

Proceedings
of the
19th Annual Meeting
of the
Northeast Conference
for Teachers of Psychology

Housatonic Community College
Bridgeport, Connecticut

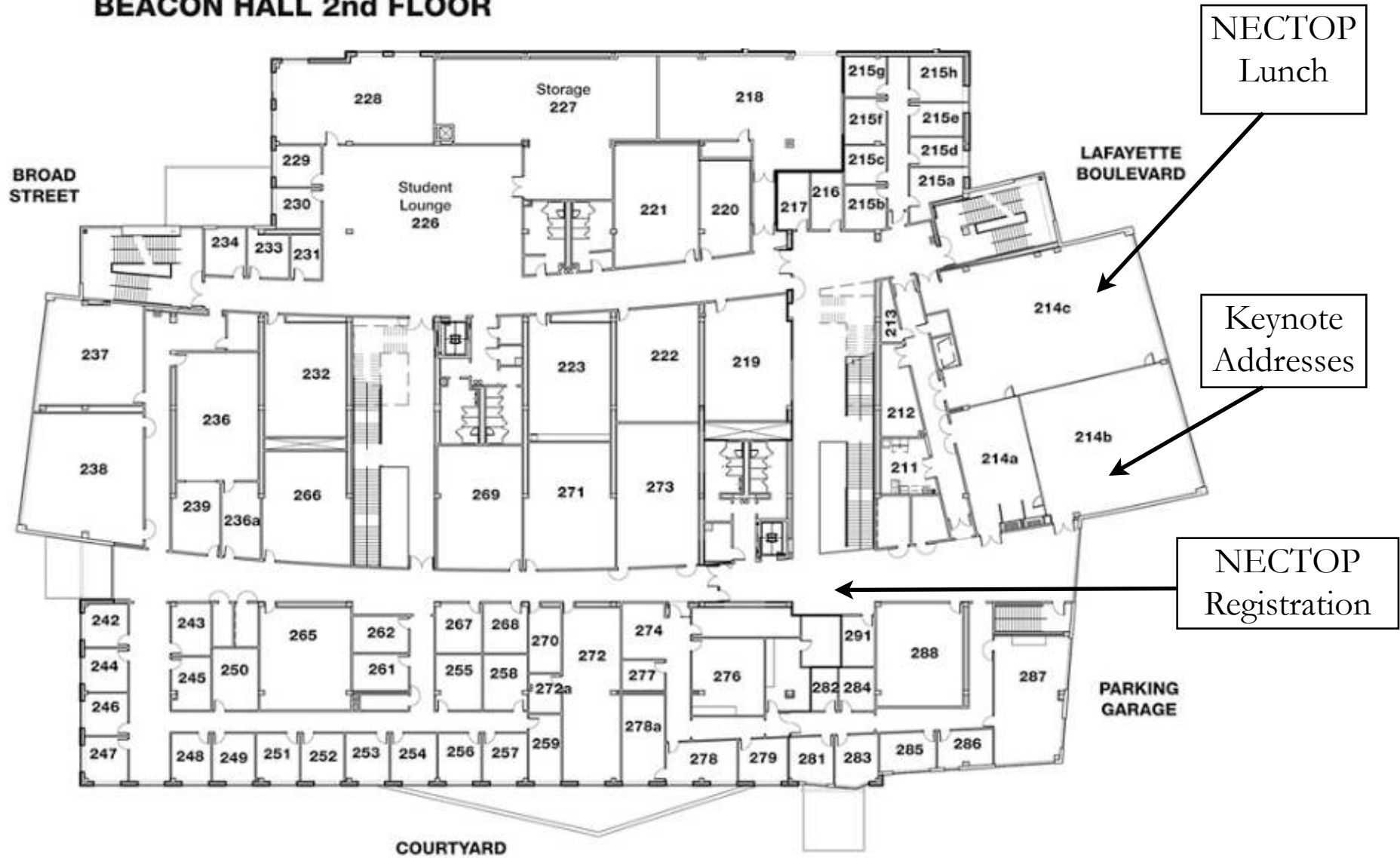
Friday, October 18, 2013

Session Time	Room 273 Beacon Hall Second Floor	Room 331 Beacon Hall Third Floor	Event Center B Beacon Hall Second Floor
7:30 AM to 5:00 PM	Registration will be available in the lobby outside of the Event Center, Second Floor		
7:45 AM to 8:45 AM	Light breakfast will be available in the lobby outside of the Event Center, Second Floor		
9:00 AM to 10:00 AM			Keynote Address: Michele DiPietro
10:15 AM to 11:15 AM	Concurrent Presentation Session 1 Presentation 1 Presentation 2		
11:30 AM to 12:30 PM	Concurrent Presentation Session 2 Presentation 1 Presentation 2		
12:30 PM to 1:30 PM	Lunch will be served in Event Center C, Second Floor		
1:30 PM to 2:30 PM			Keynote Address: Janie Wilson
2:45 PM to 3:45 PM	Concurrent Presentation Session 3 Presentation 1 Presentation 2 (Offered in Room 356)		
4:00 PM to 5:00 PM	Posters and Participant Idea Exchanges are presented concurrently in the Third Floor Student Lounge	NECTOP Poster Session	4:00 - 4:30 Idea Exchanges 1 - 4 4:30 - 5:00 Idea Exchanges 5 - 8

The New England Psychological Association and the Northeast Conference for Teachers of Psychology would like to thank Housatonic Community College for hosting their joint 2013 Annual Meetings, and recognize the following organizations, grants, and individuals for contributing to the success of the 2013 NECTOP meeting:

- Anita T. Gliniecki, M.S.N., President, Housatonic Community College
- Elizabeth Roop, M.S., Academic Dean, Housatonic Community College
- Claudine Coba-Loh, M.S., Professor and Chair, HCC Behavioral and Social Science Department
- Behavioral and Social Science Department, Housatonic Community College
- Housatonic Community College Facilities
- Psi Beta Chapter of Housatonic Community College
- Psychology Club of Housatonic Community College
- Cindy Lidman, M.S., Administrative Assistant, Housatonic Community College
- Camilla Constantini, A.S., Executive Assistant to the President, Housatonic Community College
- Northeast Conference For Teachers of Psychology Steering Committee
- American Psychological Association Education Directorate
- Society for the Teaching of Psychology

BEACON HALL 2nd FLOOR



NECTOP
Lunch

Keynote
Addresses

NECTOP
Registration

9:00 AM - 10:00 AM

Theodore N. Bosack Keynote Address

Campus Event Center B

Michele DiPietro, Ph.D.

(Kennesaw State University)

The Day After: Pedagogical Responses to Tragedies

Every time national or local tragedies happen (e.g., 9/11, Virginia Tech, Newtown), their impact is felt on our campuses. These occurrences are thankfully infrequent, but this means instructors are not prepared to teach in their aftermath. Our research indicates that most professors are very confused about how to respond to a tragedy, what their role should be and what actions are most effective. In fact, our research also indicates that the most common response to tragedies in the classroom was the one the students found least helpful. Rather than being prescriptive, this presentation will draw on this research to help participants define their role and consider a list of effective strategies that will work best for them.

Michele DiPietro is the Executive Director of the Center for Excellence in Teaching and Learning and an Associate Professor in the Department of Mathematics and Statistics at Kennesaw State University. He is also the immediate Past President of the Professional and Organizational Development (POD) Network in Higher Education, the premiere faculty development association in North America. With his former Carnegie Mellon colleagues, Dr. DiPietro is a co-author of “How Learning Works: Seven Research-Based Principles for Smart Teaching.” His scholarly interests include learning sciences, academic integrity, diversity and inclusion, the Millennial generation, statistics education, the consultation process in faculty development, and teaching in times of tragedy. He has presented dozens of workshops and keynotes at numerous colleges and conferences, in the US and abroad, and some of his scholarship has been translated into foreign languages (Chinese, Korean, Italian and Hebrew, and Japanese forthcoming). He has won the POD Innovation award for the online consultation tool “Solve a Teaching Problem.” His innovative course “The statistics of sexual orientation” has been featured on the Chronicle of Higher Education and several other magazines.

Concurrent Session 1: 10:15 AM- 11:15 AM

Presentation I Room 273

Mary O’Keeffe, Ph.D.

(Providence College)

&

Randi Kim, Ph.D.

(Rhode Island College)

Ways of Coping with Tragedy: Student and Campus Responses

Campuses across New England (and across the country) struggle to identify strategies to promote student adjustment and healing in the aftermath of tragedy. In this session we will consider ways of coping with tragedy, both from a student and a campus perspective. Past research suggests that student coping strategies such as wishful thinking and avoidance may be related to unhealthy behaviors such as binge drinking (Veenstra et al., 2007).

Alternatively, searching for meaning as a coping strategy has been associated with more positive outcomes (Updegraff, Silver & Homan, 2008). Two waves of data collection were completed to examine students’ self-reported coping responses to the shootings at Sandy Hook Elementary School in Newtown CT and the bombings at the Boston Marathon. In addition, students reported on their participation in campus-related opportunities to reflect on the tragedies, either in class discussions or other events (vigils, masses, runs). The session will explore the differences between negative and positive ways of coping and discuss some strategies to promote psychological well-being for both students and faculty impacted by tragedy.

Presentation II Room 331

Michael D. Spiegler, Ph.D.

(Providence College)

Textbook Writing:

Teaching Psychology Well Beyond Your Classroom

The aim of all teaching is student learning, and textbooks are a primary source of learning for college students. It follows that textbook writing is a method of teaching. For professors who enjoy writing and teaching, writing a psychology textbook is a way to combine the two, contribute to the learning of many students, and engage in scholarship. This presentation will explore appropriate reasons for writing a textbook, personal and professional prerequisites, an overview of what is involved, how to decide whether to write a psychology textbook, how to get started, and translating classroom teaching into textbook pedagogy.

Concurrent Session 2: 11:30 AM - 12:30 PM

Presentation I Room 273

Susan Nolan, Ph.D.
(Seton Hall University)

*Street Stats:
Applying Scientific Thinking to Everyday Life*

Scientific literacy is arguably the most important skill that psychology majors acquire over the course of the undergraduate curriculum. It is a skill that can be strengthened by applying it to the “real world” in addition to psychology-based content in the classroom and the lab. Research suggests that cognitive load is reduced when new material – say, a statistical concept like correlation – is applied to material students already understand. So, when students apply quantitative thinking to the World Series, Cosmo quizzes, fake news in The Onion, rhyme density in hip hop songs, or American Idol rankings, they are more readily able to understand the more complex concepts that comprise scientific thinking. In this presentation, Susan will share techniques for embedding fun examples in all of your courses – from Introduction to Psychology to capstone courses – to help your students develop a scientific approach to the world.

Presentation II Room 331

Richard Miller, Ph.D.
(University of Nebraska at Kearney)

*Ethical Issues in
Mentoring Undergraduate Research*

The purpose of this workshop is to address the principles involved in supervising undergraduate student research. The ethical issues regarding supervision include establishing a contract between the faculty supervisor and the student, dual relationships, incompetent supervision, inadequate supervision, supervision abandonment, intrusion of supervisor values, abusive supervision, exploitative supervision, encouragement of fraud, authorship issues and conflicts of interest. For each principle, we will discuss a relevant case study to illustrate difficult areas of ethical decision-making.

12:30 PM - 1:30 PM

Lunch for all registered NECTOP participants will be served in Event Center C, Second Floor.

1:30 PM - 2:30 PM

Keynote Address: Event Center B

Janie H. Wilson, Ph.D.

(Georgia Southern University)

A New Era in Teaching: Dare to Care

Research in the Scholarship of Teaching and Learning (SoTL) offers many new and exciting ways to be a teacher. Although academia once boasted a focus on lecturing information at students, SoTL taught us to embrace the relational side of teaching. We know the importance of building rapport through both in-class and out-of-class behaviors. Now we negotiate the subtleties of rapport in teaching, including gender and age of the instructor and student as well as ethical boundaries when forging relationships. Finally, teachers struggle to remain positive in light of ever-changing career requirements, greater demands on limited time, and the high potential for burnout. While we find career balance, caring about our students should continue as a high priority.

Concurrent Session 3: 2:45 PM - 3:45 PM

Presentation I

Room 356

John Broida, Ph.D.
(University of Southern Maine)

*Technology in the Classroom:
Computer Graded Essay Exams*

Technology is finding its way into the classroom. On-line quizzes, based on multiple-choice type questions, are now used to compel students to keep up with reading assignments and to provide feedback on what students need to study. Clickers (classroom response systems) help students focus on what is said in class and provide information on what students did not understand. These too are often based on multiple-choice questions, though short answer type responses are now possible in some systems. What is missing is a way to use technology to evaluate written responses to essay-type questions. At least one system that grades written assignments now exists and works well, and others are becoming available. On-line grading of essay exams will be introduced, described, discussed and explored as a way to help students to learn to think, write and respond to questions. Participants will be encouraged to see what these systems do by responding to one or more of the questions during the discussion.

Presentation II

Room 331

Tonya R. Rondinone, M.A.
(Housatonic Community College)

&

Andrea Gurmankin Levy, Ph.D.
(University of Saint Joseph)

*Teaching APA Style: How to Help
Students Overcome Deficits in APA Writing*

This presentation will address challenges and solutions to teaching APA style in the Social Sciences. Despite taking Freshman English and Research Methods, many Psychology students lack the skills necessary for writing APA style papers. This skill deficit poses challenges for students in their upper-level psychology courses, in graduate school, as well as in many post-graduate jobs. We will present techniques for the introduction of APA in General/Introductory Psychology and the development of a course on writing in the social sciences. Outcome data demonstrating the success of these curriculum changes at addressing these skill deficits will be presented.

4:00 PM – 5:00 PM
Third Floor Student Lounge
Bernard C. Beins Teaching Poster Session

Poster 1 *Using Mouse Basketball To Teach Behavior Modification Skills*

Gary M. Brosvic, Ph.D. (Rider University)

Mice were trained to drop balls through hoops 3 inches high in a simulation of basketball. This exercise was used to teach students how to identify reinforcers (i.e., foods), to shape by successive approximations, to forward- and backward chain behaviors, to produce extinction and to then reestablish behavior. Using an ABAB design students acquired applied behavior modification skills, learned to plot performance, and to make connections between laboratory experiences and theoretical concepts discussed across the discipline.

Poster 2 *Teaching Psychology Through Art*

Nicole Kras, M.A., M.S., C.A.G.S. (Lesley University)

In facilitating learning among varied populations, it has become essential to diversify both instruction and assessment in the college classroom. Students process information and demonstrate their knowledge in a variety of ways. One way this can be done is through artistic expression. Murals, institutional designs, collages, and electronic portfolios have become common forms of assessment in my psychology courses. Encouraging creative ways to express understanding of psychological theories and concepts have provided an enriching classroom environment that respects a variety of learning styles. Examples of student work and ideas of artistic incorporation are presented.

Poster 3 *Using Detective Fiction To Teach A History Of Psychology Course*

Diane Mello-Goldner, Ph.D. (Pine Manor College)

This poster examines the pedagogical effectiveness of a new course developed to introduce students to some of the major historical psychological paradigms using the genre of detective fiction. The successes and failures of this course will be presented as well as ideas to increase critical thinking, writing skills, reading, and class interest for undergraduate students.

Poster 4 *Prelecture Quizzes Improve Performance And Test Anxiety In A Statistics Class*

Michael Brown, Ph.D. (SUNY-College at Oneonta)

Students (N = 70) from 2 sections of an introductory statistics course served as participants in this study. One section completed pre-lecture quizzes whereas the other section did not. Completing pre-lecture quizzes was associated with improved exam and overall course performance. Students who completed pre-lecture quizzes also felt better prepared for, and less anxious about, exams and believed that pre-lecture quizzes helped them keep up with the course readings. Furthermore, students who completed pre-lecture quizzes rated them favorably and recommended that instructors use them in their courses.

Poster 5 *Interactive Assignments To Enhance Critical Thinking And Decision Making Within The Concept Of Genetic Testing*

Christine Gayda-Chelder, Ph.D. (The Richard Stockton College of New Jersey)

Recent advances in genetic screening and testing present individuals with a wide range of psychosocial and biomedical ethical dilemmas. The purpose of this discussion is to demonstrate the usefulness of an interactive classroom assignment implemented in three undergraduate psychology courses. In each class, a medical condition is presented in which a genetic screening or test is available. Students work in small groups or "families" to make several decisions regarding use of the genetic test. Students report that the assignment expands their understanding of the many psychosocial and ethical challenges inherent in genetic testing.

Poster 6 *Psychobiography Training In Psychology*

Samantha Morel, B.A. (Fordham University), Jason D. Reynolds, M.S. (Fordham University) & Joseph G. Ponterotto, Ph.D. (Fordham University)

The present study served two purposes. First, it identified psychobiography courses nationwide, and second, it content analyzed recent psychobiography doctoral dissertations. Findings indicated that psychobiography is little-addressed in psychology curricula, with only 15 relevant courses identified. A total of 58 psychobiography dissertations were completed in the last four decades. These dissertations were primarily anchored in psychoanalytic and other psychodynamic traditions. Historical subjects of the psychobiographical research were most frequently artists, psychologists, political leaders, and religious healers/leaders. The importance of including psychobiographical study in psychology curricula is emphasized and models for inclusion are presented. A model psychobiography syllabus will be presented.

Poster 7 *Choice Theory And Reality Therapy: Applied by Health Care Professionals*

Lauren Dealy, MSCP (Northeastern University), Shruti Tekwani, MSCP (Northeastern University), Mary E. Watson, MSCP, Ed.D. (Northeastern University) & Irina L.G. Todorova, Ph.D. (Northeastern University)

The purpose of this study was to determine long-term outcomes of learning that took place in a Reality Therapy course and specific ways past course participants have incorporated the Choice Theory (CT) and Reality Therapy (RT) concepts into their personal and health professional fields. A web-based survey was completed by seven cohorts of past students (N=91) between 2006 and 2012 with a response rate of 29% (n=27), and 13 of the 27 professionals were interviewed to gather more information. 100% of respondents used concepts personally and professionally. Qualitative and quantitative data will be presented and recommendations for future research discussed.

Poster 8 *Teaching Critical Thinking Through The Process Of Library Literacy In Psychology Classes*

Jill Borin, MLIS (Widener University) & Kathryn Healey, Ph.D. (Widener University)

Through an ongoing collaboration between a psychology faculty teaching abnormal psychology and a reference librarian, undergraduate students were taught how to obtain and evaluate multiple sources. The primary goal was broaden their perspective on current topics in abnormal psychology. A series of library sessions were designed to move students away from the habit of a cursory use of google search and scholarly databases. Contradictory and convergent data provided the opportunity for students to adopt a critical stance in which information is open to question.

Poster 9 *Value Of A Terminal Master's Degree For Gaining Admission To An I/O Psychology PhD Program*

Jeffrey P. Nicholas, Ph.D. (Bridgewater State University)

Representatives of graduate admissions committees were contacted by email and offered the opportunity to participate in an online survey about the value of a terminal master's degree for admission into their Ph.D. industrial/organizational psychology programs. Participants were also be asked to rate the relative importance of various other admissions criteria such as GRE scores, letters of recommendation, field experience, etc.

Poster 10 *Modality Effects In Developmental Psychology: An Interdisciplinary Approach Yields New Integrative Insights*

Deanna Gagne, B.A. (University Of Connecticut) & Marie Coppola, Ph.D. (University Of Connecticut)

Traditional developmental psychology classes generalize theoretically common milestones exhibited by a small subset of the world's population to children living in very disparate environments. We add to recent multicultural findings by showing how studies with deaf and hard of hearing participants can shed new light on our most fundamental understandings in developmental psychology. We look at how the unique language experiences of deaf children interact with other developmental processes and provide a structure for incorporating these themes into general developmental psychology classes, a special topics undergraduate course, or a focused graduate course.

Poster 11 *Intensive Mentored Research Experiences For Undergraduates (REU) In Neuroscience At An Urban Public College*

Laura A. Rabin, Ph.D., Deborah J. Walder, Ph.D., Susan Y. Chi, M.A., John K. Flynn, B.A. & Luz Ospina, M.A. (Brooklyn College of the City University of New York)

In 2013 the Brooklyn College Psychology Department executed its first year of a NSF-supported Neuroscience Research Experiences for Undergraduates Program. Twelve (5 male/7 female) students from ethnic-minority serving two-and four-year institutions in the NYC area carried out a semester-long research laboratory immersion experience under the supervision of faculty members. We present an overview of the program and preliminary outcomes including students' completion of a research project and presentation of a first-authored poster at our annual Science Research Day. We also discuss our approach to mentoring and the development of educational seminars focused on research methods, research ethics, and professional issues.

Poster 12 *Preserving Pedagogy in Accelerated College/BA Completion Programs*

Jennifer A. Rivers, Ph.D. (Elms College)

Accelerated programs in psychology are becoming increasingly popular with non-traditional student populations. These programs are particularly challenging to faculty and adjuncts who fight to preserve pedagogy, meaningful learning experiences, and authentic assessments of written work. How well do these formats work and do they maintain the standards for earning a traditional 4 year degree? What have we learned from past experiences and how can we improve a format that seems to be here to stay!

Poster 13 *Significantly Different: A Meta-analysis Of The Gap Between Statistics Students Learn And Statistics Psychologists Use*

Neal P. Fox, M.S. (Brown University) & Megan Reilly, M.S. (Brown University)

The present research examines the extent to which existing statistics courses that are required for psychology majors at research universities emphasize the topics which are most likely to be encountered by students in their future coursework and research. We demonstrate through analysis of syllabi and meta-analysis of experimental articles in psychology journals that many topics are over- or under-taught relative to their prominence in the literature. We argue that, if a major objective of these courses is to prepare undergraduate majors for future exposure to literature in the field, teachers should reevaluate their distribution of classroom resources across course topics.

Poster 14 *The Impact Of Academic Delivery Method On Student Performance And Attrition Rates*

Yana Durmysheva, Ph.D. (Borough of Manhattan Community College, CUNY), Dmitry Burshteyn, Ph.D. (Siena College) & Rommel Robertson, Ph.D. (Queensborough Community College, CUNY)

Studies comparing student performance in traditional (face-to-face) vs. hybrid (partially online) courses have produced mixed results (see, Kakish et al., 2012 & McFarlin, 2008). This investigation compared student performance and attrition rates in traditional vs. hybrid sections of a college course in General Psychology. Comparison of final grades for four sections of traditional (N=120) and hybrid (N=90) courses across different semesters revealed a significant interaction between delivery method and semester $F(1, 164) = 8.48, p = .004$, while significantly higher attrition rates were observed in the hybrid sections, $\chi^2(1, N = 210) = 9.96, p < .002$.

Poster 15 *Leveling Up Lecture: Scaling Game-Based Instruction For Lecture-Style Educational Psychology Courses*

Stephen T. Slota (University Of Connecticut)

Educational psychology instruction centers on the application of established learning theory in the K12 classroom. However, theory-driven pedagogy can be difficult to implement in large-scale university courses (e.g., lectures, MOOCs) given a number of mitigating variables (e.g., instructor-student ratios, time limitations). Instructors are generally limited to direct instruction while simultaneously explaining how it is often a non-optimal instructional methodology. In response, this poster aims to highlight how game-based instructional techniques, specifically, can be made scalable for large educational psychology lectures, thereby aiding instructors looking to enact established learning theory in as richly authentic a context as possible.

Poster 16 *Hamlet Meets A Clinical Psychologist*

Stephen Bank (Wesleyan University)

Reviving Hamlet is a play written for high school students. Using easy-to-understand modern English, it vividly brings psychological ideas and controversies to life, by imagining that Hamlet survives the bloody conclusion of Shakespeare's Hamlet. Four hundred years before Sigmund Freud's psychoanalytic ideas, Shakespeare revealed the dark side of human beings in all their complexity and ambiguity. Reviving Hamlet allows students to apply theories and psychological ideas to an explosive family drama. Students are introduced to controversial topics: Projective testing, psychiatric diagnosis, the insanity defense, brain science vs. social science, P.T.S.D., suicide causes and prevention, adolescent self-esteem and eye-witness testimony

4:00 PM – 4:30 PM
Third Floor Student Lounge
Participant Idea Exchanges 1 - 4

Exchange 1: A Participant Exchange About Game-Based Assessment

Thomas E. Heinzen
(William Paterson University)

The purpose of this participant exchange is to interact with any professors who know anything at all about game-based education within psychology, particularly with regards to using game design as a way to assess learning. There appear to be two underlying psychological principles that make game-based designs a serious candidate as the guiding assessment methodology within psychology: Its ability to motivate users and its approach to failure. I hope to meet with anyone with experience or interest in game-based learning and assessment.

**Exchange 2: Classroom Discussions In Psychology: The Importance Of
The Other And Dissenting Beliefs**

Jeffrey Perrin, Ph.D. (Lesley University), Heather Macdonald, Psy.D. (Lesley University)
& David Goodman, Ph.D. (Lesley University)

In psychology classes we discuss several contentions issues with political, social, and cultural influences (e.g., immigration, end-of-life care). However, we may be missing opportunities for rich class-based discussion. Our discussions may be fostering arrogance, cowardice, narrow-mindedness and conformity, as opposed to building intellectual humility, courage, empathy and autonomy. During this session we will discuss ways to bring in an authentic dissenting voice into the classroom. Specifically, we hope to address two questions 1) how can instructors avoid the pitfalls of presenting impassionate renditions of counterarguments; 2) how can instructors encourage students' to avoid the distortion of ideas held by others?

Exchange 3: Exploring The Teaching And Learning Of International Students In Psychology

Allison Buller, Ph.D. (University of Bridgeport), David Oberleitner, Ph.D. (University of Bridgeport)
& Tracy Ryan Ph.D. (University of Bridgeport)

This session focuses on helping Psychology professors identify how their teaching practices impact the learning of students from diverse linguistic and cultural backgrounds. We will be discussing a range of suggestions and resources for professors to consider using in their own classrooms, as well as relevant research to inform further discussion on the topic of teaching international students. Round table participants will be invited and encouraged to share their thoughts and experiences related to the successes and challenges of teaching psychology to a diverse audience.

Exchange 4: What Might It Be Like To Have Students Experience What Being Elderly Might Be Like?

Kristine Anthis, Ph.D. (Southern Connecticut State University)

Experiential learning in Lifespan Development can involve students visiting day care centers, schools, and/or elder care facilities. These opportunities allow students to experience what it is like to interact and potentially work with individuals of various ages. Aging simulations, on the other hand, provide an opportunity for students to appreciate what it might be like to be elderly -- and have the potential to decrease ageism and improve students' attitudes toward and interest in working older people. I will discuss my experience assigning an aging simulation in my Lifespan Development course, then provide time for others to share their experiences.

4:30 PM – 5:00 PM
Third Floor Student Lounge
Participant Idea Exchanges 5 - 8

Exchange 5: To Flip Or Not To Flip: Psychology And Higher Education's Online Move

Debra A. Harkins, Ph.D. (Suffolk University)

Online higher education courses are rapidly replacing traditional curriculum in many colleges throughout the country. What does this mean for faculty pedagogy? What does teaching psychology online look like? What psychology courses have been taught online? What psychology courses make sense online? Join us as we share and compare approaches to teaching psychology in traditional, flipped, blended, hybrid and online venues. We will discuss some of the most popular online technologies and how we can use them to teach psychology with various generations of college students and different types of learners.

**Exchange 6: Collaborating On A Multicultural Curriculum Transformation Project:
The Places We Went**

Taryn Aldrich, M.A. (University of Rhode Island) & Margaret Rogers, Ph.D. (University of Rhode Island)

This Participant Idea Exchange will address a multicultural curriculum transformation project in the Psychology department at the University of Rhode Island. Our mission was to design a revised Developmental Psychology course, with a focus on multiculturalism and diversity issues, during Summer 2012 and implement the newly transformed course in Fall 2013. The process through which we transformed the curriculum for the course and its resultant benefits (an end-of-semester survey proved the material and instructor reflected diversity positively and fairly for students) emphasize the importance of increasing exposure to multicultural issues within general education courses for students and faculty alike.

Exchange 7: Subject Pool Debriefing Practices: A Lost Opportunity For Student Learning?

Fran Barth, M.S. Ed. & Elizabeth Spievak, Ph.D. (Bridgewater State University)

Undergraduate participant pools have been common practice for many decades. Yet the educational benefit to student research participants has been debated throughout the years. Research in the area has been minimal. Some have suggested that a debriefing process that included specific information and an expression of appreciation resulted in more favorable opinions of the importance of research (Sharpe and Faye, 2009). Our research focused on whether a personally delivered standard debriefing with expression of gratitude would improve participant's opinions about research and its educational value. During the round table discussion, we will share our experience and discuss other educational opportunities.

Exchange 8: Teaching Psychology In Study Abroad Programs: Engaging Students In The Arts And Assessing Personal Growth

Jennifer M. Pipitone, B.A. (The Graduate Center, CUNY) & Chitra Raghavan, Ph.D. (John Jay College of Criminal Justice)

Few study abroad programs focus on psychology, yet such programs have potential to foster significant changes in self-development and worldview. While exposure to cultures on a global level can stimulate change, we provide a more focused experience through exposure to the arts. This exchange introduces journaling as a technique to engage students in emotional aesthetics and assess personal growth. Discussion questions include: How can we engage students in the arts locally and abroad? How can exposure to aesthetics encourage learning and personal growth? How can these learning objectives be assessed? Data from a summer program in Bali will be shared.

Friday Evening Dinner

5:30 PM - 6:30 PM

The Friday Evening Dinner is by prior reservation (Event Center C, Second Floor, Beacon Hall) and is not included in either general NECTOP or NEPA registration fees.

Friday Night Keynote Speaker / 6:45 PM – 7:45 PM

Beacon Hall Event Center C

Opening Comments

Anita Gliniecki, M.S.N. (President, Housatonic Community College) and Elizabeth Roop, M.S. (Dean of Academic Affairs, Housatonic Community College)

G. Stanley Hall Distinguished Presenter:

Daniel Schacter, Ph.D.

(Harvard University)

The Seven Sins of Memory: An Update

Introduced by Dov Kugelmass, Ph.D. (Three Rivers Community College)

Over a decade ago, I proposed that memory errors could be classified into seven fundamental categories or “sins”: transience, absentmindedness, blocking, misattribution, suggestibility, bias, and persistence. During the past decade, much has been learned about each of the seven sins, especially as a result of research that has combined the methods of psychology and neuroscience. This presentation will provide an update on our current understanding of the seven sins, with a focus on the sins of absent-mindedness (failures of attention that result in memory errors) and misattribution (when information is mistakenly assigned to the wrong source, resulting in memory distortions such as false recognition). I will discuss recent research on absent-mindedness that has examined the role of mind wandering in memory for lectures, and will present evidence indicating that interpolated testing can counter such absent-minded lapses. I will also discuss recent research that has clarified both cognitive and neural aspects of misattribution, and consider evidence for the idea that misattribution and other memory sins can be conceived of as byproducts of otherwise adaptive features of memory.

Daniel Schacter received his Ph.D. in experimental psychology from the University of Toronto in 1981. He is currently William R. Kenan, Jr. Professor of Psychology at Harvard University, where he has been a faculty member since 1991, and served as Chair of the Psychology Department from 1995-2005. Schacter’s research explores the relation between conscious and unconscious forms of memory, the nature of memory distortions, how individuals use memory to imagine possible future events, as well as the effects of aging on memory. Schacter and collaborators have published over 350 articles and chapters on these and related topics. He has received a number of awards for his research, including the Troland Award from the National Academy of Sciences (1991), a Guggenheim Fellowship (1998), the Howard Crosby Warren Medal from the Society of Experimental Psychologists (2009), and the Award for Distinguished Scientific Contributions from the American Psychological Association (2012). Schacter was elected to the National Academy of Sciences in 2013. Many of Schacter’s studies and ideas are summarized in his 1996 book, *Searching for Memory*, and his 2001 book, *The Seven Sins of Memory*, both winners of the APA’s William James Book Award and also named as *New Times* Notable Books of the Year.

Program Notes

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The Northeast Conference for Teachers of Psychology
invites you to attend and participate in the
2014 Annual Meeting



Call For Submissions

Submission of a proposal implies a commitment to attend the meeting and deliver the presentation if it is accepted. All attendees, presenters, and guests are required to register for the NECTOP meeting. Proposals will be accepted or rejected on the basis of peer review.

Priority will be given to Posters and Participant Idea Exchanges submitted between February 1, 2014 and June 8, 2014. NECTOP will continue to receive and review posters submitted after June 8, 2014 through September 21, 2014. Posters provide a medium for the visual presentation of information and discussion with attendees. Participant Idea Exchanges are 30-minute roundtable discussions related to the teaching of psychology, including but not limited to research on the effectiveness of a teaching method or strategy, demonstration of a teaching technique, cooperative and/or interdisciplinary projects.

NECTOP will also consider proposals for **one-hour interactive sessions/workshops** dealing with instructional methods or strategies in the teaching of psychology. Examples of the sorts of sessions that will be considered may be found in the 2011–2013 NECTOP programs that are available for online review at NEPsychological.org. **The deadline for proposals for one-hour interactive sessions/workshops is March 1, 2014.** Decisions about including sessions in the program will be made after the submission deadline and will consider both the quality of the proposal and achievement of balance in the NECTOP program.

In order to be reviewed all proposals must be clearly related to the teaching of psychology, submitted through the NECTOP Submissions Portal at NEPsychological.org, and include:

- A title and list of authors and affiliations.
- A short abstract of 50 to 100 words summarizing the technique or project being presented.
- A long abstract with a minimum length of 750 words with sections that clearly state:
 - The teaching technique or project.
 - If and where appropriate, the procedures used to evaluate the technique or idea.
 - Implications of the results for the teaching of psychology.

20th Northeast Conference for Teachers of Psychology

Friday, October 17, 2014

Bates College, Lewiston, Maine

NETeachingPsychology@Gmail.com

www.NEPsychological.org

The Northeast Conference for Teachers of Psychology is affiliated
with the New England Psychological Association

**54th New England Psychological Association Meeting
Saturday, October 18, 2014
Bates College, Lewiston, Maine**



Call for Submissions

The submission of a proposal implies a commitment to attend the meeting and deliver the presentation if it is accepted. All attendees, presenters, and guests are required to register for the meeting. Proposals will be accepted or rejected on the basis of peer review.

NEPA Priority Submission Deadline: February 1 through June 8, 2014 for symposia, papers, and posters representing all areas of the psychological sciences. NEPA will continue to receive and review posters through September 21, 2014.

NEPA invites the submission of **papers** and **posters** with clear and detailed articulation of research questions, procedures, data analyses, and implications of the results. Theoretical and literature review submissions will be considered as papers provided that they present new ideas, models, or frameworks for future research. Papers and posters may be qualitative in concept and methodology provided that a sufficient description of data sources/evidence, evaluation procedures, and substantiated conclusions is provided. NEPA also seeks the submission of **symposia** that include authors from different institutions presenting substantive issues from different perspectives. Data collection and analysis must be concluded prior to submission. **The NEPA program committee reserves the right to request that papers for which thematic sessions are not available be presented as posters.**

In order to be reviewed **paper and poster submissions** must include the following content:

- A title and list of authors and affiliations.
- A short abstract of 50 to 100 words summarizing the research concept, the methods, and the main findings.
- A long abstract of 1000 to 1500 words with separate sections that clearly state the:
 - Research problem and hypotheses.
 - Methodology.
 - Results or findings with statistical tests (e.g., means and standard deviations) embedded within explanations, where appropriate.
 - Implications of the results within the context of the stated problem and hypotheses.

A **Symposium submission** should include the following content:

- A title and list of authors and affiliations.
- A short abstract of up to 250 words summarizing the themes and goals of the session and the audience for which the symposium is intended.
- A long abstract of 1000 to 1500 words summarizing each presenter's contribution to the submission and expertise to participate in the symposium.

All proposals must be submitted using the NEPA Submission Portal at NEPpsychological.org.

NEPpsychological@Gmail.com

www.NEPpsychological.org