

Proceedings
of the
20th Annual Meeting
of the
Northeast Conference
for Teachers of Psychology

Bates College
Lewiston, Maine
Friday, October 17, 2014

www.NewEnglandPsychological.org

Pettengill
Hall

New Commons
Dining Hall



New Commons Dining Hall

NECTOP will begin in this building. Come through the doors seen below and then up the stairs on the left. NECTOP functions from 8:00 AM through 4:00 PM will be conducted on the second floor of this building.



Pettengill Hall

NECTOP will move to this building for the 4:00 PM - 5:00 PM poster session, the Participant Idea Exchanges, and the Teaching Demonstrations. Walk out the front door of the New Commons Building and then walk straight across the walkway to Pettengill Hall. Come through the front doors seen below and walk straight into the Atrium area for NECTOP posters and Participant Idea Exchanges. Teaching Demonstrations will be presented in Room G-21, one floor below the Atrium level.



The New England Psychological Association and the Northeast Conference for Teachers of Psychology would like to thank Bates College for hosting their joint 2014 Annual Meetings, and recognize the following organizations, grants, and individuals for contributing to the success of the 2014 NECTOP meeting:

- Kathryn Low, Ph.D., Assistant Dean, Arts and Sciences, Bates College
- Todd Kahan, Ph.D., Department of Psychology, Bates College
- Brenda Pelletier, Events Coordinator, Bates College
- Bates College Department of Psychology
- Northeast Conference For Teachers of Psychology Steering Committee
- American Psychological Association Education Directorate
- APA Board of Educational Affairs (BEA)
- Society for the Teaching of Psychology

9:00 AM - 10:00 AM

**Opening Keynote Address
Rooms 221-222**

Jane Halonen, Ph.D.

(Western Florida University)

Teaching Psychology in Postmodern Times

Dr. Halonen's presentation will address how faculty lives have been changing as the modern era yields to the postmodern era. The discussion examines increased faculty responsibilities, especially with regard to accountability, and Dr. Halonen will recommend some strategies for developing stronger programs and departments.

Currently Professor of Psychology at Western Florida State University, Jane Halonen held the position of Dean of the College of Arts and Sciences at UWF since 2003 when she moved from her post as Director and Professor of the School of Psychology at James Madison University. She has worked on the steering committees of the last two national curriculum conferences on undergraduate education and was the faculty advisor on the National Standards for High School Psychology. She chaired the Undergraduate Psychology Learning Goals and Outcomes Task Force that developed national guidelines for the psychology major. She has conducted about 15 departmental program reviews or visits to work with faculty in conflict or interested in curriculum and program reform. She has contracted with four-year and two-year colleges and with high schools to consult on issues related to curriculum reform, boundary management issues, and other professional issues in teaching, including critical thinking and assessment. Jane has served on the team that manages the Advanced Placement reading in psychology to address the grading of high school tests, completing the role of Chief Reader after 5 years in 2008. She continues to provide test questions for a variety of Educational Testing Service assessments and has served on a concept team convened to look at redesigning the quantitative GRE. She served as co-director in the design and management of the international Improving University Teaching and Learning conference held in a different major international city every July and remains on its Board of Directors.

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

Room 211

Dana Dunn (Moravian College)

&

Suzanne Baker (James Madison University)

Using the New Guidelines 2.0: Some Practical Practices for Faculty and Departments

The American Psychological Association's Guidelines for the Undergraduate Psychology Major 2.0 offer faculty members and departments ample opportunities for engaging in good assessment practices. But where and how to begin? We will offer practical suggestions and highlight practices that can help individuals and departments address their respective assessment goals.

Room 226

Meghan Wilson Duff

(University of Maine at Machias)

Strategies for Integrating Service-Learning Projects into Psychology Courses

This workshop presents strategies for integrating service-learning projects into established psychology classes. Service-learning provides an opportunity for students to apply disciplinary content to address a real world issue and develop other important transferable skills that are not discipline specific. Service-learning projects vary by course level, students' prior experience, duration of the project, contact with the community partner, the amount of structure the teacher provides, and whether students work in groups or individually. This workshop will provide examples from three different psychology courses to illustrate preparing for the course, orienting and supporting students during the projects, and formative and summative assessment.

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

Room 211

Michael D. Spiegler
(Providence College)

Goodbye Teacher, Hello TeacherS: How to Implement Interteaching

Interteaching (IT) is an innovative teaching strategy in which students answer a series of questions on course material (typically reading) and then, in dyads or triads, teach each other the answers during class. IT involves collaborative learning, learning through teaching, and a variety of behavioral principles and techniques. The aim of the workshop is to inspire participants to use IT and to provide them with the practical nuts-and-bolts necessary to do so. The workshop is suitable for anyone who has used IT, is familiar with IT, or who is just curious about this quintessence of active learning.

Room 226

Laura L. Bowman
(Central Connecticut State University)
&
Carolyn R. Fallahi
(Central Connecticut State University)

Advice for New, Current, and Aspiring Department Chairs: Important Lessons (I Wish I Had) Learned

The purpose of this session is to share advice about leading the department as department chair with colleagues who are a) considering becoming department chair or b) new to the job and/or are c) seasoned chairs in need of “re-upholstering” or who want to share their own good advice.

12:30 PM - 1:30 PM

Lunch for all registered NECTOP participants
will be served in Rooms 221-222.

1:30 PM - 2:30 PM

Afternoon Keynote Address

Rooms 221-222

Victor Benassi, Ph.D.

(University of New Hampshire)

***Students' Beliefs About Paranormal Claims:
Implications for Teaching Introductory Psychology***

Beliefs that underlie students' thinking and behavior are sometimes inconsistent with what is known from the study of the physical, biological, and social sciences. Their "naïve theories" and "magical thinking" about the nature of the physical world are formed over many years. By the time they enter college, most students hold a wide range of beliefs about "paranormal" phenomena. First, the presenter describes some beliefs that are commonly held among college students (e.g., in ESP, therapeutic touch, astrology, ghosts). Next, he considers research that may help teachers understand the formation and perseverance of these beliefs. He will conclude with a consideration of contemporary applied research on conceptual change that may be particularly useful to introductory psychology teachers. Along the way, the presenter will perform a few "psychic" tricks.

Victor Benassi has been a professor, department chair, and academic administrator at the University of New Hampshire (UNH). He is Faculty Director of the Center for Excellence in Teaching and Learning. He is an APA fellow, and he served as APA's 2013 Division 2 President (Society for the Teaching of Psychology, STP). He was principal investigator of a Davis Educational Foundation (DEF) grant—The Cognition Toolbox: Implementing Cognitive Principles and Assessing Student Learning in College Courses (2009–2012). He is currently principal investigator of a DEF grant: Teaching and Learning with Multimedia (2012–2015). With William Buskist, is co-editor of *Effective College and University Teaching: Strategies and Tactics for the New Professoriate* (2012, Sage Publications). With Catherine Overson and Chris Hakala, he is co-editor of *Applying the Science of Learning in Education: Infusing Psychological Science into the Curriculum* (STP, 2014). In 2003, he received the American Psychological Foundation's Charles L. Brewer Distinguished Teaching of Psychology award. His current research focuses on the application of science of learning principles to teaching and learning in college and university courses.

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

Room 211

Jennifer J. Stiegler-Balfour
(University of New England)

The Nuts and Bolts of Starting a Program of Research in the Scholarship of Teaching and Learning

The exploration of teaching practices and optimizing student learning from a scientific perspective is receiving increased recognition among universities and colleges across the nation. This presentation will define a framework of initiating a SoTL research program as well as identify best-practices for incorporating SoTL research into a professional portfolio to not only improve teaching methods (and add to the current body of literature of pedagogical work) but also to aid in the tenure and promotion process. Specific research projects will be discussed to demonstrate how such projects can inform teaching practices and also help faculty maintain an engaging research program throughout one's career.

Room 226

Sidney Trantham
(Lesley University)
&
Donna San Antonio
(Lesley University)

Facilitating Experiential Learning in Psychology Courses

Mark Twain said, "I know a man who grabbed a cat by the tail and he learned 40 percent more about cats than the man who didn't." Experiential learning need not be as painful as grabbing a cat by the tail, but it does require us to take risks. We will discuss the theory of experiential learning practices and describe several activities that help students learn concepts such as resistance, transition, hope, stress, and anxiety. Finally, we will conduct at least one activity and gain further ideas and insights from the group. Participants will receive handouts of activities.

4:00 PM – 5:00 PM

Pettengill Hall, Atrium Lounge

Bernard C. Beins Teaching Poster Session

Poster 1 Publishing Opportunity in the Teaching of Psychology for Medical Students and the MCAT

Bernard C. Beins (Ithaca College)

Psychology teachers now have an opportunity to bring psychology into medical education by publishing research on teaching in a medical forum. Beginning in 2015, the MCAT will feature psychology questions, and medical professionals will need to understand psychological principles. The American Association of Medical Colleges initiated, with the American Psychological Association, a psychological component to its pedagogical publication, MedEdPORTAL. This provides opportunities to publish peer-reviewed reports of pedagogical exercises in areas of psychology ranging from the neuron, to perception and cognition, to social psychology, and beyond. This poster highlights the possibilities for publishing teaching activities and exercises in this venue.

Poster 2 That's Not What the Research Says! Using South Park to Teach Psychological Critical Thinking

Lyndsey K. Lanagan-Leitzel (Eastern Connecticut State University) & James W. Diller (Eastern Connecticut State University)

Critical thinking is an important skill that many instructors wish to cultivate in their students. Our college requires all first-time first-year students to complete a first-semester colloquium course as part of their first-year experience. Critical thinking is a key desired outcome of this course, yet it is not systematically assessed. Here, we review the use of the popular animated television series South Park to teach psychological critical thinking and provide some preliminary data from a Collegiate Learning Academy critical thinking performance task developed for the course to examine improvement in this skill during the semester.

Poster 3 Applying the Multimedia Principle to Classroom Slide Presentations Positively Affects Student Learning

Catherine E. Overson, Ph.D. (University of New Hampshire) & Michael Melville, M.A. (University of New Hampshire)

Students learn better with words and pictures than with words alone. We assessed the educational impact applying the multimedia principle to slide presentations in an authentic course setting. Half of the students in an introductory psychology course viewed six chapter-related presentation slides online with words alone, and the other half viewed slides modified using the multimedia principle, after which all students took a quiz. All mean quiz scores were in favor of the multimedia-prepared slides, with 4 out of 6 chapter topics reaching significance.

Poster 4 A Classroom-Embedded Planning and Observation Tool for Tier 3 Adolescent Reading Instruction

Yan Wei, M.A. (University of Connecticut), Michael Faggella-Luby, Ph.D. (Texas Christian University), Joshua Wilson, Ph.D. (University of Delaware) & Allison Lombardi, Ph.D. (University of Connecticut)

This poster addresses the challenge of planning for and providing high quality Tier-Three reading instruction to adolescents. To support special educators in planning adolescent Tier-Three reading interventions, this poster will present an evidence-based instructional planning tool (Tier-Three Adolescent Reading Instruction Planning Tool-Revised) intended for use in Tier 3 secondary settings.

Poster 5 An Interdisciplinary Approach to Teaching Contemporary Issues in Psychology: School Shootings

Jennifer L. Weiner, Ph.D. (Fisher College), Heidi Hendershott, Ph.D. (Fisher College), Danielle Herget, Ph.D. (Fisher College) & Meredith Spencer, M.A. (Fisher College)

Looking at a psychological issue from multiple perspectives can enhance our understanding of its many dynamics. Recently, tragic issues, such as school shootings are appearing on course syllabi in many disciplines. In the multidisciplinary approach described below, psychology students were exposed to a panel of professors from different disciplines discussing the topic of school shootings. The goal was to help the students appreciate how the many different angles of a particular issue can shape the mental health outcomes for individuals.

Poster 6 Adapting a Psychology Class from a Live to a Hybrid Format: Pedagogy and Practical Issues

Kelly McNamara, Ph.D., NCSP (Southern Connecticut State University) & Elizabeth Kelley Rhoades, Ph.D., NCSP (Southern Connecticut State University)

Online teaching has increased exponentially within psychology departments. Many have found that the hybrid model, a blend of both live and online teaching and learning activities, to be the “best of both worlds” in terms of providing greater student access and flexibility, meeting the needs of diverse learners and engaging students in relevant and meaningful coursework. The presentation will provide an overview of the pedagogy and research on online and hybrid instruction as well as practical techniques for revising an existing course, or designing a new one, to make the best use of this format.

Poster 7 An Undergraduate Course in Adult Development: When the Virtual Adult is an Adult

Robert B. Williams, Ph.D. (Crandall University, Moncton, New Brunswick, Canada)

An aspect of this course was studying adults by preparing case records. Participants (1) developed their abilities to observe and accurately record adult behavior across a variety of ages and contexts; (2) withheld judgments about behavior when evidence was lacking; (3) substantiated statements about behavior with evidence; (4) sought the meaningfulness and/or function of behavior; (5) gained knowledge and appreciation of what adults are up against at different ages and stages of the lifespan; (6) came to understand the developmental tasks of adults at various ages; and (8) became aware of the different views of human behavior.

Poster 8 Teaching Psychotherapy Integration in a History and Systems Course Designed for Clinical Psychology Graduate Students

Robert M. Anderson, Jr., Ph.D. (Hawaii School of Professional Psychology at Argosy University/Hawaii)

The addition of a psychotherapy integration component into a History and Systems of Psychology Course for clinical psychology graduate students can make the course much more interesting and challenging. This can be accomplished by teaching psychotherapy integration and designing the course as two parallel tracks: history of psychotherapy and history of general psychology. The students then, beginning with their psychotherapy orientation, develop an integrated psychotherapy.

Poster 9 Research Participation Night: Increasing Efficiency of Data Collection for Student Research

Kathleen Herzig, Ph.D. (Plymouth State University) & Angela Kilb, Ph.D. (Plymouth State University)

Data collection can be a frustrating experience for student researchers due to difficulty in scheduling appointments with participants. To increase the efficiency of research project data collection, we organized a Research Participation Night. By offering course credit, pizza, and other prizes, we attracted 95 participants who completed over 250 experimental sessions, accounting for 35% of the experimental sessions completed that semester. This poster outlines how to organize such an event, which is particularly suitable for collecting data for a variety of relatively short experiments. It is very effective for recruiting research participants in a short period of time.

Poster 10 Using Case Conferences To Deepen Students' Understanding Of Personality Psychology

Michael Hendery, Psy.D. (Southern New Hampshire University)

The goal of the case conferences in this Psychology of Personality course is twofold: First, this format helps students research and apply personality theory to real-life patients from the case study literature in psychology. Second, the task of presenting is less intimidating to students in these small group settings (the average case conference is 5 - 7 students, plus one faculty member). A description of the course format and case conference is presented in this poster, along with specific student feedback about the assignment.

Poster 11 Gamification in Introduction to Psychology: Effects on Misconceptions and Engagement

Winter M. Thayer, B.A. (Castleton State College) & Lucas J. McGovern, B.A. (Castleton State College)

This project investigates gamification, a trend gaining popularity in business and education. Misconceptions about psychology and class engagement were assessed in a gamified section of Introduction to Psychology (N = 72) and three non-gamified (N = 56) sections at the beginning and end of the Fall Semester. Significant differences were not found between sections. Implications are discussed for misconceptions and gamification. Is gamification worth the effort?

4:00 PM – 4:30 PM
Pettengill Hall, Atrium Lounge
Participant Idea Exchanges 1 - 4

Exchange 1: Introducing Students to Discipline-Specific Writing

Anne E. Stuart (American International College)

&

Sandra A. Segó (American International College)

Writing is an integral part of the psychology major. Students often struggle not only with the mechanics of APA-style, but also the general tone and voice of discipline-specific writing. Join us as we share curriculum changes in both the major and general education aimed at strengthening discipline-specific writing in a developmentally appropriate manner. Round table participants will be invited and encouraged to share their thoughts and experiences related to the successes and challenges of teaching discipline-specific writing.

Exchange 2: Beautiful But Smelly or Ugly But Irresistible Smelling?
Using Questions to Engage Students in Research

Alita J. Cousins, Ph.D. (Eastern Connecticut State University)

Use of a well-designed question of the day (QOD) at the beginning of classes, including research methods, may stimulate students to think about interesting psychological phenomenon. Instructors can use the QOD as a Mam between stimulating concepts and the results of psychological research. This participant idea exchange will focus on how to effectively use a QOD at the beginning of a class period, and will include sample questions, what to expect from student answers, how to segue into a discussion of psychological research, and research methods, and possible benefits of using a QOD to stimulate class discussions about psychological research.

Exchange 3: Value-Added Assignments

Lois-Ann Kuntz, Ph.D. (University of Maine at Machias)

&

Meghan Wilson Duff, Psy.D. (University of Maine at Machias)

This Participant Idea Exchange is an opportunity to share ideas, successes, and challenges associated with including career-oriented assignments into psychology courses. As many as 75% of psychology graduates end up employed outside academia (Landrum, Hettich & Wilner, 2010), and graduates often find work with non-profit organizations, businesses, government agencies, and allied health fields. Integrating non-traditional assignments can support the development of skills for grant writing, event planning, promotion, and public relations. Facilitators will include a handout with examples from a community engaged Research Methods & Design course, a Social Psychology course, and a internship seminar.

Exchange 4: Challenges Faced When Teaching About Microaggressions

Benjamin Wood, Ph.D.

(Massachusetts College of Liberal Arts)

Microaggressions occur when people, who embody power and privilege in terms of race, sexuality, or gender identity, perpetrate subtle and sometimes unconscious insults and attacks against those who do not embody privilege. Teaching about microaggressions raises challenges in the university classroom. In this Participant Idea Exchange, educators will discuss questions such as how can we create an environment in which people feel safe to discuss personal experiences with microaggressions? How do we engage students who may feel under attack for having privileged identities? What can we do when students dismiss microaggressions that were unintentional, yet harmful?

4:30 PM – 5:00 PM
Pettengill Hall, Atrium Lounge
Participant Idea Exchanges 5 - 9

Exchange 5: How Many and What Kind of Projects Should Students Complete in a Research Methods Course?

Sandra A. Sego (American International College)

&

Anne E. Stuart (American International College)

Research Methods is a crucial course in the undergraduate psychology curriculum. What is the best way for students to learn research methods? Should the class do a research project as a whole? Should students work in small groups? Should students conduct their own projects? Should topics be instructor-assigned or should students choose their own? Round table participants are invited to share their thoughts and experiences in teaching research methods to undergraduate psychology majors.

**Exchange 6: From Concept To Concrete:
Walking On Eggshells In Trauma Class**

Diana C. Direiter, Ph.D. (Lesley University)

In order to help students viscerally understand the concept of “walking on eggshells” in a home characterized by abuse and trauma, I designed an exercise for my upper-level Trauma and Crisis class in which they walked across cartons of real eggs. This Idea Exchange discusses the surprising ways that the exercise led to student growth and learning.

Exchange 7: Highlighting Connections in Introductory Psychology

Uriah S. Anderson, Ph.D. (University of Maine at Machias)

Introductory psychology courses frequently take a “tour bus” approach, visiting each of the major topics in turn but doing little to highlight connections between them. This approach can leave students with the mistaken impression that psychology consists of a series of isolated silos, but psychological research often bridges multiple areas of study. In this session, we will briefly review recent recommendations from APA regarding introductory psychology courses, then we will discuss ways of approaching introductory psychology courses that better highlight connections between topics. Depending on interest, discussion may focus on class assignments/activities, suggested reading assignments, or lecture topics.

Exchange 8: Awakening Psychology Majors to the Possibilities of Graduate Study and Careers in School Psychology

Elizabeth Kelley Rhoades, Ph.D., NCSP (Southern Connecticut State University)

Kelly McNamara, Ph.D., NCSP (Southern Connecticut State University)

&

Kari A. Sassu, Ph.D., NCSP (Southern Connecticut State University)

School Psychology is a career field within psychology that offers students a rewarding career providing mental health services within public schools. The presenters will provide proven ideas for informing psychology majors about this career option and how to best prepare for graduate study. Resources for faculty members will be shared.

Exchange 9: Psychology as Preparation for Life: Meeting the Challenge of APA Goals Three, Four And Five

Peter M. Hogan, Ph.D. (Fitchburg State University)

Last year's revision of the APA Guidelines of the Undergraduate Psychology Major presents us with five goal areas and 19 sub-goals. The purpose of this idea exchange is to explore those goals that are least likely to be included in a traditional psychology undergraduate major. The first exchange idea is to identify sub-goals in areas three, four, and five that are perceived as most challenging. The second idea is to share suggestions for how these more difficult goals can be effectively addressed.

4:00 PM – 5:00 PM
Pettengill Hall, Room G-21 (Ground Floor)
Teaching Demonstrations 1 - 4

4:00 PM - 4:15 PM / Demonstration 1

Tara Broccoli, Ph.D. (Mitchell College)

“How Do We Explain This?” Applying Psychological Perspectives to Our Understanding of Current Events

This activity (designed for General Psychology) utilizes an attention-getting incident to introduce various perspectives within the discipline (e.g., psychoanalytic, behavioral, biological, cognitive, social) as students attempt to explain the origin of the behavior. The students first brainstorm explanations for the behavior in question. Then, as the various perspectives are introduced, students select explanations that might be representative of the particular approach. Applying the perspectives to the students' explanations provides examples of how psychologists from different approaches would explain the same behavior. The complementary nature of the various perspectives is emphasized as both the importance and prevalence of an eclectic approach is presented. While the primary purpose of the activity is to introduce the different views within the field, it also serves to cultivate norms related to critical inquiry and class participation at the beginning of the semester.

4:15 PM - 4:30 PM / Demonstration 2

Craig Platt, Ph.D. (Franklin Pierce University)

Developmental Toy Design

At the conclusion of the unit on infants and toddlers in my Child and Adolescent Development course, students spend a class session in small groups designing toys for three different ages: newborns, 6-month-olds, and 18-months-olds. The assignment asks students to be creative and original, and to build in as much detail as possible to demonstrate their knowledge of physical/motor, sensory, cognitive, and psychosocial development. At the end of the session each group turns in a written product in which they describe each of their three designs and explain each toy's appropriateness for its intended age level. The designs the students produce are typically quite detailed, and often include fairly elaborate diagrams in addition to written text. Students tend to report

that this exercise is both enjoyable and challenging, and that it helps them appreciate the practical implications of developmental research and theory.

4:30 PM - 4:45 PM / Demonstration 3

Lizzie Harwood, Ph.D. (Rivier University)

Understanding (or Misunderstanding) Antidepressants through Commercials

Antidepressants are becoming a part of popular culture, thanks in part to commercials. But, have you ever really paid attention to these commercials? You will after this class demonstration! We will watch a few examples of these commercials and contemplate the messages they are sending to their audience about the etiology of depression, how antidepressants work, and what to expect when taking them. We will then contrast this with empirical evidence regarding the mechanisms of action, efficacy and safety of antidepressants. We will conclude by exploring the benefits and potential issues with advertising psychotropic medications.

4:45 PM - 5:00 PM / Demonstration 4

Mary O’Keeffe, Ph.D. (Providence College)

Cognitive Dissonance and the Chi Square: A Demonstration for Introductory Psychology

Balance theory and the related phenomenon of cognitive dissonance lend themselves to classroom demonstration. Class members can be assigned to opposing positions on a controversial topic (e.g., legalization of marijuana, gun control), asked to use the tools of persuasive communication (typically covered in the previous class) to make compelling arguments in support of the assigned position, and then students vote on which side they support. The finding that students tend to vote for the side to which they were assigned is reliable and robust. Yet the inevitable question arises from students: “how do we know that the votes don’t simply reflect original opinions?” Following up this classic demonstration with the Chi Square Test of Independence is a simple way to introduce expected and observed frequencies, and it provides students with a non-threatening introduction to statistical concepts. An example from a recent class demonstration will be presented.

**The conclusion of this session marks the end of the 2014 Annual Meeting
of the Northeast Conference For Teachers of Psychology.**

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

Pettengill Hall, The Keck Room, Ground Floor

Welcome and Opening Remarks:

Matthew R. Auer, Ph.D.

(Vice President of Academic Affairs and Dean of the Faculty, Bates College)

G. Stanley Hall Distinguished Presenter:

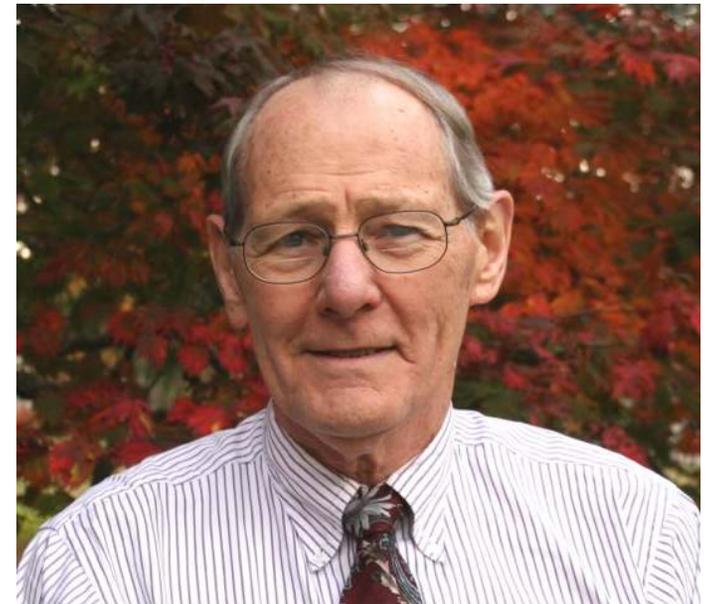
Ronald Rohner, Ph.D.

(University of Connecticut—Storrs)

***Health Benefits of Giving and Receiving
Affection: Worldwide Evidence***

Introduced by Michael Amico, Ph.D.

(Housatonic Community College)



Ronald P. Rohner is Professor Emeritus of Human Development and Family Studies and of Anthropology at the University of Connecticut, USA. There he is also Director of the Rohner Center for the Study of Interpersonal Acceptance and Rejection, and he is Executive Director of the International Society for Interpersonal Acceptance and Rejection (ISIPAR). Rohner is also the recipient of

the American Psychological Association's Award for Distinguished Contributions to the International Advancement of Psychology, as well as of the award for being the Outstanding International Psychologist from the USA in 2008. Beyond this, he is founding President of ISIPAR and a former President of the Society for Cross-Cultural Research. He also served on the Executive Council of the International Association for Cross-Cultural Psychology. In addition, he is a Fellow of the American Psychological Association and of the American Psychological Society, and he is a Fellow and Distinguished Member of the American Anthropological Association. Finally, he is author, co-author, or editor of 17 books and Special Issues of journals, and of approximately 200 articles, chapters, and other publications and electronic media.

Dr. Rohner's presentation concludes the Friday programming of the New England Psychological Association. The Annual Meeting will resume on Saturday, October 18, with registration in the Atrium Lounge in Pettengill Hall at 8:00 AM.

Program Notes

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The Northeast Conference for Teachers of Psychology
invites you to attend and participate in the
2015 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, Participant Idea Exchanges and Demonstrations of Classroom Activities submitted between February 1, 2015 and June 8, 2015. NECTOP will continue to receive and review posters submitted after June 8, 2015 through September 18, 2015.

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. **Demonstrations of Classroom Activities** (10 to 15 minutes maximum) are used to engage students and to teach effectively a psychological principle, perspective, phenomenon, or theory. These activities should actually be performed in the presentation at NECTOP and actively engage audience members. Authors should follow the directions below for submitting to NECTOP and should include in the statement an indication of the principle being demonstrated, description of the activity, and an explanation of how the audience will be engaged. **The priority deadline for submissions is June 8, 2015.**

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 2011-2014 NECTOP programs that are available for online review at NewEnglandPsychological.org. **The deadline for proposals for one-hour interactive sessions/workshops is March 1, 2015.** 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 at NewEnglandPsychological.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 statement of 400 to 600 words that clearly summarizes:
 - 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.

**21st Northeast Conference for Teachers of Psychology
Friday, October 9, 2015**

Fitchburg State University, Fitchburg, Massachusetts

NETeachingPsychology@gmail.com

www.NewEnglandPsychological.org

55th New England Psychological Association Meeting
Saturday, October 10, 2015
Fitchburg State University, Fitchburg, Massachusetts



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, 2015 for symposia, papers, and posters representing all areas of the psychological sciences. **NEPA will continue to receive and review posters through September 18, 2015.**

The submission of **papers** and **posters** with clear and detailed articulation of research questions, procedures, data analyses, and implications of the results is encouraged. 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.
- For **papers**, a short abstract of 50 to 100 words summarizing the research concept, the methods, and the main findings for papers. The short abstract is not required for posters.
- A statement of 400 to 600 words that clearly summarizes 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 statement of up to 1,000 words summarizing the submission and expertise of the presenters.

Proposals must be submitted at NewEnglandPsychological.org.

Session Time	New Commons Room 211	New Commons Room 226	New Commons Rooms 221-222
7:45 AM to 8:45 AM	Registration and continental breakfast will be available in New Commons, Second Floor		
9:00 AM to 10:00 AM			Opening Keynote Address: Jane Halonen
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 Rooms 221-222		
1:30 PM to 2:30 PM			Afternoon Keynote Address: Victor Benassi
2:45 PM to 3:45 PM	Concurrent Presentation Session 3 Presentation 1 Presentation 2		
4:00 PM to 5:00 PM	Posters and Participant Idea Exchanges will be presented concurrently in Pettengill Hall Atrium		
4:00 PM to 5:00 PM	Teaching Demonstrations will be presented in Room G-21, Pettengill Hall		
6:45 PM to 7:45 PM	Friday Evening Speaker —Dr. Ronald Rohner—in the Keck Room, Pettengill Hall		