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STP News (Volume 26 Issue 8) August 2023

STP’s Executive Committee supports the teaching of Advanced Placement of Psychology in its entirety

STP’s Executive Committee met August 11 and approved the following motion pertaining to the recent news on the teaching of Advanced Placement Psychology in Florida: “The STP Executive Committee encourages its members to read APA’s recent press releases (dated August 3 and August 5) and fully supports APA’s decision to join forces with the College Board to require that Advanced Placement Psychology be taught in its entirety.”

For additional context, you may be interested in reading the letter that APA Chief Executive Officer, Arthur Evans, sent to the Florida Department of Education in July.

STP News Co-Editors: Stephanie Afful & Tom Pusateri Send inquiries or news items to stp@teachpsych.org
July 24, 2023

As I write this column, I keep looking at the calendar in disbelief. August, and the start of a new school year, are right around the corner. While I love the start of a new school year and all the possibilities it brings, I cannot believe the summer has gone by so quickly! I hope you have been able to take some time to recharge and relax. I recently found out how important that actually is. Do not let work consume you!

The Presidential Trio (President Elect, Past President and President) along with the executive Director will represent STP at the American Psychological Association annual convention in Washington DC during the first week of August. Our Program Chair, Melissa Maffeo, has put together a program rich in updated content and it looks to be an invigorating experience.

I do have some sad news to share. I always hate to share such news in a public forum, but it is the only way to reach everyone who might want to know. We recently lost two of our long-time supporters and members. Dr. Rick Miller, former President, passed away this June in Mallorca Spain. Dr. Robin Hailstorks, recipient of the 2023 Presidential Citation, passed away in Washington DC in July. Our thoughts are with their families, and we are grateful for all they gave to STP.

My guest columnist this month is Dr. Judith Pena-Shaff, the Chair of our Diversity Committee. Her thoughts are really apt given the imminent start of the school term.

Guest Column

Building Resilience in Students: Understanding Factors and Implementing Strategies
Dr. Judith Pena-Shaff, Ithaca College,

The other day, I came across a thought-provoking Facebook message that read: "We are confronting a generation of emotionally weak people, where everything must be softened for them." While it would be unfair to label an entire generation as weak, it is true that some college students may struggle with resilience. In this column, I will explore some of the factors contributing to this challenge and propose strategies I have been researching to incorporate in the psychology courses I teach to help build resilience in students. I hope you find some of these strategies useful as well.

Factors Influencing Students' Struggles with Resilience:

- Changing societal dynamics: Advancements in technology, evolving family structures, and shifts in cultural values impact how students perceive and respond to challenges. These changes create different pressures and stressors in students' lives.

- Increased academic pressure and lack of preparation: College students today face high academic expectations, intense competition, and a focus on achievement. Many are unprepared for the demands of college, leading to stress, anxiety, and feelings of being overwhelmed.

- Mental health concerns: Research indicates a rise in mental health issues like anxiety and depression among college students. These conditions can hinder their ability to cope with adversity and affect resilience levels.

- Lack of experience: College is a transitional period where young adults navigate newfound independence and face new challenges. Some may not have had prior opportunities to develop resilience fully.

- Limited coping skills: Some students may lack effective coping mechanisms and problem-solving strategies, leaving them ill-equipped to deal with the challenges of young adulthood and college life.

Strategies to Foster Resilience in College Classes:

Building resilience in students is crucial to help them navigate the challenges of academic life and beyond. As psychology instructors, we can play a vital role in developing their coping skills and problem-solving abilities. Here are some
effective strategies to consider. Many of these can be implemented both in small and large enrollment classes.

- Provide theoretical knowledge: Introduce students to various coping mechanisms and problem-solving strategies through theoretical foundations. Explain concepts like cognitive-behavioral approaches and problem-solving models.

- Demonstrate practical examples: Use real-life scenarios and case studies to illustrate the application of coping and problem-solving techniques. Show how individuals have effectively managed stress and adversity using specific strategies.

- Engage students in experiential learning: Incorporate experiential activities, such as relaxation exercises, mindfulness practices, and stress management techniques, to help students practice coping skills. Use hypothetical scenarios for problem-solving exercises.

- Foster group discussions and collaboration: Encourage group discussions and collaborative problem-solving exercises to enhance communication and teamwork skills. Students can learn from each other’s perspectives.

- Assign Reflective exercises: Ask students to maintain reflective journals to analyze their coping strategies and problem-solving approaches. Encourage self-awareness and metacognitive thinking.

- Integrate technology and resources: Utilize digital tools and online resources that offer coping mechanisms and problem-solving guidance. Recommend stress reduction apps and decision-making aids.

- Invite guest speakers: Guest speakers, such as mental health professionals or individuals with resilience experiences, can provide valuable insights and real-world examples.

- Provide constructive feedback: Assess students' coping skills and problem-solving abilities through assignments or quizzes. Offer constructive feedback to help them improve.

- Promote self-reflection and self-care: Emphasize the importance of self-care and self-reflection in building resilience. Encourage students to evaluate their strategies and make adjustments when needed.

- Foster a growth mindset: Encourage students to adopt a growth mindset, viewing challenges as opportunities for growth and learning. Teach them to develop resilience through perseverance and effort.

- Stay updated and adaptable: Keep abreast of the latest research on coping mechanisms and problem-solving strategies. Be adaptable in your teaching methods to meet students' evolving needs.

Building resilience in college students is an ongoing process that requires empathy, understanding, and support. By implementing these strategies, psychology instructors can equip their students with the tools and knowledge to navigate the ups and downs of college life and beyond. Creating a compassionate and supportive environment will foster their growth, allowing them to thrive personally and academically.

Resources Consulted


**Featured Items**

**APA 2023**

Visit [here](https://www.apa.org/convention) for a schedule of Division 2’s recent program at APA 2023 with additional information about teaching-oriented sessions offered by other APA divisions, boards, and committees. The editors of STP News plan to publish a Special Issue on APA 2023 soon.

**ACT 2023-2024**

by Lindsay Masland, ACT Director

The 22nd Annual Conference on Teaching (On Location in Portland, Oregon) is less than two months away! I’m emailing to remind you to register ASAP if you want to secure the early bird pricing, which expires on August 20th.

If you’d like to see the planned sessions before you take the registration plunge, please see our draft program. We have sessions on everything from Chat GPT to large-scale SoTL projects to anti-racist teaching to the new APA Guidelines 3.0 to work-life balance, and everything in between! (Please note that this is a live draft that’s in flux as I receive confirmations and modifications from presenters. Once the schedule is finalized, another email will go out. That being said, if your session already has a date/time attached to it, you can trust that it won’t change).

If you see your name on a presentation but haven’t received an acceptance yet, please check with the first/corresponding author of your submission. All acceptances for the On Location sessions have gone out to the first authors, but given that it’s summer, some folks may have missed/forgotten to forward those emails. (And if you DID get an email acceptance, please make sure to complete the "confirmation of acceptance" form in that email ASAP, as we can’t get you scheduled until you do that!)

Last, note that this program is only for the On Location portion of the conference. Information about the Online portion of the conference (occurring February 12-16 and included with your On Location registration) will come out in the coming weeks and months.

Looking forward to seeing you in Portland!

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**Death Notices**

We are sad to report the recent deaths of two individuals who have made substantial contributions to STP and teachers of psychology.

**Dr. Richard L. (Rick) Miller (1945-2023)**

Richard L. (Rick) Miller, Ph.D., Professor of Psychology at Texas A&M University-Kingsville, passed away on June 30, 2023, in Mallorca, Spain. Rick served in many STP leadership roles including Director of Departmental Consulting Services, Editor of STP E-books, Coordinator of STP Programming at the Rocky Mountain Psychological Association, and, most notably STP President (2019). During his term as President, Rick established two new STP awards to honor teachers of psychology who make significant contributions to civic engagement and to mentorship of teachers. Rick’s presidential initiatives included improving undergraduate research and publication of an STP e-book on high impact educational practices.

Rick was an APA Fellow and received several awards including APA’s/APF’s 2012 Charles L. Brewer Distinguished Teaching of Psychology Award; STP’s 2009 Robert S. Daniel Teaching Excellence Award; STP’s 2022 Mentorship of Teachers Award; SPSP’s 2016 Undergraduate Teaching and Mentoring Award; the 1997 University of Nebraska Outstanding Teaching and Creativity Award; and the University of Nebraska Kearney’s 1996 Pratt-Heins Foundation Awards for Teaching, Scholarship, and Service. Rick was also the first Nebraska educator to be named in 2009 a U.S. Professor of the Year by the Council for the Advancement and Support of Education.

STP is preparing an obituary that will appear in an upcoming issue of Teaching of Psychology. View a memorial page [here](https://www.apa.org/about). 

**Dr. Robin Hailstorks (1954-2023)**

Dr. Robin Hailstorks passed away July 10, 2023. She was recently selected by STP President Diane Finley for a Presidential Citation. Here is a revised and condensed version of the citation that Dr. Finley wrote and will present to Robin’s brother at the end of her presidential talk at APA 2023:

Dr. Hailstorks was professor of psychology and Department Chair at Prince George’s for over thirty years during which time she had mentored countless part-time and full-time faculty (including me!).
Robin earned her bachelors at Morgan State University and helped to make it easier for many community college students to continue their education at the baccalaureate level at Morgan. She earned her doctorate at The Ohio State University.

In 1997, she received the Wayne Weiten Teaching Excellence Award (Division 2) which recognizes excellence in teaching at a two-year college.

She was involved in making community college psychology a national concern. While advising a Psi Beta chapter at Prince George’s Community College, Robin served as Psi Beta’s Eastern Regional Vice-President (1994 to 1996). Robin was Psi Beta’s National President from 1997-1998.

Robin was involved with APA’s Diversity Project 2000 and Beyond (DP2K), which was a leadership and mentoring program designed for ethnic minority honor students attending community colleges. DP2kB occurred two days prior to and two days during the Annual Convention of the American Psychological Association and offered grants for students.

She also served as Associate Director of Precollege and Undergraduate Education in the American Psychological Association’s Education Directorate for many years. Jerry Rudmann says of Robin: “she has played a key role in dozens of APA-sponsored events, task forces, and working groups all of which supported, encouraged, and provided valuable resources for America’s psychology teachers and thousands of their students.”

Robin always worked quietly “behind the scenes” and many do not really know all the contributions she made to the advancement of community college psychology and to the teaching of psychology.

**STP’s Executive Committee Endorses Candidates for APA Leadership**

This year, STP’s Executive Committee voted to endorse two candidates for APA President-Elect: **Debra M. Kawahara and Grant J. Rich.** It is the opinion of the Executive Committee that these candidates have strong records related to the mission of STP. To view biographies and statements for all candidates, visit [here](#).

We encourage all STP members who are voting members of APA to vote in the election. **Voting will be open August 1 to September 15, 2023.** You can access your ballot by visiting the member profile page of your MyAPA account during those dates.

**News from APA 2023**

**Diane Finley’s Presidential Address**

STP Diane Finley delivered her Presidential Address at APA 2023 entitled, “What do Dr. Arthur Evans, Tom Hanks, Queen Latifah, and Guy Fieri Have in Common?” Her talk focused on the role of community colleges in preparing students for professional careers.

**STP Presidential Citations**

After her Presidential Address, STP President Diane Finley honored Mr. Alan Feldman and Dr. Robin Hailstorks with Presidential Citations. Sadly, Dr. Hailstorks passed away last month; her brother, Alvin Hailstorks, received her award in her honor.

**Beth Morling Receives Brewer Award**

Beth Morling, Ph.D., Director of Undergraduate Education at the University of Delaware, was the 2023 recipient of the American Psychological Foundation’s (APF’s) Charles L. Brewer Award for Distinguished Teaching of Psychology. Douglas Haldeman, Ph.D., member of the APF Board of Trustees, presented Dr. Morling her award after she delivered her presentation at APA 2023. Visit [this link](#) (requires subscription) for access to the *American Psychologist* article announcing her award.

**APA Council Approves Revised Principles for Quality Undergraduate Education in Psychology**

APA Council approved the February 2023 revision of the *APA Principles for Quality Undergraduate Education in Psychology*. The revised *Principles* document is available [here](#).
CogSci Mind Challenge

This initiative challenges Cognitive Scientists to create a five-minute video addressing a key question within Cognitive Science but for an audience of non-experts, particularly high school and early college students. The first-place winner will receive $1000, the second-place winner will receive $500, and the third-place winner will receive $250. The 2023 question is “Why are there so many languages in the world?” The deadline for applications is September 27, 2023. Learn more here.

CogSci also seeks teachers, particularly high school teachers, to collaborate on the student voting process. For more information, contact Monique Crouse at outreach.coordinator.css@gmail.com.

News from APA

Higher Education Webinars in September

Inclusivity and Accessibility in the Psychology Classroom: How to Implement Universal Design Principles to Accommodate Diverse Learners in Higher Education September 7, 2pm ET

Academic Writer’s Guide to the Writing Process: How to Help Students Avoid Pitfalls, Encourage Collaboration, and Save Time Grading Papers September 27, 2pm ET

Filling a Vacancy on CABE

The APA Committee on Associate and Baccalaureate Education (CABE) is seeking nominations to fill a vacancy through December 2024. Specifically, CABE is seeking to add a new member who will represent associate degree-granting institutions for approximately 18 months.

To submit a nomination to CABE, please send a brief statement of interest and a CV by August 21 to Martha Boenau at mboenau@apa.org. Interested candidates should also fill out a diversity matrix form.

E-Booklet: Front of Mind: Cognition and Clinical Psychology

This collection of articles, abstracted from the Monitor on Psychology and other leading APA publications, shows how cognitive psychology advances are being incorporated into clinical practice, teaching, and research. The e-book is free to APA members.

NEW: CABE Essay Competition

CABE will give out up to two awards of $250 each to the undergraduate students (current majors or 2022-2023 academic year graduates) who submit the best essays (no more than 750 words) on the theme of Thriving in careers with an associate or bachelor’s degree. For more information, visit here. Deadline: October 10, 2023.

APA Campus Ambassador Program

The recently relaunched APA Campus Ambassador Program is a unique volunteer opportunity for student members to spread APA’s mission and connect with their campus peers—at school and across the country. Please share with your member groups. The deadline to apply is August 11. For more information, visit here.

Comment on Revised Standards for Educational and Psychological Testing

In anticipation of the document’s upcoming revision, comments are being accepted for the 2014 edition of the Standards for Educational and Psychological Testing, American Educational Research Association (AERA) the American Psychological Association (APA), the National Council on Measurement in Education (NCME). Closing deadline for comments is August 14, 2023, 5pm Eastern. You may contact Marianne Ernesto with any questions.

APA 2023 Virtual Job Fair: August 10

August 10, 2023; 11am-5pm ET (Register here)

Connect with the best employers in the psychology job market at the virtual psychology recruiting event of the year! We have what you need to secure your next career opportunity at the APA 2023 Virtual Job Fair on August 10.

All registrants can text and video chat live with recruiters from the nation’s top health systems, clinics, academic institutions, government agencies, and more. And even if you aren’t actively job-searching, the Job Fair will offer career management sessions and personalized 1-on-1 career coaching, so there is something for everyone!

APA’s Advocacy for Education

Click on the following link 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.

- Continuing to advocate for student debt relief after Supreme Court blocks Biden’s cancellation plan
- Advocating for increased funding for the Minority Fellowship Program
- Advocating for youth mental health research and stronger protections for children on social media
- Supporting the mental health of educators of color
- Calling for protections for LGBTQ+ student athletes
DIVERSITY AND INTERNATIONAL RELATIONS

AP Psychology in Florida
By Catherine Grus, Chief Education Officer at of APA’s Education Directorate cgrus@apa.org

The Florida Department of Education made it official that the AP Psychology Course and Exam could not be offered in Florida as it is currently constituted. Specifically, because it includes content on sexual orientation and gender diversity (as recommended in the National Standards for High School Psychology Curriculum). A number of statements expressing disapproval of the decision have been issued including one from our CEO, Dr. Arthur Evans. I am pasting links below. Please feel free to share widely. We are also pleased that a number of media outlets have reached out to us for comments.

- APA press release (Please note the hyperlinked letters we sent to Cambridge/AICE and International Baccalaureate on the right of this page.)
- College Board Statement on AP Psychology and Florida
- American Federation of Teachers press release

Call for Articles for ToP Special Issue on Disability Education
A team from the Disability Advocacy and Research Network is editing a special issue of Teaching of Psychology on Creating an Anti-Ableist Psychology Curriculum and Teaching Environment. 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. Click the title for more information. The deadline for submissions is February 1, 2024.

STP Affinity Groups
STP is in the process of developing Affinity Groups to connect teachers of psychology to others who share their interests or perspectives. If you would like to propose an affinity group and serve as a facilitator or leader of a group, please visit here for more information and to complete an application form.

APA Resource on Students with Disabilities (pre-K to 12)
The Top 20 Principles for Students with Disabilities is now available. A heartfelt thank you to Cara Laitusis, Trish Perez, Elena Grigorenko, and Rena Subotnik for their exceptional work in creating this timely and informative resource for educators. This is yet another outstanding accomplishment for the Coalition for Psychology in Schools and Education.

APA CEMRRAT Small Grants
The Commission on Ethnic Minority Recruitment, Retention and Training Grants (CEMRRAT) small grants serve as "seed funds" to energize, empower, and support interested individuals, organizations, and educational institutions committed to enhancing ethnic minority recruitment, retention, and training in psychology. Visit this link for information about funding priorities for FY2023. Deadline: October 18, 2023

International Conferences
AUSPLAT 2023
The fourth Australian Psychology Learning and Teaching Conference is scheduled for September 8-10, 2023, at the University of Tasmania, Hobart. The theme is “What do psychology students want and need for their future!” Register here via the Australian Psychological Association (APS) website. The full program will be available very soon here. The 2021 fully online conference presentations are still available here.

ICOPE 2023
The 2023 International Conference for Psychology Educators will be held in Mexicali, Mexico, from October 27-28, 2023, at Universidad Autonoma De Baja California (UABC). STP is a cosponsor.

Grants and Awards
Click here for a full list of STP’s grants and awards programs and their upcoming deadlines. 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.
**STP First Annual Design Contest!**

We have an exciting announcement to make: the STP Design Contest for the 2023-2024 academic year is now open. This is your chance to unleash your creative genius, make a lasting impact on STP, and win a free registration to STP’s Annual Conference on Teaching in October. We’re seeking a colorful design that captures the very essence of our society—a design that is visually stunning, memorable and speaks to who we are as teachers and psychologists. Be sure to incorporate "STP" and the academic year "2023-2024" into your design. Picture your creation being transformed into stickers that will be showcased and shared as part of our conference swag throughout the academic year! Designs are due by September 1. Click here to learn more.

**Call for STP Fellows Nominations**

The STP Fellows Committee invites nominations for APA Fellow status for STP (APA Division 2) members who are also APA members. 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.

**The deadline for applications is December 31, 2023.** For more information and to apply, visit here.

**STP Membership Committee News**

Hello STP! This is Barbara Oswald, Chair of your STP Membership Committee, with your latest Member Spotlight. To be a future STP Member Spotlight, fill out this friendly form! We randomly select members to highlight each month as they share their STP experiences. We hope to see you in a future column.

**Tips for the Fall Semester**

So, welcome to Fall semester, 2023! For those who have started already, we hope you’ve had a good beginning. For those getting ready to start, good luck! We hope everyone has a fantastic Fall semester.

One way to be successful this Fall is to foster a sense of belonging in our classrooms and on our campuses. We have long known that feelings of belonging increase persistence and academic achievement (e.g., Silverman (2021); Strayhorn, 2012; 2018), and this is especially important for first-generation and non-traditional college students (Nunn, 2021). A recent article in the Chronicle of Higher Education highlights the importance of fostering belonging in all students (Lu, 2023).

But what can you as a professor do to foster a sense of belonging in your students this Fall? Here are some quick tips:

- **Send a welcome letter before class starts** (Pontón de Dutton, 2022). I also like to send personalized emails after the first exam and periodically throughout the semester. I break this up into thirds, so that the top third performing students get one type of letter, the middle third get a second type of letter, and the bottom third get a third type of letter. All are personalized and encouraging, and all include invitations to meet with me.

- **Learn students names—for real** (Pontón de Dutton, 2022, pronounce their name correctly (Walk, 2021), AND, use their preferred pronouns (Alvarez, 2022). This is almost a “duh” moment….but is it?? I still struggle with this every semester, especially in larger classes. I acknowledge this to my students, make sure they know that I am sincerely trying my best, and ask them to help me in any way they can. I think this goes a long way to making students feel like you are concerned about them as a person, and not just a number in your class. Your LMS might have prompts for students to add phonetic spelling for their names, but you can also use a tool like https://www.pronouncenames.com to help.

- **Build community** (Pontón de Dutton, 2022), by encouraging small- and large-group class discussion. Make sure all students get a voice and feel valued in the conversation (Duong, 2023).

- **Use authentic assessments.** These are assignments that ask students to apply what they are learning to their own lives. As Duong (2023) notes, these kinds of assignments can make students feel like you care about them personally, and can also decrease use of ChatGPT and other AI to generate answers, an added bonus!

- **Ask students how their day is going** (Pontón de Dutton, 2022). Listen to their answers and respond appropriately.

- **Always leave time for questions at the beginning and end of class, and invite students early and often to attend office hours** (Pontón de Dutton, 2022). You might consider creating a scavenger hunt for prizes, offering extra credit, or providing snacks or other incentives for students who find your office.

We hope you find these tips helpful as you embark on your Fall semester! Thank you for supporting STP and don’t forget to renew your membership. And now, our latest Member Spotlight:
Member Spotlight!

Rebecca McDonald, Ph.D.
Associate Professor of Psychology
Liberal Arts College

Years Teaching: 23
Number of years as a member: I don't remember!

HOW DID YOU LEARN ABOUT STP?
Colleagues

WHAT DO YOU MOST APPRECIATE ABOUT STP?
Sharing of ideas among people who value the importance of teaching in psychology.

FAVORITE STP RESOURCE?
The Facebook group

BIGGEST CONFERENCE TAKEAWAY?
I really appreciate that participants are able to register and view some content online. In a world where time and travel money are tight in higher education, this is a really valuable option for me.

Don't forget to renew your STP membership!
https://teachpsych.org/join

And check us out on STP Facebook or Twitter @teachpsych

GSTA Corner

Harnessing the Power of ChatGPT as Graduate Students: Empowerment not Replacement

Contributor: William Rayo

Just as computers and other technological innovations have streamlined many labor-intensive tasks and made new ones possible, an AI-assisted workflow with tools like ChatGPT has considerable potential for enhancing our academic workflow. This potential, though, must be balanced against the risk of inadvertently outsourcing tasks that serve as fundamental learning experiences. ChatGPT can be a powerful tool for repetitive time-consuming tasks such as content curation, generating course content, or generating instant responses to simple student emails. Its use can help reduce the administrative burden we experience as graduate instructors or teaching assistants. At the same time, it’s crucial to recognize that some tasks, while effortful, are essential for our cognitive and personal development as scholars.

As a graduate student who suffers from chronic time-blindness, balancing multiple projects/responsibilities can be a daunting task. Here is where ChatGPT can step in as an effective personal assistant for project management. By providing details about our tasks and deadlines, we can ask the AI to help create structured project plans, generate to-do lists, and break large nebulous tasks into discrete actionable components. We can ask ChatGPT to notate (or even generate) code for an experiment using Python, walk us through building an experiment step by step without coding (e.g., experiment builder in PsychoPy), or even to aid us in writing R code for data analysis. The resulting code is never perfect but serves as a useful starting point that you can build upon or modify to suit your needs. Graduate students can also use ChatGPT for brainstorming sessions, using its ability to generate a variety of insights and suggestions to aid us as we tackle complex problems. For any task that involves multiple people, ChatGPT can assist in drafting communication for lab members, helping articulate project updates, meeting agendas, or action items efficiently. However, while ChatGPT is a powerful tool, it’s important for us to review and modify these plans as necessary. We have to remain actively engaged in our projects, using the AI as a tool for assistance and efficiency, not as a replacement for our own oversight, critical thinking, and decision-making. For example, rather than using the tool to come up with an assignment/or test questions, you can use it to...
brainstorm by providing it with some example items that you have already created and ask it to generate multiple exemplars that can serve as a basis for you to subsequently iterate on.

**How to improve the quality of responses from ChatGPT**

Effective use of ChatGPT often comes down to asking questions in the right way. While humans can often decipher the underlying subtext from “fluffy” language, machines benefit from concrete language.

**Be Specific:** The more specific the initial question or prompt is the more accurate and useful the subsequent response. A specific prompt helps focus the AI’s output. Without a clear starting point, the AI is likely to return generalized or irrelevant information, thus wasting our time and effort. Instead of asking an AI tool to “generate test questions for behaviorism” you could say, “Generate 10 multiple choice questions that emphasize the conceptual difference between classical and operant conditioning.”

**Contextualize your Question:** Since our questions often involve a specialized subject matter, we can provide some context to guide the model’s response. This is particularly important for more complex or niche topics as this helps the AI understand the domain or angle we’re interested in, resulting in a more relevant and accurate response. For instance, rather than asking, "How does stress affect us?” you could ask, "What are the psychological and physiological effects of chronic stress according to the General Adaptation Syndrome?" For additional context, add “using examples of this psychological phenomena within the context of American Football” to generate examples in a context that taps into a student’s prior knowledge.

**Use the Right Language:** You can further specify the kind of language you would like the response in to meet your specific needs (e.g., academic, professional, or colloquial language). For example, "Explain the concept of cognitive dissonance in terms an introductory psychology student would understand.”

**Request a Format:** By asking the AI to present information in a certain way (like an essay outline, bullet points, or a pros and cons list), you can save time on structuring the response yourself and get the data in an applicable form. For example, "Provide an outline for a lesson on the stages of Erikson's psychosocial development.”

**Step-by-Step Explanations:** If you’re preparing a lesson on a complex concept, you can ask ChatGPT to break it down into steps. This ensures that complex concepts are broken down into understandable components. It helps with both understanding and teaching these concepts. For instance, "Explain the process of classical conditioning in step-by-step terms, for an audience of introductory psychology students.”

**Iterative Questioning:** Arguably the most important and difficult component since the AI may not fully capture your intent on the first try. By iterating and refining your prompts, you can guide the AI towards a satisfactory response. **So don’t despair** if you don’t get the response you’re looking for right away; try asking the question in a different way, or ask follow-up questions to get more detail.

When used in conjunction, these tips can greatly influence the effectiveness of a tool like ChatGPT. As an example of synthesizing the use of these tips, consider the difference between “Create a study plan for writing a literature review” vs. "Act as a graduate student mentor that helps their students manage their time to accomplish research goals in their pursuit of a doctorate in psychology. You will be provided with the goal of the student, their time commitment, and resource preferences. You will create a project management plan with detailed timelines and checklists. Only include relevant resources because time is limited. Respond to the following student request: ‘I want to organize my time in order to write a literature review. I can work 20 hours per week. I want to create a feasible plan for writing this literature review and having it completed in 8 weeks.’”

I hope the takeaway message is that we need to strike a balance. Tools like ChatGPT should be viewed as allies in our graduate journey, not the sole travelers. They can streamline our workload and help us generate novel ways of tackling a problem but shouldn’t rob us of the hard-earned satisfaction and growth that come from grappling with challenging tasks.

**Additional resources for AI prompt engineering:**


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

**STP’s Social Media Networks**

STP’s Membership Communication Committee oversees STP’s Twitter, Facebook, and Instagram accounts. STP also maintains two Listservs.
For regular updates on ECP activities
Follow us on Twitter (@STP_ECP) and Facebook
Email us at: stp-ecp@teachpsych.org
Visit our STP website:

Summer Book Recommendations

Summer is flying away, but there’s still time to do some “summer reading” in preparation for the upcoming academic year. Here are some of the newest research-based books on teaching that we’d recommend reading.

First, in this book written by and for college educators, our very own Viji Sathy and Kelly Hogan give helpful tips on how to make ALL students feel included and welcome in the classroom by providing more structure in both course design and student interactions. Inclusive Teaching, goes beyond theory, offering pragmatic approaches to amplify diverse voices across various scenarios: from conducting impactful office hours that students actually attend to effectively providing instructions for group discussions and projects and fostering effective communication with students in general. If you’re an educator seeking to create a more welcoming and supportive space for ALL your students, this engaging book will be an indispensable resource in your path towards inclusive excellence in teaching.

Similarly, Reconnect: Building School Culture for Meaning, Purpose, and Belonging helps educators cultivate a sense of belonging and connection at school despite the sharp decline in students’ engagement and mental health since the pandemic. (If you’d like to familiarize yourself with trauma-informed teaching in light of the collective trauma of the pandemic, check out Trauma-Responsive Pedagogy: Teaching for Healing and Transformation.) In Reconnect, Doug Lemov (of Teach Like a Champion fame) and his coauthors, Hilary Lewis, Darryl Williams, and Denarius Frazier, focus on what belonging can look like and sound like—while students are learning.

Moreover, in the well-written book Mind Over Monsters: Supporting Youth Mental Health with Compassionate Challenge, insightful Sara Rose Cavanagh also equips educators with the research-based tools needed to create a nurturing and inclusive learning environment where compassion and challenge intersect harmoniously to positively impact students even if they are struggling with their mental health.

In a similar vein, Cultivating Kindness: An Educator’s Guide by John-Tyler Binfet is a highly recommended read. This book offers practical strategies and evidence-based insights for creating a nurturing and compassionate classroom environment in which all students can succeed and thrive. By incorporating kindness practices, educators can foster positive relationships with their students and also promote their social-emotional development and overall well-being. With real-world examples and research, Binfet empowers teachers to inspire a culture of kindness to positively impact their students’ academic and emotional growth.

Finally, if you’re feeling too burnt out to even think about reading any of these books, please know that you are NOT alone, as burnout is only becoming more rampant among teachers. If you can’t take a sabbatical for some well-deserved rest and relaxation, at least skimming this guide could offer a helpful start in tackling teacher burnout: Surviving Teacher Burnout: A Weekly Guide to Build Relationships, Deal with Emotional Exhaustion, and Stay Inspired in the Classroom by Amy L. Eva.

If you prefer electronic resources, STP has a variety of e-books on scholarship of teaching and learning, various teaching techniques, and theories of teaching. Some e-books were even written specifically for early career instructors. The Excellence in Teaching Blog also offers quick reads on many teaching topics.

Your STP Early Career Psychologists Committee:
Dina Gohar, Ph.D.
Courtney Gosnell, Ph.D.
Ciara Kidder, Ph.D.
Vishal Thakkar, Ph.D.
Amanda Woodward, Ph.D.

Do you have any other ideas or questions about ECP-relevant topics?

Fill out this simple form and your question may be featured in an upcoming column.

Join/Renew STP Through 2024

STP is processing new memberships and renewals for now through the 2024 calendar year.

JOIN STP: Click here to join. You will receive immediate access to online member benefits including online access to STP’s journal, Teaching of Psychology, through December 31, 2024.

RENEW IN STP: Visit your membership profile (requires login) and scroll down until you see the Renew to 01 Jan 2025 option.

LAPSED MEMBERS: Follow the instructions for joining STP (you may be prompted to login).
Regional Psychology Conferences

Are you ready to submit proposals for 2024 Spring regional conferences? See dates below related to regional conference programming in 2023 and 2024. We encourage you to support and attend STP teaching programming at regional conferences! If you have questions about STP regional conference programming, please feel free to email Garth Neufeld at regional-conference@teachpsych.org.

- **New England Psychological Association (NEPA)**
  October 21, 2023, Worcester, MA

- **Eastern Psychological Association (EPA)**
  February 29-March 2, 2024, Philadelphia, PA
  Proposal deadline: TBA in September

- **Southwestern Psychological Association (SWPA)**
  March 28-30, 2024, San Antonio, TX

- **Rocky Mountain Psychological Association (RMPA)**
  April 11-13, 2024, Denver, CO
  Proposals will be accepted starting November 1

- **Southeastern Psychological Association (SEPA)**
  April 14-17, 2024, Orlando FL

- **Midwestern Psychological Association (MPA)**
  April 18-20, 2024, Chicago, IL

- **Western Psychological Association (WPA)**
  April 24-28, 2024, San Francisco, CA

Teaching Conferences

- “Show Me” Teaching of Psychology Conference
  September 9, 2023, Warrensburg, MO

- **MATOP 2023**
  September 29, 2023, 9am-3:30pm, Virtual

- **Annual Conference on Teaching**
  October 5-7, 2023, Portland, OR

- **NECTOP 2023**
  October 20, 2023, Worcester, MA
  **Deadline for proposals: Sep 15, 2023**

- **NITOP 2024**
  January 3-6, 2024, Coconut Point, FL
  **Proposal deadlines: Sep 1 and Oct 1, 2023**

NITOP 2024

46th Annual National Institute on the Teaching of Psychology

January 3-6, 2024, at the Hyatt Regency Coconut Point, Bonita Springs, FL

Join fellow psychology teachers from across the nation. Click on the following links for registration, program/schedule, and hotel information.
RESOURCES

Recent OnlineFirst Articles in ToP

STP membership includes online access to the journal, *Teaching of Psychology*, on the SAGE Publishing website, which includes OnlineFirst articles. STP Members: Click here (requires login) to be redirected to the portal (requires login) for access to *ToP*’s home page on the SAGE Publishing website.

Recent OnlineFirst articles include:

- 2023 Society for Teaching of Psychology Awards and Recognition Recipients
- Active Student Responding and Student Perceptions: A Replication and Extension
- Community-Engaged Pedagogy in the Psychology Classroom: Shelter Dogs go to College
- Paying Attention in Class: Using In-Class Quizzes to Incentivize Student Attention
- Teaching Cognitive/Behavioral Neuroscience Through a DEI Lens

Submit Resources to APA CABE

Seeking Resources About Careers in Psychology

In an effort to address the gap that currently exists between the offering of career-specific courses at associate's and bachelor's level psychology programs, the APA Committee on Associate and Baccalaureate Education (CABE) is seeking your input. Ensuring that all psychology students gain exposure to the diversity of psychology careers, thereby understanding the value of pursuing a psychology degree, is one of two major initiatives of CABE in 2023.

We invite you to submit resources you have used or currently use in your teaching on careers in psychology. Resources may include your original syllabi, assignments, assessments, rubrics, etc. Resources might be used in traditional career-specific courses, embedded in a general psychology course, or used in other contexts such as clubs, First Year Experience courses, or honors organizations (e.g., Psi Beta and Psi Chi). We welcome your contribution to grow a repository of resources to be utilized by psychology instructors at two-year colleges, in particular. Please submit your resource(s) to Martha Boenau at mboenau@apa.org no later than Friday, September 1, 2023.

Resources from Other Organizations

Psychology Learning and Teaching

*Psychology Learning and Teaching* (PLAT) is an international peer-reviewed journal devoted to enhancing knowledge of how to improve learning and teaching of psychology. PLAT publishes research articles, reviews, reports as well as target articles and corresponding comments. Main topics are effective learning, teaching, and assessment practices in the field of Psychology.

If you want to stay up to date on the latest developments and PLAT’s current work, you can visit the journal website for more information: or directly contact the Editorial Office (plat@uni-heidelberg.de).

Current STP Service Opportunities in STP’s Resources Unit

Visit here for current openings in STP 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.

- Associate Editor, STP E-books (Deadline: August 31, 2023)
- Teaching of Psychology Obituary Section Editor (Deadline: October 1, 2023)
- Contribute to a ToP Special Issue on Disability Education (Deadline: February 1, 2024)