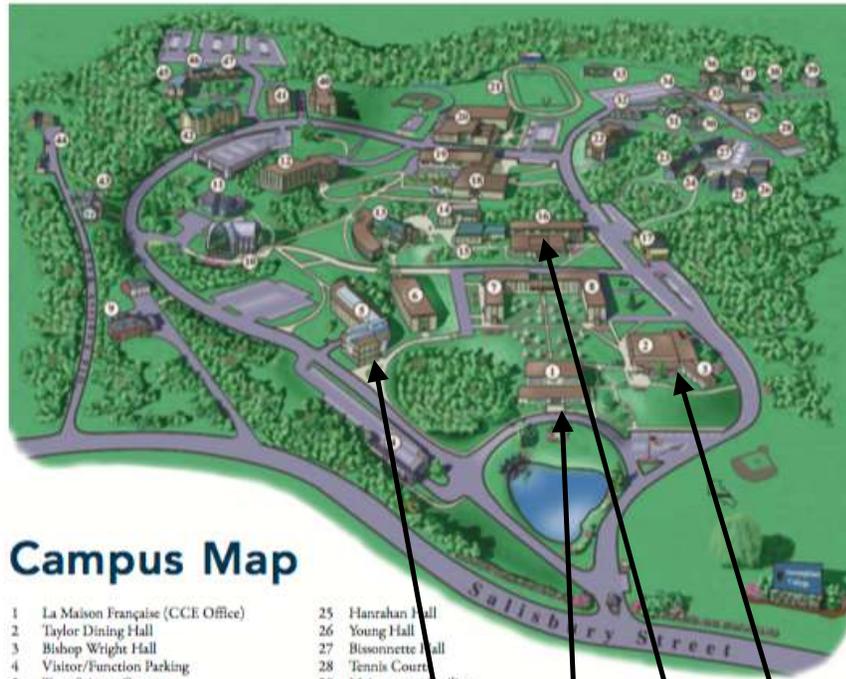


Proceedings  
of the  
*22<sup>nd</sup>* Annual Meeting  
of the  
Northeast Conference  
for Teachers of Psychology

Assumption College  
Worcester, Massachusetts  
Friday, October 14, 2016

[www.NEPsychological.org](http://www.NEPsychological.org)



## Campus Map

- |  |   |
|--|---|
| 1 La Maison Française (CCE Office)     | 25 Hanrahan Hall                        |
| 2 Taylor Dining Hall                   | 26 Young Hall                           |
| 3 Bishop Wright Hall                   | 27 Bissonnette Hall                     |
| 4 Visitor/Function Parking             | 28 Tennis Courts                        |
| 5 Testa Science Center                 | 29 Maintenance Facility                 |
| 6 Founders Hall                        | 30 Martel House                         |
| 7 Desautels Hall                       | 31 Moquin Hall                          |
| 8 Alumni Hall                          | 32 Dion Hall                            |
| 9 Admission's House                    | 33 Normand R. Meints Field              |
| 10 Chapel of the Holy Spirit           | 34 Armand House/Student Health Services |
| 11 Emmanuel House                      | 35 Tennis Courts                        |
| 12 Emmanuel d'Alzon Library            |   |
| 13 Information Tech Center/Fuller Hall |   |
| 14 Switzer Building                    |   |
| 15 DiPasquale Media Center             |   |
| 16 Kennedy Hall/Public Safety          |   |
| 17 Power Plant                         |   |
| 18 Hagan Campus Center/Charlie's       |   |
| 19 Laska Gymnasium                     |   |
| 20 Plouffe Recreation Center           |   |
| 21 H.L. Rocheleau Athletic Field       |   |
| 22 Salisbury Hall                      |   |
| 23 Aubuchon Hall                       |   |
| 24 Nault Hall                          |   |

Friday Evening  
Speaker  
Testa Science Center

Friday NECTOP Meeting  
La Maison Française

Saturday  
NEPA  
Meeting  
Kennedy Hall

Food Service  
Taylor Hall

When you enter campus through the main gate, you will see the La Maison building just beyond the lake.

Parking is available to the left in either the garage or the parking deck. Enter through the front door seen below.



**The New England Psychological Association would like to thank Assumption College for hosting the 2016 Annual Meeting, and recognize the following organizations, grants, and individuals:**

- Francesco C. Cesareo, Ph.D., President, Assumption College
- Louise Carrroll Keeley, Ph.D., Provost and V.P. for Academic Affairs, Assumption College
- Kimberly Schandel, Ph.D., Associate Provost, Assumption College
- Paula Fitzpatrick, Ph.D., Chair, Department of Psychology, Assumption College
- Leonard A. Doerfler, Ph.D., Department of Psychology, Assumption College
- Adam Volungis, Ph.D., Department of Psychology, Assumption College
- Assumption College Department of Psychology
- Assumption College Psychology Club
- Assumption College Psi Chi
- Cheryl Laganelli, Assumption College Coordinator of Conference Services
- 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

**8:30 AM - 1:00 PM**

**Main Lobby and NECTOP Rooms (First Floor)**

**Bernard C. Beins Teaching Poster Session**

- Poster 1**     *#BlackLivesMatter Teach In: A Special Topic Unit For Use In A Psychology Course*  
Nicole E. Rossi, Ph.D. (Framingham State University)
- Poster 2**     *Make Your Own 'Rorschach': Using the Rorschach as a Critical Thinking Teaching Tool with Undergraduates*  
Charles J. Sachs, Ph.D. & Nicole E. Rossi, Ph.D. (Framingham State University)
- Poster 3**     *Comparing the Use of Kahoot and Paper/Pencil Methods for Introductory Psychology Exam Reviews*  
Kelly Filipkowski, Ph.D. (Misericordia University)
- Poster 4**     *Exam Reflections: Promoting Psychology Students' Metacognition and Self-Regulated Learning*  
Renee N. Saris-Baglana, Ph.D. (Community College of Rhode Island)
- Poster 5**     *The Psychology of Success, Wellness, and Well-Being: An Integrative Approach to Communicating the Principles of Positive Psychology to Today's Career Oriented Student*  
Ruth M. Grant, Ph.D. (Sacred Heart University) & Ronald J. Hamel, M.A. (Sacred Heart University)
- Poster 6**     *An Interdisciplinary Approach To The Prevention And Education Of Eating Disorders In College Students*  
Lisa Smith, Psy.D. (Sacred Heart University) & Clotilde Dudley-Smith, Ed.D., MPA, RDH (Sacred Heart University)

**Poster 7**      ***The Contribution Of Different Motivation Sources On Course Performance Through Gamified Learning Environments***

Beliz Hazan (CUNY—Graduate Center), Wei Zhang (CUNY—Graduate Center), Ecem Olcum (CUNY—Brooklyn College), Jenny Chan, M.A. (CUNY—Brooklyn College), Rose Bergdoll (CUNY—Brooklyn College), Armish Salahudin (CUNY—Brooklyn College) John Park (CUNY—Brooklyn College) & Laura Rabin, Ph.D. (CUNY—Brooklyn College)

**Poster 8**      ***The Effect of Student Note Taking on Quiz and Exam Scores***

Jennie Brown, Ph.D. (Franklin Pierce University), Alicia Heyer (Franklin Pierce University), Jemma Thacker (Franklin Pierce University), Lacey Allain, B.S. (Franklin Pierce University), Brittany Lund, B.S. (Franklin Pierce University) & Lyla Austin, B.S. (Franklin Pierce University)

**Poster 9**      ***The Effects of Team-Based Learning on Undergraduate Reading Abilities***

Jennie Brown, Ph.D. (Franklin Pierce University), Shannon Tighe (Franklin Pierce University), Lauren Ramsey, B.S. (Franklin Pierce University) & Samantha Bureau, B.S. (Franklin Pierce University)

**Poster 10**      ***Using Individual Characteristics to Assemble Successful Learning Teams: Which Variables Matter?***

Jennie Brown, Ph.D. (Franklin Pierce University), Samantha Bureau, B.S. (Franklin Pierce University), Samantha Bizon, B.S. (Franklin Pierce University) & David Trafimow, Ph.D. (New Mexico State University)

**Poster 11**      ***Comparing Traditional and Online Testing Methods***

Jennie Brown, Ph.D. (Franklin Pierce University) & Samantha Bureau, B.S. (Franklin Pierce University)

**Poster 12**      ***Value of a Master's Degree for Gaining Admission into a Ph.D. Program in Clinical Psychology***

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

- Poster 13**     *The Effectiveness of the Inverted Classroom Approach in a Research Methods Course*
- Emily A. Vasseur, B.A. (University of New England) & Jennifer Stiegler-Balfour, Ph.D. (University of New England)
- Poster 14**     *Cashing In: The Impact of a Token Economy on College Students' Class Attendance*
- Karen M. Hussar, Ed.D. (Pine Manor College)
- Poster 15**     *Teaching Campus Sexual Misconduct Policy Information In the Classroom*
- Jennifer M. Demers, M.A. (University of New Hampshire), Sharyn J. Potter, Ph.D. (University of New Hampshire), Katie M. Edwards, Ph.D. (University of New Hampshire), Victoria L. Banyard, Ph.D. (University of New Hampshire), Jane G. Stapleton, Ph.D. (University of New Hampshire) & Mary M. Moynihan, Ph.D. (University of New Hampshire)
- Poster 16**     *A Pilot Assessment of Using Google Sheets to Teach Quantitative Methods in Psychology*
- Zachary J. Kunicki, M.A. (University of Rhode Island), Nicholas S. Zambrotta, M.S., (University of Rhode Island), Marie C. Tate, B.S. (University of Rhode Island), Lisa L. Harlow, Ph.D. (University of Rhode Island) & Angela Surrusco (University of Rhode Island)
- Poster 16**     *Embracing a Feminist Approach to Teaching and Training in Psychology*
- Jenesse E. Kaitz, M.S. (Suffolk University), Natasha P. Ramanayake, M.A. (Suffolk University), Sukanya Ray, Ph.D. (Suffolk University) & Stephanie Randazzo (Suffolk University)

**9:00 AM - 10:00 AM**

**Opening Keynote Address  
Auditorium of La Maison**

**Jeffrey S. Nevid, Ph.D., ABPP**  
(St. John's University)

*In Pursuit of the Perfect Lecture:  
Lessons Learned in (Nearly) 40 Year of Teaching Psychology*

When I started teaching, a tablet was something you took when you had a headache, a cell phone resembled a brick that only military personnel carried, a text was something instructors assigned in class, a web was something only spiders spun, and the leading educational technology of the time was a cylindrical writing device that often left dust on your hands and clothing. My, how the world has changed, including the world of teaching psychology! This presentation focuses on lessons learned in the classroom and from the research lab in these past forty or so years. I will touch upon a Baker's Dozen of lessons learned: (1) applying the Four E's of effective learning in teaching psychology; (2) the importance of learning from our students; (3) applying the Rule of 10; (4) using top down approaches to teaching; (5) using quizzes as learning tools, not just as methods of evaluation; (6) demonstrating that the topics we teach in psychology matter in people's lives; (7) using visual-spatial diagrams as aids in instruction; (8) climbing the Bloom ladder; (9) incentivizing classroom attendance, attention, and punctuality through the use of mastery quizzing; (10) applying the principle of "concept, example, concept, example" in both teaching and learning; (11) using puzzles and story-telling to engage students; (12) using writing assignments in the service of learning ("we write, we learn"), even in large introductory classes; and (13) using electronic learning platforms to incorporate mastery exercises to help students succeed.

# Concurrent Sessions 1 & 2: 10:10 AM - 11:10 AM

## Auditorium of La Maison

### Concurrent Session 1:

Peter Frost, Ph.D.

(Southern New Hampshire University)

*Teaching Techniques and Games Designed to Promote Student Conversation about Course Content: Bingo Mingle, Inter-Teaching and Taboo Review*

This workshop explores teaching techniques that encourage students to become actively engaged in—and converse about—course content. Techniques demonstrated include bingo mingo, inter-teaching and taboo review. Bingo mingo and taboo review are gaming strategies that provide a way to introduce course concepts covered during the first day of class (Bingo Mingle) or periodically review chapters/subjects (Taboo Review). In the version of inter-teaching we used, students were placed in random pairs and answered questions involving application, synthesis and/or critical thinking by teaching each other during a portion of class (Boyce & Hineline, 2002; Saville, Lambert & Robertson, 2011). We also used study guides, peer review and online quizzes to enhance the effectiveness of this approach. Results in support of these methods are considered. The inter-teaching technique was shown to be among the most effective techniques, leading to increased exam scores, especially for students with lower GPAs. We also provide evidence that these techniques enhance motivation for students over a wide range of abilities.

## Salon of La Maison

### Concurrent Session 2:

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

& Stephen Chew, Ph.D. (Samford University)

*“Building a National Assessment Strategy: An Update from APA SNAP”*

APA's Education Directorate and Committee on Associate and Baccalaureate Education (CABE) sponsored the APA Summit on National Assessment of Psychology (SNAP) on June 21-25, 2016, at the University of Wisconsin-Green Bay. The invitational summit brought together national experts in teaching and learning scholarship to provide assistance to faculty and departments who are facing accountability demands and who want to improve the learning experiences of their students. The summit was supported through funding provided by the University of Wisconsin-Green Bay, the National Science Foundation (Division of Undergraduate Education), APA's Board of Educational Affairs, Div. 2 (Society for the Teaching of Psychology), Psi Chi and Psi Beta. In this presentation, two SNAP participants will explain the processes followed at SNAP, conclusions drawn, and plans for making user-friendly resources available to teachers of psychology.

# **Participant Idea Exchanges: 11:20 AM - 12:20 PM**

## **Auditorium of La Maison**

### **Participant Idea Exchanges 1 - 4**

#### **Exchange 1:**

#### **Distinguishing Psychology from Pseudoscience in the Age of Social Media**

Phyllis Wentworth, Ph.D. (Wentworth Institute of Technology)

#### **Exchange 2:**

#### **Using Current Events to Engage in Critical Thinking: An Interdisciplinary Approach**

Jennifer L. Weiner, Ph.D. (Fisher College)

#### **Exchange 3:**

#### **How Do Your Students' Beliefs About Knowledge & Learning Impair Academic Performance & Motivation?**

Michael P. Ryan, Ph.D. (The University of Texas at San Antonio)

## **Participant Idea Exchanges: 11:20 AM - 12:20 PM**

### **Exchange 4:**

#### **Implementing a Team Teaching Approach in Psychology Courses**

Nicole Kras, Ph.D. (Lincoln College of New England) &  
Robert Smith, Esq. (Southern Connecticut State University)

### **Salon of La Maison**

#### **Participant Idea Exchanges 5 - 8**

##### **Exchange 5:**

#### **Chairing Your Psychology Department: Approaches, Perspectives, Challenges, and Rewards**

Mary O'Keeffe, Ph.D. (Providence College) & Randi Kim, Ph.D. (Rhode Island College)

##### **Exchange 6:**

#### **Assessment of the Effectiveness of Practices Involved in Team-Based Learning Courses**

Jennie Brown, Ph.D. (Franklin Pierce University), Samantha Bureau (Franklin Pierce University)  
& Shannon Tighe (Franklin Pierce University)

**Exchange 7:  
The Interactive And Engaging Classroom: Flipping A Psychology Course**

Jamie N. Borchardt, Psy.D. (Tarleton State University)

**Exchange 8:  
Running A Productive (And Fulfilling!) Undergraduate Research Lab**

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

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**12:30 PM - 1:30 PM**  
Lunch for all registered NECTOP  
participants will be served in the  
Marriott Room, Taylor Hall.

**1:30 PM - 2:30 PM**

**Afternoon Keynote Address**

**Auditorium of La Maison**

**Stephen L. Chew, Ph.D.**

**(Samford University)**

***Developing a Mindset for Successful Learning***

Effective teaching depends on both the teacher and students having valid mindsets for successful learning. To be effective, any teaching method must mesh with the strengths and weaknesses of the human cognitive system. Students, likewise, must utilize effective attentional and study strategies. Thus, the role of the teacher is to design a learning environment that not only promotes learning, but also makes clear the value of the information and shapes how the students think about and study the information. This means that effective teaching is incredibly complex, but that psychology teachers, who know more about learning and cognition than anyone else, should be better at it than teachers in any other field. In my presentation, I will discuss the scope of the challenge of getting students to learn effectively and attempt to bring to bear what we know from learning science and pedagogical research on creating mindsets for successful learning.

## Concurrent Sessions 3 & 4: 2:40 PM - 3:40 PM

### Auditorium of La Maison

#### Concurrent Session 3:

**Robin Morgan, Ph.D.**

**(Indiana University Southeast)**

*“Increase Student Engagement and Preparation:*

*Flip Your Class”*

Traditionally, class time is spent communicating content to students, often through a lecture. Then, students are sent home to apply that knowledge, perhaps through problem sets, projects, or writing papers. A flipped class reverses this: initial acquisition of knowledge occurs outside the classroom, and application occurs within the classroom, facilitated by the professor. What does it take to “flip” a course successfully? In this session, we will discuss why instructors choose to flip, the advantages and disadvantages of the flipped approach, and best practices for beginning the process of flipping.

### Salon of La Maison

#### Concurrent Session 4:

**David B. Strohmets, Ph.D. (Monmouth University), Natalie J. Ciarocco, Ph.D. (Monmouth University) & Gary W. Lewandowski, Jr., Ph.D. (Monmouth University)**

**“Mythbusters: Research Methods Edition”**

Methodology courses are among the most frequently taught in psychology programs (Perlman & McCann, 1999). However, myths surrounding this course (e.g., students don't like learning about the research process) may subtly influence how instructors approach teaching this course, inadvertently influencing students' attitudes towards the science of psychology. This talk will discuss some of these myths, suggesting strategies for helping students embrace the utility of research in addressing questions about the world.

# Concurrent Sessions 5 & 6: 3:50 PM - 4:50 PM

## Auditorium of La Maison

### Concurrent Session 5:

Leonard A. Doerfler, Ph.D., Chair (Assumption College),  
Regina Kuersten Hogan, Ph.D. (Assumption College),  
Maria Kalpidou, Ph.D. (Assumption College), Maria  
Parmley, Ph.D. (Assumption College) & Adam Volungis,  
Ph.D. (Assumption College)

*“A Collaboration Model as a Means to Balance Teaching and  
Scholarship Demands”*

Faculty in liberal arts colleges have seen increasing expectations from academic administrators to publish on a consistent basis. Most often, faculty have been told to increase the number of publications even while carrying a heavy teaching load. This trend has especially affected faculty who are working their way toward the tenure evaluation. This set of presentations will provide ideas on how to develop collaborative relationships to support a productive research program for faculty with heavy teaching requirements. Examples will highlight collaboration among colleagues within the same department or institution, as well as collaboration with colleagues at other academic institutions or community agencies.

**The conclusion of this session marks the end of the 2016 Annual Meeting  
of the Northeast Conference For Teachers of Psychology.**

## Salon of La Maison

### Concurrent Session 6:

Karen Meteyer, Ph.D. (Rivier University) & Elizabeth  
Harwood, Ph.D. (Rivier University)

**“Teaching Scientific Writing across the Course and Across  
the Curriculum”**

Even our best students struggle with scientific writing. The psychology student, in particular, has to summarize, critique, and integrate research results, learn the ins and outs of APA formatting, and formulate their own original research plan. This interactive, concurrent session will explore how to improve student scientific writing at the assignment, course and departmental levels. Techniques discussed include distributed practice (Kellogg & Whiteford, 2009), scaffolding assignments, requiring revision (Covill, 2006), offering specific instructor feedback (Beach & Friedrich, 2006), and peer review (Cho & Schunn, 2007). Mapping student learning outcomes related to writing across the curriculum will also be explored. The audience will be encouraged to share their own challenges and examples and brainstorm ways to implement these methods in their own courses and departments

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

**Testa Science Center Atrium**

**G. Stanley Hall Distinguished Presentation**

***The Science and Practice of Mindfulness-Based Interventions***

**Carl E. Fulwiler, M.D., Ph.D.**

**(University of Massachusetts Medical School)**

*Introduced by: Leonard Doerfler, Ph.D. (Assumption College)*

The benefits of mindfulness have been supported by rigorous clinical research and the neural mechanisms involved are being elucidated by neuroimaging studies. The growing popularity of mindfulness can also lead to overzealous claims that are not supported by evidence. Dr. Fulwiler will review the most recent clinical and neuroscience research on the efficacy and mechanisms of mindfulness applications being used in health care, with particular emphasis on Mindfulness-Based Cognitive Therapy for Depression. Dr. Fulwiler is Associate Professor of Psychiatry and Medicine, Medical Director and Associate Research Director at the Center for Mindfulness in Medicine, Health Care and Society at the University of Massachusetts Medical School. As Medical Director of the Mindfulness Center, he leads the Mindfulness-in-Medicine™ program with the U-Mass clinical system and medical school as well as other medical centers. Mindfulness in Medicine is designed to build and sustain a culture of health for patients, staff and physicians through mindfulness. He also teaches Mindfulness-Based Cognitive Therapy (MBCT) and directs the MBCT program at the Center for Mindfulness. Dr. Fulwiler's research focuses on mindfulness interventions targeting emotional factors in health behaviors, as well as cultural adaptations of mindfulness for diverse populations. He is Principal Investigator on a NIH grant that uses neuroimaging methods to neural targets and predictors of outcome for Mindfulness-Based Stress Reduction in people seeking to maintain weight loss. He is also part of a collaborative grant funded by the NIH Science of Behavior Change initiative which seeks to ascertain mechanisms involved in health behavior change with mindfulness interventions. He presents nationally and internationally on mindfulness-based interventions and is a practicing psychiatrist specializing in the use of mindfulness-based psychotherapy.

**Dr. Fulwiler's presentation concludes the Friday programming of the New England Psychological Association. The Annual Meeting will resume on Saturday, October 15, with registration in the main lobby of Kennedy Hall, 8:00 AM.**

The Northeast Conference for Teachers of Psychology  
invites you to attend and participate in the  
2017 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, 2017 and June 8, 2017. NECTOP will continue to receive and review posters submitted after June 8, 2017 through September 21, 2017.**

**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, 2017.**

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 2011-2016 NECTOP programs that are available for online review at [NewEnglandPsychological.org](http://NewEnglandPsychological.org). **The deadline for proposals for one-hour interactive sessions/workshops is March 1, 2017.** 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](http://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.

**23rd Northeast Conference for Teachers of Psychology**  
**Friday, October 20, 2017**

**William James College, Newton, Massachusetts**  
[NETeachingPsychology@gmail.com](mailto:NETeachingPsychology@gmail.com)      [www.NewEnglandPsychological.org](http://www.NewEnglandPsychological.org)

## 56th New England Psychological Association Meeting Saturday, October 21, 2017

William James College, Newton, 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, 2017 for symposia, papers, and posters representing all areas of the psychological sciences. NEPA will continue to receive and review posters through September 21, 2017.**

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](http://NewEnglandPsychological.org).

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# Program Notes

# Program Notes

# Program Notes

Session Time	Auditorium of La Maison	Salon of La Maison
8:30 AM	Registration and continental breakfast will be available in the La Maison Lobby	
8:30 AM to 1:00 PM	Posters will be displayed and available for inspection in the lobby and the Auditorium of La Maison and Salon of La Maison rooms.	
9:00 AM to 10:00 AM		Morning Keynote Address: Jeffrey Nevid
10:10 AM to 11:10 AM	Concurrent Presentation Session 1 Presentation 1   Presentation 2	
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: Stephen Chew
2:40 PM to 3:40 PM	Concurrent Presentation Session 2 Presentation 3   Presentation 4	
3:50 PM to 4:50 PM	Concurrent Presentation Session 3 Presentation 5   Presentation 6	
6:45 PM to 7:45 PM	Friday Evening Speaker—Dr. Carl Fulwiler—in the Testa Science Center Atrium	