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STP Members: Please vote for Bylaws Revisions

STP’s Executive Committee approved bylaws revisions for submission to the membership of STP for final approval. STP members may visit here to review the bylaws revisions (including the Executive Committee’s rationale for these revisions) and to cast a vote by March 9, 2022.

STP members may cast a vote until 11:59pm Eastern on March 9, 2022.

The following documents are provided for those who are interested in reviewing the current Bylaws and the current Policies and Procedures Manual.
- Proposed Revisions to the Bylaws (STP Members may cast a vote by March 9, 2022; requires login)
- Current STP Bylaws (Amended January 10, 2021)
- 2021 Policies and Procedures Manual (Referenced in the comments for the proposed revisions)

Questions about the bylaws may be addressed to the STP Executive Director at stp@teachpsych.org.

STP is now accepting dues for STP membership in 2022.

New members who join on the STP website will receive immediate access to members-only materials, including online access to Teaching of Psychology (ToP) through December 31, 2022.

If you are a current STP member, click here for instructions on how to renew for 2022.

Join or renew by January 31 to be included on the mailing list for the April 2022 print issue of ToP.
Welcome to . . . what year is it?

January 9, 2022

I have a rescue dog, Ozzie, who came into my life not that long ago. Unfortunately, it turned out he was heartworm positive. We caught it early, so treatment has a very high chance of success. Nonetheless, for the past 14 weeks, Ozzie has been confined to “bed rest.” That translates as very short walks, no steps, no jumping or running, and lots of confinement to a crate. I bought him lots of toys and showered him with affection. He was content but seemed to carry a sadness. Well, this week, his treatment protocol and confinement came to an end. We walked outside—no leash. It took him a few confused moments but then he took off running and jumping around the yard. He spent his time sniffing, exploring, and chasing the birds. His experience seems an apt metaphor for the past two years. With COVID once again dominating many of our lives, how many of us not only feel confined but less content—sadness, stress, and a sense of unpredictability. We look towards the day when we can walk about through our lives and into our classrooms unencumbered.

We have all had to change the way we teach in response to COVID. Most of us made the mad dash to a virtual classroom in 2020 and may still be teaching primarily synchronously online or in an asynchronous format. Today, some of us may be teaching face-to-face in socially distanced settings wearing facemasks, while others may be teaching in situations with few protections. We certainly know that these unpredictable times are challenging for our students. Much has been written for teachers to help us provide support for our students. For example, APA has put together modules, Building Student Resilience, which teachers can use at 4-8 grades and high school levels. Certainly, these materials can be used at the college level as well. Many resources have been developed related to teaching online and under these new conditions. Indeed, Past-President Susan Nolan formed a task force aimed at Pivot Teaching last year and you can read Chair Jenel Cavazos’ update about their work in Susan’s last column. There is also a new STP eBook, which focuses on Teaching Psychology Online.

But what about meeting the needs of teachers themselves? Any one of us who have spent any time on social media has read our colleagues’ requests for support and resources to ensure that we are all providing the best educational opportunities for our students. We care about our students and their learning. However, we have also witnessed colleagues and friends exhibit stress and pain, as they struggle with an array of situations from massive burnout to concerns about their health and safety to the loss of colleagues, students, and loved ones. What can we do to take care of ourselves?

I’m not a clinician, so being an academic, the first thing I did was go to PsycInfo and put in the terms “teacher stress or teacher burnout” and “COVID.” I got very few hits but was gratified to see that half of the results were dissertations. In a few years, we will have more research on this topic! Regardless, here are my thoughts based on extrapolations from materials aimed at students but also positive psychology.

Reflection, Resilience, and Reframing: Look back over the past year and examine those moments of challenge. Do not focus solely on where you faltered or what you should have done better—these are often my first instincts! Self-reflection is a positive strategy but not if it is drowned out by the drumbeat of self-criticism. Frame your thinking to examine your growth as a teacher, your new coping and reliance strategies, and your myriad of successes. Do not focus largely on the losses due to COVID, which are real, but rather, on all that has been gained. Yes, there are things I really miss about my “old teaching life” but most of it is still there. Moreover, the pandemic has really stretched my skills as an educator, and I think I am a much better teacher than I was two years ago. Do your own reflection and be kind to yourself!

Health: Negative and chronic stress has an impact on all of us physically. Unfortunately, it is all too easy to reach for that bag of Cheetos when feeling stressed! I know that I am preaching to the informed, however, all of us may need a reminder to at times, just breathe. Take time to listen to your body, breathe, perhaps meditate, be mindful, eat a bit healthier, sleep, and exercise. Plan time to step away from the stress by whatever way works for you whether reading, taking a walk, a hobby, pickleball, or watching British mysteries. Make a time commitment to yourself, to your health, and to your well-being.

Gratitude: Certainly, positive psychology teaches us the value of gratitude. Each day look for those elements in life for which you are grateful. Guy Boysen wrote a wonderful E-xcellence in Teaching post this week entitled, “Teachers’ Intense Dislike for Students.” Great discussion of a difficult topic, which
we often just converse behind closed doors. Interestingly, one of the ways I have found to cope with those students is to look for things that I do like about them even if obscure and why I am grateful that they are in my classroom. Usually if my attitude changes, they respond—even if just a little. Of course, if one has a threatening or dangerous student, then other measures may need to be taken. Regardless, look for elements in your life for which you are grateful and nurture those elements.

**Meaningfulness:** Well-being has been linked to finding meaning in life. Many of you may find that connection through family, spiritual or cultural beliefs, or social activism. I’m sure that many of us also find meaning through our teaching and other professional activities. And, yes, there are plenty of opportunities to get involved in STP! I know, some of you may be thinking, “I’m feeling burnt out and she thinks I should add something to my schedule!??” To which I would respond, “I get that.” Take the time to evaluate what is important to you, what brings you the most meaning, and balance your efforts. I’m reminded of the following quote by Betty White, “I’m the luckiest person in the world. My life is divided in absolute half: half animals, half show business. They’re the two things I love the most and I have to stay in show business to pay for my animal work!” I’m sure that Ms. White had lots of demands for her time, but she focused on the two things she loved most, spreading joy throughout her 99 years. Find meaning and balance.

**Use STP Resources:** You do not need to do everything yourself! Are you taking over a class at the last minute? Did the activity you always used in the past not translate well into the online environment? Are there new topics that you really want to add to your courses based on world events or a new understanding of the discipline? We grow, we learn, but we do not need to always reinvent the wheel. Our time is valuable, and we are part of an STP community with a wealth of resources and knowledge. For example, browse the STP website for eBooks on all sorts of topics ranging from lab projects for classes to diversity materials. Check out Project Syllabus, Resources by Topics or Course, the various teaching blogs, and the list goes on! Of course, the STP programming is second to none and we hope that

the Annual Conference on Teaching will be in person this year. Of course, you will find STP programming as part of a range of national as well international conferences—all listed on our webpage. STP is also on social media forums such as Facebook. The Facebook page, as well as the STP listservs, PsychTeacher and Div2GSTA (graduate student), are excellent avenues for support, help, and networking. And, of course, do not forget Teaching of Psychology (ToP), our amazing journal filled with evidence-based best practices, activities, articles, and other materials. If you are not already a member of STP, supporting the work of psychology teachers at all levels, then JOIN—if for no other reason than to get ToP!

Finally, I cannot end this first column of the year without thanking Susan Nolan and Amy Fineburg. Amy is ending her term as Past-President and Susan is rotating into that role. Both have been instrumental in leading STP through the past two challenging years. As noted previously, Susan is leaving a legacy through the work of her various task forces. I would also add that both Susan and Amy have a commitment to diversity, equity, inclusion, and internationalization (DEII) and that commitment is reflected in their work within STP and the discipline over the past two years. I hope to continue that work and I know whenever I have a question about what I should do, I’ll ask myself, “What would Susan or Amy do?” I thank them for their leadership.

In closing, I would comment that there have been times in my life when I viewed the proverbial glass as half empty, other times as half full. During COVID, I am learning that the glass is refillable. There are strategies that I can engage in to make me a better teacher and more accessible to my students. There are also strategies that I can use to refill my glass to avoid burnout and maintain the joy in what I do. My pup Ozzie needed to wait till the end of his illness to run, explore, jump, and feel the joy. We do not need to wait till the end of COVID to refuel, reignite our passion for teaching, and experience the joy! STP is here to help and here’s to a good new year!

P.S. Make sure you keep your dogs on heartworm prevention!

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**Join the Conversation on STP’s Social Media Networks**

STP’s Membership Communication Committee oversees STP’s Twitter, Facebook, and LinkedIn accounts. STP also maintains three Listservs. Join the conversation with other faculty interested in the teaching of psychology.

@TeachPsych
Welcome to New STP Leaders!

The STP Executive Committee is pleased to announce the following appointments to STP Leadership positions effective as of January 1, 2022. For a full list of current STP Leaders and their contact information, visit here.

Executive Committee
• President-Elect: Diane Finley
• Vice President for Diversity and International Relations: Teceta Tormala
• Vice President for Membership: Danae Hudson

Diversity and International Relations
• Chair, Diversity Committee: Judith Pena-Shaff

Grants and Awards
• Chair, Graduate Student Travel Grant Committee: Stacey Souther
• Chair, High School Teacher Travel Grant Committee: Jason Spiegelman

Membership
• Chair, Early Career Psychologists Committee: Janet Peters
• Chair, Fellows Committee: Doug Woody
• Chair, Graduate Student Teaching Association: William Ridgway; Associate Chair: Madeline Bruce

Programming
• Director, STP Programming at APS: Jordan Wagge (through May 2022); Molly Metz (after May 2022)

Resources
• Director, Departmental Consulting Services: Elizabeth Shobe
• Director, Professional Development Mentoring Network: Amy Hunter
• Editor, Best Practices in Teaching and Learning: Ashley Waggoner Denton
• Editor, Project Syllabus: Eleni Pinnow

APS 2022: Submit Your Research

2022 APS Annual Convention: May 26-29, 2022
The Association for Psychological Science (APS) has extended the deadline for symposium submissions to January 18, 2022. Submissions for Posters and Flash Talks are due February 7, 2022. Submit here.

STP Teaching Institute at APS: May 25-26, 2022
Jordan Wagge, STP’s Director of STP Programming at APS, has some preliminary information about the APS-STP Teaching Institute (May 25-26) and speakers (May 28) at the 2022 APS Annual Convention in Chicago, IL. The deadline to submit posters is February 7. For more information, visit here.

Wednesday night workshop (May 25, 2022) on "Ungrading"
• Desdemona Rios, University of Houston-Clear Lake

Thursday plenary addresses (May 26, 2022)
• Morton Ann Gernsbacher, University of Wisconsin-Madison
• Luis Rivera, Rutgers University
• Raechel Soicher, Oregon State University

Thursday concurrent sessions (May 25, 2022)
• Molly Metz, University of Toronto
• Jessica Hartnett, Gannon University
• Kelly Cuccolo, Alma College
• Additional sessions will be announced soon

Saturday (May 28, 2022) Society for the Teaching of Psychology (STP) speakers
• Dorraine Green, Indiana University
• Kim Case, Virginia Commonwealth University

Current STP Service Opportunities

Get Involved in STP! Please consider applying for the following positions and please encourage your colleagues to apply as well. Consistent with our Mission Statement and the Statement on Addressing Systemic Racism and Inequity in STP, we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

Current Service Opportunities in STP (Deadline):
Associate Editor, Best Practices in Teaching and Learning (Deadline, March 31, 2022)

Service Opportunities in APA (STP serves as APA Division 2)
Full list of Current Career Opportunities at APA
Call for Nominations: APA Boards and Committees (Deadline: January 31, 2022)
Learn how to nominate yourself or a colleague for a position in APA leadership.

Full list of APA Boards and Committees

ACT 2021 On-Demand Content
On-demand content from the 2021 Annual Conference on Teaching will be available until October 1, 2022, for those who have already registered for the conference. STP members may also register to view the on-demand content here; the registration fee is $25. To join STP, visit here.
News from APA

Apply to APA’s Boards/Committees

APA members of STP (APA Division 2): The 2022 APA Board and Committee Call for Nominations is now open. Please visit https://nomination.apa.org/ to make a self-nomination or to nominate someone else. This is our opportunity to have the voices of teachers of psychology represented on APA’s boards and committees.

You will need to login using your MyAPA account ID and password. If you haven’t yet registered for your MyAPA account or have forgotten your login ID or password, simply follow the instructions provided once you click on the link. **January 31, 2022 is the deadline for submitting nominations.**

Nominations are sought for the following boards and committees whose members are elected by Council:
- Board for the Advancement of Psychology in the Public Interest
- Board of Convention Affairs
- Board of Educational Affairs
- Board of Professional Affairs
- Board of Scientific Affairs
- Commission for the Recognition of Specialties and Subspecialties in Professional Psychology
- Committee on International Relations in Psychology
- Committee on Rural Health
- Ethics Committee
- Finance Committee
- Membership Board
- Policy and Planning Board
- Publications and Communications Board

Nominations are sought for the following committees whose members are appointed by the Board of Directors:
- Committee for Postdoctoral Education and Training Programs in Psychopharmacology for Prescriptive Authority
- Committee on Aging
- Committee on Associate and Baccalaureate Education
- Committee on Children, Youth, and Families
- Committee on Disability Issues in Psychology
- Committee on Division/APA Relations
- Committee on Early Career Psychologists
- Committee on Ethnic Minority Affairs
- Committee on Professional Practice and Standards
- Committee on Sexual Orientation and Gender Diversity
- Committee on Socioeconomic Status
- Committee on Women in Psychology
- Continuing Education Committee
- Fellows Committee
- Health Equity Committee

Boards and committees typically have one hybrid (option to attend in-person or virtually) and one virtual meeting each year as well as monthly calls, but this varies depending on the group. Additional details can be found in the description for each board and committee. A video platform, such as Zoom, is used for all virtual calls and meetings.

If you have any questions, please contact the *Election Office* via email, or by phone at (202) 336-6087. All nominations must be submitted using the online form.

Additional Information:
- The Board of Directors encourages the nomination of those members who may be new to APA volunteer leadership or who are underrepresented in the current volunteer leadership structure.
- Self-nominations are encouraged.

2022 Calendar
- January 31 is the deadline for submitting nominations.
- The election slates are developed by respective boards and committees in the spring for those elected by Council members.
- The Board of Directors approves the slates by mid-April for those elected by Council. Following approval of the slates by the Board, nominees are contacted to confirm their willingness to run, and serve, if elected, and to submit a statement to be included with the ballot.
- The Ballot is sent to members of the 2022 Council on August 15.
- The Board of Directors approves continuing committee appointments by August 30.

Call for Comments: Equitable and Respectful Treatment of Students in Graduate Psychology Programs

APA boards and committees, divisions, affiliated psychological associations, and other stakeholders are invited to **review and provide comments** on a draft document. This document was developed by a working group established by the Board of Educational Affairs and APAGS and is intended to encourage graduate psychology programs to promote the equitable and respectful treatment of graduate students throughout their education and training so that graduate students may fully benefit from their graduate education and maximize their potential within and beyond their graduate training programs. **Deadline: February 8, 2022.**

APA Press Room

APA’s Office of Public Affairs maintains an online Press Room that contains recent press releases from APA. To view the Press Room, click [here](#).
Two APA Webinars Related to Teaching

APA will host two webinars that may interest readers.

Scholarships for Students Majoring in Psychological Science through the NSF S-STEM Program

Friday January 14, 2022, 1:00–2:00 pm (EST)

Hear from an NSF Program Officer about new changes to the NSF S-STEM Program, which now open doors to the Behavioral Sciences to compete for funding. The main goal of the S-STEM program is to enable low-income students with academic ability, talent, or potential to pursue successful careers in promising STEM fields, now including the behavioral sciences that fall under NSF funding. During this session, learn about and be able to ask questions about the requirements of the S-STEM program, particularly as it relates to Psychological Science. To learn more about NSF’s S-STEM program, visit here. Register for the webinar here.

TOPSS Workshop: Social Justice in the High School Classroom: Hands-on Activities and Practical Advice

Saturday January 29, 2022, 1:00-3:00 PM EST

Discussions of diversity and social justice issues often challenge students’ worldviews and raise emotional issues that teachers must be prepared to address. In this FREE workshop, teachers will discuss their responses to the "Considering Diversity: A Self-Reflection Tool for Psychology Teachers," and will consider how important it is to be aware of one’s own identities when teaching about diversity, equity and inclusion. Workshop facilitator Mary Kite, PhD, of Ball State University, will then provide an overview of effective teaching strategies and offer practical advice about effective diversity education, including topic such as how to engage students and how to facilitate productive, inclusive, discussion. She will focus on strategies for effective diversity education that cut across race, gender, gender identity, sexual orientation, ability, and ageism. A major focus of the workshop will be hands-on activities that teachers can readily use in their own classrooms. This workshop is designed for teachers at all experience levels, from those who are just beginning to incorporate diversity into their high school classroom to those who have experience but are looking to enhance their skills. Register here.

Apply for APA Congressional and Executive Branch Fellowships

APA’s year-long congressional and executive branch fellowships in Washington, D.C., provide a unique opportunity for psychologists to gain experience in public policy and broaden awareness of the value of psychological research within the federal government. We are pleased to welcome two congressional and one executive branch fellows for 2022–2023. To learn more about the fellowship or to apply, click on either of the links above. For questions about the fellowships, contact Ben Vonachen in APA’s Advocacy Office.

Technology, Mind, and Society 2021: Now On Demand

It’s not too late to register! Hear from some of the biggest voices shaping conversations on human-technology interaction. Recordings are available until May 5, 2022.

Call for Papers: Mind-Body Connection

The editors of Translational Issues in Psychological Science (TPS) seek submissions for a special issue on “The Mind-Brain-Body Connection.” The purpose of this special issue is to present cutting-edge research examining bidirectional and mechanistic relationships between mental and physical health, with the goal of deepening our understanding of the intersection between psychology and biology. The deadline for submissions is May 2, 2022. For more information, visit here.

TPS is co-sponsored by APA and the American Psychological Association of Graduate Students.

APA’s Advocacy for Education

Click on the following links to learn about APA’s advocacy initiatives for pre-K to 12 education, higher education, and workforce development. To learn about APA’s other advocacy initiatives, click here.

Strengthening educator training and preparation

APA Services supports legislation to improve teacher training and provided resources to teach the history of African Americans in the United States.
The GSTA Corner
Meet the 2022 GSTA Committee
Submitted by: William Ridgway, Chair, GSTA

Happy 2022!

We are excited to announce four new committee members will join the Graduate Student Teaching Association (GSTA) for 2022! Additionally, two of our previous members will be moving into their new roles as Chair and Associate Chair! We are grateful to our outgoing members and look forward to working with our new team. The GSTA will be meeting later in January to discuss the budget, ways to increase engagement with graduate students, and how to maintain the visibility of Division 2 and the GSTA. We look forward to another engaging year! Over the next few months, we will feature each of the GSTA members in more depth by asking them to share about their teaching and research experiences. Be on the lookout for these interviews to come!

Chair: William Ridgway

William Ridgway is a doctoral student in Psychological and Brain Sciences at University of Nevada, Las Vegas with master’s degrees in Experimental and Forensic Psychology. His academic research focuses on the application of psychological theories to criminal justice issues. William has been the instructor of record for Introduction to Psychology and Forensic Psychology.

Associate Chair: Madeline Bruce

Madeline (Mads) J. Bruce is a PhD candidate in Clinical Psychology at Saint Louis University. Her research currently focuses on posttraumatic adjustment, identity, and growth. Interested in evidence-based practice in her clinical work, research, and teaching, her work on trigger warnings was some of the first to subject this controversial topic to empirical scrutiny. In her free time, she enjoys ultra swimming, running, and eating.

Steering Committee Members

Jackson Pelzner

Jackson Pelzner is a doctoral student at University of Nevada, Las Vegas with a master’s degree in Applied Psychological Science. His research touches on topics in mental model construction, visual language learning, deep fakes and deception, and melody recognition. He currently teaches remote learning sections of Introductory Psychology.

Morgan Franklin

Morgan Franklin, M.A. is a 4th-year clinical psychology doctoral student at Southern Illinois University – Carbondale. Her research interests include treatment outcomes, technology-enhanced interventions, and examining processes of change proposed in the ACT framework. Morgan has 4 years of experience teaching several courses in multiple instructional modalities.

Madeleine Pownall

Madeleine Pownall is a Lecturer in Psychology and PhD researcher at the University of Leeds, UK. She was the 2021 recipient of the STP Wilbert J, McKeachie Teaching Excellence award. Madeleine is passionate about supporting early career educators, embedding open science into undergraduate training, and equality and inclusion in teaching.

Christopher Kleva

Christopher Kleva is a clinical psychology doctoral student at Virginia Commonwealth University with a concentration in Behavioral Medicine. Broadly, his research interests involve the classification of psychopathology and clinician cognition. Chris has assisted in teaching Introduction to Psychology and has led multiple lab sections of Research Methods.

Follow GSTA on Twitter (@gradsteachpsych) and Facebook (groups/theGSTA), join the GSTA Listserv, check out our Blog and past entries for the GSTA Corner, or write to us at gsta@teachpsych.org. Learn more here.
## GRANTS & AWARDS

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<td>Excellence in Teaching Awards (Six award categories: 4-year college or university, 2-year college; high school, early career, graduate student, adjunct faculty)</td>
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<td>International Travel Grants</td>
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<td>FEB 01, 2022</td>
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### STP Awards/Grants Deadlines

The chart above lists the upcoming deadlines for STP's Awards and Grants programs with links for more information. Please consider applying for the programs for which you qualify and encourage your colleagues to do so. All applicants must be STP members; to join STP, visit [here](#).

### New APF Gold Medal Award Program

In 2022, the American Psychological Foundation (APF) is unveiling the revised award program: The APF Gold Medal for Impact in Psychology. The award will recognize the work of a psychologist or group of psychologists in any stage of their career in any field of psychology that is impactful, innovative, and transformational. Visit the [nomination portal](#). **Applications are due Jan. 15, 2022.**

### Division 1 Call for Awards

The Society for General Psychology (APA Division 1) offers several awards for colleagues at all career stages. **The deadline for the following awards is February 15, 2022.**

- **The William James Book Award** honors a recent book (post 2019) that provides an outstanding example of a coherent strategy for integrating diverse subfields of psychology and related disciplines.
- **The Ernest R. Hilgard Award for a Career Contribution to General Psychology** recognizes an individual who has made significant contributions to the division's ideals and mission.
- **The George A. Miller Award** for an Outstanding Recent Article in General Psychology acknowledges a recent paper that contributes to the division's ideals and mission.
- **The Arthur W. Staats Lecture for Unifying Psychology** honors an individual who has made contributions toward integrating the diverse subfields for the integration of psychology.
- **And the Anne Anastasi General Psychology Graduate Student Award** recognizes two outstanding graduate students.

### APA/APF Funding/Award Programs

Visit [here](#) for funding and award programs from APA and the American Psychological Foundation (APF). Visit [here](#) for scholarships and grants for graduate students. To view current deadlines and to apply online, visit [here](#).

- **Queen-Nellie Evans Scholarship**
  - $4,000 scholarship offered annually for graduate students in psychology who demonstrate a financial need and are committed to improving the disparities in societal structures and issues that negatively impact communities of color, particularly of African descent. **Deadline: January 31, 2022**
- **BEA Grants for Precollege/Undergrad Teaching Conferences**
  - These grants support precollege and undergraduate teaching conferences to enhance the quality of teaching and learning outcomes. **Deadline: February 8, 2022**
- **Suinn Minority Achievement Program Award**
  - Awarded to departments of psychology who have demonstrated excellence in the recruitment, retention, and graduation of ethnic minority students. Nominations are submitted by student(s) within the particular psychology graduate department and/or program. **Deadline: June 1, 2022**
- **High School Psychology Outreach Grants**
  - $25,000 to support regional teaching networks that facilitate networking and professional development opportunities for high school psychology teachers. **Deadlines are July 1 and November 1 each year.**
- **CIRP Outstanding Dissertation Award**
  - The committee sponsors an award for the most outstanding psychology dissertation on international and global communities. **Deadline: June 3, 2022**
- **NSF STEM Scholarships**
  - NSF's S-STEM program provides scholarships and support to low-income STEM majors (including psychological science) who show promise in STEM disciplines to receive a post-secondary degree. **Deadline: February 22, 2022**
PROGRAMMING

Regional Psychology Conferences

Please see dates and deadlines below related to regional conference programming in 2022. As you are able, we encourage you to support and attend STP teaching programming at regional conferences! If you have questions about STP regional conference programming, please email Garth Neufeld at regional-conference@teachpsych.org.

Eastern Psychological Association (EPA)
March 3-5, 2022, New York, NY

Southeastern Psychological Association (SEPA)
March 23-26, 2022, Hilton Head Island, SC

Southwestern Psychological Association (SWPA)
April 1-3, 2022, Baton Rouge, LA

Rocky Mountain Psychological Association (RMPA)
April 7-9, 2022, Salt Lake City, UT

Midwestern Psychological Association (MPA)
April 21-23, 2022, Chicago, IL

Western Psychological Association (WPA)
April 28-May 1, 2022, Portland, OR

New England Psychological Association (NEPA)
2022 Dates and Location TBA

INTRO PSYCH COAST-TO-COAST

All are invited to Introductory Psychology Coast-to-Coast 2022 on January 21st!

TIP Northwest and Psych One, together, are proud to present a virtual Introductory Psychology conference that reaches two coasts, and hopefully many more. We invite you to join us for Introductory Psychology Coast-to-Coast, featuring invited speakers Viji Sathy and David G. Myers, along with Carmen Culotta, Camilla Griffiths, Joe Kim, Julie Lazzara, Bridgette Martin Hard, and Garth Neufeld.

Oh, and don't worry: TIP Northwest (April 15th) and Psych One (June 23-24) will both be in person in 2022, fingers crossed!

VIRTUAL SETOP 2022

We invite you to join us at our Virtual SETOP Conference this February 18 & 19, 2022. We are very pleased to announce that our program includes two outstanding keynote speakers, Psychologist and Author, Beverly Daniel Tatum and Psychologist and Professor of Psychology at Kennesaw State University, Roxanne Donovan. They join some other wonderful invited speakers and, we hope, you!

Teaching Conferences

STP’s 2021 Annual Conference on Teaching
On-demand through October 1, 2022, Virtual

Introductory Psychology Coast-to-Coast
January 21, 2022, Virtual

SPSP Teaching Personality and Social Psychology Preconference
February 16, 2022, Virtual

Southeastern Teaching of Psychology Conference
February 18-19, 2022, Virtual

Roundtable Conference in Psychology and Education
February 24-26, 2022, Virtual
By Jessica Cerniak, STP’s Editor of e-Books

STP’s e-Book Teaching Tips Volume 6 is now published! Every year at national and regional conferences, the participants present thought-provoking, insightful papers and posters on teaching issues. Unfortunately, many of these may be largely forgotten after the conference has ended. Teaching Tips provides an easily accessible repository of this wealth of teaching-focused information. In Volume 6 of this series, authors provided summaries of their teaching presentations and posters originally delivered during 2020-2021 at a variety of different national and regional conferences, many of which are sponsored by STP.

To view the full collection of STP e-books, all of which are available online for free, visit here.

Resources from APA

APA Inclusive Language Guidelines

APA is pleased to announce the online publication of Equity, Diversity, and Inclusion: Inclusive Language Guidelines, a free online resource that provides guidelines for the use of culturally sensitive terms and phrases.

The guidelines are also available on this website.

Building Student Resilience to COVID

Supported by funding from the Centers for Disease Control, APA has developed a series of resources that help teachers navigate the many challenges the COVID-19 pandemic has presented. The first released resource is a set of two modules, one for high school teachers and students, and one for teachers and students in grades 4-8, on resilience related to the pandemic. The high school module includes a set of 4 lessons on resilience related to the pandemic for teachers and students. The new module has worksheets, a new video, and four lessons based in science that cover reflections of the last year, stress and the body, student actions, and student thoughts. Psychology teachers are welcome to use these in class, but these are also for advisory period teachers, health teachers, and others at your school! Please share these with your school colleagues as you can. There is a separate module for teachers and students in grades 4-8. APA thanks TOPSS members Allison Shaver and Wayne Ha for their contributions to this work.

Psychology Teacher Network

The December 2021 issue of Psychology Teacher Network is available online. Feature articles include:

Teaching psychology online

Suggestions for providing meaningful instruction in the online classroom.

Understanding ableism and negative reactions to disability

Engaging in critical thinking can be helpful in altering beliefs and avoiding ableist conclusions.

Resilience and teaching: New resources available for teachers

Four lessons for high school students will promote resilience.

How challenging is it to find a high school psychology research mentor?

High school students interested in research experiences struggle to find mentors and opportunities.

I-O Psychology Resources for Educators and Students

The Society for Industrial and Organizational Psychology (SIOP) Bridge Builders Committee has curated an extensive list of free educator and student resources on I-O psychology. Resources include, but are not limited to:

- Content summaries
- PowerPoints presentations
- An OER textbook chapter
- Speaker directory
- Videos/podcasts
- Career information