

Proceedings
of the
21st Annual Meeting
of the
Northeast Conference
for Teachers of Psychology

Fitchburg State University
Fitchburg, Massachusetts
Friday, October 9, 2015

www.NewEnglandPsychological.org

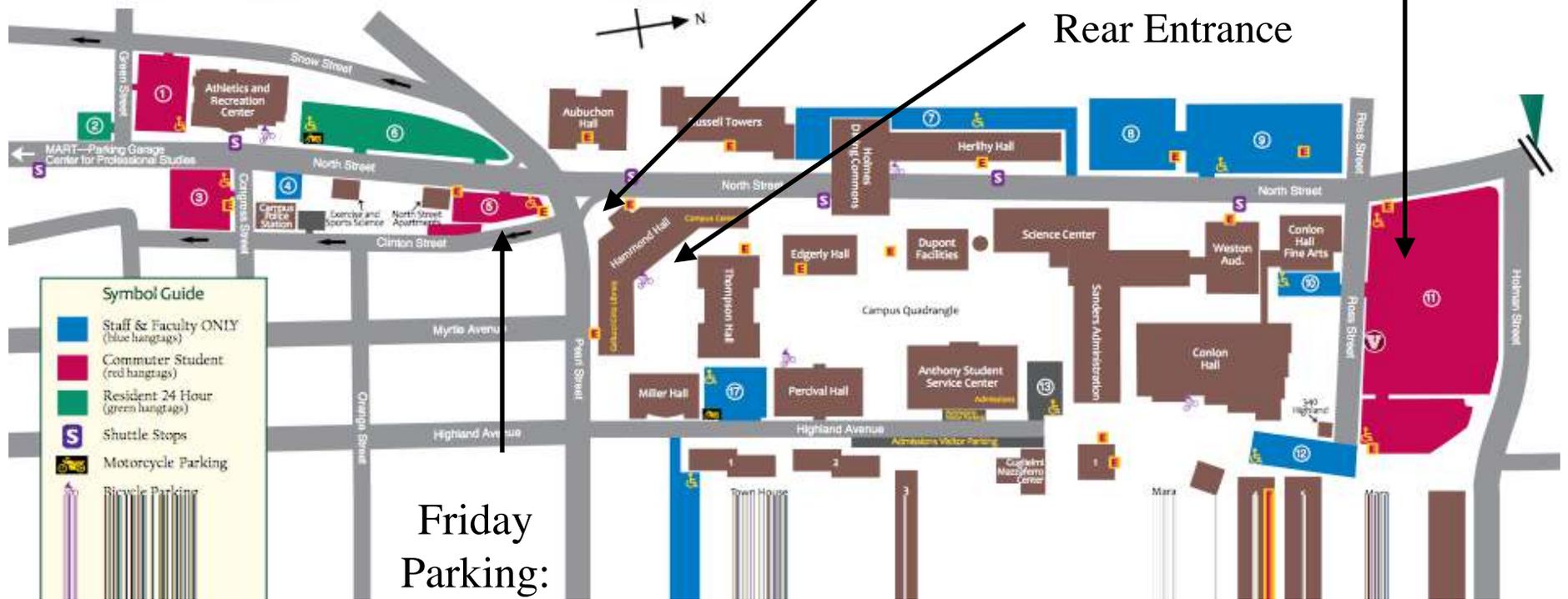
Parking Lot Map

- | | | |
|-----------------|----------------------|---|
| 1. Green 1 | 10. Conlon (rear) | 19. McKay (front) |
| 2. Green 2 | 11. Ross | 20. McKay C (rear) |
| 3. Congress | 12. Highland | 21. McKay (rear) |
| 4. North 4 | 13. Sanders RESERVED | 22. McKay (lower) |
| 5. North 2 | 14. Upper Cedar | 23. Fitchburg State Civic Center—Shuttle Parking |
| 6. North 1 | 15. Lower Cedar | 24. Lower Civic Center Athletic Complex & Elliot Fields (Not Shown) |
| 7. Herlihy | 16. Townhouse South | |
| 8. Upper Weston | 17. Miller | |
| 9. Lower Weston | 18. South Cedar | |

Additional
Parking
on Friday

Hammond Hall
Front Entrance

Hammond Hall
Rear Entrance



Friday
Parking:
North Lot 2

Hammond Hall

NECTOP will be conducted in Hammond Hall. Come through the front door and then up the stairs or elevator two levels to the Main Lounge (First Floor). Entering from the rear of the building permits immediate access to the Main Lounge, the hub of NECTOP activities.



The New England Psychological Association and the Northeast Conference for Teachers of Psychology would like to thank Fitchburg State University for hosting their joint 2015 Annual Meetings, and recognize the following organizations, grants, and individuals for contributing to the success of the 2015 NECTOP meeting:

- Richard S. Lapidus, Ph.D., President, Fitchburg State University
- Paul Weizer, Ph.D., Interim V.P. for Academic Affairs, Fitchburg State University
- Sara Pollak Levine, Ph.D., Chair, Department of Psychological Science, Fitchburg State University
- Peter J. Hogan, Ph.D., Department of Psychological Science, Fitchburg State University
- Brenda Coleman, Department of Psychological Science, Fitchburg State University
- Fitchburg State University Department of Psychological Science
- Fitchburg State University Psychological Science Club
- 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
- Psi Chi, The International Honor Society in Psychology

8:00 AM - 1:00 PM

Main Lounge (First Floor)

Bernard C. Beins Teaching Poster Session

Poster 1 Identity Status and Career Plans: A Write-Pair-Share Exercise

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

I use this activity in my Child and Adolescent Development class to illustrate James Marcia's taxonomy of adolescent identity statuses. First, I have students write privately in response to a series of prompts about the progression of their career plans from middle school to the present. Students then share responses in pairs, with instructions to look for common themes. After whole-class discussion in which students share insights arising from their pairs as well as some of their own individual stories, I introduce the identity statuses and lead a discussion connecting back to themes and example that students have raised.

Poster 2 Using Augmented Reality To Increase Awareness And Interest In The History Of Women In Psychology

Meada Daly-Cano, M.S. (University of Rhode Island), Ryan Holt, M.S. (California SU San Bernadino), Melissa Almeida (University of Rhode Island), Bihelca Quinonez (University of Rhode Island) & Gary Stoner, Ph.D. (University of Rhode Island)

This project is an evaluation of a self-guided interactive method of instruction using an augmented reality app on a cell phone or tablet. A series of posters will be created about the history of women psychologists from a contextual perspective for use as a supplement to an undergraduate history of psychology class. Questions of interest are: Is using an augmented reality app a viable teaching method? Does this method increase interest in the history of psychology; encourage further exploration and increase retention? We will present initial research data about the use of and learning from this interactive method of instruction

8:00 AM - 1:00 PM

Poster 3 College Students' Perceptions Of Respect, Entitlement, And Generation Me Towards Female And Male Instructors

Jennifer P. Leszczynski, Ph.D. (Eastern Connecticut State University)

Twenge's (2006) book describes "Generation Me" as more entitled (Greenburger et al., 2008), having higher self-esteem (Gentile et al., 2010), and unrealistic expectations (Reynolds et al., 2006). This may result in a decrease in respect for instructors. Heckert and colleagues (1999) contend that these attitudes are more negative for female instructors. I created a classroom activity asking students in "Generation Me" to define "Respect" and "Entitlement", and then asked them whether or not they exhibit those behaviors. I hope that my poster leads to discussion about generational differences and suggestions for better ways to teach our current generation of students.

Poster 4 Using Parallel Replication Teams To Teach Research Methods

Lionel G. Standing, Ph.D. (Bishop's University), Lisa Astrologo (Bishop's University), Felecia F. Benbow (Bishop's University), Chelsea S. Cyr-Gauthier (Bishop's University) & Charlotte A. Williams (Bishop's University)

A novel parallel-teams approach is described which can benefit the teaching of research methods, and help overcome the replication crisis today. Four independent student teams each successfully replicated Gailliot's (2007) finding that drinking glucose increases self-control. Subjects ($N = 306$) first drank a glucose drink or a placebo, and then wrote about death (to deplete self-control), or dental pain. Self-control was measured as persistence on a word puzzle. Observed self-control levels were below the target study, but the four teams reported similar effects of glucose ($ICC = .93$). Previously unreported gender differences were also noted.

8:00 AM - 1:00 PM

Poster 5 Students' Perception Of APA Learning Objectives For Undergraduate Psychology Programs

Michael J. Brown, Ph.D. (SUNY—Oneonta)

The purpose of this study was to survey undergraduate students about their thoughts regarding the learning outcomes and domains presented in APA Guidelines for the Undergraduate Psychology Major: Version 2.0. We asked 274 undergraduate students majoring in psychology (1) if they agree with these learning outcomes; (2) to rank the importance of the learning outcomes as they relate to a liberal arts education, preparation for the workforce, and preparation for graduate study in psychology; and (3) to offer suggestions on how the learning outcomes can be improved.

Poster 6 Evaluating Alternate Reality Games For Intro Psychology

J. Mark Cleaveland & Rachel Abril (Vassar College)

We tested the utility of running an "alternate reality game" as a learning experience for a college-level Intro Psych survey course. Alternate Reality Games (ARGs) are a gaming experience that combine narrative, sleuthing and collaboration. In our case we restricted the ARG to the week following a module on memory. We targeted several memory phenomena that would be highlighted, and over the course of the week a group of students solved puzzles, interacted with characters and collaborated in order to participate in the story's plot. Our poster describes our experience and evaluates the pedagogical potential of ARGs in the classroom.

8:00 AM - 1:00 PM

Poster 7 Cultural Psychology Beyond The Classroom: Intercultural Immersion Project

Fanli Jia (State University of New York - Oneonta)

This intercultural immersion project in cultural psychology is a structured 1-credit based platform that cultivates and supports students with a passion for service, success, and self-development in a multicultural environment. Students are challenged to leave their comfort zone and work with and in a community that they may not normally have contact with in the college. Students have the opportunity to develop cross-cultural competence that helps them succeed in their future career and social life, which are likely conducted in a multicultural world.

9:00 AM - 10:00 AM

**Opening Keynote Address
Main Lounge**

Eric Landrum, Ph.D.
(Boise State University)



**Requisite Skills and Undergraduate
Psychology Education: A Legacy at Risk**

The popularity of undergraduate psychology leads to challenges that the discipline may not be handling so well. Articulating what students should know and be able to do, followed by psychometrically meaningful assessment, comprise important steps to answering accountability concerns and building a sustainable future for undergraduate psychology education. If we were to measure skills at the time of graduation, we could provide valuable information and confidence to our graduates, as well as assurances competencies to departments, institutions, employers, legislators, and citizens. Local skills assessment efforts are commendable, but nationally-coordinated efforts are warranted given the high stakes; fortunately, psychology educators are fully capable of leading the way. R. Eric Landrum is a professor of psychology at Boise State University, receiving his Ph.D. in cognitive psychology from Southern Illinois University-Carbondale. His research interests center on the educational conditions that best facilitate student success as well as the use of SoTL strategies to advance the efforts of scientist-educators. He has over 300 professional presentations at conferences and published over 25 books/book chapters, and has published over 75 professional articles in scholarly, peer-reviewed journals.

Dr. Landrum's presentation was supported by the Society for the Teaching of Psychology (Division 2 of the American Psychological Association).

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

Ellis White Lecture Hall

Room G01 / Ground Floor

Ground Floor

Teaching Demonstrations

Alicia Nordstrom, Ph.D.

(Misericordia University)

10:10-10:25 AM / Demonstration 1

Craig Platt, Ph.D.

(Franklin Pierce University)

Infusing Sociocultural Learning in Psychology Classes

“What Would You Do?: Investigative Television Scenarios and the Social Psychology of Helping”

This presentation describes pedagogical approaches to integrating sociocultural learning throughout the curriculum including general education (non—major) courses. The presentation will review methods of addressing students’ attitudes toward cultural difference based on social, cognitive, developmental, and clinical psychology principles. I will describe and illustrate several approaches using concepts of psychology of oppression, peace and violence, stereotypes and prejudice, implicit and explicit bias, contact theory, and racial identity development. I will also discuss ways to incorporate international education opportunities and share an empirically-supported assignment (The Voices Project; Nordstrom, in press) as an example of an adaptable framework that can connect students with diverse population both domestically and internationally. The approaches offered can be adjusted across institutions to best match the needs of the demographic characteristics of the student body and surrounding region, developmental level of the student, content material of the course, and major/program curriculum.

In my Social Psychology class, I have used brief video clips from network TV shows such as the ABC series What Would You Do? to help students apply and critique theoretical ideas about helping behavior and the bystander effect. In this session participants will watch two examples of these video segments, each involving a staged scenario in which bystanders generally failed to offer help to a child in an apparent emergency situation, and will engage in an abbreviated version of the kind of structured discussion I lead in my class, focusing on Darley and Latane's five-step decision model.

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

10:25-10:40 AM / Demonstration 2

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

*“Identity Status and Career Plans:
A Write-Pair-Share Exercise”*

In my Social Psychology class, I have used brief video clips from network TV shows such as the ABC series *What Would You Do?* to help students apply and critique theoretical ideas about helping behavior and the bystander effect. In this session participants will watch two examples of these video segments, each involving a staged scenario in which bystanders generally failed to offer help to a child in an apparent emergency situation, and will engage in an abbreviated version of the kind of structured discussion I lead in my class, focusing on Darley and Latane's five-step decision model.

10:40-10:55 AM / Demonstration 3

Bethany Fleck Dillen, Ph.D., MST
(Metropolitan State University of Denver)

“Build a Brain”

Using this hands-on activity, students learn the major structures and functions of the brain. Teams are assigned one part of the brain to build and research out of play dough. Each team presents their brain part and together the class builds a full model of the brain. The build a brain works surprisingly well. At first the whole class is skeptical that it will turn out, but it does! I will have a full model brain to pass around and we will put one together in speed mode. All necessary resources will be distributed.

11:20 AM - 12:20 PM

Main Lounge (First Floor) / Participant Idea Exchanges 1 - 7

Exchange 1: From Free Textbooks to Engaged Learners: Open Educational Resources and Open Pedagogy for Psychology Courses

Kathleen Herzig, Ph.D. (Plymouth State University)

The cost of textbooks are astronomical and Open Educational Resources (OER), free textbooks and other educational materials, are a potential solution. Research to date shows that OER not only reduce student cost but are also likely to improve student learning. OER are free to revise and therefore lend themselves to open pedagogical assignments such as revising the OER text used. Open pedagogy involves increasing student agency by, for example, involving students in creation of the syllabus, planning assignments and even grading. Participants are encouraged to bring resources and ideas to this roundtable discussion on OER and open pedagogy for psychology.

Exchange 2: Tackling Childhood Obesity: Moving Beyond the Classroom in Developmental Psychology through Community Collaboration

Nicole M. Rosa, Ph.D. (Worcester State University)

How do we get students to transfer their knowledge beyond the classroom? What types of assignments provide students with the knowledge base and skills to apply what they have learned? A series of Developmental Psychology assignments and sample projects, created as part of a community collaboration aimed at reducing childhood obesity, will be presented as a potential model. Participants in this exchange will be invited to share their experiences in creating and implementing assignments that foster real-world application of material.

Exchange 3: Building Scientific Inquiry and Critical Thinking in an Undergraduate Psychology Curriculum

Benjamin Wood, Ph.D. (Massachusetts College of Liberal Arts)
& Sharon Caffey, Ph.D. (Massachusetts College of Liberal Arts)

An undergraduate degree in psychology has the goal of promoting scientific inquiry. Although most educators would agree with this objective, it is important to share different perspectives on how to achieve it. In this Participant Idea Exchange, educators will discuss questions such as how can we create new ways of promoting scientific inquiry and critical thinking? How much attention should be paid to theory versus methodology? In what ways can we promote scientific inquiry outside of research methods and statistics courses? How should we assess whether we are building scientific inquiry (e.g., grades vs. participation in research)?

Exchange 4: Academia's Balancing Act: Academic Freedom in Class vs. Department/College Needs for Common Learning Objectives

Lori Rosenthal, Ph.D. (Lasell College) & Sarahbeth Golden, Ph.D. (Lasell College)

National efforts specifying essential learning outcomes of psychology majors and liberal arts education result in shared decisions about what should be taught in individual psychology classes. Some faculty see this as a potential threat to academic freedom. In this participant exchange, we will discuss these issues and invite participants to share ideas about how this balancing act between defined learning objectives and individual decisions about class content are managed on different campuses. We will share resources, assessment results, and stories of the challenges and successes experienced teaching PSYC101 as we instituted a new core curriculum based on college-defined learning goals.

Exchange 5: Department Chair Roundtable

Barney Beins, Ph.D. (Ithaca College) & Ted Bosack, Ph.D. (Providence College)

This PIE will provide an opportunity for department chairs to discuss with peer chairs the questions, concerns, and problems they encounter in performance of the duties of this challenging position. In addition to raising issues, the participants will be able to share their expertise with each other. Individuals who aspire to becoming department chair are welcome to participate and learn about the chair's role from experienced practitioners.

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: Flipping Brilliant! Experiences and Strategies for Flipping the Classroom

Clare M. Mehta, Ph.D. (Emmanuel College)

This participant idea exchange will focus on flipped classroom models. In flipped classroom models lectures are watched by students outside of class while work traditionally completed outside of class (e.g. homework) is completed in class. This idea exchange is suitable for seasoned flippers and those who are flip curious! Participants in this idea exchange will share their experiences with and/or questions about the flipped classroom model. We will discuss how to select classes suitable for “flipping”, resources available for recording lectures, ideas about in-class activities and assignments, and strategies for ensuring student engagement.

12:30 PM - 1:30 PM

Lunch for all registered NECTOP participants will be served in Main Lounge, First Floor.

1:30 PM - 2:30 PM

Afternoon Keynote Address

Main Lounge

Stacie Spencer, Ph.D.

(Massachusetts College of Pharmacy and Health Science)

**For the Love of Psychology!
Mentoring Students Who Don't
Plan to Follow in Your Footsteps**



The chair of a psychology department stood before a group of prospective students and parents at an admission event and said, “If you’re thinking about majoring in psychology and don’t plan to go to graduate school, you might as well practice saying, ‘Do you want fries with that?’” I happened to be one of the parents in the room. My daughter begged me with her eyes to keep my mouth shut. True story. In spite of the goals of a liberal arts education and the fact that psychology applies to everything, the success of a student is often based on whether or not his or her career path has “psychology” or “counseling” in the title. Type “careers with a psychology degree” in Google and the first sites on the list are for jobs with a bachelor’s degree, not a doctoral degree. Yet, many faculty, even those who support the pursuit of careers in other fields, struggle to advise students who don’t plan to pursue a career in psychology. The solution to this isn’t as simple as providing lists of job titles. The solution I will describe is in the form of a system of guided career exploration that begins early and spans the curriculum, actively engages students in self-reflection, explicitly identifies the connections between psychology and other careers, encourages experiential learning and participation in internships, is connected to resources available within the institution and online, includes alumni, and can be tailored to fit the goals of a department.

Concurrent Session 2: 2:40 PM - 3:40 PM

**Ellis White Lecture Hall
Ground Floor**

Eric Landrum, Ph.D.
(Boise State University)

Finding Jobs With a Psychology Bachelor's Degree: Expert Advice for Launching a Career

Psychology is one of the most popular college majors and can lead to a satisfying career in many different fields. If graduate school is not in the immediate plans of your students, this presentation will show you how to help them leverage their bachelor's degrees to find a career with intellectual, emotional, and perhaps even financial rewards.

Room G01 / Ground Floor

William S. Altman, Ph.D.
(SUNY Broome Community College)

Facilitating Experiential Learning in Psychology Courses

Over the past decade or so, the use of rubrics as evaluation tools has increased dramatically across the educational spectrum. There are countless examples in the literature of the application of rubrics in assessing a broad range of skills, including those related to language competency, employability, and scientific reasoning. Only recently, however, is the use of rubrics in formative assessment – that is, as teaching tools – being explored on an empirical basis. This early research is very encouraging in demonstrating that rubrics can be used to help students learn. However, not all rubrics are created equal – that is, some rubrics are better than others in their usefulness in this capacity. This workshop will teach participants how to design rubrics that (a) provide students with valuable (i.e., actionable) feedback that helps them become better writers, and (b) provide instructors with a means of accomplishing the task of grading students' assignments with greater ease and objectivity.

Concurrent Session 3: 3:50 PM - 4:50 PM

**Ellis White Lecture Hall
Ground Floor**

John Minahan, Ph.D.

(The Lincoln School)

Using Short Stories as Test Preparation

A woman on an isolated farm is accused of killing her abusive husband. The sheriff, dismissing what other women observe as “trifles,” searches for clues without realizing that these trifles hold the answers. Confirmation bias; top-down processing; learned helplessness; out-group homogeneity; negative punishment: all these and more appear in Susan Glaspell’s short story “A Jury of Her Peers.” A story like this provides students with numerous opportunities not only for identifying psychological principles but also for remembering those principles through elaborative rehearsal, effortful processing, and interleaving. It can therefore be incredibly effective as test preparation. This workshop will explore how.

Room G01 / Ground Floor

Karen Meteyer, Ph.D.

(Rivier University)

& Elizabeth Harwood, Ph.D.

(Rivier University)

Transformation Made Visible: Engaging Students in Research

The American Association of Colleges and Universities (AAC&U) has identified engaging students in research as a “high impact practice.” The proposed interactive workshop will highlight strategies for stimulating interest in and excitement about research at all levels. Various methods for enhancing students’ research skills from collecting, evaluating and writing about research to conducting an original project from start to finish will be explored. Focusing both on a developmental approach to teaching students about research and instilling an appreciation for its value, this workshop will encourage discussion of important educational objectives regarding psychological research now and in the future.

**The conclusion of this session marks the end of the 2015 Annual Meeting
of the Northeast Conference For Teachers of Psychology.**

Distinguished Presenter:

6:45 PM - 7:45 PM

Hammond Hall, Ellis White Lecture Hall

Loreto R. Prieto, Ph.D.

(Iowa State University)

**Right Next Door But Worlds Apart:
Demographic Diversity And The University Campus**

Introduced by Peter Hogan, Ph.D.

(Fitchburg State University)



The university campus and academia has historically been populated by middle class students, with parents who are themselves college graduates. Over the past 50 years though the demography of students has changed significantly. However, the environment and educational process have not changed as rapidly. This means students of color, working class students, and first generation students often face particular difficulties and challenges that mainstream traditional students do not. In this talk, I will present ways in which the culture of academia and culturally diverse students can try to meet halfway in terms of understanding each others needs so that both groups can achieve successes. Loreto R. Prieto is a Full Professor of Psychology and past Director of US Latino/a Studies at Iowa State University. He earned his undergraduate and doctoral degrees at The University of Iowa. He is also a Fellow of the American Psychological Association (APA) in both Divisions 2 (Teaching) and 17 (Counseling). Loreto has over 150 scholarly publications and presentations to his credit, including two books, with his work centering largely on the interface of psychology pedagogy and issues of cultural diversity. He has taught multicultural/diversity courses in undergraduate and graduate psychology for over 25 years and is a sought after speaker and consultant on these topics.

Dr. Prieto's presentation concludes the Friday programming of the New England Psychological Association and was graciously supported by Fitchburg State University. The Annual Meeting will resume on Saturday, October 10, with registration in the Main Lounge in Hammond Hall at 8:00 AM.

56th New England Psychological Association Meeting
Saturday, October 15, 2016
Assumption College, Worcester, 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 11, 2016 for symposia, papers, and posters representing all areas of the psychological sciences. NEPA will continue to receive and review posters through September 21, 2016.

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.

NEPsychological@gmail.com

www.NewEnglandPsychological.org

The Northeast Conference for Teachers of Psychology
invites you to attend and participate in the
2016 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, 2016 and June 11, 2016. NECTOP will continue to receive and review posters submitted after June 1, 2016 through September 21, 2016.

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 5, 2016.**

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 2011-2015 NECTOP programs that are available for online review at NewEnglandPsychological.org. **The deadline for proposals for one-hour interactive sessions/workshops is March 1, 2016.** 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, and 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.

22nd Northeast Conference for Teachers of Psychology

Friday, October 14, 2016

Assumption College, Worcester, Massachusetts

NETeachingPsychology@gmail.com

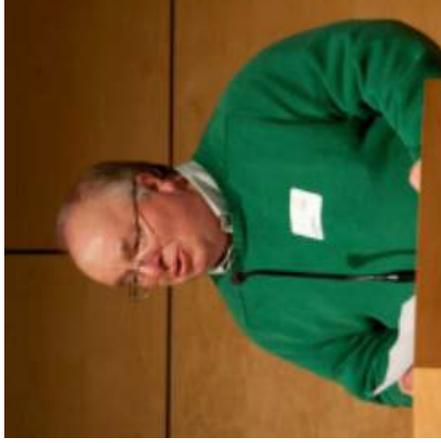
www.NewEnglandPsychological.org

In Loving Memory of John Phillip Broida, Ph.D. NEPA Treasurer, Member, and Friend

John Phillip Broida, a University of Southern Maine psychology professor who pioneered the use of technology in the classroom and became a stalwart champion of colleague and students, died on Sept. 6, 2015, from pancreatic cancer. He was at home surrounded by his family under the care of Hospice of Southern Maine. He was 63 years old. John was a dedicated husband and father and a deep thinker who relished his role as professor and mentor. He was cherished by friends, family and colleagues for his integrity, unpretentious manner, quiet strength and gentle humor. John married AnneMarie Catanzano in 1989 and they were joined by their son David Catanzano Broida in 1991.



John received a Bachelor of Science in Psychology from the University of Colorado, where he was a proud member of the marching band. Putting his musical ambitions on hold, he pursued a Master's Degree in psychology from Western Illinois University and a Doctor of Psychobiology from The State



University of New York at Albany. He joined the faculty of the University of Southern Maine in 1985. During his tenure, he received a grant from the National Institute of Alcohol and Alcohol Abuse. Following a grant from the Pew Charitable Trusts to develop an online psychology course at USM, he was named a Redesign Scholar of the Center for Academic Transformation, creating online and video-based courses. At the time of his death, he was in the process of creating an online course for Psychology 101 that'll feature video from some of his lectures. He also represented USM on the Contact Negotiating Committee for the University of Maine System Faculty Union and has served on the Steering Committee for the New England Psychological Association and was treasurer of that organization since 2006. At USM, he advocated for students and colleagues, and was known for his humble, self-deprecating manner.

Program Notes

Program Notes

Session Time	Ellis White Lecture Hall (Ground Floor)	Room G01 (Ground Floor)	Main Lounge (First Floor)
7:45 AM to 8:45 AM	Registration and continental breakfast will be available in Hammond Hall, Main Lounge		
8:00 AM to 1:00 PM	Posters will be displayed and available for inspection in the Main Lounge		
9:00 AM to 10:00 AM			Morning Keynote Address: Eric Landrum
10:10 AM to 11:20 AM	Concurrent Presentation Session 1 Presentation 1 Teaching Activities		
11:20 AM to 12:20 PM			Participant Idea Exchanges
12:30 PM to 1:30 PM			Buffet Luncheon
1:30 PM to 2:30 PM			Afternoon Keynote Address: Stacie Spencer
2:40 PM to 3:40 PM	Concurrent Presentation Session 2 Presentation 1 Presentation 2		
3:50 PM to 4:50 PM	Concurrent Presentation Session 3 Presentation 1 Presentation 2		
6:45 PM to 7:45 PM	Friday Evening Speaker—Dr. Loreto Prieto—in the Ellis White Lecture Hall, Hammond Hall		