PRELIMINARY SCHEDULE OF STP PROGRAMMING AT APA 2022

May 12, 2022

Please note: This is a preliminary schedule provided by APA’s Office of Convention Affairs. We plan to update this information with presenters, room locations, and any changes to dates and times as information becomes available.

Session Type: Symposium 2.0
Session Title: Real DEI: Giving All Students Opportunities to Succeed
Session Description: This symposium offers strategies for psychology faculty to identify and dismantle established practices in teaching and higher education that further inequity - and practical suggestions for promoting real Diversity Equity and Inclusion (DEI).
Cosponsor(s): APAGS Division 09--Society for the Psychological Study of Social Issues (SPSSI) Division 27--Society for Community Research and Action: Division of Community Psychology

Thursday, August 4, 8:00am-8:50am

Session Type: Symposium 2.0
Session Title: Universal Design for Learning and the Teaching of Psychology: Application and Evaluation
Session Description: Universal Design for Learning (UDL) is highly influential K-12 education, and proponents argue for its application in college education. This symposium offers an introduction and evaluation of UDL in the college setting.

Thursday, August 4, 9:00am-9:50am

Session Type: Poster Session
Session Title: Poster Session I, Div 2

Thursday, August 4, 12:00pm-12:50pm

Session Type: Presidential Address
Session Title: Presidential Address by Linda M. Woolf, PhD

Thursday, August 4, 2:00pm-2:50pm

Session Type: Business Meeting
Session Title: Old and New Faces of STP, Div 2
Session Description: This meeting is for making new connections. Please join us at our business meeting, share your fondest teaching memories, and network with us!

Thursday, August 4, 3:00pm-3:50pm
**Session Type:** Social Hour  
**Session Title:** Social Hour, Div 2  
**Thursday, August 4, 4:00pm-4:50pm**

**Session Type:** Symposium 2.0  
**Session Title:** A Distributed Learning Model of Clinical Psychology Doctoral Education: Square Pegs and Round Holes  
**Session Description:** In consideration of COVID-19 and a social justice framework, this symposium is a discussion of the benefits and challenges of a clinical psychology doctoral distributed learning training model by faculty and students of Fielding Graduate University.  
**Friday, August 5, 8:00am-9:50am**

**Session Type:** Symposium 2.0  
**Session Title:** Hyflex Teaching as a Liberatory Pedagogy: Creating Access to Higher Education During COVID-19  
**Session Description:** This symposium focuses on hyflex teaching as a liberatory pedagogy. A brief overview of the literature and data from a graduate school utilizing this approach will be provided. Faculty and graduate students will identify strengths and challenges.  
**Cosponsor(s):** Division 01--Society for General Psychology  
**Friday, August 5, 9:00am-9:50am**

**Session Type:** Skill-Building  
**Session Title:** Rekindling Your Career: Recovering from Academic Burnout  
**Session Description:** Expanding workloads, COVID-19, and tighter budgets have increased faculty burnout: occupational exhaustion, depersonalization, and professional ineffectiveness. Join this discussion of strategies that combat burnout in higher education.  
**Cosponsor(s):** Division 14--Society for Industrial and Organizational Psychology  
Division 41--American Psychology-Law Society  
**Friday, August 5, 10:00am-10:50am**

**Session Type:** Symposium 2.0  
**Session Title:** Black Womxn's Teaching Mentorship Narratives in Psychology and Counseling: An Autoethnographic Study  
**Session Description:** Presenters will share the role of teaching mentor relationship among Black womxn counseling faculty and doctoral students to promote representation and preparation of Black womxn in psychology teaching and discuss its role in social justice pedagogy.  
**Friday, August 5, 12:00pm-12:50pm**

*STP: Division Two of the American Psychological Association*  
www.teachpsych.org
Session Type: Skill-Building
Session Title: Using Drawings to Facilitate Statistical Modelling and Testing
Session Description: Complex multi-level models and designs pose a barrier to psychology students' understanding. We show how drawing diagrams can aid in methodological communication and analysis. Participants will apply this versatile tool in two hands-on activities.
Friday, August 5, 1:00pm-1:50pm

Session Type: Skill-Building
Session Title: Do I Belong Here? Inclusive Teaching Practices That Increase Students' Sense of Belonging
Session Description: Share and discuss current practices for building community in classrooms to foster students’ sense of belonging in online, hybrid, face-to-face courses.
Friday, August 5, 3:00pm-3:50pm

Session Type: Skill-Building
Session Title: The Future of Pivot Teaching: Inclusive Practices
Session Description: This skill building session will provide inclusive practices for effective online/hybrid teaching, ways in which faculty and students can be prepared to pivot to an alternative classroom arrangement, as well as examples for application.
Friday, August 5, 4:00pm-4:50pm

Session Type: Symposium 2.0
Session Title: Fostering Diversity-Related Learning: A Study of Reflection and Commitments to Change
Session Description: Many instructors strive for students to become more inclusive, multiculturally-oriented professionals. What potential outcomes are related to greater emphasis on inclusivity? We explore this and instructor-intended and student-perceived EDI impact.
Friday, August 5, 5:00pm-5:50pm

Session Type: Skill-Building
Session Title: Bringing Decoloniality and Privilege Awareness to Psychology Faculty
Session Description: In response to the call to decolonize the field of psychology, this skill building session will provide greater awareness of coloniality and privilege for participants, as well as tools for engagement with fellow faculty.
Cosponsor(s): Division 01--Society for General Psychology
Saturday, August 6, 8:00am-9:50am
Session Type: Skill-Building
Session Title: Strategies for Facilitating Productive Student Engagement in Social Justice Oriented Teaching
Session Description: In psychology courses related to social justice, students' reactions can be difficult to navigate. Using examples from their classroom experience, presenters will offer strategies and lead discussion of challenges to productive student engagement.
Saturday, August 6, 12:00pm-12:50pm

Session Type: Skill-Building
Session Title: Applicable Teaching Strategies To Foster Awareness And Openness To Diversity
Session Description: Teaching strategies, outcomes, and challenges for implementing immersion and resistance projects, Virtual Social Class Activity, and diversity-oriented case study will be discussed.
Cosponsor(s): Division 14--Society for Industrial and Organizational Psychology
Saturday, August 6, 1:00pm-2:50pm

Session Type: Symposium 2.0
Session Title: Undergraduate Education: Making the Psychology Major Count for Students
Session Description: Faculty discuss capstone experiences, assessments, and instructional modules that encourage undergraduates to hone their skills and reflect on how those skills could contribute to their future, whether it is in the workforce or graduate school.
Saturday, August 6, 3:00pm-3:50pm

Session Type: Symposium 2.0
Session Title: Supporting Diverse Psychology Trainees: Considering Role Conflict and Community Workers in Training
Session Description: We present a novel framework to assist psychology trainees when addressing the mental health of family and community while also providing concrete guidance. Audience members will learn about new ideas to adapt training programs for diverse students.
Saturday, August 6, 4:00pm-4:50pm

Session Type: Symposium 2.0
Session Title: The Cognitive Challenges of Effective Teaching
Session Description: This symposium describes a framework for understanding and developing effective teaching that is comprised of nine interacting cognitive challenges. The framework bridges the areas of educational research, teaching practice, and student learning
Cosponsor(s): Division 03--Society for Experimental Psychology and Cognitive Science
(No date or time was included in the information APA provided)