Proceedings
of the
18th Annual Meeting
of the
Northeast Conference
for Teachers of Psychology

Worcester Polytechnic Institute
Worcester, Massachusetts

Friday, October 12, 2012
<table>
<thead>
<tr>
<th>Session Time</th>
<th>Campus Center Third Floor Odeum A</th>
<th>Campus Center Third Floor Odeum B</th>
<th>Campus Center Third Floor Odeum C</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 AM to 5:00 PM</td>
<td>Registration will be available in the Campus Center Third Floor Lobby</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:45 AM to 8:45 AM</td>
<td>Light breakfast will be available in the Campus Center Third Floor Lobby</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 AM to 10:00 AM</td>
<td>Keynote Address: Bryan Saville</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15 AM to 11:15 AM</td>
<td>Concurrent Presentation Session 1 Presentation 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 AM to 12:30 PM</td>
<td>Concurrent Presentation Session 2 Presentation 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45 PM to 1:45 PM</td>
<td>Lunch will be served in the Campus Center Forkey Dining Commons, First Floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 PM to 3:00 PM</td>
<td>Keynote Address: Beth Morling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:15 PM to 4:15 PM</td>
<td>Concurrent Presentation Session 3 Presentation 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30 PM to 5:30 PM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30 PM to 5:00 PM</td>
<td></td>
<td>Participant Idea Exchange I</td>
<td></td>
</tr>
<tr>
<td>5:00 PM to 5:30 PM</td>
<td></td>
<td>Participant Idea Exchange II</td>
<td></td>
</tr>
<tr>
<td>5:00 PM to 6:00 PM</td>
<td></td>
<td>Joint NECTOP and NEPA Reception</td>
<td></td>
</tr>
</tbody>
</table>
The New England Psychological Association and the Northeast Conference for Teachers of Psychology would like to thank Worcester Polytechnic Institute for hosting their joint 2012 Annual Meetings, and recognize the following organizations, grants, and individuals for contributing to the success of the 2012 NECTOP meeting:

Dennis Berkey, Ph.D., President, Worcester Polytechnic Institute
Eric Overstrom, Ph.D., Provost, Worcester Polytechnic Institute
Karen Oates, Ph.D., Dean, Arts & Sciences, Worcester Polytechnic Institute
James Doyle, Ph.D., Professor and Chair, Worcester Polytechnic Institute Department of Social Sciences and Policy Studies
Jeanine Skorinko, Ph.D., Local Arrangements Chair, Worcester Polytechnic Institute Department of Social Sciences and Policy Studies
Jean Siequist, Worcester Polytechnic Institute, Administrative Assistant
Worcester Polytechnic Institute Events Office
Worcester Polytechnic Institute Facilities
Worcester Polytechnic Institute Department of Social Sciences and Policy Studies
Psychology Society, Worcester Polytechnic Institute Department of Social Sciences and Policy Studies
Northeast Conference For Teachers of Psychology Steering Committee
American Psychological Association Education Directorate’s Board of Educational Affairs
Society for the Teaching of Psychology
Friday Evening Dinner
will be held in Adlen Memorial (#2)

Friday Evening Speaker
8:00 PM
Campus Center (#7)
Third Floor Odeum A

Recommended Parking

Recommended Parking

NECTOP will be held in the Campus Center (#7)
Odeum Rooms

Registration

Exhibits

Participant Idea Exchanges, Posters, and NECTOP-NEPA Reception

Light Breakfast
Guest Wireless Network Access

Access Instructions

To connect as a wireless network guest user:
Use your wireless network connection software to connect to the wireless network named WPI-Guest. Launch a web browser like Windows Internet Explorer, Safari, or Firefox. Enter the user name and password exactly as shown below:

Username: nepa
Password: tfs1012
Expiration Date: Not Available
Duration of Access: 3 days

Once you are authenticated, you may access the public Internet or can use VPN software to connect to a private network.

*Please note the duration counter begins the first time that the guest account is logged in to.*

Important

This coupon allows network access to guests and visitors. It is intended only for the designated recipient(s) and cannot be transferred or purchased. Usage will be monitored and may be terminated at any time.

All users of this network will be subject to the policies and guidelines concerning the use of WPI computer, network, and telecommunications resources. You may view these policies at [http://www.wpi.edu/+AUP](http://www.wpi.edu/+AUP).
In recent years, educators have bemoaned the state of American education, citing several reasons for its purported decline. One potential contributor to this negative state of affairs is the continued use of teaching methods that fail to capitalize on how people learn. In this presentation, I will discuss interteaching, a teaching method that has its conceptual roots in the psychology of learning. Specifically, I will explain how to implement interteaching in the classroom, show how it is grounded in well-established psychological principles, and discuss the growing body of research that has found interteaching to be an effective way to promote student learning.
Today’s students live in a fast-paced world and few traditional-age students have ever been without a means of communicating with peers. Studies have shown that lecture alone is less effective in terms of student performance (Saville & Zinn, 2005). As a result, many professors have moved away from simple lecture format to include more hands-on learning, more relevant material and more student interaction. This may be easier to do at the upper levels where students have been trained to think more critically about material and have an expectation that they will be tasked with more responsibility for their learning. Introductory Psychology provides a platform for bringing students into the field provided we capture their interest. It is crucial that we implement creative teaching techniques in these courses. Interteaching was introduced into sections of the Introduction to Psychology course at Lehigh Carbon Community College in Spring 2011. Interteaching has been shown to be a successful tool towards engagement by creating more discussion and shorter lectures targeted to student interest. This presentation will include an overview of interteaching as implemented at LCCC, sample preparation guides and probes and will demonstrate the efficacy of the method through a comparison of student outcomes using both interteaching and non-interteaching. This interactive session will give participants an opportunity to explore the decision-making process to implement interteaching as well as the successes and failures of various components. There will also be an opportunity to see the extent of outcome assessment that is available on the individual student level as well as the course level throughout the semester.

Psychology’s backstory is a rich resource for demonstrating the value of scientific thinking. For example, the story of Clever Hans creates opportunities to teach our students about the failures of social cognition such as confirmation bias and hindsight bias. But the lesser known details of the Clever Hans affair describe classic conflicts within psychology: ESP versus science, everyday observations versus careful experimentation, popular beliefs versus evidence-driven thinking, generalizing from non-human animals to humans, and the importance of testing competing theories. In addition, the personal dramas surrounding Clever Hans demonstrate the raw choices we face when confronted with cognitive dissonance while the public drama mirrors the challenges we face every day as teachers of psychology. Finally, the striking parallel between the Clever Hans affair and unfounded faith in Facilitated Communication as an intervention for autism makes Clever Hans a voice that our psychology majors need to hear as they make critical career decisions.
Teaching Statistics in the Classroom by Combining Technology with Interpretation: Preparing Students to Be Lab Ready

This session presents a unique approach to using technologies in the classroom. It describes how Excel® and IBM SPSS® can be incorporated in the classroom to better prepare students for careers in science—all while adding only about two to three classes worth of instruction time. Sample exercises are provided to illustrate how useful these technologies can be and how students can benefit from the inclusion of these technologies in the classroom. The talk describes how students acquire valuable skills in the classroom that are needed in a research lab, including the ability to think critically about statistical outcomes displayed in Excel® files and IBM SPSS® output tables. Additional strategies are illustrated in the talk to demonstrate how to introduce statistics in a way that fits well with the fundamentals of research methods and science. The aim of this talk is to introduce a teaching strategy that can immediately prepare students to actively participate in a research setting, such that students can: (1) use Excel® and IBM SPSS® software to enter and analyze data, (2) interpret statistical outcomes and identify the outcomes in IBM SPSS® output tables, (3) apply their knowledge of statistics to understand research design, and (4) think critically about why they are using a statistic, how it can be interpreted, and what it says about the hypothesis being tested. In all, the talk is organized using the acronym LAB READY: Link problems sets to Excel® and IBM SPSS® data files; Allot some time to introduce how to use the technologies you use in the classroom; Breakdown the barriers between statistics and science; Redefine how students think about science; Emphasize interpretation over calculation; Adapt problem sets to published research; Delineate the use of statistics and research design by applying the decision tree; Yield to a pace that is realistic and conducive to student learning.

Community Partnerships: Fostering Goodwill and Creating Experiential Learning Opportunities for Students

Establishing Community Partnerships is a unique way to provide experiential learning opportunities that are also sustainable. The Psychology Program at Bay Path College has established a number of partnerships with local organizations with good success. These organizations sponsor our students and in exchange, Bay Path provides a package of “benefits” to these organizations, such as a free course, to compensate for their involvement. In this way, students are provided with valuable professional skill development and networking, and organizations receive much-needed help on a continuous basis and fostering goodwill with the community.
Once upon a time, there was a psychology student who thought every study needed a large, random sample that could generalize to the population of the world.....

Does this story sound familiar to you? As teachers of psychology, we share stories about the wonders and power of the scientific method. But our students don't always appreciate the narrative. They get distracted by the long-lived misconceptions that seep into our classrooms—tall tales about the need for large samples, the supreme standards of random selection, and the "problem" of individual differences. I have been listening to their tired tales for lo! these many years, and I've got some tricks for encouraging better thinking. I'll share suggestions for helping students become systematic, appropriately critical readers of our research stories.

The moral? Students can learn to let go of random and recognize the good stuff, too.
Applying the Science of Learning in Psychology Curricula:
Design, Implementation, and Assessment

This session provides an overview of some powerful science of learning principles—based on research in the area of cognitive psychology—that have been applied in psychology courses and that have been demonstrated to have educationally significant impact. I focus on the design and implementation of instructional interventions as well as on the assessment of their impact on student learning outcomes. Results from two representative projects completed through a Davis Educational Foundation sponsored Cognition Toolbox Project are described: (1) Use of low-stakes in-class and online quizzes in an effort to promote long-term retention and application of academic material (Test-Enhanced Learning, Retention, and Transfer); (2) Use of distributed practice and repetition (interleaving) to enhance students’ success at identifying appropriate statistical tests for research designs. The objectives of this session are to:

1. Inform participants of the scholarship on how the science of learning can improve educational outcomes in higher education in general, and in psychology courses in particular.
2. Describe the Cognition Toolbox Project, using illustrations from instructional interventions done in psychology courses.
3. Involve participants in identifying a learning issue in a psychology course and then in designing a cognitively-based intervention that includes a sound experimental design to assess the impact of the intervention on the identified learning outcome.

The Contemporary Classroom:
Older Students and Intergenerational Formats

Dramatic demographic shifts are compelling institutions of higher education to consider curricular opportunities and approaches which engage older learners along with traditional-aged students. And, increasing numbers of older adults are relocating to living environments which provide new educational opportunities. In this session, we discuss intergenerational formats used in Lasell College classes which bring together undergraduate students and older Lasell Village residents. We also explore how teaching older students challenges instructors in unique ways, and offer an opportunity for instructors to generate intergenerational teaching ideas for their classes.
4:30 PM – 5:30 PM / Odeum C

Bernard C. Beins Teaching Poster Session

**Poster 1**  *Simple Video Recording Procedures For Teaching Behavior Observation and Coding.* Gary M. Brosvic, Ph.D. (Rider University).

**Poster 2**  *Teaching Behavior Collection With Mice With An Open Field Paradigm.* Gary Brosvic, Ph.D. (Rider University) & Eric Balboa, B.S. (Rider University).

**Poster 3**  *Educational Psychology Goes Back to School: Videoconferencing Between Undergraduates and Fifth Graders.* Allison G. Butler, Ph.D. (Bryant University), Jenifer Perez (Bryant University) & Sandra Lenore, M.A.T. (Anna McCabe Elementary School).

**Poster 4**  *The Teaching of Systems and Theories.* Albert Wakin, C.A.S. (Sacred Heart University).

**Poster 5**  *Creating an Active Learning Environment in Psychology Statistics Using a Hybrid Course Design.* Heather D Hussey, Ph.D. (Northcentral University) & Bethany K.B. Fleck, Ph.D. (Metropolitan State College of Denver).

**Poster 6**  *Using Social Media to Enhance Instruction in Higher Education.* Bethany K.B. Fleck, Ph.D. (Metropolitan State College of Denver), Heather D. Hussey, Ph.D. (Northcentral University) & Aaron S. Richmond (Metropolitan State College of Denver).
Poster 7  Coming in Contact: The Power of Experiential Learning to Shape Student Perceptions of Mental Illness. Tracy A. Prout, Ph.D. (College of Mount Saint Vincent).


Poster 9  Enhancing Communication Skills in a Psychology of Women Course. Tara Broccoli, Ph.D. (Mitchell College).


Poster 11  Study Of Student Life: Using Group And Individual Research To Enhance Students’ Professional Development. Christina Hardway, Ph.D. (Merrimack College) & Michael Stroud, Ph.D. (Merrimack College)

Poster 12  Integrating Sport And Exercise Psychology Into Introductory Psychology Lessons. Andrew Vincent, B.A. (Springfield College) & Julia Rizzo, B.A. (Springfield College)

Poster 13  Using Online Tutorials to Assist Students in a Research Methods Course. Lyndsey K. Lanagan-Leitzel, Madeleine A. Fugère & Alita J. Cousins (Eastern Connecticut State University)

Poster 14  Flipping Intro Psych: Use Of An Inverted Classroom Approach In Introduction To Psychology. Brandi Silver, Ph.D. (Worcester State University)
Poster 15  *From Psychoanalysis to Cognitive Therapy: Evolution of Endorsement by the American Mental Health Foundation.* William Van Ornum, Ph.D., FAPA (Director of Research, American Mental Health Foundation) & Evander Lomke (CEO, American Mental Health Foundation)

Poster 16  *Intersecting Venn Diagrams: Anxiety Disorders, Temperament, and Highly Sensitive Persons.* Kathryn Roberson (Marist College), Amanda Torres (Marist College) & William Van Ornum, Ph.D. (Marist College)

Poster 17  *The Use of Technology in Psychotherapy Training.* Laura A. Noblet, M.A. (Massachusetts School of Professional Psychology)

Poster 18  *Disability Studies in Psychology Graduate Programs.* Nicole M. Rosa, M.S.W., M.A. (Brandeis University)

Poster 19  *Attachment Anxiety And Teamwork In The Classroom.* Katherine Alexander, M.A. (Rutgers University, Newark) & Harold Siegel, Ph.D. (Rutgers University, Newark)

Poster 20  *Student Perceptions of the Research Experience: Expectations and Outcomes.* Bernard C. Beins, Ph.D. (Ithaca College), Kendra Doychak (Ithaca College), Pamela Ferrante (Ithaca College), Carly Herschman (Ithaca College), Daniel Leibel (Ithaca College), Natalie Mendes (Ithaca College) & Samantha Sherry (Ithaca College)
Poster 21  *Psychology Fieldwork and the Undergraduate Thesis: An Integrative Approach.* Sarah Martin, Ph.D. (Simmons College)

Poster 22  *Errors in Performance Estimations: Lower Performers Consistently Overestimate Their Exam Scores.* Catherine E. Overson, Ph.D. (Center for Excellence in Teaching and Learning, University of New Hampshire) & Victor A. Benassi, Ph.D. (Center for Excellence in Teaching and Learning, University of New Hampshire)

Poster 23  *Enhancing Teaching and Learning in a Multi-Section Research Methods and Statistics Course Sequence.* Teresa M. Lyons, Ph.D. (Salem State University), Darlene E. Crone-Todd, Ph.D. (Salem State University), Sophia R. Evett, Ph.D. (Salem State University), Benjamin O. Miller, Ph.D. (Salem State University) & Patrice M. Miller, Ed.D. (Salem State University)
4:30 PM – 5:00 PM / Odeum C

Joint Participant Idea Exchange Session I

Idea Exchange 1

Log Cards: Personnel Communications With Unintended Effects

William Sharp, PsyaD.
(Wheelock College & Boston Graduate School of Psychoanalysis)

Large classes, demands of a curriculum and outside distractions can make connections with students difficult to maintain; yet we teach a very “person oriented” field. By using log cards (5 x 8 index cards turned in weekly) as a structure to allow personal communications between teacher and student, this author found (1) a way to evaluate his teaching week to week as opposed to waiting for formal testing and (2) interests and future lesson ideas. An unintended effect however was (3) the discovery of a parallel process going on between the course material and students’ development in the course.

Idea Exchange 2

How Should Instructors Intervene When Students Self-Disclose Mental Health Concerns In Class?

Benjamin T. Wood, Ph.D.
(Massachusetts College of Liberal Arts Postdoctoral Fellow - Williams College Counseling Center)

How should instructors intervene when students self-disclose mental health concerns in the classroom? When teaching undergraduates about abnormal psychology and counseling, instructors may find that students share personal narratives about struggles with mental health. Self-disclosure in classrooms can promote active-learning and engagement. However, students who self-disclose may also experience negative judgments from their peers. How can instructors promote a learning environment in which students feel safe enough to explore psychological topics that are personally relevant without incurring prejudice? This participant idea exchange will offer instructors the opportunity to discuss ways of intervening when students self-disclose mental health concerns.
Unlocking the Potential of Undergraduate Teaching Assistants of Introduction to Clinical Psychology: Nuts and Bolts

Jasmine Mena, Ph.D. (University of Rhode Island), Kathryn Martin (University of Rhode Island) & Amanda Meunier, B.A. (University of Rhode Island)

Undergraduate teaching assistants (UTAs) are increasingly becoming involved in university classrooms. The role of a UTA has the potential to enrich the experiences of students, professors and the UTAs themselves. This exchange will present information about the experiences of two undergraduate students and a professor of an introduction to clinical psychology undergraduate class. The audience will be able to discuss the history of UTAs; common duties and responsibilities of UTAs and professors; gains, costs, and conflicts experienced by UTAs and professors; ethical considerations; and recommendations for UTAs and professors.

Interteaching: Applications of Evidence-Based Teaching Methods in Psychology Education: Tools and Tips For Success

James L. Soldner, Ph.D., CRC, BCBA-D (Assumption College) & Diane M. Myers, Ph.D. (Assumption College)

In recent years there has been a significant movement towards the concepts of evidence-based practice in psychology, including psychology education. Recently, interteaching, referred to as a “mutually probing, mutually informing conversation between two people” has been introduced as a user-friendly alternative to traditional teaching practices. A growing body of empirical support has found interteaching to positively impact student learning and satisfaction. This data-based presentation will provide an overview of interteaching and its key components and a description of past and present interteaching research. A discussion of the benefits of interteaching methods for both instructors and students will also be provided.
Creating a Program for the Helping Professions: Beyond the Senior Thesis

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

Capstone courses in traditional undergraduate psychology programs tend to require an extensive literature review, commonly termed a Senior Thesis. While that is a very valuable tool, this presentation offers a different approach to the Senior Thesis and details a unique project which encompasses several components of a student-created program that would theoretically help the communities being served. Sample projects will be presented.
5:00 PM – 5:30 PM / Odeum C
Joint Participant Idea Exchange Session II

Idea Exchange 1

Bridging Psychology and Education:
Making Psychology Relevant to Pre-Service Teachers

Elida V. Laski, Ph.D
(Boston College Lynch School of Education,
Applied Developmental and Educational Psychology)

Many teacher education programs require their students to take psychology courses, such as Child Development and Psychology of Learning. The purpose of this idea exchange is to discuss ways of making the research presented in these courses relevant and meaningful to pre-service teachers, so that it is likely to influence their future instruction. A number of questions will be posed for discussion, including: Which topics might be most important for this student population? What approaches can be used to make the implications of the research apparent? Ideas and a sample syllabus from a Psychology of Learning course will be shared.

Idea Exchange 2

Developing and Assessing Communication Across the Curriculum

Tara Broccoli, Ph.D. (Mitchell College),
Jennifer Mauro, M.S. (Mitchell College) &
Catherine Wright, Ph.D. (Mitchell College)

Student success is a multidimensional construct that includes the development of skills/abilities (e.g., communication). However, while the development of skills is valued, faculty members may rely on general education courses to increase these abilities in students. Ability-based education (ABE) is an approach to teaching and learning that emphasizes utilizing course content to develop key institutional abilities. As such, students and faculty may focus on the enhancement of skills in a developmental fashion. This participant idea exchange will introduce techniques to develop and assess communication skills interdependently with course content across the curriculum.
Idea Exchange 3

What Instructors Should Know About Public Speaking Anxiety

Toni-Ann Mastando, B.A. (Marist College) &
Peter DelRosario, Ph.D. (Marist College)

Public speaking anxiety (PSA) is the number one fear of Americans. Many students experience this issue as their coursework may require oral presentation assignments. Students with PSA tend to avoid these public speaking situations and, in extreme cases, drop out of courses with this requirement. Research has yielded positive results for PSA reduction techniques, and has recognized multicultural issues with regards to PSA among diverse students. Students may benefit from their instructors’ awareness of these issues and their application of PSA reduction techniques. Students may be better prepared to enter the workplace that requires public speaking.

Idea Exchange 4

How to Survive as a New Instructor: Discussing Challenges in the Early Years of Teaching

Ariana F. Young, M.A. (University at Buffalo, SUNY), Shannon P. Lupien, M.A. (University at Buffalo, SUNY)
& Jordan D. Troisi, Ph.D. (Widener University)

Drawing from an informal national survey of new psychology instructors, participants in this idea exchange will have the opportunity to discuss the challenges they have encountered in their first few years of teaching. Topics will include effective time management, maintaining confidence, managing student (mis)behavior, handling mistakes, and any other topics of participants’ choosing. The overall goal of this idea exchange is to have participants share their questions, concerns, and experiences, as well as use the collective wisdom of the group to come up with methods through which they can become more effective instructors.
Idea Exchange 5

Bringing Service Into Action: Community Based Research as an Alternative to Traditional Research Courses

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

For the past 10 years, Pine Manor College has adopted an Action Research Model which is based on a Community Based Research approach. Our Community Based Research two-course sequence involves research that is conducted by, for, or with the participation of local community members in the Boston area. This session will involve a discussion of the successes and problems associated with this type of model to teach statistics and research design at the college level. Ideas and a sample syllabus will be provided.
Friday Evening

Joint NECTOP and NEPA
Social Hour, Odeum C
5:00 PM - 6:00 PM

Please join us for a brief reception that concludes the 18th Annual Meeting of the Northeast Conference For Teachers of Psychology and opens the 52nd Annual Meeting of the New England Psychological Association that continues through Saturday, October 13.

Friday Evening Dinner
6:15 PM - 7:45 PM

The Friday Evening Dinner is by prior reservation (Alden Memorial, #2 on campus map) and is not included in either general NECTOP or NEPA registration fees.

Friday Night Keynote Speaker
8:00 PM – 9:00 PM

The Friday Evening Speaker (Dr. Thomas Gilovich, Cornell University) will begin at 8:00 PM in Salisbury Laboratories Room 115 (#28 on campus map). The Friday Evening Speaker is open to NECTOP and NEPA participants and to all members of the Worcester Polytechnic Institute community.
Opening Comments:
Karen Oates, Ph.D.
Dean, Arts & Sciences, Worcester Polytechnic Institute

Featured Presenter:
Thomas Gilovich, Ph.D.
(Cornell University)
Getting the Most For Your Money:
The Hedonic Return on Experiential and Material Purchases

Introduced by Jeanine Skorinko, Ph.D. (Worcester Polytechnic Institute)

Thomas Gilovich is Professor of Psychology at Cornell University and co-director of the Cornell Center for Behavioral Economics and Decision Research. He received his B.A. in Psychology from the University of California and his Ph.D. in Psychology from Stanford University. His research focuses on how people evaluate information in their everyday and professional lives, and how they use that information to draw conclusions, form beliefs, and embark on courses of action. His research has been funded by the National Science Foundation and the National Institute of Mental Health. His books include How We Know What Isn’t So (1991), Why Smart People Make Big Money Mistakes (1999, with Gary Belsky), Heuristics and Biases: The Psychology of Intuitive Judgment (2002, with Dale Griffin and Daniel Kahneman), and Social Psychology (2004, with Dacher Keltner and Richard Nisbett). He is a member of the American Academy of Arts and Sciences and a Fellow of the American Psychological Association, the Association for Psychological Science, the Society of Experimental Social Psychology, and the Society for Personality and Social Psychology.
The Northeast Conference for Teachers of Psychology invites you to attend and participate in the 2013 Annual Meeting

Call For Submissions

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

Priority will be given to Posters and Participant Idea Exchanges submitted between February 1, 2013 and June 8, 2013. NECTOP will continue to receive and review posters submitted after June 8, 2013 through September 21, 2013 on a space-available basis. Posters provide a medium for the visual presentation of information and discussion with attendees. Participant Idea Exchanges are 30-minute roundtable discussions related to the teaching of psychology, including but not limited to research on the effectiveness of a teaching method or strategy, demonstration of a teaching technique, cooperative and/or interdisciplinary projects.

NECTOP will also consider proposals for one-hour interactive sessions/workshops dealing with instructional methods or strategies in the teaching of psychology. Examples of the sorts of sessions that will be considered may be found in the 2011 and 2012 NECTOP programs that are available for online review at NEPsychological.org. The deadline for proposals for one-hour interactive sessions/workshops is March 1, 2013. Decisions about including sessions in the program will be made after the submission deadline and will consider both the quality of the proposal and achievement of balance in the NECTOP program.

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

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

19th Northeast Conference for Teachers of Psychology
Friday, October 18, 2013
Housatonic Community College, Bridgeport, Connecticut

NETeachingPsychology@Gmail.com www.NEPsychological.org

The Northeast Conference for Teachers of Psychology is affiliated with the New England Psychological Association
53rd New England Psychological Association Meeting
Saturday, October 19, 2013
Housatonic Community College, Bridgeport, Connecticut

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, 2013 for symposia, papers, and posters representing all areas of the psychological sciences. NEPA will continue to receive and review posters through September 21, 2013 on a space-available basis.

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

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

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

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

NEPsychological@Gmail.com www.NEPsychological.org
Research methods they know they’ll use

Most professors agree that while some students will go on to conduct psychological research and design studies of their own, the majority will pursue careers in which they are consumers of psychological research. They will evaluate research claims as they advocate for policy, make decisions on treatment, evaluate proposals, and construct lesson plans. So, why assign a textbook that focuses exclusively on producers of psychological research? Beth Morling helps students develop critical thinking and quantitative reasoning skills as they become systematic interrogators of information. By emphasizing the importance of interrogation skills for future consumers of research, Morling helps students remain engaged; and examples from popular media and contemporary studies motivate students to keep reading.

An innovative pedagogical framework offers support and repetition as students build their understanding of research methodology. Morling’s “Three Claims, Four Validities” framework gives students guidelines for classifying different types of research claims, and for asking the right questions when evaluating those claims. This framework is prominently featured inside the front cover for easy reference and carried consistently throughout the entire book. If you’ve ever heard a student decry a research claim (“That’s just not valid!”), then you’ll understand Morling’s motivation for designing this framework.

Clear learning goals and opportunities for self-assessment reflect the latest science-of-learning initiatives. Each chapter begins with “A Year From Now” learning objectives, which help students focus their attention on the most important concepts. Each major section ends with a “Check Your Understanding” quiz, allowing students to assess how much they know before moving on. Author-tested “Learning Actively” exercises cap every chapter training students to synthesize, utilize, and remember chapter material by immediately applying it to real-life research claims.

Morling is supported by robust instructor ancillaries and online media. Ancillaries include a quality-controlled test bank of 650 questions, art and tables from the text in JPEG and customizable PowerPoint, and an instructor manual authored by Beth Morling herself. Morling’s blog, EVERYDAYRESEARCHMETHODS.COM, is launching in August and continuously updated thereafter. It presents for critical evaluation research claims made in online videos, speeches, studies, and news articles. Each entry is tagged with a Learning Objective from the text and is paired with questions for critical thinking and discussion. A completely free and open student website, WNWORTON.COM/STUDYSPACE, contains quizzes, review materials, and robust study tools.
Become a Psychologist

Antioch University New England’s PsyD in Clinical Psychology has been accredited since 1986 by the American Psychological Association.

At AUNE, you can:
- Prepare for therapy, assessment, supervision, and more.
- Deepen clinical and research skills at our three on-campus centers.
- Focus on service and social justice.
- Work with nationally known faculty in small classes.

The full-time schedule is designed so regional students may continue living in their home communities.
- On-campus classes one or two days a week.
- Applicants with bachelor’s or master’s can apply.
- Includes a clinical dissertation and a fifth-year off-site internship.

Contact Ellen Keech, 603.283.2132, ekeech@antioch.edu

Learn more at: www.antiochne.edu/cp

AUNE also offers master’s degrees in Marriage and Family Therapy (MA & PhD), Dance Movement Therapy, and Clinical Mental Health Counseling. Certificates in MFT, Autism Spectrum Disorders, ABA.

The Doctoral Program in Clinical Psychology is accredited by the American Psychological Association.
Questions related to the program’s accredited status should be directed to the Commission on Accreditation at Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002, Phone (202) 336-5979 / E-mail: apaaccred@apa.org