

**STP News Co-Editors: Stephanie Afful & Tom Pusateri** *Send inquiries or news items to [stp@teachpsych.org](mailto:stp@teachpsych.org)*

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### STP Members: Receive Email Notifications of ToP Articles and Issues

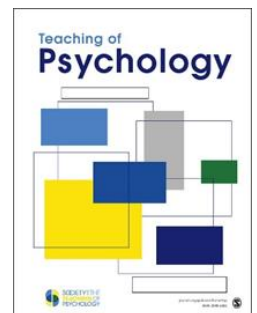
STP membership includes online access to the journal, *Teaching of Psychology*, on the SAGE Publishing website. Click on the image of the journal cover page at right to be redirected to the portal (requires login) that provides STP members access to the *ToP* home page on the SAGE Publishing website.

**To receive email notifications when new issues and OnlineFirst articles are available:**

Scroll down on the *ToP* home page on the SAGE website until you see the "Keep up to date" box. Click on the "Email alerts" option and enter your email.

**If you have any difficulties gaining access to the journal:**

Please check that your browser's settings are setup to allow cookies from both the [teachpsych.org](http://teachpsych.org) and the journal's [sagepub.com](http://sagepub.com) websites. Please note that you may need to have cookies enabled for your access to register after clicking on the access link. After checking your cookie settings, please clear your browser's cache and then try it again. If you are still having difficulty, contact [stp@teachpsych.org](mailto:stp@teachpsych.org) for assistance.



# GREETINGS FROM STP PRESIDENT DIANE FINLEY

## Celebrating and Supporting High School Teachers of Psychology

March 1, 2023

I hope your March has not come in like the proverbial lion although I am seeing a lot of unpleasant weather around! Please don't let that dampen your enthusiasm for teaching and your students.



This month I want to talk a bit about our high school colleagues. [Kristin Whitlock](#), our VP for Programming is my guest columnist. (The link brings you to more information about Kristin's accomplishments). I want to give some history and context of high school psychology for those who may not be familiar with it.

High school psychology did not really exist when I was in high school, so these many years ago. I first encountered it when I became a reader for the Advanced Placement Psychology exam. I started as a Reader in the early years when we really got to know all of the readers. As I became acquainted with the high school teachers participating in the Reading, I was gob smacked! (One of my favorite British terms). They knew so much more than I did about the breadth of psychology plus they could read any handwriting when we, college faculty, were struggling to read essays.

High school psychology has existed in some form, albeit with various names, for over 150 years ([Benjamin, 2001](#)). In 1992, Teachers of Psychology in Secondary Schools (TOPSS) was formed by APA. Since then they have published *National Standards*, adopted by APA and also have published [multiple lessons](#) on common topics in Introductory psychology. I have used their lessons many times and point new faculty to these for ready-made activities. TOPSS has been working to move psychology into the science curriculum, rather than the social science area. They are now sponsoring annual workshops at Clark University and at Oregon State University. There are about 840,000 high school students who take psychology each year and Advanced

Placement Psychology is the 6th most popular AP course. I could go on with more high school teacher accomplishments, but I want space for Kristin's thoughts. (Thanks to Emily Chesnes of APA for some of this information; you can [read more information here](#)).

When I really look at all that is required of high school teachers, I am exhausted. They generally teach five or six sections of courses every day with 30 or more students in each. They are expected to help with extracurricular activities as well as tutor students. They serve on committees and help prepare students for AP and other college exams. As society expects them to be social workers, financial literacy teachers, counselors, surrogate parents, and many other roles, I marvel that they have the time needed to plan lessons and actually teach. I hear a lot of complaints on social media about how unprepared high school students are when they come to college but that has not really been my experience when students have completed high school psychology. STP is fortunate to have so many high school teachers willing to give time and energy to our endeavors. So, the next time you run into a high school teacher, thank them!

### **My Connection to Psychology** **Kristin Whitlock**

Lately I've been reflecting on the events and people that have influenced the development of my teaching identity. I am not sure why I've been feeling this so keenly lately, but it might be due to being in my 33<sup>rd</sup> year in the classroom. I feel so blessed to be surrounded with so many wonderful psychology instructors and to have so many resources within my easy reach. But when I began teaching it was a much different story. I felt the lack of a community intensely despite being in a large school. For much of my career, I've been the only psychology teacher in a social studies department filled with history teachers. My colleagues have been, and continue to be, wonderful, but they didn't have the background to help me



establish my identity as a psychology teacher. I was so unprepared to teach the science of psychology.

My first introduction to a larger psychology community was as a participant at the National Science Foundation Psychology Institute at Texas A & M University in 1994. With Dr. Ludy Benjamin, and a group of incredibly talented high school and college faculty, I found exactly what I needed. I learned the content of psychology, as well as creative and pedagogically sound ways to engage students. It was also here that I learned about the APA's [Teachers of Psychology in Secondary Schools](#). I couldn't believe there actually existed an organization that was just for me. The resources available, such as lesson plans and the *National Standards for High School Psychology Curricula*, were absolutely invaluable. To this day, TOPSS is still a vital resource for me. When I left Texas A & M, Dr. Benjamin challenged all of us to "go home and do something" to help build psychology education.

My first opportunity to give back came when Dr. Irwin Altman, at the University of Utah, contacted me about starting a grass-roots organization for high school psychology teachers in our state. Along with other passionate educators, we established the Utah-Teachers of Psychology in Secondary Schools (UTOPSS) in 1997. We have held our annual fall teaching conference every year, minus 2020, growing from about a dozen participants in 1997 to over 70 in 2022. In a unique partnership, Westminster College, in Salt Lake City, and UTOPSS collaborate to improve the teaching of scientific psychology at the high school level. This conference provides opportunities for teachers to learn new content, obtain new teaching resources, and build professional networks. We've hosted amazing high school and college faculty presenters. It is the only professional development offered to all high school psychology teachers in our state and surrounding areas. As a group, we look forward each year to reconnecting and learning together.

My professional learning community has continued to grow with my membership and involvement in the Society for the Teaching of Psychology (STP). I'm deeply appreciative of the many wonderful colleagues that I have worked with and learned from in this incredible group. Along with quality conference programming, it is a deep dive into the many resources STP has to offer, including the journal *Teaching of Psychology*, free eBooks, Project Syllabus, and more. When I began teaching this course, the challenge was finding solid resources; today, it's almost overwhelming how many peer-reviewed resources are so readily available.

Yet, there is still work to be done! There are still too many instructors that are working in isolation that would deeply benefit from the work of both TOPSS and STP. It's time for each of us to "do something" to improve the teaching of scientific psychology. Help us get the word out to new colleagues in your departments and local schools. [Resources exist](#) to help you develop regional teaching networks, such as UTOPSS. TOPSS publishes a guide to the process called *Building, Guiding, and Sustaining Regional Networks For Psychology Teachers*, that is easily available online. If you are interested, but concerned about starting from scratch, look on the TOPSS webpage to see what networks might currently exist in your area. You'll find contact information for those who are currently involved. There are so many ways that you can give back and express the gratitude you feel for the benefits you have received as a member of our community.

#### References and Resources

- APA (2018). *Building, Guiding, and Sustaining Regional Networks for Psychology Teachers*. [regional-networks-guide.pdf \(apa.org\)](#)
- APA (2019, March) [Report of High School Psychology](#)
- Benjamin, L. T. (2001). A brief history of the psychology course in American high schools. *American Psychologist* 56(11):951-60. Doi: [10.1037/0003-066x.56.11.951](#)
- [National Standards for High School Psychology Curricula](#)
- [Professional Development for High School Psychology Teachers](#)
- [Teachers of Psychology in Secondary Schools](#)

# FEATURED ITEMS

## Candidates for STP Offices

Susan Nolan, Chair of STP's Elections and Appointments Committee, is pleased to announce the candidates for the following STP offices. Active STP members will receive electronic ballots in mid-April. To read candidate statements, visit [here](#).

**President-Elect:** 1-year term beginning January 1, 2024, followed by a one-year presidential term, a one-year term as Past President, and one-year service on the Advocacy Committee

- Stephanie E. Afful, Ph.D.
- Jodie B. Ullmann, Ph.D.

**Secretary (2024-2026)**

- Alessandra Cecilia Jacomuzzi, Ph.D.
- Anne E. Stewart, Ph.D.

**Vice President for Programming (2024-2026)**

- Garth Neufeld, Ph.D.
- Jordan D. Troisi, Ph.D.

**Vice President for Resources (2024-2026)**

- Rosemarie J. Alonzo-Schulte, M.A.
- Clara Cheng, Ph.D.

**Division 2 Representative to APA Council (2024-2026)**

*Note: Only full APA members of STP (APA Division 2) will receive ballots for this election. We will elect two of the four candidates via rank-order voting.*

- William S. Altman, Ph.D.
- Kelly B. Renner, Ph.D.
- Linda M. Woolf, Ph.D.
- Jason Young, Ph.D.

## Recipient of STP Mentorship Award

by Seungyeon Lee, the Chair of Mentorship of Teachers Award Committee

We are pleased to announce that this year's recipient of STP's Mentorship of Teachers Award is Dr. Jessica Hartnett, PhD, an associate professor of Psychology and Counseling at Gannon University. She has dedicated a significant portion of her professional life to becoming a better teacher of statistics and supporting her colleagues as they do the same. For the last ten years, she has been the editor of the *Not Awful and Boring Ideas for Teaching Statistics* blog. She served as the Chair of the STP's Task Force on Statistical Literacy, Reasoning, and Thinking: Guidelines 2.0 in 2021.

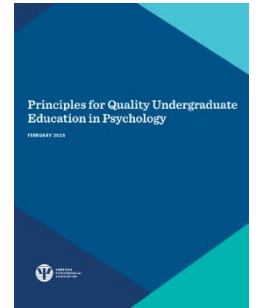


The committee was extremely impressed by Dr. Hartnett's significant contributions she has made both inside and outside of her home institution, including her mentorship work to the STP. Please join us in celebrating her accomplishments at the awards ceremony this October at STP's Annual Conference on Teaching (ACT)!

## News from APA

### APA approves the revised *Principles for Quality Undergraduate Education*

STP's (APA Division 2's) Representatives to APA Council, Maureen McCarthy and Jodie Ullman, have reported that APA recently approved the revised *Principles for Quality Undergraduate Education in Psychology* during its February 2023 meeting. These principles offer recommendations that faculty members, programs, and departments may use to create a high-quality, stimulating, and inclusive learning environment. Within this context, students will be able to achieve the curricular goals, student learning outcomes, and foundation and baccalaureate indicators of learning progress delineated in the *APA Guidelines for the Undergraduate Psychology Major*.



Retrieved from  
[APA website](#)

Here are links to [the announcement from APA](#) and to [the full report](#). Please share with colleagues.

Thanks to Maureen and Jodie for representing our division at APA and to those who contributed to the original document and its revision.

### 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](#).

- [Advocating for equal treatment of graduate students in student debt relief programs](#)
- [Opposing Florida Governor's request for information on students seeking gender-affirmative care](#)
- [Psychology workforce training and education programs get funding boosts with sustained advocacy](#)
- [Supporting educator mental health and well-being](#)
- [Supporting the teaching of African American history](#)

# DIVERSITY AND INTERNATIONAL RELATIONS

## Decolonizing Introductory Psychology

In 2022, STP Past President Linda Woolf created a task force to create a repository of resources and materials aimed at decolonizing approaches to teaching and learning in introductory psychology courses. The members of the task force put out a call to high school, community college, college, and university educators, and received submissions of lectures, assignments, activities, lesson plans, and even a book! [Here](#) is a link to the resources, two infographics developed by the task force to help guide educators towards decolonizing their classrooms, and the full task force report.

We hope these materials are helpful for you in your work to decolonize your classrooms.

<b>INTRO PSYCH</b> <i>Decolonized</i>	
<b>reflect</b>	How is your Intro Psych course currently reflective of colonial structures?
<b>revamp</b>	When adding more diverse voices to your course, do you also actively call attention to issues of power?
<b>reimagine</b>	What is the purpose of each of your assignments? How can we reach the students we have?
<b>restructure</b>	How can we restructure classroom dynamics to shift power and increase student engagement?
<b>rethink</b>	How can we shift our pedagogies to use students' lived experiences as an equally valid source of knowledge?
<b>realign</b>	Are your assessments giving everyone equal opportunity to demonstrate learning?

## CEMRRAT2 Request for Proposals

The APA Commission on Ethnic Minority Recruitment, Retention and Training in Psychology II (CEMRRAT2) Task Force is pleased to announce its [Request for Proposals \(RFPs\)](#) for the [2023 APA CEMRRAT2 Task Force Implementation Grants Fund \(IGF\)](#) for [Ethnic Minority Recruitment, Retention, and Training in Psychology](#).

The CEMRRAT small grants are intended to 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 [here](#) for more information and to apply.

**Deadline: October 18, 2023**

## International Conferences

### 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.



**Deadline for abstracts:** April 30, 2023

Click [here](#) for the call for abstracts

Click [here](#) for the submission portal

**Notification of acceptance:** May 31, 2023

**Registration open:** May 31, 2023

### ESPLAT 2023

The [European Society for Psychology Learning and Teaching](#) will hold its 2023 conference on June 14-16, 2023, in Umeå, Sweden. The conference theme is "Learning and Teaching Psychology in a Changing World" with keynote speakers include Kelley Haynes-Mendez, Robert J. Sternberg, and Therése Skoog.

### 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!"



The deadline for submissions is April 30, 2023; email submissions to [auspsychlearnandteach@gmail.com](mailto:auspsychlearnandteach@gmail.com). Visit [here](#) for more information on the categories for submissions.

# GRANTS & AWARDS

## Graduate Student Writing Competition

The APA Ethics Committee is pleased to announce the 22<sup>nd</sup> annual competition for a graduate student paper on psychology and ethics. The winner will receive a \$1,000 prize and travel support to present the paper at APA's 2023 annual convention in Washington, D.C. The competition is open to APAGS members.  
**Deadline: March 13, 2023.**

## APA Division 52 Award for Mentoring

APA Division 52 (International Psychology) seeks applications for its Henry David International Mentoring Award, which Award is presented annually to a member or affiliate of Division 52 who plays an exceptional mentoring role in an international context. Details on the nomination process can be found [here](#). **The deadline to submit nomination materials (including self-nominations) is March 15.**

## 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](#).

### APF Visionary Grants

Up to \$20,000 to seed innovation through supporting research, education, and intervention projects and programs.

**Deadline: April 1, 2023**

### TOPSS Competition for High School Psychology Students

Up to three high school psychology students will receive \$300 for creating a 3-minute video that demonstrates their understanding of how a topic in psychological science has the potential to benefit their school and/or local community.

**Deadline: April 10, 2023**

### Springfield Research Fund Grant

The Springfield Research Fund Grant supports research of contemporary LGBTQIA+ issues in an effort to dispel stereotypes and other negative information that leads to prejudice and discrimination.

**Deadline: May 1, 2023**

### Springfield Research Fund Dissertation Fellowship

The Springfield Research Fund Dissertation Fellowship supports graduate students at any stage of their dissertation who are interested in researching contemporary LGBTQIA+ issues.

**Deadline: May 1, 2023**

## STP Grant/Award/Recognition Program Deadlines

(click [here](#) for a full list of programs)

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.

April 1, 2023	Conference Speaker Grants
April 1, 2023	High School Teacher Travel Grants
May 31, 2023	Scholarship of Teaching and Learning Workshop

### APF/Society for General Psychology Mary Whiton Calkins Grant

The grant will support faculty who teach at primarily undergraduate serving institutions and who identify undergraduate education as their primary focus.

**Deadline: June 1, 2023**

### CGP Outstanding Dissertation Award

The committee sponsors an award for the most outstanding psychology dissertation on international and global communities.

**Deadline: July 1, 2023**

## Webinars on NSF Funding

The National Science Foundation will sponsor four free virtual webinars on **Fridays during March from 3 to 4:15pm Eastern** with program officers from NSF who will be talking about securing funding for research, scholarships, and educational improvements for undergraduate students in the behavioral, economic, and social sciences. Should you have questions, please contact Bon Green at [bongreen@nsf.gov](mailto:bongreen@nsf.gov).

### March 10: Directorate of STEM Education Overview

This session provides a general overview of NSF funding across the Directorate of STEM Education.

### March 17: Improving Undergraduate Education in Behavioral, Economics, and Social Sciences

This session is for those who have an idea on how to improve student support, teaching practices, curricula, or organizational well-being in a way that improves outcomes for undergraduate students.

### March 24: Scholarships for Undergraduate and Graduate Students

Learn about the S-STEM program, which provides funding for low-income students majoring in STEM, including behavioral, economics, and social sciences.

### March 31: Funding for Research in Teaching and Learning

Come to this session to learn about how to secure funding to advance your research that has educational implications.

# MEMBERSHIP

## GSTA Corner

### Meet the GSTA Steering Committee: Part Two of Two!

Following the February GSTA Corner that introduced our committee's returning members, this month's GSTA Corner introduces the four new members of the 2023 GSTA Steering Committee. We are thrilled to welcome *Lauren Girouard-Hallam, Kelly Gonzalez-Stewart, William Rayo, and Alexa Sacchi!*

#### Lauren Girouard-Hallam

*Lauren N. Girouard-Hallam (she/her) is a doctoral student in Experimental Psychology at the University of Louisville. She holds an M.A. in Drama Therapy (applied psychology) from New York University and an M.S. in Experimental Psychology from the University of Louisville. Under the guidance of Dr. Judith Danovitch, she researches how 4 to 12 year old children think about and learn from technology including Amazon's Alexa, Google searches, and the internet at large. When not conducting her research at the Knowledge in Development (KID) Lab, Lauren can be found serving as a teaching assistant and co-teaching the lab component for her department's graduate level statistics sequence. In addition to her current teaching assistant role, Lauren co-leads a series of professional development workshops on inclusive teaching and active learning for the Graduate School at the University of Louisville, and has co-created a professional development curricula for the undergraduate research interns in the KID Lab.*



**A favorite concept to teach in psychology:** My favorite concept to teach at the moment is logistic regression for binary dependent variables. I really enjoy turning something that we cannot easily interpret (log-odds) into something that is much more interpretable (odds ratios or predicted probabilities), and watching it "click" for students. I use logistic regression frequently in my own work, so I love sharing that part of my graduate student experience with students.

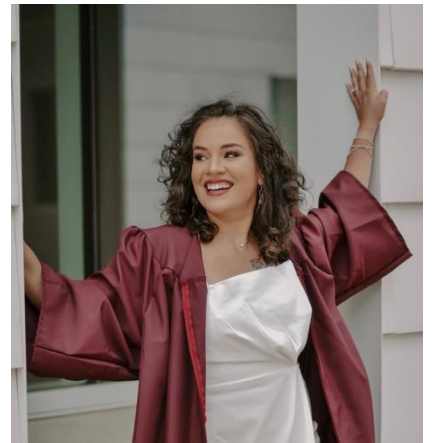
**A favorite tip/trick/technique or technology for teaching:** I really love generating beautiful, easy to follow assignments in R Markdown. R Markdown is a tool that allows you to put instructional material like

text or images right next to statistical code. This allows you, the statistics instructor, to infuse other concepts like chunking or interleaving practice directly into your assignment, which I find to be immeasurably valuable.

**A word of advice for a graduate student new to teaching:** Talk to your fellow teaching assistants! Your peers in graduate school are your community, and creating a teaching community is no exception. Talk to your peers about their TA experiences so that you can learn from their perspectives. This community is also important if you need help with working a scantron or practicing a guest lecture!

#### Kelly Gonzalez-Stewart

*Kelly Gonzalez-Stewart is a Clinical Psychology graduate student at Missouri State University with a B.S. in Psychology & Biomedical Sciences. She has the pleasure of being a graduate teaching assistant for the introductory psychology courses*



*at Missouri State and is also a student senator representing the College of Health & Human Services for the Graduate Senate. Kelly is interested in working in interdisciplinary medicine, with a particular focus on the wellbeing of patients with cancer & chronic illnesses.*

**A favorite concept to teach in psychology:** I love teaching about neuropsychology and the impacts of stress on the human body. These biological topics can be overwhelming to students, so it is a rewarding challenge to keep students engaged and learning lifelong skills to manage stress. Once they grasp the material, they are usually fascinated with how applicable it can be to their lives in college.

**A favorite tip/trick/technique or technology for teaching:** My introductory course adopted the use of Mentimeter, a free alternative to a student response system. I have enjoyed using the several quiz-response questions to gauge student participation and knowledge/retention of concepts. In large class sizes with 150-300 students, it is a valuable tool to maintain student engagement and confidence in the course material.

**A word of advice for a graduate student new to teaching:** Do not hesitate to add your personality

into your teaching abilities and allow room for social positivity in your teaching. Encouraging students to form study groups, welcoming questions regardless of difficulty, and providing your own personality in your teaching makes a class more inviting and open for students to be themselves. It adds identity to a course that makes it a safe learning environment for everyone.

### **William Rayo**

*William Rayo is a doctoral student in Psychology with a concentration in Applied Cognition at Oregon State University, with an M.S. in Psychology from Oregon State University and an M.A. in Social Science Education from the University of South Florida. His research currently focuses around two topics:*



*1) how differences across individuals bilingual experiences help shape neural and cognitive outcomes, 2) science of teaching and learning, with a focus on the effects of individual differences and instructional aids in conceptual development. William has been in education for over 10 years working in a variety of settings and with different groups of students. At Oregon State University William has been a teaching assistant and the instructor of record for General Psychology courses.*

**A favorite concept to teach in psychology:** One of my favorite topics to discuss in Intro is how nature and nurture as well as the interactions between the two help shape who we are. Over the course of our class students relate the material to their lived experiences and through small group and class wide discussions they develop a framework for understanding how these two forces can interact.

**A favorite tip/trick/technique or technology for teaching:** I've recently started to use some of the responses that students submit to open ended questions in class as prompts for further discussion. I find it valuable to have students reflect on their classmates' responses because it encourages students to engage with their peers' ideas and perspectives, promoting a more dynamic and inclusive classroom environment. Additionally, it can help students to develop their critical thinking skills as they evaluate and respond to their peers' arguments. Finally, reflecting on classmates' responses can help students to broaden their understanding of the topic being discussed by exposing them to a wider range of perspectives and ideas.

**A word of advice for a graduate student new to teaching:** Teaching is an iterative process. Each time you teach a class you learn what worked and what didn't which lets you tweak the process for the next time, so resist the urge to try and fix everything at once. Teaching is more of a marathon than a sprint.

### **Alexa Sacchi**

*Alexa Sacchi (she/they) is a doctoral student in developmental psychology at the University of Toronto - St. George. Their research focuses on the moral and social cognitive development of children ages 4 to 11, investigating topics such as how aspects of the self and others' moral character can change over time. Alexa*



*has served as a teaching assistant for several undergraduate courses including Intro to Developmental Psychology and Social Psychology. In the summer, Alexa works with high school students interested in majoring in psychology.*

**A favorite concept to teach in psychology:** I enjoy teaching students about infant cognition. Many undergraduates believe babies are born as blank slates when in reality they come into the world understanding various complex concepts such as physics, social groups, and even morality!

**A favorite tip/trick/technique or technology for teaching:** For students new to reading scientific articles, I find using the QALMRI method (Question, Alternatives, Logic, Method, Results, Inferences) to be really helpful as a guide. It helps students find connections between the theoretical literature and data by highlighting the questions being asked, the approach used to answer it, and the implications of the answer.

**A word of advice for a graduate student new to teaching:** As a new teacher, it's easy to fall into the extremes of leaving minimal feedback or over-marking assignments down to every little mistake. One of my mentors always reminds us to give kind, specific, and helpful feedback. I try to implement this while grading by identifying 3 main areas to the students: where they did well, where they can improve, and how they can improve.

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](mailto:gsta@teachpsych.org). Learn more [here](#).



## The ECP Corner

### Midsemester Feedback

*Dear ECP Committee,*

*I feel like I have put a lot of time into designing my classes but feel like I am being met with blank stares. I can't tell how my students feel about the course. What can I do?*

*Sincerely,  
A Bad Mind Reader*

Dear A Bad Mind Reader,

It can be hard to tell exactly what's going through our students' minds in the moment and it's easy to make assumptions when met with blank stares. You could wait for final evaluations to come back, but this can take a while and won't benefit your current students. Collecting Midsemester feedback can be a great way to learn more about what your students are thinking, and to make (small) corrections to improve their learning environment. The information you obtain from students can also provide insight into any potential concerns about your class and allow you to improve your teaching.

#### **What is midsemester feedback and how do I get it?**

Many of us put a lot of time and effort into designing our courses. However, we are not always sure our plans will align with student performance. Midsemester feedback is when we ask students to tell us how the course is going from their perspective.

There are many ways to collect feedback from students. You can choose to collect the data yourself using a survey or invite a colleague or member of your school's teaching and learning center to collect feedback for you. The method you choose can depend on several factors, including the level and type of feedback you'd like, the amount of class time you'd like to devote to obtaining feedback, and your preferences.

#### **What to ask?**

The questions you ask should reflect what you are interested in learning through your midsemester evaluation. If you'd like to obtain a general sense of how the course is going, you can ask general questions about what is helping students learn and anything that is hindering their ability to learn. If you are wondering about specific things, such as how your newly flipped classroom is going, then it is a good idea to include specific questions (e.g. "In what ways are the pre-class materials aiding your learning?"). You should not ask questions about items you are not planning to change. If you are required to use a specific textbook in your statistics course,

then asking students "how do you feel about the textbook?" may lead to answers you cannot address.

If you need help picking questions to ask, have no fear! There are sample questions on the STP Facebook page and on many Teaching and Learning Center websites. [This chapter](#) and [Midcourse Correction for the College Classroom](#) provides an overview of how to collect and use midsemester feedback. When in doubt, your colleagues can also be a great resource!

#### **How do I use Midsemester feedback?**

Once you've collected student responses, you need to make sense of it. It can be helpful to look for patterns in student responses and identify common perceptions. Then, you can brainstorm responses to share with your students. If you feel lost at how to address certain responses, you can always rely on your colleagues and teaching and learning center.

When you ask for feedback, it's important to address it with your students. Depending on the number of students and questions you ask, you won't be able to address every single comment. However, you can mention any patterns you noticed in students' responses, both the positive and negative. You likely won't make every change that students request, and there may be times where student responses conflict, like whether the class pacing is "too fast" or "too slow." In these cases, it can be helpful to acknowledge the pattern you noticed and explain why you aren't changing that aspect of your course.

#### **Any advice for getting midsemester feedback?**

- **Keep it brief!** Midsemester often means midterms for students across multiple classes. Using brief, general questions can help you obtain feedback on the whole course. If you have a specific area, you're interested in getting feedback, devote a question or two to that topic.
- **Don't ask questions you don't want answers to.** Make sure to focus your questions on things that you can address. If you can't control the lighting, the room, or the textbook, don't ask students how they feel about these items.
- **Focus on student learning, not liking.** You (and your course) cannot make everyone happy. Feedback on learning will provide you with more productive responses that can help you improve your course. Focusing on liking can lead you to receive feedback you can't address.
- **Focus on the middle.** Students provide feedback ranging from "this is the best class I have ever had" to "this is the worst class ever." While the former can raise your spirits, the latter can sting. When looking through feedback to address, it can be most helpful to look at the

responses in the middle. These students may not sing your praises, but they may provide you with constructive criticism to make your class even better!

- **Differentiate between emotional and actionable.** It's ok to respond emotionally to feedback, both positively and negatively. Before addressing feedback with your students, it can help to differentiate between evaluations you can act on (i.e., actionable) and those that elicit emotions from you (i.e., emotional)

Ultimately, collecting Midsemester Feedback can benefit you by providing specific ways to improve your course, serving as evidence for effective teaching, and to help your students feel seen in your classroom. We wish you luck with the rest of your semester!

#### For regular updates on ECP activities

Follow us on Twitter (@STP\_ECP) and [Facebook](#)

Email us at: [stp-ecp@teachpsych.org](mailto:stp-ecp@teachpsych.org)

Visit our [STP website](#):

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 2023

STP is processing new memberships and renewals for the 2023 calendar year.

[Join now](#)

**JOIN STP:** You will receive immediate access to online member benefits including online access to the STP journal, *Teaching of Psychology*, through December 31, 2023. [Click here to join.](#)

**RENEW IN STP:** To restore login access to STP's website in 2023, please renew your membership. [Click here for instructions on renewing in STP.](#)

#### Current STP Service Opportunities

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.



#### Job Opportunity at APA's Science Directorate

APA relies on scientific findings to guide its work in domains where our field's expertise is needed (e.g., via advocacy, media, partnerships, etc.). We have a position in the science directorate that will focus on interviewing our field's scientific experts and reading the literature to create lay-friendly "state of the science" summaries. These summaries will be on topics related to APA's priorities and in response to ongoing events where psychological science can be used to improve human lives.

This is an exciting position with opportunities to learn about many different areas of psychological science, work with top scholars in the field, and help guide the work of APA. Early career, as well as mid- or late-career psychologists are all welcome to apply and could be a fantastic fit for this position. If you love to read and explain psych science, this is a perfect fit for you!

The minimum starting salary is \$144K/year and the person in this role can work remotely from 40 states in the US.

See [this ad](#) for more details.

# PROGRAMMING

2023																				
JANUARY					FEBRUARY					MARCH										
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	
APRIL					MAY					JUNE										
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16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
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30																				
JULY					AUGUST					SEPTEMBER										
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						1	1	2	3	4	5	6							1	2
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30	31													31						
OCTOBER					NOVEMBER					DECEMBER										
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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29	30	31					26	27	28	29	30			24	25	26	27	28	29	30

Myers. Registration is \$135 for STP members (\$165 otherwise). The deadline for proposals is **March 3, 2023**, for teaching demonstrations, brief research presentations (related to teaching Intro psych) and roundtable discussion topics. Submit a proposal [here](#).

## Teaching Conferences

- **SETOP 2023**  
February 17-18, 2023, Atlanta, GA
- **Teaching Introductory Psychology Northwest**  
April 21, 2023, Seattle, WA
- **APS/STP Teaching Institute May 23-24, 2023**  
(APS May 25-28, 2023), Washington DC
- **Psychology ONE**  
June 22-23, 2023, Durham, NC
- **Neuroscience Teaching Conference**  
July 20-21, 2023, Winston-Salem, NC  
**Deadline for proposals: March 25, 2023**
- **NECTOP 2023**  
October 20, 2023, Worcester, MA  
**Deadline for proposals: Sep 15, 2023**

## Regional Psychology Conferences

Please see dates and deadlines below related to regional conference programming in 2022. More information can be found on the STP Regional Conference [webpage](#), or email Garth Neufeld at [regional-conference@teachpsych.org](mailto:regional-conference@teachpsych.org).

- **Southwestern Psychological Association (SWPA)**  
March 31-April 2, 2023, Frisco, TX
- **Southeastern Psychological Association (SEPA)**  
April 5-8, 2023, New Orleans, LA
- **Rocky Mountain Psychological Association (RMPA)**  
April 13-15, 2023, Albuquerque, NM
- **Midwestern Psychological Association (MPA)**  
April 20-22, 2023, Chicago, IL
- **Western Psychological Association (WPA)**  
April 27-30, 2023, Riverside, CA
- **New England Psychological Association (NEPA)**  
October 21, 2023, Worcester, MA
- **Eastern Psychological Association (EPA)**  
Occurred on March 2-4, 2023, Boston, MA

## Psychology ONE

**Psychology ONE** (presented by STP and Duke University) will occur June 22-23, 2023, at Duke University, featuring presentations by Afiya Mbilishaka and David



## Neuroscience Teaching Conference

The second annual **Neuroscience Teaching Conference** will be held at Wake Forest University on July 20-21, 2023. The NTC will feature keynote addresses, a poster session, round "table" discussions, and 20- or 50- minute talks. This year's theme is Character and Leadership.



**Proposal submissions** are due March 15. Registration will open later this spring. Limited virtual presenting options will be available.

Questions can be directed to conference Co-Directors, **Melissa Maffeo**, **Katy Lack**, or **Christina Ragan**.

## NECTOP 2023

The **Northeastern Conference for Teachers of Psychology** will occur on October 20, 2023 at Worcester State University, Worcester, MA. **Submissions are due September 15, 2023** for posters, participant idea exchanges, and demonstrations of classroom activities, including those connected to mental health issues related to teacher/student interactions. For more information on submitting proposals, visit [here](#).

# RESOURCES

## Call for Chapter Authors: STP E-book on Ethics Across the Curriculum

Jessica Cerniak, Editor of [STP e-books](#), is pleased to announce a new e-book project in collaboration with the 2022 Presidential Task Force on Teaching Ethics: Literacy, Thinking, and Reasoning. 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.

Tentatively titled, *Beyond the Code: Integrating Ethics into the Undergraduate Psychology Curriculum*, the goal of this e-book is to provide instructors with **concrete lesson plans** and ideas for teaching ethics in various undergraduate psychology classes. This eBook will achieve a central goal of 2022 STP President Linda Woolf's call for the task force: to enhance understanding of ethics and implementation to classes, such that students are prepared for any career path in and beyond psychology.

First, we seek contributions for traditional chapters that address:

- An overview of ethical reasoning and decision-making
- Guidelines for best practices in teaching ethics, including across modalities

Second, we seek chapters about lesson plans and activities that can be implemented in courses, including content courses (e.g., biological psychology, social psychology, developmental), courses that address DEI in psychology, experiential learning courses, and research methods and statistics courses. These lesson plans will include content about

- Course(s) that could implement the activity
- Modalities (e.g., online, in-person, hybrid, synchronous remote)
- Materials required
- Narrative/description of the activity
- Assessment options to determine if the learning objectives have been met
- Considerations for how the activity could be adapted for different course modalities
- Any considerations related to DEI for the activity

A brief (no more than one-page) proposal with the proposed title, chapter type (traditional chapter or lesson plan), and summary description is **due by March 31, 2023**. Submissions should be submitted using [this online form](#). Please contact [Dr. Karen Naufel](#) with any questions.

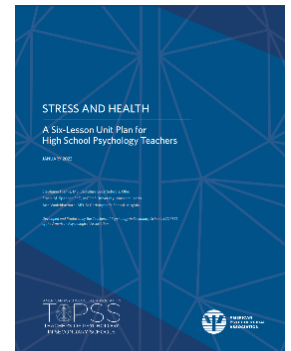
## Resources from APA

### TOPSS Unit Lesson Plan: Stress/Health

The [APA Committee of Teachers of Psychology in Secondary Schools \(TOPSS\)](#) and the [APA Education Directorate](#) are pleased to announce a new 6-lesson unit plan, [Stress and Health](#), developed by Stephanie Franks, MS, Stacie Spencer, PhD, and Ann Vanichkachorn, MD.

The six lessons cover:

- What is Stress?
- Types of Stress
- The Stress Response
- Chronic Stress and Mental and Physical Health
- Coping and Stress Management Strategies
- Promoting Mental and Physical Health



Retrieved from [APA website](#)

Each lesson includes a general overview, definitions of key terms, and a content outline; the lesson plan also includes fifteen classroom activities, eight critical thinking exercises, one laboratory exercise, references, and a resource list. The twenty-four activities and exercises are being posted to the [online TOPSS searchable activities database](#) in the coming weeks.

TOPSS thanks the APF David and Carol Myers Fund to Support Teachers of Psychology in Secondary Schools for its support of this project. TOPSS [welcomes your feedback](#) on the new lesson plan.

### Psychology Teacher Network Articles

Here is a list of recent articles that have appeared in APA's online publication, [Psychology Teacher Network](#):

- [ChatGPT, artificial intelligence, and the end of the world as we know it](#)
- [Taking psychology on the road](#)
- [APA approves Principles for Quality Undergraduate Education in Psychology](#)
- [APA supports right of educators to do their jobs without political interference](#)
- [Teacher Spotlight on Casey Swanson](#)
- [Psi Alpha Update](#)
- [Announcements and Events](#)