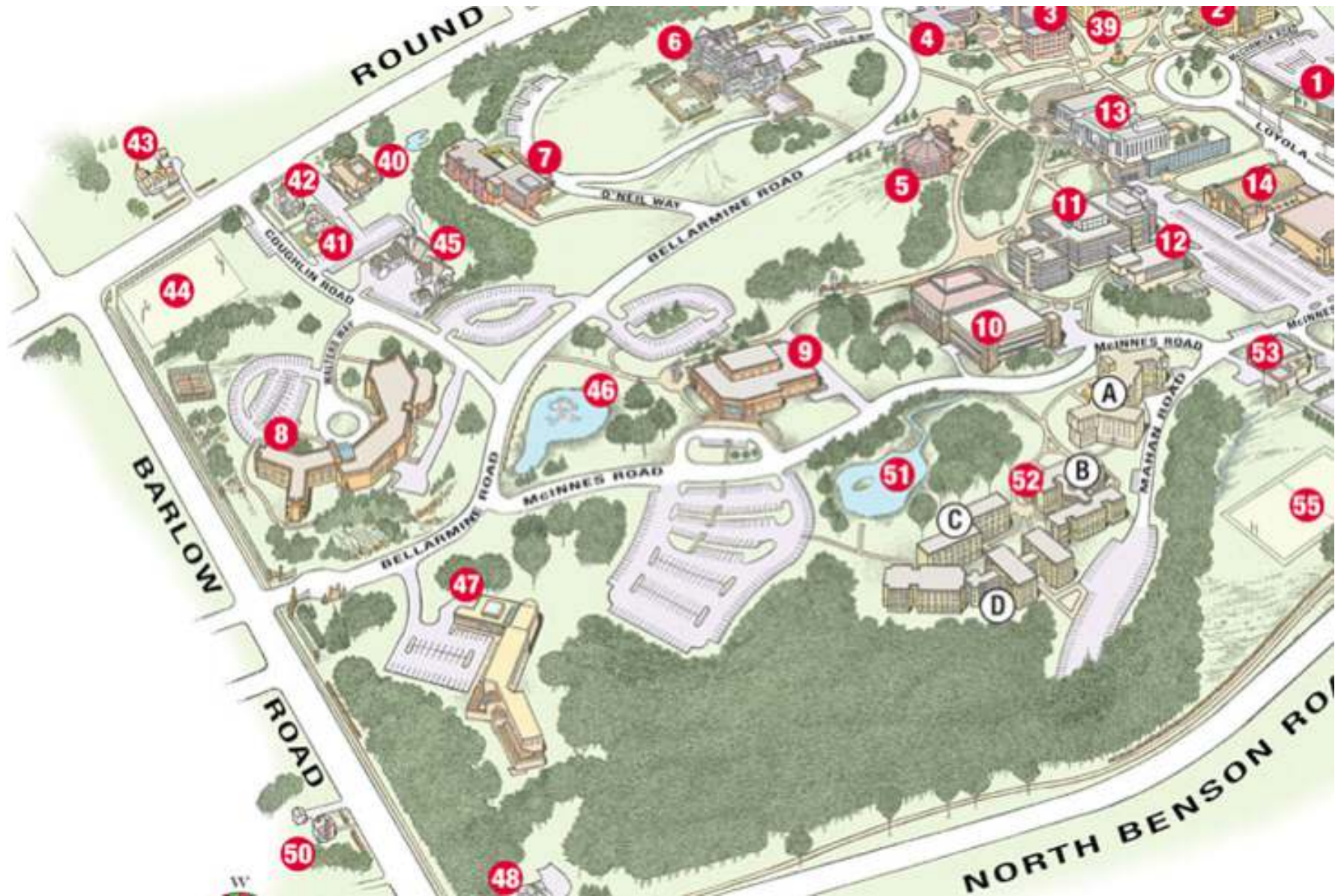


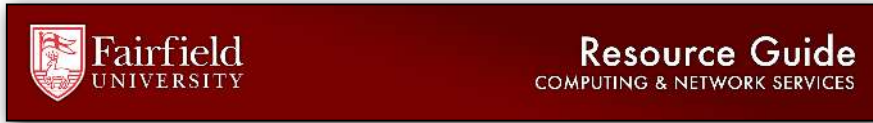
Proceedings
of the
17th Annual Meeting
of the
Northeast Conference
for Teachers of Psychology

Fairfield University
Fairfield, CT

Friday, October 28, 2011

NECTOP activities begin in the Oak Room on the second floor of the Barone Campus Center (BCC; #13 on map) at 8:30 AM.





ACCESSING THE FAIRFIELD UNIVERSITY WIRELESS NETWORK WITH A NON-UNIVERSITY COMPUTER

In order to properly protect the Fairfield University campus network and computers like yours that need to run on it, Computing & Network Services requires all guests who wish to use our wireless Internet access to adhere to a strict set of guidelines.

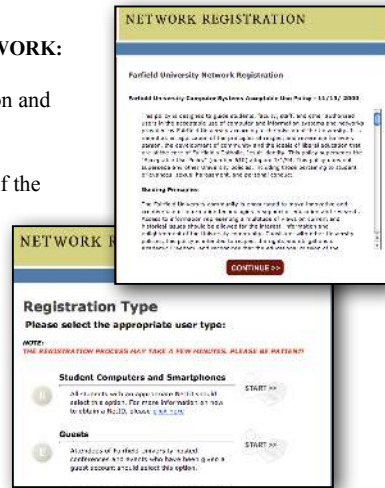
We require that any machine that connects to our network has the latest operating system updates and security updates (Windows: **Windows Update**, Mac OS X: **Software Update**). Additionally, we require that your all Windows and Mac OS X machines have an antivirus application with up-to-date virus definitions. We support most major antivirus programs, including free applications such as AVG (Windows) or ClamXav 2.x (OS X).

Before attempting to connect to the University network, please make sure that all of these updates (Software, Security, and Antivirus) have been downloaded and installed on your computer. Please be aware that when you first try to connect, your computer will be scanned by a security application to verify that the most recent updates have been installed. Once verified, you will need to provide some registration information. You will then be given access to the network for the time specified.

To make your time on campus as productive as possible, Computing & Network Services recommends that you run operating system and anti-virus updates BEFORE arriving on campus.

TO CONNECT TO THE FAIRFIELD WIRELESS NETWORK:

1. Turn on your computer's wireless network connection and choose the network labeled *Student*.
2. Open a web browser and go to any website outside of the University (e.g., www.cnn.com, etc.).
3. You will be presented with two pages that contain Acceptable Use information; please read and verify your acceptance by clicking the two *Continue* button.
4. From the next screen, click the *Start* button to the right of the word *Guest*. On the following screen click *Continue* to begin the registration process.



5/26/2010: jr

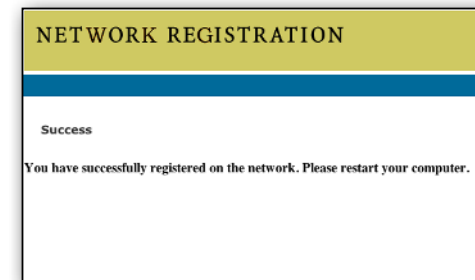
Please enter NEPA as the meeting.



5. Enter your *name*, the *name of the conference you're attending* (or affiliation, as appropriate), the number of *days the device will be active on our network*, and the *device type* (wired laptop, wireless laptop, or desktop), then click the **Download** button.
6. A small program called the *Bradford Dissolvable Agent* will be downloaded to your computer. If you are on a Windows machine, you will be prompted with a box that asks if you want to Save the program or Run it; choose **Run**. If you are on a Macintosh, the program will be placed in your Downloads folder; from there you should just double click the file to run it.
7. Depending on your machine, the Bradford Dissolvable Agent may take a few minutes to run. When it finishes, you will either see a web page telling you what your computer is missing (operating system/security updates or an anti-virus application and/or updated virus definition files), or a page that indicates you have successfully registered.



NOTE: If your operating system or virus application is not up to date and prevents your computer from passing the security test, you **will be able** to run Windows Update, Macintosh Software Update, and your anti-virus program's update feature. Simply run the update processes repeatedly until you get the messages that everything is up to date.



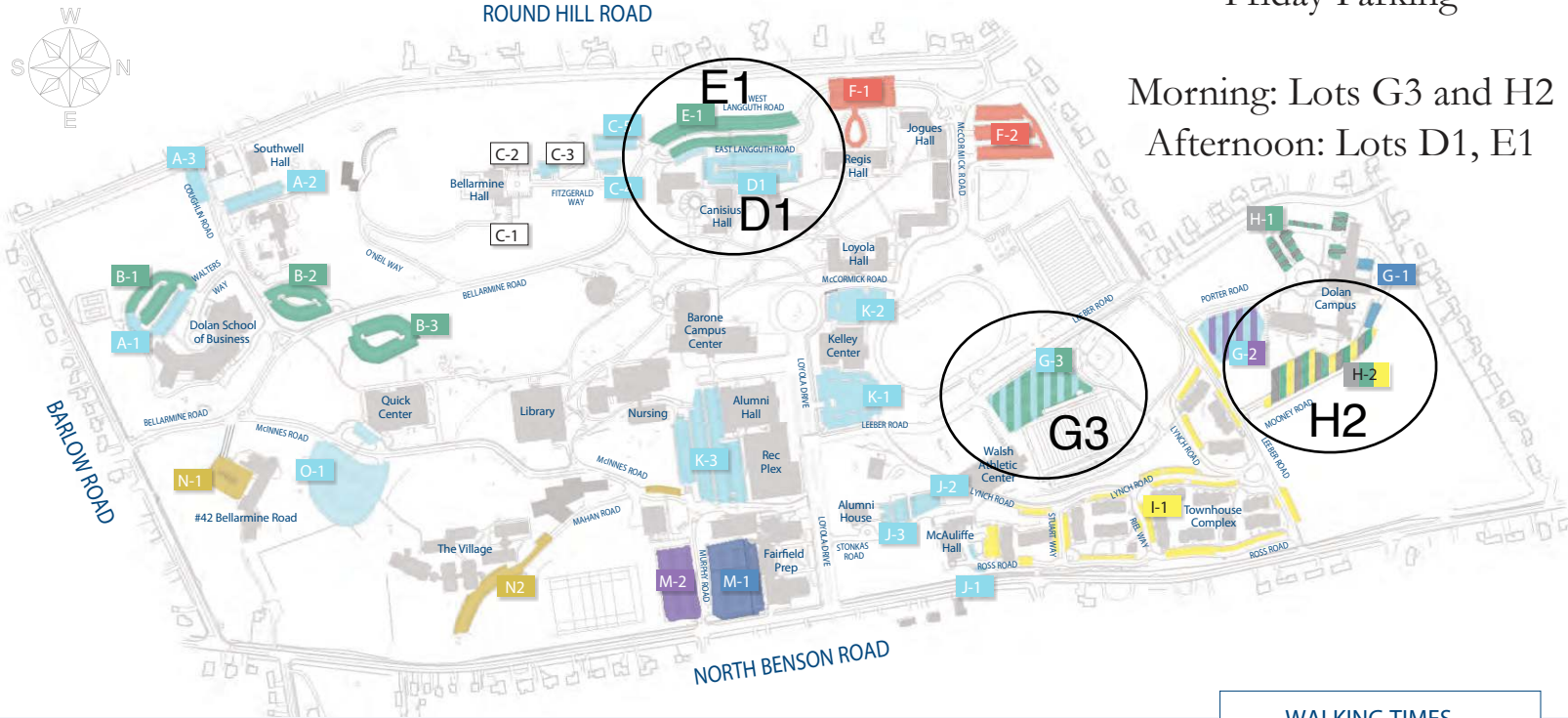
If you encounter problems with the above process, please phone the Computing & Network Services Help Desk at 203-254-4069 (ext. 4069 from an on-campus phone).

5/26/2010: jr

Fairfield University Campus Parking Map

Friday Parking

Morning: Lots G3 and H2
 Afternoon: Lots D1, E1



PLEASE ADHERE DECAL TO THE LOWER LEFT-HAND CORNER OF THE WINDSHIELD (Driver's side)

Visitors may park in lots C-1, C-2, C-3, and K-1, or they may obtain a visitor pass for additional parking.

Faculty and staff are requested to park in blue zone areas when possible. However, the University reserves the right to restrict lots when necessary.

Parking at Fairfield University is at your own risk.

PARKING LEGEND

- Blue Zone**
Lots A-1, A-2, A-3, C-4, C-5, D-1, G-1, G-2, G-3, J-1, J-2, J-3, K-1, K-2, K-3, and O1
- Dark Blue Zone**
Lot M-1
- Red Zone**
Lots F-1 and F-2
- Yellow Zone**
Lots H-2 and I-1
- Purple Zone**
Lots M-2 and G-2
- Gold Zone**
Lots N-1 and N-2
- Gray Zone**
Lot H-1 and H-2
- Green Zone**
Lots B-1, B-2, B-3, E-1, G-3, H-1, and H-2
Additional parking from 4 p.m. through 7 a.m. includes lots M-1, M-2, and all blue lots except A-1, C-3, and G-2.

WALKING TIMES ON CAMPUS

	Minutes
B Dolan Campus to Barone Campus Center (BCC)	8
B BCC to Dolan School of Business	7
B Townhouses to BCC	8
B Village to BCC	4
B Regis Hall to RecPlex	4
B Dolan Campus to Dolan School of Business	15

Shuttle service from the above parking lots to the Barone Campus Center building will be available on Friday.

The New England Psychological Association and the Northeast Conference for Teachers of Psychology would like to thank Fairfield University for hosting their joint 2011 Annual Meeting, and recognize the following organizations, grants, and individuals for contributing to the success of the meeting:

- Jeffrey von Arx, S.J., President, Fairfield University
- Paul Fitzgerald, S.J., Senior Vice President for Academic Affairs, Fairfield University
- Dr. Robbin Crabtree, Dean, College of Arts & Sciences, Fairfield University
- Dr. Susan Franzosa, Dean, Graduate School of Education & Allied Professions, Fairfield University
- James Fitzpatrick, Assistant Vice President, Administration & Student Affairs, Fairfield University
- The Psychology Department, especially current chair, Dr. Ronald Salafia, and former chair, Dr. John F. McCarthy
- Fairfield University College of Arts & Sciences
- Fairfield University Graduate School of Education & Allied Professions
- The Humanities Institute, Fairfield University
- The Science Institute, Fairfield University
- Dr. Judith Primavera, Department of Psychology, Fairfield University and Chair of Local Arrangements

9:45 AM – 10:45 AM

BCC Oak Room (Building #13 on map)

Opening Keynote Address

D. Alan Bensley, Ph.D.
(Frostburg State University)

Teaching And Assessing Critical Thinking In Psychology: Challenges And Opportunities

Critical thinking has been widely recognized as an important educational outcome. Yet, despite three decades of intense discussion, problems in defining critical thinking and other challenges have hindered the development of an evidence-based approach for how to effectively teach and assess it. New research, however, that tests the effectiveness of techniques for teaching critical thinking is helping to identify best practices that are likely to produce demonstrable improvement in critical thinking. After reviewing this research, I recommend guidelines for instructors and programs that incorporate this new science of critical thinking instruction and assessment. This approach presents exciting opportunities for learning more about how our students think that can be used to improve their critical thinking.

11:00 AM – Noon: Concurrent Sessions

Concurrent Session A / Bannow Science Center Room 139 (Building #11 on map)

David Miller, Ph.D. (University of CT)

Screencasting: A Pedagogical Enhancement That Facilitates Learning

The incorporation of technology into higher education is not new. Carousel slide projectors and overhead transparencies evolved into various forms of computerized multimedia presentations and, within the past decade, various forms of streaming and/or downloadable audio and video enhancements, such as podcasts. Screencasts are enhanced video podcasts that take different forms, ranging from simple narrated static screens to all-too-common recordings of classroom lectures (or, “coursecasts”). An evolutionarily advanced form of screencasts involves the creation of video that either replaces or adds additional content to in-class lecture material but with advantages that transcend live lectures. I shall discuss this form of screencasting, how I used it to transform one of my university courses, and the resulting effect on student engagement and learning.

Concurrent Session B / DiMenna-Nyselius Library Room 101 (Building #10 on map)

Deborah Carroll, Ph.D. (Southern CT State University)

Development, Application And Evaluation Of An 'Inter-Teaching' Approach To Learning

In 2002, Boyce and Hineline published a seminal article on inter-teaching, an interactive pedagogical technique based on empirically-tested behavioral learning principles. Inter-teaching incorporates technology-based, lecture-based, self-paced, and peer-teaching methods of instruction. In 2008, as part of a Teaching Innovation Fellowship Project Carroll developed, applied, and evaluated the components of an 'inter-teaching' approach to learning in two undergraduate Psychology Courses. The results were overwhelmingly positive. The purpose of this workshop is to explain the inter-teaching technique to faculty via demonstrations and hands-on activities, to discuss the pros and cons of the individual components, and to aid faculty in adapting and/or modifying inter-teaching components to meet the learning objectives of their own courses.

(Concurrent Session C Is Presented On The Next Page.)

Concurrent Session C / DiMenna-Nyselius Library Room 107C (Building #10 on map)

Emily Soltano, Ph.D., Linda Larrivee, Ph.D., & Susana Meyer, Ph.D. (Worcester State University)

No Pain, No Gain: Working With Students On Interdisciplinary Research

Student involvement in faculty research has multiple benefits for students and faculty members, as well as some downsides. Over the past 4 years, we (one psychology professor, one audiology professor, and one speech-language pathology professor) have collaborated on several research projects about language development in internationally adopted (IA) children. In a longitudinal study, we examined the earliest predictors of success and difficulty in second language acquisition in IA children. We also surveyed speech-language pathologists' about their skills and training with this area. We have used these opportunities to teach undergraduate and graduate students various research concepts. Our university is a four-year state institution in which the first author's (ES) department does not have graduate students and LL and SM have graduate students pursuing a master's degree. In this graduate program, students conduct research but also have clinical requirements. Our students have been trained in research methodology, which aids them in their understanding of evidence-based clinical practice. For example, they enhanced their clinical skills as they learned to interact with research participants and their parents. In addition, they experienced all aspects of research ranging from data collection to national research presentations. In this presentation, we will discuss the highlights and low points of our experience as faculty working across departments with students.

12:15 PM – 1:15 PM / BCC Oak Room (Building #13 on map)

Light Lunch

1:30 PM – 2:30 PM / BCC Oak Room (Building #13 on map)

Afternoon Keynote Address

Wade Pickren, Ph.D.
(Pace University)

How To Get Rich (In The Classroom): Three Case Studies From Cultural Psychology

Internationalization of the curriculum is more than the inclusion of a handful of “facts” about one or two other cultures. When done well it can lead to rich and fruitful insights into human behavior. In this paper, the author uses three cultural case studies—in developmental, clinical, and historical psychology—to demonstrate and reinforce the larger tenets of psychology as a science and profession. We can use this kind of culturally based knowledge to enrich our classrooms and help our students, as well as ourselves, diminish our ethnocentrism. In doing so, we highlight for our students and our colleagues the positive possibilities of having a psychology that is international.

2:45 PM – 3:45 PM / Concurrent Sessions

Concurrent Session A / Bannow Science Center Room 139 (Building #11 on map)

Alan Bensley, Ph.D. (Frostburg State University)

Must “Test” Be A Four-Letter Word? A Workshop On How To Make Learning Outcomes Assessment Almost Fun

The purpose of this workshop is to show psychology instructors how to use tests and assessments to ask some fascinating questions about their students’ learning, thinking, and beliefs. After discussing how to formulate scientific questions about learning outcomes, I describe the development and use of some new measures designed to assess student endorsement of pseudoscience, paranormal beliefs, psychological misconceptions, critical thinking skills and dispositions, and knowledge of evidence-based practices versus poorly-supported and sometimes even dangerous practices in psychology. Approaching learning outcomes assessment in this way can make assessment an interesting and not a dreaded endeavor.

Concurrent Session B / DiMenna-Nyselius Library Room 101 (Building #10 on map)

Kathleen Flannery, Ph.D., Erin Albiero, Isaac Saidel-Goley & Hannah Watkins (St. Anselm College)

Virtual Environment Research Strategies To Study Cognition And Behavior

The Virtual Reality Laboratory at Saint Anselm College supports faculty/student research teams interested in using virtual environments (VE) to study cognition and behavior. We would like to share our insights for how to conduct research using VEs, including software and hardware requirements, as well as our current laboratory protocols for evaluating explicit memory and object location memory. Our resources are also available online at Virtual Environment Research Strategies, where students conducting research post their materials and maintain blogs to share resources (e.g., questionnaires, sound files, etc.). Therefore, current students conducting research in our Virtual Reality Laboratory, will describe how they have created VEs to evaluate memory as well as consider individual differences in memory (e.g., restricted versus non-restricted dieters). This interactive workshop will include time to consider how to expand current protocols to conduct future studies and based on participants’ interests how to design new VEs to evaluate cognition and behavior.

Concurrent Session C / DiMenna-Nyselius Library Room 107C (Building #10 on map)

Janine Buckner, Ph.D. (Seton Hall University) & Carolyn Vigorito, Ph.D. (St. John’s University)

Defining The Value Of Lifelong Learning, In And Through The Classroom

A recent theme of APA’s most recent Education Leadership Conference was centered upon lifelong learning in Psychology. Our interactive workshop aims to 1) connect lifelong learning to APA guidelines for undergraduate psychology; 2) discuss specific principles and methods that can be used inside/outside the classroom to emphasize the development of a learning mindset; 3) consider best practices to enhance perceptions of lifelong learning across the lifespan. We hope to end with an exploration of ways in which attendees’ fields of expertise can apply to the scholarship of teaching Lifelong Learning. We would recommend specific readings prior to attending this session.

4:00 PM – 4:30 PM / Participant Idea Exchanges

The Mezzanine, 2nd Floor, Barone Campus Center

Idea Exchange 1. How Faculty Can Provide Students With A More Significant Learning Experience By Incorporating Service-Learning

Mary Zahm, Ph.D. & Rebecca Clark, M.S.W. (Bristol Community College)

Idea Exchange 2. The Roundtable Assessment: Teaching Psychological Theories

Michael Zhang & Taizsa Gonzalez (Brigham Young University)

Idea Exchange 3. Toward A Postmodern, Narrative Approach To Teaching Undergraduate Psychology

Cameron Kiely-Froude (University of Connecticut)

Idea Exchange 4. One Road With Two Goals: Intersections Of Service-Learning And Internships

Valerie T. Smith, Ph.D. & Dylani George, JD, MS, LMHC (Endicott College)

4:30 PM – 5:30 PM / Joint NECTOP and NEPA Poster Session and Social Hour / BCC Lobby

- Poster 1.** *How Much Do Students Think They Struggle with Research Methods?* Lyndsey K. Lanagan-Leitzel, Madeleine A. Fugère & Alita J. Cousins (Eastern Connecticut State University)
- Poster 2.** *The Doctor Is In: Using Doctor Who To Teach Death-Related Topics To Undergraduates.* Bryce Rammler-Young & Danielle D. Gagne, Ph.D. (Alfred University). Sponsor: Elise Pepin, Ph.D. (Southern New Hampshire University)
- Poster 3.** *Training Psychology Students On Acute-Care Child/ Adolescent Inpatient Units.* Ben Gottesman, M.S. (Long Island Univ., C.W. Post Campus), Jillian Stile, MA., (The New School for Social Research), Jocelyn Shaw, M.A. (Derner Institute, Adelphi University) & Melissa Greene, Ph.D (New York-Presbyterian Hospital)
- Poster 4.** *The Effect Of Required Collaborative Out-Of-Class Assignments On Academic Performance, Social Interaction, And Metacognition.* Yasmine L. Konheim-Kalkstein (Mount Saint Mary College) & Katie Ketterer (Eastern Connecticut State University)
- Poster 5.** *Using Traditional Animal Research Procedures To Teach Single-Subject And Evidence-Based Methodology.* Gary Brosvic (Rider University)
- Poster 6.** *The Elevated Plus Maze: Closing The Budget Gap And Connecting Education, Psychology, And Neuroscience Majors.* Gary Brosvic (Rider University)
- Poster 7.** *The Technology Transfer Process As A Means Of Providing Students With Special Opportunities: The Case of the Fragile X Mouse.* Gary Brosvic (Rider University)
- Poster 8.** *Re-Evaluating The Therapist Role In The Medication Management Of ADHD: A Data-Driven Approach.* Jeremy Novich, M.S. (Long Island University, C.W. Post Campus) & Mark Lazarus, Ph.D. (Kings County Hospital; Long Island University, C.W. Post Campus)
- Poster 9.** *Can Training Improve Students' Interpersonal Sensitivity? A Meta-Analysis On The Effectiveness Of Training In Adults.* Krista M. Hill, M.A. (Northeastern University), Danielle Blanch-Hartigan, Ph.D. (National Cancer Institute) & Susan A. Andrzejewski Ph.D. (Franklin & Marshall College)
- Poster 10.** *Plagiarism Resistant General Psychology Writing Workshop.* Lona Whitmarsh, Ed.D. & Diane Keyser Wentworth, Ph.D. (Fairleigh Dickinson University)
- Poster 11.** *Dodging A Bludger: Sorting Out Psychology Through Harry Potter.* Diane Mello-Goldner, Ph.D. & Glenn Grushko (Pine Manor College)
- Poster 12.** *Using Yoga To Increase Attention In Early Morning Classes.* Diane Mello-Goldner, Ph.D. (Pine Manor College)
- Poster 13.** *Teaching Critical Thinking Within The Context Of A Course On The Psychology Of Personality.* Faith-Anne Dohm, Ph.D. & Evelyn Bilius Lolis, Ph.D. (Fairfield University)
- Poster 14.** *Choice Theory And Reality Therapy: Perceptions Of Efficacy.* Caley Arzamarski, M.S. (Northeastern University) & Mary E. Watson, MSCP, EdD, CTRTC (Northeastern University & William Glasser Institute)
- Poster 15.** *Learning Goals And Learning Strategies.* Michael Wilson (Western Connecticut State University)
- Poster 16.** *Training Group Psychotherapists To Perform The Dance Between Science And Practice.* Karin Hodges, PsyD (Antioch University), Nicole Izbicky, BA (Massachusetts General Hospital), Phillip Small, BA (Massachusetts General Hospital), Rozi Levi (Massachusetts General Hospital) & Les Greene (VA Medical Center)

- Poster 17.** *Non-Traditional Learning Style Versus Traditional College Students: The Influence Of Personality Traits On Academic Needs.* Ruth M. Grant, Ph.D. & Dawn K. Melzer, Ph.D. (Sacred Heart University)
- Poster 18.** *How Do I Know We Can Work Together? Clinical Psychology Students And Cultural Competence.* Bryana White, M.A. & Jasmine Mena, Ph.D. (University of Rhode Island)
- Poster 19.** *Teaching Psychological Assessment Across The Lifespan For Persons With Autism.* Lynde, Kayser & William Van Ornum (Marist College)
- Poster 20.** *Emotional Eating And Attachment Anxiety.* Katherine Alexander, M.A. & Harold Siegel, Ph.D (Rutgers University, Newark)
- Poster 21.** *The World As A Classroom: Incorporating Experiential Learning Into The Psychology Curriculum.* Kristy L. Biolsi, Ph.D. & Kathleen A. Nolan, Ph.D. (St. Francis College)
- Poster 22.** *The Perceived Effects Of Writing Feedback Tone, Clarity, And Source.* Pamela M. Ludemann, Anna Flanagan & Deborah McMakin (Framingham State University)
- Poster 23.** *Designing A Controlled Experiment On “Texting” As An Active Learning Exercise In Introductory Psychology Class.* Dov Kugelmass, Ph.D. & Sam Verde (Three Rivers Community College)
- Poster 24.** *Pop Culture Teaching Methods In Psychology: A How-To Guide.* Ted Cascio, Ph.D. (University Of Deusto, Bilbao, Spain) & Leonard L. Martin, Ph.D. (University Of Georgia)
- Poster 25.** *Teaching Sexuality From A Postmodern Feminist Perspective Using Experiential Activities.* Tori McDougal, M.Ed. & Rachel Tambling, Ph.D (University Of Connecticut)
- Poster 26.** *Video Projects In Cognitive Psychology: A Creative Exploration Of Concepts.* Sandra Soucie, MA & Angela Walker, PhD (Quinnipiac University)
- Poster 27.** *A Deficit Of Ethics Or Skills? When Poor Writers Become “Cheaters” And Strategies To Help.* Valerie T. Smith, Ph.D. (Endicott College)
- Poster 28.** *Experiencing Intersubjectivity Through A “One Way” Communication Exercise.* Deborah McMakin, M.A., LICSW (Framingham State University)
- Poster 29.** *Three Semesters On A Research Team: Does Student Learning Match Course Goals?* Bernard C. Beins, Ph.D., Ché Albowicz, Alyssa Dietz, Andrew Etherington, Amanda Espinosa, Jamie Lefebvre & Peter Russell (Ithaca College)
- Poster 30.** *The Neuropsychology Of Mindfulness And Its Application For Teaching Psychology.* Paula Gill Lopez, Ph.D. & Lynn Sellon, M.A. (Fairfield University). Sponsor: Judy Primavera, Ph.D. (Fairfield University)
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Saturday: Annual Meeting of the New England Psychological Association (NEPA)

If you have preregistered to attend the 52nd Annual NEPA meeting, please know that a full day of programming will begin at 8:30 AM on Saturday morning. If you are interested in attending but have not yet registered, please stop by the Registration Area today (BCC Oak Room) or tomorrow morning

6:15 PM – 7:45 PM

Friday Evening Dinner / BCC Oak Room / Prior Reservation Required

Welcome and Opening Remarks:

Dr. Robbin Crabtree, Dean of the College of Arts & Sciences, Fairfield University

Dr. Susan Franzosa, Dean of the Graduate School of Education And Allied Professions, Fairfield University

8:00 PM – 9:00 PM

Friday Night Keynote Speaker

Gonzaga Lecture Hall (Building #39 on map)

James Garbarino, Ph.D.

(Senior Faculty Fellow at the Center for the Human Rights
of Children at Loyola University-Chicago)

**Children and the Dark Side of Human Experience:
Confronting Global Realities and Rethinking Child Development**

Dr. James Garbarino holds the Maude C. Clarke Chair in Humanistic Psychology and was founding Director of the Center for the Human Rights of Children at Loyola University Chicago. Previously he was Elizabeth Lee Vincent Professor of Human Development and Co-Director of the Family Life Development Center at Cornell University. He earned his B.A. from St. Lawrence University in 1968, and his Ph.D. in Human Development and Family Studies from Cornell University in 1973. He is a Fellow of the American Psychological Association. Dr. Garbarino has served as consultant or advisor to a wide range of organizations, including the National Committee to Prevent Child Abuse, the National Institute for Mental Health, the American Medical Association, the National Black Child Development Institute, the National Science Foundation, the U.S. Advisory Board on Child Abuse and Neglect, and the FBI. In 1991 he undertook missions for UNICEF to assess the impact of the Gulf War upon children in Kuwait and Iraq, and has served as a consultant for programs serving Vietnamese, Bosnian and Croatian child refugees.