Greetings from the President
William Addison

Having recently returned from the annual Midwest Institute for Students and Teachers of Psychology (MISTOP), I find myself rejuvenated not only about my own teaching, but about regional teaching conferences in general. The variety of information I gleaned from the conference included, among other things, advice on how to integrate multiculturalism into my teaching, recommendations for enhancing the enjoyment of my teaching and my life, techniques for incorporating web-based activities into my classroom teaching, and everything I ever wanted to know about shyness but was too shy to ask. And all of this wisdom in just a day and a half, for a registration fee of only $100.00, including meals! The conference featured a total of 18 sessions, all of which promised to deliver compelling ideas and provocative discussions likely to inform and inspire those in attendance.

My point is not necessarily to plug the conference that my friends Pat Puccio and Dave Shavalia have organized and nurtured for 12 years, but rather to promote the cause of all regional teaching conferences. If you have never attended a regional conference, you really don't know what you're missing. I have attended MISTOP every year, and I can honestly say that I always leave the meeting informed and inspired. And for years I regularly attended the Mid-America Conference for Teachers of Psychology (MACTOP); in fact, I attended MACTOP every year for 15 consecutive years, until it ended its 19-year run in 2002.

The friendships and professional relationships I developed as a result of my attendance at MACTOP and now at MISTOP have built the foundation for my academic career. At my first MACTOP in 1988 I met Joe Palladino, the conference founder and, at the time, Associate Editor of the Methods and Techniques section of Teaching of Psychology. With his encouragement, I volunteered to serve as a reviewer for the journal, a service I still perform as a Consulting Editor. Over the next few years, my attendance gave me the opportunity to meet additional luminaries of Division Two, including Barney Beins, Charles Brewer, Jane Halonen, Bill Hill, Pat Puccio, Randy Smith, and Wayne Weiten. At the time, Charles was the Editor of ToP, a role that Randy now performs. All of the other individuals on this list have served STP in multiple capacities, including President. As Barney suggested in his 2004 presidential address at the APA convention, the MACTOP of the 1990s and 2000s was a fertile breeding ground for future leaders of STP. My own experience supports this claim; the people I met and the things I learned at MACTOP played a significant role in my development as a psychology teacher and as a willing participant in many STP activities. I can honestly say that without MACTOP, I surely would not be writing this column as the 2005 President.

But there is certainly teaching-conference life beyond the Midwest. In fact, if you live anywhere in the continental United States, there is probably a regional conference in your area. If you live in the Northeast, you may be familiar with the annual Conference on Undergraduate Teaching of Psychology, currently in its 19th year; or the Northeast Conference for Teachers of Psychology (NECTOP); or the Rhode Island Teachers of Psychology (RITOP) Teacher/Student Conference. The Southeast is home to Bill Hill's Southeastern Conference on the Teaching of Psychology (SETOP); the Southwest has the Southwestern Conference on Teaching Psychology (SWTOP); and the West is represented by the Terman Western Regional Teaching Conference, held in conjunction with the annual meeting of the Western Psychological Association.

Additionally, teaching-related programming is featured at most of the regional meetings of APA, and there are dozens of other meetings and workshops held throughout the country at which psychology teachers can engage in mutually beneficial discussions of teaching issues. Unfortunately, space limitations prohibit me from listing all of these meetings – I apologize in advance for neglecting to mention someone's favorite regional conference for psychology teachers.

I am certainly not suggesting that the teaching-related programming at regional conferences is in any way superior to that at the national meetings. In fact, the programming at such meetings at APA, APS, the National Institute for Teachers of Psychology (NITOP), and the Best Practices (BP) conferences is consistently outstanding. Working under the masterful guidance of Bill Hill, Director of Society Programming, Associate Director Janie Wilson has organized another excellent program for this year's APA meeting in Washington, DC, and Associate Director Valerie Whitley did the same for programming at the APS convention in Los Angeles. The fourth meeting of the Bill Hill-directed Best Practices (BP) conference, scheduled for this fall in Atlanta, promises to be bigger and better than ever with its focus on teaching critical thinking in psychology. And Doug Bernstein always convenes an exceptional group of presenters for the early-January meeting of NITOP in St. Petersburg, Florida.

Unfortunately, we know from the results of our 2002 membership survey that most STP members do not regularly attend national meetings. As an experimental psychologist, I am aware that there are a number of possible explanations for this, including the timing of the conference, the costs associated with travel to a national meeting, and the focus on other specialty areas at APA and APS meetings. But if you can't make it to one of the national conferences, I hope you give serious consideration to attending a regional conference in your area. If your experience is anything like mine, it may just change your life!
Report from the American Psychological Association's Council of Representatives
February 2005 Meeting

by Marky Lloyd and Ginny Andreoli Mathe, STP Council Representatives

APA's Council of Representatives met February 18th, 19th, and 20th, 2005 in Washington, DC. APA President Ron Levant chaired the meeting.

Issues discussed and/or approved at the meeting that are relevant to the Society include the following:

1. APA's financial situation is good; APA expects to end 2004 with a surplus in excess of 1.8 million dollars, due primarily to increased revenues from electronic journal subscriptions. The 2005 budget projects surplus of $393,800. The 2005 budget is based on an increase in dues of $6 for APA members and $1 for members of the American Psychological Association Graduate Student Association (APAGS) and a $30 increase in the registration fees for the 2005 convention to offset the costs of APA's providing a laptop projector in all meeting rooms and an increase in honoraria for invited speakers. Expenditures in the 2005 budget include a $100,000 contribution to the American Red Cross for general relief for the Asian tsunami victims and an additional $150,000 for mental health relief for the Asian tsunami victims to support the training of indigenous providers. These efforts will focus on developing sustainable programs for long-term recovery.

2. Council voted to change APA's accounting procedures to enable APA to predict year-end budget outcomes with greater accuracy. (The problem is that 30% of APA's revenues are received during the last 6 weeks of the year, due to customer payment patterns for electronic journal subscriptions.)

3. President Levant introduced four initiatives for his presidential year: (a) Making Psychology a Household Word (public service announcements will be developed to inform the public about the broad applicability of psychology to everyday life and the increased scope of psychological practice; Monitor articles will also highlight the issue and recognize psychologists who are exemplars); (b) Health Care for the Whole Person (a task force will develop ideas for a multi-disciplinary approach to health care that involves medicine, nursing, public health, psychology, etc.); (c) Enhancing Diversity (a task force will develop ideas and conflict resolution strategies by which marginalized groups in APA can be better integrated into APA); and (d) Evidence-based Practice (a task force will prepare a report that will detail the nature of evidence-based practice toward the end of maximizing patient choice among effective alternative interventions). President Levant issued a call for nominations for a Task Force to Explore the Ethical Aspects of National Security (in response to questions about the use of psychology and the role of psychologists in national security-related investigations and research).

4. Norman Anderson, APA's Chief Executive Officer, reported that APA would be developing new electronic products and more aggressively marketing existing APA electronic products (PSYCHOBOOKS, PSYCEXTRA, and PSYCRITIQUES) to increase non-dues revenue. Similarly, APA is applying for a $1 million tax abatement from the Washington, DC City Council, in exchange for holding the convention at the new DC convention center every third year. Other sources of non-dues revenue are also being explored (as of now, 14% of APA's revenue comes from dues). Dr. Anderson also reported that APA would be recruiting, later in 2005, a new Chief Information Officer to provide a strategic vision for information technology operations in APA, including the web page. Finally, the task force will report a report that will detail the nature of evidence-based practice toward the end of maximizing patient choice among effective alternative interventions.

5. Council voted to change APA's bylaws, which will be sent to the membership for voting on November 1 with the apportionment ballot. The recommended changes are: (a) to enable a standing board or committee to remove a member for a reasonable cause by petitioning the Board of Directors, who will review the complaint, hear the member's response, and determine whether there is cause for removal; (b) to include "gender identity" as a prohibited basis for discrimination in the APA Bill of Rights for Members (along with race, national or ethnic origin, religion, gender, sexual orientation, age, mental or physical disability).


7. Council approved funds for a Task Force on Gender Identity, Gender Variance, and Intersex Conditions to develop recommendations on (a) how APA should address these issues, including recommendations for education, training, and further research; (b) how APA can best meet the needs of psychologists and students who identify as transgender, transsexual, or intersex, including which entities have interest/expertise in these issues, and how to develop ongoing dialogue and sensitivity training in this area; (c) review extant APA policies with regard to transgender populations, and make recommendations for changes; and (d) make recommendations for collaboration with other professional organizations in this area.

8. Council amended the Reimbursement Policy for Council representatives, effective with the February 2006 Council meeting. For February meetings, APA currently covers only the cost of transportation and to/from Washington, DC and local transportation while at the meeting. Sponsoring groups (divisions, etc.) are expected to cover additional costs (hotel room and meals). As of February 2006, APA will cover all of these expenses. (This change in policy brings APA's coverage of Council members' travel and meeting expenses in line with APA's coverage of expenses for APA boards and committees. It also means that STP will no longer have to cover the hotel and meal expenses for its Council representatives.) For August meetings, APA currently covers the cost of one night's stay at the convention hotel. Beginning in August 2006, APA will cover two nights' hotel stay. Council also voted that "Council supports the philosophy that representatives' attendance at Council meetings should be the shared responsibility of APA and the sponsoring division, state/province, or territory represented. Therefore, it is expected that divisions, states, provinces, and territories will cover the cost of their representatives' attendance at the convention meeting of Council beyond the two nights' stay that is covered by APA." There may be a change in Council's convention meeting times to reduce the span of days between Council meetings, which now occur on the day before and on the last day of the convention.

9. The 2005 APA convention will be held in Washington, DC from August 18-21.

10. Council did not approve the petition of the proposed Division on Human and Animal Studies. The vote was 86 in favor, 56 opposed, with 2 abstentions. APA bylaws require a two-thirds majority of those present in order to establish a new division. Points raised in support of establishing the new division included: (a) the hope that the group would attract new APA members; (b) the belief that the subject area represented a potentially significant emerging area of research and practice in psychology; and (c) the belief that there was no real danger to other divisions, even if the division proved to be a home to animal-rights advocates, because the initial approval would be provisional. The reasons given by those who did not favor approval included: (a) the belief that the mission of the proposed division was not consistent with the mission and purpose of APA (namely, that APA is a science-based organization) because references and data supporting the scientific basis of the proposed division's interests were not available; (b) the belief that the proposed division was somewhat duplicative and narrow (and, therefore, existing divisions could house the proposed division as a section).

11. Council approved $100,000 for membership recruitment and retention activities in 2005.

12. Council approved $60,000 to be incorporated as a regular line item in APA's budget to support the Archives of the History of the American Psychology at the University of Akron.

13. Council approved monies for a working group with equal representation of community college and college/university faculty to develop a report that would inform the American Psychological Association about the value of college and undergraduate teaching and learning. The report is intended to bridge the gap between two recent projects, the APA National Standards for the Teaching of High School Psychology (August 1999) and the Undergraduate Psychology Major Learning Goals and Outcomes (March 2002).

14. Council approved the revised Standards and Criteria for the Continuing Education Sponsor Approval System, effective April 1, 2005, and changed the name of the Continuing Professional Education Committee to the Continuing Education Committee.

15. Council approved funding for a task force to examine and make recommendations regarding the development and implementation of Zero Tolerance policies regarding students' violation of rules in elementary and secondary schools. The task force will make recommendations to school administrators on how to develop and administer policies that will avoid undesired, adverse impacts on children and result in safer, more effective schools.
16. Council approved monies for a task force to review and revise an evolving document entitled, Learner-Centered Psychology Principles: Guidelines for School Redesign and Reform. In the revision, the task force will use the model developed at the 2004 Education Leadership Conference that strives to improve collaboration among psychologists, K-12 teachers, and school districts. The revised LCPP will be used as a basis to develop criteria for evaluating the rigor of various assessments used in school improvement designs and the conditions that would allow these assessments to be used rigorously.

17. Council approved funds for a task force to develop a report on the Sexualization of Girls. The report will be broadly disseminated in an attempt to educate the public regarding the problem and consequences of the increased number and frequency of media messages that sexualize girls and target girls at increasingly younger ages.

18. Council adopted a resolution calling for the coordination and harnessing of the resources available across all psychological constituencies and communities to serve the veterans and the families of veterans of the current war.

19. Council approved the establishment of a Committee on Socioeconomic Status, to be added to the Public Interest Directorate.

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The Graduate Student Teaching Association: What We Do, Who We Are, and Where We’re Going

David J. Wimer

If you are reading this newsletter, you most likely either have been or are currently a graduate student teacher and are aware of the challenges that accompany early teaching experiences. Standing in front of a classroom for the first time can be a highly anxiety-provoking experience for graduate students. This is especially true if teaching assistants lack support, training, and guidance. The Graduate Student Teaching Association (GSTA) is designed to assist graduate student teachers with the various challenges they face. The purpose of this column is to provide an introduction on what the GSTA can do for graduate students as well as to give an update on the GSTA’s current and future plans. Any graduate student who is a member of APA’s Division 2 (Society for the Teaching of Psychology; STP) is automatically a GSTA member. The GSTA was introduced as a part of STP in 2002, and was first housed at Auburn University. This academic year (2004-2005) the University of Akron became the host institution for the GSTA and I currently serve as the Chairperson of our organization. Dr. Loreto R. Prieto serves as the GSTA Faculty Advisor.

The GSTA is dedicated to assisting graduate student teachers by providing the following services:

Providing a Voice for Graduate Student Teachers

The Chair of the GSTA advocates for the needs of graduate student teachers by serving as a voting member on the Society for the Teaching of Psychology (STP) Executive Committee. In addition, the GSTA Chair also serves on the STP Recruitment, Retention, and Public Relations Committee. Channels like these ensure a systematic way for the needs and concerns of graduate students to be heard by STP governance.

Listserv and Web Site

Two of the ways in which the GSTA disseminates information and services to graduate student teachers are through the GSTA website (http://www.uakron.edu/gsta) and through the GSTA e-mail listserv, both of which are managed by Ryan Robinson, the GSTA communications editor (robinrs@uakron.edu).

Graduate student teachers can use the web site to find information for use in their courses, such as lists of class activities or sample syllabi, and can utilize links to sites on classroom management, the history of psychology, personality activities and demonstrations, and more. In the future, the GSTA web site will feature other helpful services, such as tips on curriculum vitae preparation.

In addition, members are notified about opportunities such as open teaching positions or the University of New Hampshire’s on-line summer course on preparing to teach a psychology course (http://unh.edu/teaching-excellence/resources/On-linecourse980.htm).

Conference Presence

A major goal of the GSTA is to expand its visibility and reach by maintaining a presence at both regional and national psychology conferences. Each year, the GSTA has an hour of programming at the annual APA Conference. At the 2004 APA convention in Hawaii, the GSTA sponsored a symposium on scholarship in the teaching of psychology. In 2005, the GSTA will sponsor a discussion-style symposium on faculty-student mentoring in research, teaching, and clinical skills. The symposium will feature a faculty expert for each of those three areas.

The GSTA is in the process of creating a network of representatives at regional conferences who can spread the word about the GSTA and work toward the advancement of graduate student teaching. Currently, regional representatives have been appointed for the SEPA and MPA conferences, and we are searching for motivated students to serve as representatives at other regional conferences. Please feel free to write to the GSTA Chair (djs31@uakron.edu) if you are interested in being a regional GSTA representative.

Finally, the GSTA Chair will be co-leading a roundtable discussion on graduate student teaching at the regional Great Lakes conference in counseling psychology on April 1st and 2nd in Bloomington, Indiana.

Competitions for the GSTA Research Award

The GSTA is pleased to be implementing a new award for graduate students in 2005. The GSTA Research Award will provide $250.00 to a student to assist in covering travel/hotel costs to present teaching-related research at a regional or national conference. The GSTA also welcomes donations from interested persons or institutions to add to this award or to allow the creation of other awards earmarked for graduate psychology student members of STP. The GSTA also looks forward to collaborating with the STP Fund for Excellence in establishing monetary awards for graduate psychology students.

Current and Future Goals

In terms of the GSTA’s plans for both the present and the future, an immediate goal is to establish and solidify the GSTA by setting precedents that may be followed throughout the future of the organization. The GSTA is a relatively young organization that has been in existence for approximately 3 years, and the current leadership is working toward expanding the organization’s infrastructure. For example, the new positions of communications editor (Ryan Robinson) and treasurer (Theresa Benson) have been created.

In addition to the creation of an executive committee, the GSTA has been working on establishing a set of by-laws that will be passed down to future administrations, as well as a set of procedures for the selection of future GSTA host institutions.

If you have any questions or comments about the GSTA, feel free to contact me (djw31@uakron.edu).

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Call for Teaching Award Nominations

The Society for the Teaching of Psychology (Division Two of the American Psychological Association) announces its 2006 program of awards for outstanding teachers of psychology. Teaching awards of $750 and a plaque are bestowed for outstanding performance in each of five categories: Four-year Colleges or Universities (Robert S. Daniel Award); Two-year Colleges; High Schools (McKeachie Graduate Student Teaching Award); Early Career Teaching Award (first five years of full-time teaching at any level); and Graduate Student (McKeachie Graduate Student Teaching Excellence Award). The deadline for submission of supporting materials is January 18, 2006. Renominations and self-nominations are acceptable. Submission of materials, queries, and requests for nomination criteria may be sent to the Chair of the Teaching Awards Committee: Elizabeth Yost Hamer, Department of Psychology, Box 194, Loyola University, 6363 St. Charles Ave., New Orleans, LA 70118; e-mail: eyhamer@loyno.edu.
Reflections on the Place of the Psychology of Women Course in Psychology's Curriculum

Janice O. Yoder
University of Akron

The Women's Program Office (1996) of APA, which regularly surveys department chairs about women on their faculties and in their curriculum, reported that 85 (56%) of 152 responding doctoral degree-granting universities (likely bellweathers of the discipline) offered at least one undergraduate course on the Psychology of Women. This level of approximately half represents a plateau that has been maintained for awhile (Women's Program Office, 1990) for women's participation in the field. For example, in 2000, over 66% of doctoral degrees awarded in the United States were earned by women (Women's Program Office, 2003), and we all know by simply looking around our classes that our students are mostly women (typically about 3/4 of our majors; Murray, 1996).

However, there's something precarious, I think about this plateau. Last year, the Society for the Psychology of Women (SPW, Div. 35) surveyed its members to explore questions about how successful Psychology of Women offerings got their start and are being maintained. Two factors emerged as critical (Yoder, 2005). First, fully 47 of the 54 respondents identified having an interested instructor on the faculty as a "strategy that was used effectively to get your department to support adding your course." Second, some form of administrative support, such as supportive colleagues (n=28), chair/head (n=25), or dean (n=16) as well as a having an established Women's Studies program on campus (n=26), was acknowledged. Thus these seem to exist as "labor of love," dependent on the commitment and latitude granted some faculty rather than on established disciplinary centrality. Indeed, across the two jobs I held starting in 1989 and 1996, both departments added the course because I initially pushed for it. When it was on the books, strong enrollment assured its place in these curricula.

Some of my thinking about the place of Psychology of Women classes coalesces when I compare it to another class I routinely teach, Research Methods. These two courses are almost mirror images of each other. Methods is required. It is regarded by my colleagues as a cornerstone of the curriculum and approached by many students as a necessary evil. Psychology of Women is an elective, deemed even more "frivolous" than other "rigorous" electives (e.g., Tests and Measures). Both my classes regularly fill to capacity but for very different reasons, and I enjoy teaching each for very different reasons.

My immodest goal in Methods is to encourage students to "think like research psychologists." My even more immodest goal in Psychology of Women is to transform students' thinking not only about our discipline (making it one that works for women [and men]), but also about their everyday lives and experiences. The personal relevance of this course and others in Women's Studies, especially for women, is documented by research and over 47,000 articles, with fully 8,699 (23%) of these published since 2000. These articles appear in the mainstay journals of the area (Psychology of Women Quarterly, 286; Sex Roles, 1339) as well as flagship disciplinary journals (e.g., Psychological Bulletin, 102; Developmental Psychology, 495; Journal of Personality and Social Psychology, 492). Furthermore, there isn't a textbook in the area that isn't filled with refereed citations.

My point in making such a fundamentally "obvious" argument is that this argument often is not obvious until it is explicitly made. There's a defensiveness that surrounds "fluff" courses like Psychology of Women (and anything multicultural) that never arises with course selections in the "core" curriculum or even in the more applied sister (co-)curriculum. Maybe some of this uncertainty about Psychology of Women comes from the fact that these courses and their scholarly grounding evolved together in recent memory, as opposed to psychology's core and content curricula which evolved together with emerging scholarship generations ago. Psychology of Women courses as recently as the 1980s relied heavily on mimeographed readings, but now go to amazon.com and search for books on "psychology women gender," and over 1,800 possibilities pop up.

This argument suggests that "time will tell," that is, with time and scholarly development, Psychology of Women will work its way into legitimacy and the core of psychology's curriculum. However, these courses, like their sister courses throughout women's studies, are uniquely vulnerable to something akin to "planned obsolescence." In this line of thinking, specialized courses such as Psychology of Women were created to be temporary until they could bridge the gap between nonexistence and "mainstreaming" into the core curriculum.

Integrating a gendered analysis into every course in psychology's curriculum would, indeed, be ideal. Even my Research Methods course benefits from thinking about sex and gender as quasi-independent variables and as central foci for thinking about external validity. However, attaining such an ideal seems a long way off. For example, Hogben and Waterman's (1997, p. 96) content analysis of 22 top-selling introductory Psychology texts published during the 1990s found an average of only 13 paragraphs devoted to course gender role coverage (M=13.27, SD=10.15). Most courses contain gender differences (M=19.34, SD=20.57), two paragraphs to sexism (M=2.19, SD=3.22), and less than one paragraph to feminism (M=0.25, SD=1.06).

Even if a gendered analysis does someday permeate all of psychology's courses, I think there's a continuing place for Psychology of Women in psychology's curriculum. Psychology of Women highlights the women-centeredness of the course's topics and materials, not excluding men's participation, but putting women and women's lives front-and-center as the subject matter for the course. To me, there is no question but that a gendered analysis informs such a women-centered psychology. For example, I believe that it would be incomplete to try to understand male violence against women without exploring the impact of masculine ideology and opposition (for example, see Hill & Fischer, 2001), and certainly understanding gender is intimately intertwined with understanding power (Johnson, 2001). Sometimes I think talking about "gender" just seems less politically volatile than talking about "women." And I think it is exactly at this point that we gain some insight into why Psychology of Women's place in psychology's curriculum is precarious. It's not because it's personal, but rather because it's political.

At the heart of every Psychology of Women class should be a social justice agenda (Yoder, 2003). To me, these values don't make the course less rigorous, but rather argue for even greater scholarly rigor. We have the research resources to sustain that requirement. What we need to secure, and even expand, the place of Psychology of Women in psychology's curriculum is the resolve to be upfront with our values as a discipline. We need our discipline's commitment to make our work meaningful in our everyday lives, our relationships, our communities, and our societies. With such disciplinary resolve, I believe Psychology of Women will secure a continuing and ever important place in psychology's curriculum.
A Small Window into the Unfolding and Ongoing Process of Teacher-Student Learning
Lisa L. Harlow, University of Rhode Island

Imagine in tandem the following divergent duos. (1) A new beginning; a sea of faces ranging from expectant interest, to indifference, to barely concealed trepidation. (2) A feeling of unreconciled challenge and joy; an underlying seeking of the unconscious with little seeming knowledge of the conscious. (3) A wealth to offer any who will receive it; an overwhelming wish to get through an ordeal as painlessly as possible. (4) An opportunity to empower, enlighten, and engage, a hope that understanding is attainable, if only with great exertion.

Anyone involved in an earnest quest for higher learning can well recognize these juxtaposed scenarios as the twice-annual experiences of teacher and student, respectively, at the start of an evanescent semester. So, how does one negotiate such disparity in perspectives, such mixed and nebulous goals? The life of a college professor is fully centered, more times than schedules and solutions allow, on such a question, if only rhetorically.

As a teacher of quantitative methods, I take this question very seriously, and not without reason. As most teachers will admit, I very much want students to leave my courses with an integrated body of knowledge, skills, and insights. This is quite a tall order when teaching required courses to sometimes unwilling or unknowing pupils. To have even a small probability of success, I find it important to quiet the nerves and quell the anxiety before beginning the process of instruction. This pre-content discussion focuses on sharing my philosophy that my role is to help students identify and encourage the scientist within each one of them. After all, how would students end up in my class who haven’t, more times than they can remember, hypothesized a desired outcome, or analyzed an array of information, no matter how informal the process? I also openly acknowledge the presence of math anxiety, quite possibly one of the pervasive Jungian archetypes, passed down to each of us from generations of timid math phobics, or at least persistently math resistors. “To a class of oft-times hesitant learners, I reassure them that the more they focus their attention on the wonders of the material, the less present and troublesome their anxiety will appear.

This takes some doing and my approach leans toward getting students acknowledged, involved, and engaged in every class session. Though there are undoubtedly many ways to achieve this commitment and immersion, I tend to focus on several simple practices: (1) Taking roll call every day and trying to learn student names, tricky in classes over 40 or 50, (2) involving students every day in the discussion and giving credit for participation, “Great comment, remind me of your last name. Ah, yes, of course.” (3) Presenting the main themes, emphasizing that a thread of these re-occurs throughout most methodological topics, “Note the similarities and differences to others topics we discussed.” and (4) continually being open to students’ questions and comments, “Good insight! Can anyone else add to that?”

Depending on the needs of a particular class or student group, I consider, drawing from a set of learning activities to facilitate participation. One exercise that works well with undergraduate classes is to have students present a summary of what was clear and not (C&N) from a lecture. Each week, a different group of students are selected as C&N reporters who summarize input from the class on what was understood and what was unclear. Often on a webpage, a succinct summary is posted after I have briefly reviewed it for accuracy. Students appreciate the opportunity to explain what they understand and to ask questions about what is confusing to them. The assigned C&N reporters gain confidence in summarizing and discerning class information for their peers. A second activity that I consider is to involve peer mentors to help with the class, selected from a diverse array of notable students from previous semesters. Peer mentors get independent study credit for assisting with the class and serving as same-age role models to the other students. I always have a willing set of up to four or five students each semester who eagerly offer their services as peer mentors for the following semester. A third option for engaging students is to offer extra credit activities outside of class. These can take the form of a computer lab to learn how to do homework with a statistical package, or opportunities for students to collect data and conduct brief hand calculations similar to what was discussed that week in class. Finally, for advanced students, I consider holding a research psychology learning community where 5-20 students gather weekly to develop either a joint project or several individual research studies. Students, under my direction and possibly with a TA, design a study, research the literature, make hypotheses, construct a survey, collect and analyze data, write up results, and present findings at local forums on campus or at conferences. In the process they build their resume along with their acumen.

Do these evolving attitudes and shared activities turn an erstwhile collection of students into erudite quantitative scholars? Probably not, but the combined sharing of interest, energy, and performance are enough to bait the process for another semester. Just maybe there will be a barely significant but noticeable drop in mystification of a sometimes dreaded topic. Possibly a small group of after-hour laggards will emerge who forget to rush out of class, stalling to catch a treasured spark of insight, a precious nugget of understanding that will carry them forward in the inexplicable, quixotic, and sometimes bewitching process of higher learning. Ah, the enviable lives of teacher and student with their twice yearly points of perfect closure, the mutual barter and exchange of wisdom, worth the initial angst, the pondered trials, and the beckoning promise of another new beginning.

Profiles of Undergraduate Programs in Psychology

Last spring the APA Education Directorate invited departments of psychology to participate in a survey about undergraduate psychology programs. Designed as the first step to build an APA Undergraduate Psychology Education Database, preliminary results from the 2004 survey are available now on the Education Directorate web site at http://www.apa.org/ed/pcue/profilesIntro.html.

To continue building a comprehensive set of data, APA will be gathering information from additional programs during the spring of 2005. If you have any questions, please feel free to contact the Office of Precollege and Undergraduate Programs at 202-336-6140.
Candidates for Office in STP

This year, we will elect a President-elect, Secretary, and two Council Representatives. Members who joined STP prior to February 1st, 2005 are eligible to vote in this election. All eligible members can expect to receive their ballots in late April or early May. If you do not receive your ballot by May 15th, 2005, please contact the Executive Director of STP (Tom Pusateri) by phone (563-586-7226) or by email, pusateri@fau.edu.

Candidates Statements for STP President

The office of President-elect of STP is a 3-year commitment. The elected candidate serves one year as President-elect (beginning January 1, 2005, one year as President (2007), and one year as Past President (2008). The Elections Committee selected William Buskist and Peter J. Giordano as candidates for this office.

William Buskist

In reflecting over his historic career, the late, great Brooklyn Dodger, Jackie Robinson once remarked, "A life is not important except in the impact it has on other lives." I am particularly fond of this quote because I think impact is what teaching is all about—and I think that is what STP is all about. Its sole mission is to help teachers become more effective in impacting what and how students learn about psychological science and its applications. I think this mission is both noble and practical. It is the reason I joined STP in the first place and it is the reason I wish to serve in its leadership. Of course, such involvement is also reinforced by the companionship of wonderful, bright, and committed people like Pete Giordano—the other candidate for president—who value this mission as much as I do and who wish to share it with the next generation of psychology teachers.

The question, of course, is where STP goes from here. Our incredibly competent leaders have been wise stewards of our resources—both human and financial—and have left us in good stead to explore new paths and continue along some familiar ones. I see STP moving in four directions: (a) forging even stronger links with other organizations, such as APS and NITOP, which are also deeply committed to advancing the teaching of psychology; (b) bringing the state of the art to teachers of all levels through its burgeoning programming activities such as the Best Practices conferences, Teaching Enhancement Workshops (TEWs), and the APS-STP Teaching Institute; (c) further defining the scholarship of teaching by promoting research on educational and technical aspects of teaching; and (d) expanding efforts to welcome new teachers to STP through grassroots activities at the regional level.

My work with STP, APS, and NITOP has provided me with insights into the past, present, and possible future of STP. Within STP, I chaired the Long-Range Planning Committee for two years, chaired two task forces (the Scholarship Taskforce and the Preparing the New Psychology Professorate), and served as the faculty advisor to the Graduate Student Teaching Organization. I was also the founding editor of Xcellence in Teaching, have co-edited three of STP's e-books, and am presently co-editing a fourth. I currently serve as an Associate Director of Programming for TEWs and as the section editor for Top's The Generalist's Corner. For the past two years, I have been a member of the NITOP Planning Committee. I also serve on two subcommittees of the APS Fund for the Teaching and Public Understanding of Psychological Science (conference planning and GTA training). I feel well prepared to help STP continue and further refine its positive impact on teachers of psychology, and in turn, our students.

Peter J. Giordano

Division Two of APA, The Society for the Teaching of Psychology, has been, without question, THE most important source of my professional development as a teacher of psychology. When I came out of graduate school with a degree in clinical psychology and began my teaching career at Belmont University, I had little idea of what it meant to be a faculty member at a teaching-oriented university. Luckily, my department had started attending the relatively new Southeastern Conference on the Teaching of Psychology (SETOP). I have not missed one since February of 1990, and this group of teaching colleagues has formed the foundation of my professional and personal identity as a teaching psychologist. Bill Buskist, the other candidate for this position, has been one of these mentors and friends from SETOP and STOP with an important impact on my development as a teacher. I cannot think of a better career than what I do, other than possibly being a "tenured" basketball player for the Tar Heels of the University of North Carolina at Chapel Hill, but that's not going to happen.

Through SETOP, I met mentors who helped me connect with STP and other professional organizations dedicated to student development. I have worked over the years in a number of capacities for STP. I served as Chair of the Committee on Ethics in Teaching, was a member of the Instructional Research Awards Task Force, Interim Co-Chair of Project Syllabus, and was a Liaison to Psi Chi. I also served as the Methods and Techniques Editor for Top. In addition, because of the mentoring and support of colleagues in STP, I ran for and served as the Southeastern Regional Vice-President of Psi Chi and then as National President.

If I am elected as President of STP, I would like to pursue a program of creating further opportunities and alliances for the continued enhancement of teaching the skills and attitudes of empirical research to undergraduates. I have always believed that research training for undergraduates is primarily a teaching activity and, therefore, is central to the mission of STP. This agenda will necessarily build on existing partnerships that have been so ably created by STP leadership. This emphasis likely will create some new initiatives for STP, and also will connect with programs already in place.

Candidates Statements for STP Secretary

The office of Secretary of STP is a 3-year commitment beginning January 1, 2006 through December 31, 2008. The Elections Committee selected Steven Meyers and Valerie Whitley as candidates for this office.

Steven Meyers

I am honored to be nominated for the position of Secretary of the Society for the Teaching of Psychology. I believe that STP's communication with its members is crucial, and I would be happy to dedicate my time to these responsibilities.

Perhaps the most critical job of the Secretary is to edit the Society's newsletter. If elected, I would continue the excellent work of the current Secretary, Linda Wob, in ensuring its helpfulness for psychology faculty. More specifically, I would devote my efforts to soliciting highly relevant articles, enhancing the layout of the publication, and facilitating its distribution over the Internet to complement the current print circulation. I would also carefully examine the newsletters of other APA divisions for additional ideas for its continued improvement.

My enthusiasm for this position stems from the many positive experiences I have had with STP. I was introduced to the Society when I was awarded its McKeachie Early Career Teaching Award in 1994. I subsequently became more involved by participating on or leading different STP committees (e.g., Executive Committee on Teaching Awards, Executive Committee on Graduate and Continuing Education, Graduate and Professional Issues Task Force, Membership Survey Task Force).

My connection with STP is also reinforced by my research that investigates the professional development and training of psychology teaching assistants and the enhancement of psychology instructors' teaching skills. Several of my articles have been published in Teaching of Psychology over the past decade, and I am currently serving a second term as a Consulting Editor for the journal.

Another stream of my work centers around understanding and assisting children and families. I teach undergraduate and graduate courses in this area at Roosevelt University in Chicago, conduct research on this topic, and provide services to children and families as a licensed clinical psychologist (see http://faculty.roosevelt.edu/meyers to learn more). I also lead outreach activities sponsored by Roosevelt that cater to at-risk children. As part of these efforts, I edit a newsletter that is distributed to Chicago Public School teachers (see http://faculty.roosevelt.edu/meyers/newsletter.pdf for a sample issue).

In sum, I would welcome the opportunity to contribute in an important way to STP and would appreciate your support.
Valerie Whittlesey

I am Valerie Whittlesey. I have been active with the Society for the Teaching of Psychology (STP) since 1992. That was the time that I joined the faculty at Kennesaw State University. I truly enjoy the teaching of psychology. My love of the discipline has deepened as a result of my membership in STP and based on valued associations and friendships with many STP colleagues. I served as a member of the Diversity Task Force for STP from 2001 to 2004, and I am currently completing my third year as Chair of the STP-American Psychological Society (APS) Teaching Institute. In the discipline of psychology, I am particularly interested in areas of diversity in teaching psychology and assessing student learning. So my STP activities have aligned very well with my interests.

I appreciate the experience that I have gained serving in various capacities for STP, and I hope that I have made a difference for the organization. It is my hope to gain greater experience in another leadership role for STP and to continue to contribute to the organization's mission. That is the reason that I am running for Secretary of the Society. If elected to this position, I will do my best to keep meticulous minutes during organizational meetings and to provide an informational newsletter.

Candidates Statements for STP Council Representative

The office of Representative to the APA Council is a 3-year commitment beginning January 1, 2006 through December 31, 2008. The Society for the Teaching of Psychology, Division 2 of APA, will elect 2 Representatives to the APA Council. The Elections Committee have selected the following candidates for the office: Steven Hobbs, David Johnson, Margaret (Marky) Lloyd, and Elizabeth Swenson.

Stephen H. Hobbs

It is an honor to be nominated for service on the APA Council of Representatives on behalf of STP, the only division of APA with which I maintain membership. My first professional love is teaching, and I am pleased to be in a discipline that has long recognized the value of the teaching/learning process. Should I be elected, I would actively promote the Society's interests on the Council, for teaching and education remain essential elements of psychology's future.

My doctorate was earned in biopsychology from the University of Georgia, and I currently teach undergraduate and master's level courses at Augusta State University, a unit of the University System of Georgia. Several years ago I returned to full-time teaching, having served as chair of the psychology department for more than a decade. My university and department have recognized my teaching efforts with awards. Although my research has focused on conditioned taste aversions and applications of that research to alcohol and cocaine addiction, I have also published articles and given a number of presentations on such topics as teaching techniques, academic dishonesty, evaluation of teaching, and classroom lecturing. Last year I was invited to give the opening address to the Southeastern Conference on the Teaching of Psychology. I have served as regional coordinator and as the national chair of the Council of Undergraduate Psychology Programs, and as president of the Southeastern Psychological Association.

David E. Johnson

I am honored to be nominated for a position on the APA Council of Representatives. If elected, my foremost objective would be to advance the goals and objectives of our Society within the wider APA community. APA represents an extraordinarily broad constituency. It is incumbent upon us, as educators, to keep the concerns of teachers and students in the forefront of APA's diverse agenda.

I received my Ph.D. in experimental social psychology from the University of Arkansas-Fayetteville in 1981. I am currently Professor of Psychology at John Brown University in Siloam Springs, AR. During my 25 years on the JBU faculty, I served as chair of the Department of Psychology and chair of the Division of Social & Behavioral Studies. I currently chair the university-wide Human Subjects Committee. I am a past president of Division 2/STP (2000-2001) and served on the 3-volume Handbook of Demonstrations and Activities in the Teaching of Psychology, 2nd Edition (2000).

Margaret A. (Marky) Lloyd

I am honored to be nominated to serve a second term as APA Council Representative for the Society. I currently serve as one of the Division's two Council Representatives, and I have also been a past President (1994-95), Secretary-Treasurer (1990-1993), and past Director of the Office of Teaching Resources in Psychology (1996-2001) of the Society.

Besides my three years' service on APA Council, my experience in APA governance includes membership on the Board of Educational Affairs (BEA) and on the Committee on Undergraduate Education. I was also a member of BEA's Task Force on Undergraduate Psychology Major Competencies. In addition to being a Fellow of our Division, I am a member of Divisions 8 and 35. If re-elected to Council, I pledge to represent the needs and concerns of the Society and of the academic community to the best of my ability. I have enjoyed representing the Division on Council and, if I am re-elected, I believe that my three years' Council experience would serve the Society well.

I received my M.A. and Ph.D. in personality and social psychology from the University of Arizona. I taught at Suffolk University in Boston for 16 years and at Georgia Southern University (GSU) for another 16 years. I am a recipient of GSU's Award for Excellence for Contributions to Instruction and the Ruffin Cup (outstanding teacher-scholar in the College of Liberal Arts and Social Sciences).


I retired from GSU in June 2004 as Emerita Professor and Chair of the Psychology Department. I continue to be professionally active through co-authoring Psychology Applied to Modern Life, maintaining my web site, and being active in the Society.

Elizabeth Swenson

I am honored to be nominated to serve the Society for the Teaching of Psychology, this time as APA Council Representative. I have had a long history of involvement with the Society which includes being President, Secretary, Treasurer, Chair of several committees, APA Council Representative, and legal counsel. My APA governance experience includes five years on the Ethics Committee, three years on the Ethics Code Revision Task Force, as well as current membership on the Continuing Education Committee. I am a Fellow of STP and belong to Divisions 1, 35 and 41, as well as MPA and APS.

For my whole career I have taught psychology to undergraduates at John Carroll University in Cleveland. My teaching specialties are law and ethics in psychology. I received my Ph.D. from Case Western Reserve University and a J.D. from Cleveland State University.

It is particularly important at this time for STP to make itself better known and heard within APA. As the practitioner interests in APA continue to grow, the Association has reached out to scientists who are teaching and doing research to have more of an impact on its policies. We need to work together to preserve the valuable and unique aspects of being both a scientific discipline and a profession. Although there are many opportunities within APA to collaborate and to influence policy and procedures, representing STP in the APA Council of Representatives is among the most significant. If elected, I will do my best to represent the interests of the Society as well as all teachers of psychology in APA governance.

Call For Involvement in STP

STP seeks members who are interested in working on committees and task forces that advance our mission and goals. If you are interested in becoming more involved with STP activities, please contact President Bill Addison at cfwea@eiu.edu.
Teaching Students about the Psychology of Natural Disasters
David N. Sattler
Western Washington University

Flying into communities ravaged by a natural disaster, I am always stunned by the devastation, misery and challenge facing the people living there. Days before, they had shelter, a reliable food supply, and work. Now their buildings and homes are uninhabitable, and for many only a thin tarp provides cover. Phone service is down, and there is no way of easily receiving or offering words of comfort to loved ones who live cut of the area. Streets are impassable and covered in debris. Families are dislocated. Normal daily routines are replaced with uncertainty and the stress of trying to recover. People simply do what they can to survive day by day.

My interest and concern in disaster research grew out of the destruction and devastation I saw in Florida following hurricanes in the early 1990s. In subsequent years, I have visited my share of communities in the U.S. and abroad that have been ravaged by natural disasters and have talked with and tried to help countless survivors.

My reactions to these tragedies are manifold. From a personal standpoint, I want to know how to provide help. As a psychology professor, I consider how to effectively teach students the lessons to be learned from disasters. As a disaster researcher, I want to know what we can do to minimize distress, to promote prompt recovery, and to increase preparedness for the next catastrophe.

What are the lessons we can teach students in our psychology classes about natural disasters? Following are six topics and questions for discussion that are based on my experience in the field and classroom.

1. Natural disasters can strain or exceed survivors' adaptive resources and may disrupt their sense of safety, control, predictability, and trust. In class, we can ask students to consider the many ways a natural disaster affects a community, including loss of life, damage to homes and businesses, damage to other infrastructure (electricity, telephone, roadways). What daily challenges might people experience? Next, students can review Maslow's hierarchy of needs. What basic needs might survivors have? What insights about survivors' needs does Maslow's theory offer? It also is useful to discuss in what ways a disaster can shake our sense of control or predictability or trust.

2. A meta-analysis of disaster studies suggests that there is a 17% increase in the prevalence of psychopathology following exposure to a disaster (Rubonis & Blokman, 1991). Survivors may experience a broad range of difficulties, including posttraumatic stress disorder, depression, anxiety, problems in cognitive functioning, and impaired physical health. These reactions may develop weeks or months after the event and persist for months or years.

Students can discuss why people who experience a disaster may have these reactions. Consider how a disaster can threaten each of these four types of resources: condition (e.g., marriage, employment, or other social roles), personal characteristic (e.g., age, knowledge, locus of control, self-esteem, skills), energy (e.g., money, insurance), and object (e.g., house, car, or other physical possessions). Hobfoll's (1989, 1998) conservation of resources stress theory suggests that when confronted with an environmental demand that threatens these four resource types, persons may mobilize their resources to minimize resource loss, avoid the situation, attempt to improve their situation and to cope effectively. When the threat of loss or actual loss is too great, then people may experience stress and impaired psychological functioning (see Hobfoll, Johnson, Ennis, & Jackson, 2003). Students can explore which of these resource types might be most strongly associated with distress (cf. Sattler et al., 2002).

3. When recovery is prolonged (e.g., repairing infrastructure such as roads and communication services, rebuilding a home), the continued loss of resources (known as "resource spirals") and secondary stressors can occur (Hobfoll, Johnson, Ennis, & Jackson, 2003; Kaniasty & Norris, 1995). Secondary stressors can tax the four types of resources discussed in # 2 above and lead to an increase in family conflict (Kliki, Ozguzen, & Sayli, 2003; Sattler, in press). Students can consider the following questions: Which aspects of disaster recovery might be particularly troublesome for individual and family functioning? Why? What can people do minimize resource spirals?

4. Several studies show that in time, persons who experience a disaster might report posttraumatic growth. "Positive reinterpretation can be used to mange one's emotions in an uncontrollable situation and to motivate the use of active coping strategies in a controllable situation. Most important, positive reinterpretation and acceptance coping strategies appear to be significant determinants of stress-related growth. By allowing individuals to accept a situation and focus on its positive aspects and implications, these coping strategies may be more effective in contributing to people's beliefs that they have benefited from a stressful life experience" (Updegraff & Taylor, 2000, p. 13). Students can benefit by discussing these questions: How and why might focusing on areas in which the person has control help him or her cope with the experience? How and why might re-evaluating attitudes and life priorities in relation to the event help a person cope with the experience?

5. Social support provided by friends and family can help people cope with tragedy (Kaniasty & Norris, 1995). First, students can reflect on what intervention and recovery programs should do to help survivors reestablish social support networks. Next, they can consider how informal neighborhood groups can be formed to offer assistance in the aftermath of the disaster. They also can discuss how to help families to be prepared for future disasters. They can also focus on the ways in which recovery programs might encourage people to further build upon the new relationships they have made.


There is a population increase in many areas in the United States and other countries where natural disasters are likely to occur. As a result, more people may experience these disasters. Students can benefit from answering the following questions: What challenges are involved in getting citizens to prepare for a disaster? How easy is it to provide advanced warning for various types of disasters, such as a hurricane, earthquake, tornado, and tsunami? What is the probability a disaster will occur in a particular location? How might a person's experience with disasters (or the lack of it) influence a person's perception of a threat and thus affect his or her understanding of the need to prepare?

References


Sattler, D. N. (In press). Family resources, family strains, and stress following the Northridge earthquake. Stress, Crisis, and Trauma: An International Journal.


Society for the Teaching of Psychology at the 113th Annual Convention of the American Psychological Association, Washington, DC, August 18–21, 2005

Program Location and Schedule: All of the symposia and the two poster sessions will be held at the Washington, DC Convention Center. Other divisional programming will take place at either the Grand Hyatt Washington Hotel or the Renaissance Washington DC Hotel.

Hospitality Suite Functions: Please consider attending the several sessions offered in the Hospitality Suite this year. A schedule will be made available on the STP website, and I am sure you will find several topics of interest to you. This venue should offer more informal discussion during presentations.

Presidential Address: William Addison’s Presidential Address is entitled “The Habits of Highly Effective Teachers: A Student Perspective.” The address is tentatively scheduled for Saturday at 3:00 p.m., followed immediately by the Business Meeting at 4:00 p.m. and the Social Hour at 5:00 p.m.

G. Stanley Hall Lectures: Dana Dunn (Chair), Theodore Bosack, Ken Weaver, and Ann Lynn have scheduled four outstanding speakers. The G. Stanley Hall speakers are: (1) Daniel J. Povinelli, “What’s Human about the Human Mind?” (2) Barbara Fredrickson, “What Good are Positive Emotions?” and (3) Barry Schwartz, “The Paradox of Choice: Why More is Less.”

Harry Kirke Wolfe Lecture: This year’s Harry Kirke Wolfe Lecture will be given by William Buskist and is entitled “Pathways to Excellence in the Teaching of Psychology.”

Social Hour and Teaching Awards: The social hour will tentatively be held on Saturday at 5:00 p.m. Please join us for refreshments, socializing, and of course, announcements of the STP Teaching Awards (Elizabeth Hammer, Chair).

Janie H. Wilson, Program Chair

Society Programming at APS 12th Annual APS/STP Teaching Institute and Pre-Workshop
Los Angeles Westin Century Plaza Hotel, May 26, 2006

William Buskist, Jared Keeley, & Jessica Irons: Effective Assessment Strategies for Enriching Your Teaching

Wayne Weiten: The Pragmatics of Textbooks: Why They Are the Way They Are

David Levy: Teaching Skills of Critical Thinking in the Classroom

Laura Freberg: Teaching Biological Psychology: A Spoonful of Sugar

Kenneth Keith: The Last Word: What to Say on the Last Day of Class

Carole Wade: PET Scans and Pet Theories: Neuroscience’s Challenge for Psychology

Todd Nelson: Getting Students to Say ‘Hey, This is Cool!’: Using Hands-On Experiences and Humor to Teach Research Methods

Mary Allen: The Joys of Rubrics

Monica Schneider: Perceptual Biases and Stereotypes in the Classroom: The Role That We Play as Educators

Diane Halpern: After Decades of Teaching Critical Thinking, Do We or Our Students Use What We Teach?

ENGAGING MINDS:
Best Practices in Teaching Critical Thinking Across the Psychology Curriculum
Friday & Saturday, September 30-October 1, 2005
Crowne Plaza Atlanta-Perimeter NW Hotel
6345 Powers Ferry Road
Atlanta, GA 30339

The Society for the Teaching of Psychology (STP), the National Institute on the Teaching of Psychology (NITOP), and the Kennesaw State University Center for Excellence in Teaching and Learning (CETL) are excited to announce the fourth conference in the popular “Best Practices in Teaching Psychology” series. Following the successful Assessment (2002), Teaching Introductory Psychology (2003), and Teaching Statistics and Research Methods (2004) conferences, the 2005 conference will focus on innovative and effective strategies and techniques for teaching critical thinking across the psychology curriculum. The 2-day conference will be held at the Crowne Plaza Atlanta-Perimeter NW Hotel. Our opening keynote speaker will be Carole Wade and the evening address will be given by Jane Halonen. Modeled after the format of the previous conferences, the meeting will include concurrent symposia, workshops, and poster sessions. Our target audience includes teachers from high school, 2-year, 4-year college/university, and graduate school settings.

Please visit the conference Web site for additional details:
http://www.kennesaw.edu/cetl/criticalthinking/ccindex.htm

If you have questions about the conference, please contact Bill Hill at bill@kennesaw.edu.

May 26-29, 2005
American Psychological Society
Westin Century Plaza Hotel and Spa, Los Angeles, CA
<http://www.psychologicalscience.org/convention/>

28th Annual National Institute on the Teaching of Psychology

The 28th Annual National Institute on the Teaching of Psychology, co-sponsored by the University of South Florida Department of Psychology and the American Psychological Society, will be held January 2-5, 2006, at the TradeWinds Island Grand Hotel, in St. Petersburg Beach, Florida. Registration is limited to 350 participants; early registration is recommended. Poster session proposals should be received by October 1, 2005 to guarantee space in the program, although later submissions from registered participants will be considered if space remains available.

The preliminary conference program includes several morning workshops on the first day, three poster sessions, three participant idea exchanges, social hours, book and software displays, and about 35 featured speakers, well-known for their excellence in teaching psychology. Additional program details will be available after May 1, 2005. The conference fee is $435, which will also include meals (except dinners), refreshments at coffee breaks and poster sessions, and an evening reception. For more information, write to Joanne Fetzner, National Institute on the Teaching of Psychology, 2303 Naples Court, Champaign, IL 61822, or by phone at 217/398-6969 or email at jfetzner@uiuc.edu; WWW: http://www.nitop.org.
Applications and Nominations Sought

Position: STP Internet Editor

Perks:
(a) STP will underwrite a one-course per year reduction in teaching load.
(b) Travel funds (up to $1000 annually) to attend the APA Convention.
(c) Budget for related expenses.

Starting Date: August, 2005  Term of Appointment: 5 years

Job Description:
The Internet Editor (IE) is responsible for maintaining the Society's home page; coordinating the content, functionality, and appearance of all Web sites within the teachpsych.org domain; and providing oversight for online sites by members and the general public. The IE: (a) serves as a voting member of the EC, and (b) is a member of the STP Publications Committee. The IE has served as the managing/production editor for online publication of STP's growing electronic book collection. The IE's role requires a moderate-to-high level of competence in fundamental HTML coding and Web knowledge (but NOT necessarily Javascript, cascading style sheets, etc.) and a commitment to familiarize him/herself with the evolving legal standards for cyberpublication. Time commitment for the position varies by season and ranges from 30 minutes to 10 hours/week (average = 2-3 hours per week). The IE has great flexibility in how to allocate his/her time in the role. Additionally, the IE has the option of having an Associate Internet Editor. The IE must be a member in good standing of the STP.

What to Submit:
(a). Statement of interest.
(b). Curriculum vita.
(c). Contact information for at least one reference who is familiar with the applicant's online experience.

Submit Applications to: Dr. Stephen F. Davis, Chair, STP Publications Committee, 649 Hideaway Lane East, Lindale, TX 75771 or davis12@clij.net

Application Deadline: May 31, 2005

Instructional Resource Awards

The Office of Teaching Resources in Psychology offers congratulations to the following project directors of Instructional Resource Award (IRA) proposals, which were selected for funding this year. The 2005 IRA awardees are:

General Theme
- Britain A. Scott (University of St. Thomas) & Sue M. Koger (Willamette University) - Teaching Psychology for Sustainability: A Manual of Resources
- Jeffrey Helms (Kennesaw State University) - Undergraduate Preparation for Graduate Training in Forensic Psychology
- Kim Ernst (Loyola University) - Ethical Considerations in Research with Children and Youth
- Chris Koch (George Fox University) - Using the R-Project to Develop Computer Programming and Statistical Skills

Presidential Theme, "Honoring Tradition, Fostering Innovation"
- Dominicus So (Howard University) - An Online Instructional Guide for Experiential Learning of Abnormal Psychology

The Society congratulates the award winners and looks forward to their completed projects!

Profiles of Undergraduate Programs in Psychology

Last spring the APA Education Directorate invited departments of psychology to participate in a survey about undergraduate psychology programs. Designed as the first step to build an APA Undergraduate Psychology Education Database, preliminary results from the 2004 survey are available now on the Education Directorate web site at http://www.apa.org/ed/pcue/profiles_intro.html.

Call for Fellows Nominations

The Fellows Committee invites nominations for APA Fellow status for members of STP who are also APA members. The Committee is committed to increasing the diversity of Fellow nominees. Self-nominations are welcome.

The Society's criteria for APA Fellow Status include the following:
1. Evidence of outstanding teaching
2. Evaluation by colleagues, students, etc. as a teacher
3. Development of innovative curricula and courses
4. Teaching methods
5. Research on teaching
6. Training of teachers
7. Development of teaching materials
8. Administrative facilitation of teaching
9. Outstanding service to the Society for the Teaching of Psychology and other organizations to foster the teaching of psychology

The nominees will be evaluated on their ability to (a) provide strong letters of endorsement from at least three current APA Fellows and (b) documentation in support of the criteria listed above, but not necessarily in all areas. These endorsement letters and supporting documentation will provide evidence first to the Society's Fellow Committee and subsequently to APA's Membership Committee, Board of Directors, and Council of Representatives that the nominees have met APA's principle criteria for selection to Fellow status, that is, that they have made "unusual and outstanding contribution or performance in the field of psychology."

Send names of nominees including the complete mailing and email addresses and telephone numbers for each nominee to Ken Weaver at weaverke@emporia.edu or Department of Psychology, Emporia State University, Emporia, KS 66801 by October 1, 2005. Nominations will be sent evaluation packets requiring (a) letters of endorsement from at least three current APA Fellows and (b) documentation demonstrating "unusual and outstanding contribution or performance" relating to the teaching of psychology.

Deadline for receipt of completed applications including all endorsement letters and other supporting material is December 15, 2005. Applications completed after that date will be considered during the 2006-2007 selection process. A list of current Fellows of the Society is available at http://teachpsych.le moyne.edu/teachpsych/div/fellows.html.

APA Receives Award to Create Online Psychology Laboratory

The National Science Foundation has awarded a grant to the APA Education Directorate in the amount of $375,000 (DUE-0435058) to fund Phase One of the Online Psychology Laboratory (OPL). To date, there has not been an NSF-funded NSDL entry for the discipline of psychology; yet psychology courses are among the most popular science-based offerings available to students in high schools, community colleges, and universities. Dr. Maureen McCarthy, Associate Executive Director and Director of Freecol and Undergraduate Education, along with Dr. Ken McGraw of the University of Mississippi, will serve as the Co-PIs of this project.

The National Science Digital Library (NSDL), a digital library of exemplary resource collections and services that is organized in support of science education at all levels provides educational resources for science, technology, engineering and mathematics education. The psychology collection, will consist of highly interactive, Web-deliverable psychology experiments and demonstrations, a cumulative data archive from which students can retrieve datasets for analysis, and pedagogical materials that link the library content to the curriculum in high schools, community colleges, and 4-year institutions. This project emphasizes the APA commitment to advancing psychological science by providing students with opportunities to engage in science-based experiences.
Advanced Placement Psychology: What It Is and Thoughts About Teaching It

Kenneth D. Keith
University of San Diego
Question Leader, Advanced Placement Psychology Reading

Rob McEntaffer
Lincoln (NE) Southeast High School
Question Leader, Advanced Placement Psychology Reading

The Advanced Placement (AP) program, developed and offered by the College Board, provides opportunities for high school students who take rigorous, approved courses and nationally developed exams, to earn college credit for 34 courses in 19 subject areas, including psychology. Psychology was first offered in the AP program in 1992, and became one of the fastest-growing courses. The AP students are now taking psychology in 55 countries and 9,500 schools. More than 32,000 students take the AP psychology exam in 2005, requiring about 270 readers (compared to 50 a decade ago in 1995) to score the free-response questions during a week in June at Daytona Beach, Florida.

More than 90% of American and Canadian colleges and universities accept qualifying AP scores for credit, and a number of studies provide data suggesting that students receiving qualifying scores (3, 4, or 5 on a 5-point scale), allowing them to place out of introductory courses, perform as well as or better in upper-division courses than students who take the regular introductory course. The AP students are also more likely to earn a grade of A or B in higher-level classes than are non-AP student peers. These findings, as well as a variety of other research data, are available online at http://www.apcentral.collegeboard.com/colleges/research.

The Psychology Exam

The psychology exam, published by the Educational Testing Service (ETS) through the auspices of the College Board, consists of 100 multiple-choice questions (accounting for two-thirds of the student's grade) and two free-response questions (accounting for one-third of the grade). Many of these items are written by the members of the Psychology Development Committee, a six-member group that includes both college and high school faculty and represents the major geographic regions of the United States. Some items are also written by other faculty in response to calls issued by ETS. Test items are developed at least two years in advance of their appearance on the exam, and all questions are reviewed not only by all members of the Development Committee, but also by the Chief Reader and by ETS content experts. The Committee meets twice each year to develop and review content for future exams.

Scoring the Exam

Although multiple-choice items are scored electronically, each free-response question is read and scored by at least one psychology faculty member. Each year in June these readers, including both college and high school psychology teachers, gather for approximately two weeks to complete this work. The leadership group for the reading (including the Chief Reader and two Dissertation Leaders, among others), working with a team of Table Leaders, develops a scoring rubric for each question and assigns each reader to one of the free-response questions. Following orientation and training, these faculty members read and score the questions. Table Leaders conduct frequent “back reading” of scored exams and provide regular feedback to readers to ensure reliability.

Teaching to the Test

Occasionally, critics have argued that AP faculty, trying to help students do well on the exam, simply “teach to the test.” We don’t worry too much about this, as long as teachers make a distinction between “teaching to the AP test” and “teaching the AP test.” Teaching to the test, to us, means covering the content in accurate, engaging ways that help students understand and apply theories and ideas. One of the objectives of a strong AP course should be to lead students to understand the broad range of psychological theories and concepts well enough to apply them. The AP Psychology exam covers the broad range of psychology well, and the questions are written so that students make important distinctions between correct and incorrect information. In their judgments, Teaching to the AP test, we think, is teaching a good college-level survey course in introductory psychology—the kind of course that engages students in discussion and study of the content areas covered on the exam because they are important to understanding the breadth of the field. This approach to preparing students does not limit the class or interfere with efforts to teach in creative ways.

“Teaching the AP test,” on the other hand, means teaching how to “game” the test, tricks to artificially inflate the score on the exam. For example, we’ve heard of teachers encouraging students to “concept bomb” on a free-response question, arbitrarily listing numerous concepts in an essay in the hope that one of them earns a point or two. This technique and others like it might, on occasion, slightly increase a student’s score, but does what it teaches students? Any exam is an opportunity for psychology teachers to talk with students about operational definitions, reliability, validity, and other measurement issues. The score on the AP exam is intended to represent knowledge of the psychological content covered on the exam—not the student’s facility at using test-taking tips. Using these techniques reduces the validity of the score on the exam, diminishing the meaning of students’ efforts. An AP psychology class should be about more than getting the “right” score.

Teaching the Course

AP teachers, instead of teaching test-taking tips, will serve students well by spending time covering the content of the AP psychology course in ways that aid understanding and application of material. Much of the content of introductory psychology can be personally relevant to students, and teachers can take advantage of this relevancy. Students can reflect on the applicability of theories to their lives, increasing their understanding of concepts and their skill at analyzing behavior.

Teachers can enhance understanding by conducting “live” demonstrations in the classroom. For example, seeing a teacher train one of their classmates to perform a conditioned stimulus may help students more effectively grasp the classical conditioning model than hearing a lecture about Pavlov’s experiments. Visiting a bathroom and discussing how a flushing toilet is a rich analogy for a firing neuron may be a more memorable model of neural function than several lectures on neural transmission. The personal relevance of the material, and the ability of teachers to engage students in creative ways, helps students truly understand (beyond memorizing) details of psychological concepts, principles, and theories, and this understanding will be reflected on the AP exam.

Free-response Questions

The free-response portion of the AP exam is an opportunity for teachers to help students apply their understanding in essay form. Test developers write the questions so that students must apply knowledge from several areas of psychology to a specific scenario or issue, and organize their thoughts about these areas into a coherent response. Preparing to write the AP psychology essays requires students to study introductory psychology more holistically than they might otherwise. Given the organization of many introductory textbooks, students may understand theories from the learning chapter, and other theories from the personality chapter, but they may never think about the connections between these theories. A well-written free-response question might, for example, ask the student to compare a behavioral explanation of a specific social situation to a humanistic explanation.

Further, teachers can discuss how the AP psychology essays are scored using rubrics, and perhaps teach students to design free-response questions and grading criteria as a way to further understanding the crucial elements of key psychological content. Deciding exactly what needs to be said about the fundamental attribution error in order to indicate understanding will force students to grapple with it in a very specific way. We find that practicing essay writing and grading with students helps us to communicate how interrelated the content areas of psychology are, and the importance of depth of understanding as an alternative to memorizing terms.

Becoming a Reader

Both test development and question reading are grueling tasks, but many of the faculty participants consider these among their most rewarding professional activities. The opportunity to work with like-minded faculty who place a high premium on teaching, and the social and professional returns, more than compensate for the hard work required. Interested faculty, high school or college, who might like to consider joining the ranks of AP psychology readers can find more information and application procedures at http://www.apcentral.collegeboard.com, and specific information for psychology teachers may be obtained at http://www.apcentral.collegeboard.com/psych.
Congratulations to
Gerald P. Koocher,
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Marilla Scudder-Davis, Berea College, for "An empirical demonstration of the properties of clear writing" - Southeastern Conference on the Teaching of Psychology

Dan Sagrist, Southern Illinois University at Edwardsville, for "Reel learning: Incorporating feature films into abnormal psychology courses" - Midwest Institute for Students and Teachers of Psychology

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