use the same search feature of your wordprocessor with several terms that are related to the topic of interest. For example, if I am interested in determining what ToP has published in the area of writing, I would determine that one of the SPECIALTIES used in this index is WRITING. There are 50 articles listed under WRITING. Suppose I'm specifically interested in using journals. By using the find or search feature on my wordprocessor, I discover that there are nine articles in the WRITING specialty that pertain to journals. To widen the search, I might scan the entire index to determine if there are articles under other SPECIALTIES that pertain to journals. Doing so shows that there are 12 other articles in ToP that contain the term "journal." Some of them may be relevant to what I'm looking for (e.g., Anderson, W. P. (1982). The use of journals in a human sexuality course. 9, 105-107.), others are not (e.g., Ster., W. N., & Frank, P. (1986). Using scholarly journals in undergraduate experimental methodology courses. 13, 219-221.). By carefully selecting several descriptive terms and searching for them in the index, I should be able to locate most of the relevant ToP articles. Finding articles by specific authors can be accomplished too.

I added another feature to the index to facilitate location of demonstrations and activities. ToP publishes dozens of useful demonstrations and activities each year. After each demonstration or activity in this index I placed the following label: [D/A]. Searching for this label will yield the articles that are categorized as demonstrations or activities in ToP-DB.

DISCLAIMER: I am not a professional indexer, so I do not claim that the keywords assigned to each article are the best for the purposes of the general user. I hope that the articles are categorized in a reasonably logical fashion, but I realize the limitations of using one descriptor/article. Suggestions for changes in the database are welcomed, but will not necessarily be implemented. Compilation of this database is a "labor of love": No Society for the Teaching of Psychology/Division Two funds were used for its development.

Comments and suggestions about the database should be sent to David E. Johnson, Department of Psychology, John Brown University, Siloam Springs, AR 72761
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Reference


Note to MAC users: Some of the translations of this index to MAC format do not conform exactly to the original PC format. Consequently, you may have to do some minor reformatting to obtain the desired effect.

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Schofield, L. J., Jr., & Klein, M. J. (1975). Simulation of the mental hospital experience. 2, 132-134. [D/A]


Wurst, S. A., & Wolford, K. (1994). Integrating disability awareness into psychology courses: Applications in abnormal psychology and perception. 21, 233-235. [D/A]


Norcross, J. C., Sommer, R., & Clifford, J. S. (2001). Incorporating published autobiographies into the abnormal psychology course. 28, 125-128. [D/A]


Goldberg, S. D. (1979). Teaching about schizophrenia in a contemporary psychology course. 6, 238-240.

Hubbard, R. W., & McIntosh, J. L. (1992). Integrating suicidology into abnormal psychology classes: The revised facts on suicide quiz. 19, 163-166. [D/A]


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ADJUSTMENT


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ADOLESCENT

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Ward, T. B. (1985). The media project: Enhancing student interest in the psychology of adolescence. 12, 87-89. [D/A]

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ADVISING


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**CAREER**


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Ware, M. E. (1982). Acknowledging the preparation of students for post graduate life. 9, 40-42.


Boltuck, M. A., Peterson, T. L., & Murphy, R. J. (1980). Preparing undergraduate psychology majors for employment in the human service delivery system. 7, 75-78.


Marzano, W. A. (1985). Individualizing job-entry skills. 12, 102-103. [D/A]


**CHEATING**


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CLASSROOM MANAGEMENT


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Walker, C. J. (1980). An Instamatic way of learning who is in your large class: A picture is worth a thousand names. 7, 62-63. [D/A]


**CLINICAL/COUNSELING**


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Smith, G. F. (1982). Introducing psychology majors to clinical bias through the adjective generation technique. 9, 238-239. [D/A]

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Shaffer, L. S. (1982). Hamilton's marbles or Jevon's beans: A demonstration of Miller's magical number seven. 9, 116-117. [D/A]


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Silvestro, J. R. (1977). Teaching developmental psychology to undergraduate teacher education students. 4, 204-205.


Balch, W. R. (1986). The use of student-performed developmental exercises in the classroom. 13, 140-142. [D/A]


Bryan, A. J. (1988). Discussion topics for developmental psychology. 15, 42-44. [D/A]


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Allen, N. M. (1979). Enriching child psychology through the mini-lab. 6, 119-121. [D/A]


Boyatzis, C. J. (1992). Let the caged bird sing: Using literature to teach developmental psychology. 19, 221-222. [D/A]


Pulos, S. (1993). Illustrating life-span development in physical competence. 20, 244-245. [D/A]


McCluskey-Fawcett, K., & Green, P. (1992). Using community service to teach developmental psychology. 19, 150-152. [D/A]


Harris, L. J. (1975). Teaching a research methods course in developmental psychology: Some principles, methods, and problems. 2, 171-175.


Feldstein, J. H. (1977). Reading ease and human interest scores of thirty-two recent child and developmental psychology texts. 4, 43-44.


Poole, D. A. (1986). Laboratories and demonstrations in child development with unedited videotapes. 13, 212-214. [D/A]


Silvestro, J. R. (1979). Use of video-cassette summaries of childhood in teaching developmental psychology. 6, 171-172. [D/A]
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Junn, E. N. (1989). "Dear Mom and Dad": Using personal letters to enhance students' understanding of developmental issues. 16, 135-139. [D/A]


Beers, S. E. (1985). Use of a portfolio writing assignment in a course on developmental psychology. 12, 94-96. [D/A]


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Gnagey, W. J. (1979). Peer leadership of small research teams in two introductory psychology classes. 6, 80-82.


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**GENDER ROLES**


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Moradi, B., & Yoder, J. D. (2001). Demonstrating social constructionism in psychology courses: The "who am I?" exercise. 28, 201-203. [D/A]

GENERAL PSYCHOLOGY


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Scheirer, C. J. (1975). To curve or not to curve: The complaint. 2, 82.


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Keith, K. D., Fawl, C. L., Ahlum, M. B., Olson, C. T., Meerdink, J. E., & Bullock, H. E. (1997). We've been so long at the fair: Two decades of psychology on display. 24, 199-201.


Hedges, B. W., & Thomas, J. H. (1980). The effect of high school psychology on pre-course knowledge, midterm grades, and final grades in introductory psychology. 7, 221-223.


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Benjamin, L. T., Jr. (1990). Involving students and faculty in preparing a departmental history. 17, 97-100. [D/A]


Wight, R. D. (1993). Expanding coverage in the history course by toasting significant but often overlooked contributors. 20, 112. [D/A]

Smith, A. H. (1982). Different approaches for teaching the history of psychology course. 9, 180-182.


Henderson, B. B. (1988). What students know about the history of psychology before taking the course. 15, 204-205.


Cole, D. L. (1983). The way we were: Teaching history of psychology through mock APA conventions. 10, 234-236. [D/A]


Robinson, D. N. (1979). The history of psychology and the ends of instruction. 6, 4-6.


Caudle, F. M. (1979). Using "demonstrations, class experiments and the projection lantern" in the history of psychology course. 6, 7-11. [D/A]


Zehr, D. (2000). Teaching psychology's history through a comparative analysis of introductory psychology texts. 27, 31-33. [D/A]


Goodwin, C. J. (1994). Toward eloquentia perfecta in the history and systems course. 21, 91-93. [D/A]


Daniel, R. S. (1974). Teaching of psychology has already had a long past. 1, 32-34.

Cox, B. D. (1997). Students' basic philosophical assumptions in history of psychology: A measure and teaching tool. 24, 39-41. [D/A]


Diekhoff, G. M. (1982). Cognitive maps as a way of presenting the dimensions of comparison within the history of psychology. 9, 115-116. [D/A]


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INDUSTRIAL/ORGANIZATIONAL


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Kottke, J. L. (1988). A job analysis exercise for an undergraduate industrial psychology class. 15, 41-42. [D/A]


INTERNET


INTRODUCTORY

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Bare, J. K. (1982). The introductory psychology course in the eighties. 9, 42-45.


Bennett, D. J., & McKinney, V. M. (2000). Juggling topics in introductory psychology: Applying newly learned concepts to a newly learned skill. 27, 121-122. [D/A]

Schwartz, L. L. (1980). Tying it all together: Research, concepts, and fiction in an introductory psychology course. 7, 192-193. [D/A]


Splane, S. I., & Kushner, R. I. (1978). An individual differences model for the design of courses in general psychology. 5, 186-188.


Laffitte, R. G., Jr. (1986). Effects of topic order in introductory psychology on student achievement, interest, and perceived course difficulty. 13, 89-91.


Older, J. (1979). Improving the introductory psychology course. 6, 75-77. [D/A]


Fisher, C. B., & Kuther, T. L. (1997). Integrating research ethics into the introductory psychology course curriculum. 24, 172-175. [D/A]

Koschmann, N., & Wesp, R. (2001). Using a dining facility as an introductory psychology research laboratory. 28, 105-108. [D/A]

Lutsky, N. (1986). Undergraduate research experience through the analysis of data sets in psychology courses. 13, 119-122. [D/A]


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