Proceedings of the 31st Annual Meeting of the Northeast Conference for Teachers of Psychology



at

Salem | STATE UNIVERSITY

Friday
November 6, 2026

NECTOP 2026 Schedule at a Glance

Time	Topic	Location
8:00 AM – 9:00 AM	**Continental breakfast, coffee, and registration**	Bertolon School of Business: Dining Commons
9:00 AM – 10:00 AM	**Morning Keynote Address** *How to Conjure Data-Literate Students Across the Psychology Curriculum: Data Literacy as the Magic Ingredient for Brewing Our Students' Career Skills* Ashley Rockwell, Data Literacy & Learning Specialist	Bertolon School of Business: Recital Hall
10:10 AM – 11:10 AM	**Concurrent Session 1** *The Psychology of Being "the Strong One": A Pedagogical Framework for Teaching Overfunctioning, Role Strain, and Help-Seeking*	Bertolon School of Business: Room 112
	Concurrent Session 2 *Nothing about us, without us: Shared Leadership Structures that Strengthen Student Belonging, Voice, and Leadership Capacity*	Bertolon School of Business: Room 111
	Panel Session 1: AI in Teaching 1. *Intentionally Incorporating Generative-AI into Student Assignments: A Reflective Framework for Teaching and Learning* 2. *Utilizing Narrative Interventions in the Classroom to Foster Learning of Psychology Students Impacted by the COVID-19 Pandemic, Social Media Overload, and the Advent of Artificial Intelligence (AI)* 3. *Using Structured Academic Controversy to Promote Evidence-Based Reasoning, Civil Discourse, and Synthesis in Psychology Courses in the Era of AI*	Marsh Hall: Room 210
11:20 AM – 12:20 PM	**Participant Idea Exchanges** *1. From Anecdotes to Evidence: Fostering Curiosity, Reflection, and Scientific Reasoning in the Classroom*	Bertolon School of Business: Room 113
	2. Engaging Students in Neurodiversity and Behavior Through Inclusive, Interactive, Choice-Based Teaching Across Undergraduate and Graduate Courses Today	Bertolon School of Business: Room 112
	3. Let's Talk Psych Clubs! Ideas, Challenges & Possibilities	Bertolon School of Business: Room 111
12:30 PM – 1:30 PM	**Graduate Student Mentoring Lunch**	Bertolon School of Business: Room 111
	Lunch	Bertolon School of Business: Dining Commons

Time	Topic	Location
1:30 PM – 2:30 PM	**Demo Session** 1. *Reducing Statistics Anxiety Through Hands-On Learning: A Demonstration of the Statistical Learning Educational Device (SLED)* 2. *Hosting A Mock Summit as A Cumulative Final: "Solving the Opioid Crisis" Edition*	Bertolon School of Business: Room 112
	Bernard C. Beins Teaching Poster Session 1. *Career Development Through Psychological Literacy: A Course for Psychology Majors* 2. *Social-Emotional Education Online: How Educators can Utilize Digital Media as a Tool for Learning* 3. *Evaluation of SPSS and methods training across two curriculum changes*	Bertolon School of Business: Dining Commons
2:40 PM – 3:40 PM	**Concurrent Session 3** *Evaluating Graduate Students' Self-Awareness of Concept Mastery*	Bertolon School of Business: Room 112
	Concurrent Session 4 *Student Testimonials on Trauma-Informed Teaching*	Bertolon School of Business: Room 111
	Panel Session 2: Student/Faculty Led *Bridging Classroom Learning and Professional Practice in the Field of Psychology*	Marsh Hall: Room 210
3:40 PM – 4:00 PM	**Break**	Bertolon School of Business: Dining Commons
4:00 PM – 5:00 PM	**Ted Bosack Address** *Wait - don't burn the witches! How to use the supernatural as a teaching tool* Melissa Maffeo, PhD	Bertolon School of Business: Recital Hall

We thank Salem State University for hosting the 2026 Annual Meeting and recognize the following organizations, grants, and individuals for contributing to the success of the 2026 Annual Meeting:

- APA Board of Educational Affairs (BEA)
- Society for the Teaching of Psychology
- A special thank you to Ted Bosack and Barney Beins for their all their hard work in making NECTOP what it is today!
- Melissa Lovitz, Ph.D. (Queens College and NECTOP Coordinator)
- Hannah Johnson, Ph.D. (University of Massachusetts Lowell)
- Jamie Kleinman, Ph.D. (University of Connecticut)
- Kristen Begosh, Ph.D. (University of Delaware)
- Rachelle Smith, Ph.D. (Husson University)
- Jessica Hacker, Ph.D. (Husson University)
- APA's Education Directorate

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- Meghan Perlow
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Friday 8:00 AM – 9:00 AM

Continental breakfast, coffee, and registration

Bertolon School of Business: Dining Commons

Friday 9:00 AM – 10:00 AM

Morning Keynote Address

Bertolon School of Business: Recital Hall

How to Conjure Data-Literate Students Across the Psychology Curriculum: Data Literacy as the Magic Ingredient for Brewing Our Students' Career Skills

College students' math skills have declined while the demand and necessity for data literacy skills are growing increasingly important for our students' success outside of the classroom. This talk will discuss how and why psychology courses are an ideal place to bridge that gap and strategies to incorporate data literacy skills in any class. Join us as we make math and data less scary and more bewitching.



Ashley Rockwell, Data Literacy & Learning Specialist
Georgia State University

Ashley Rockwell is the Data Literacy and Learning Specialist at Georgia State University (GSU). Her work in the University Library's Research Data Services Department primarily focuses on building data literacy curriculum and programming for students and supporting faculty who want to incorporate data skills into their courses. For the past ten years, Ashley has taught a variety of undergraduate social science courses. She is also a GSU Sociology PhD Candidate, with a MA in Sociology, BS in Neuroscience, and a BS in Psychology.

Friday 10:10 AM – 11:10 AM

Concurrent Session 1

The Psychology of Being "the Strong One": A Pedagogical Framework for Teaching Overfunctioning, Role Strain, and Help-Seeking

Bertolon School of Business: Room 112

Jesse Miller-Khodik, MA (dual), LPC, ICPWRC, PGSS-C
Associate Program Chair, Psychology, Post University

This concurrent session introduces "the strong one" as a case-based pedagogical framework for helping psychology students examine over functioning, role strain, invisible labor, and help-seeking. Participants will explore how the role of "the strong one" appears across family, academic, workplace, cultural, and caregiving contexts, and how it can be used to teach core psychological concepts. Attendees will engage with a classroom-ready vignette, map the case to multiple psychological constructs, and identify ways to adapt the activity for courses such as Introductory Psychology, Social Psychology, Developmental Psychology, Abnormal Psychology, Counseling, Health Psychology, Psychology of Gender, and Multicultural Psychology

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Concurrent Session 2

Nothing about us, without us: Shared Leadership Structures that Strengthen Student Belonging, Voice, and Leadership Capacity

Bertolon School of Business: Room 111

Brandi Derr, PsyD Program Director, Organizational and Leadership Psychology, William James College
Suzanne Devlin, PhD Department Chair, Organizational and Leadership Psychology, William James College

How do we move beyond teaching shared leadership to intentionally designing environments where it is practiced every day? This session highlights structures that position students as true partners in shaping their educational experience. Drawing on innovations from a Leadership Psychology doctoral program, presenters will share replicable strategies for cultivating meaningful student–faculty partnerships through shared governance, restorative engagement, and collaborative decision-making. These approaches strengthen belonging, deepen accountability, enhance program effectiveness, and build both individual and collective leadership capacity. Participants will leave with practical frameworks for advancing authentic student voice through sustained partnership.

Panel Session 1: AI in Teaching

Marsh Hall: Room 210

Intentionally Incorporating Generative-AI into Student Assignments: A Reflective Framework for Teaching and Learning

Diane Mello-Goldner, Ph.D. Department of Psychological and Brain Sciences, Boston University

As Gen-AI becomes increasingly common in higher education, psychology instructors face the challenge of helping students use these tools without undermining creativity or critical thinking. This Scholarship of Teaching and Learning (SoTL) project redesigned an assignment in a general education interdisciplinary/psychology course to encourage Gen-AI as a collaborative partner rather than a shortcut. Students could choose whether to use AI to create an original "hero" addressing their self and identity through a poem, short story, or visual art. They also completed structured reflections describing how they evaluated, accepted, modified, or rejected AI-generated ideas. Findings from student reflections, surveys, and evaluations of creative artifacts illustrate how reflective use of AI can promote metacognition, intentional decision-making, and student ownership, while revealing both the strengths and limitations of AI-assisted creative work. Participants will leave with adaptable assignment materials, reflection prompts, and assessment strategies that can be implemented across psychology courses.

Utilizing Narrative Interventions in the Classroom to Foster Learning of Psychology Students Impacted by the COVID-19 Pandemic, Social Media Overload, and the Advent of Artificial Intelligence (AI)

Daniel B., Jacobs, Ed.M., M.B.A., Psy.D., Associate Professor William James College Organizational Leadership Psychology and School Psychology Departments; Licensed Psychologist and Health Service Provider, Massachusetts; Clinical Psychology Private Practice and Behavioral and Systems Consultant, Waltham, MA; Former Director of Sub Acute Services, Salem Hospital (Adolescent and Adult Mental Health and Dual Diagnosis Partial Hospital Programs).

The isolation, lockdowns, and related connectedness issues associated with the COVID-19 pandemic years have had lasting impact on student ability to focus on the classroom as well as increased levels of mental health concerns for some students, in particular issues linked to anxiety, depression, trauma, and self-medication concerns. In addition, some students in their formative years were taught for extended periods of time on electronic learning platforms (e.g., classes taught via Zoom), they were exposed to the growing omnipresence of social media curated and biased sources of information, both of which combined to impact ability to focus, synthesize complex information, and develop independent and abstract thought processes. The advent of the presence and use of artificial intelligence (AI) related to study habits, writing skills, and ways to address complex data has been helpful for some but also has been quite detrimental for others, leading to additional challenging transitions into psychology (and other) training programs. In this session we will look at the psychological factors and key impediments that are challenging learning in the classroom and also specifically at the use of narrative interventions and relational models as potentially useful ways to help address these issues in an effective and engaging way at the graduate and undergraduate levels. Focus on use of case examples and interactive dialogue in the session will help us unpack and explore these issues—Hope you can join us!

Using Structured Academic Controversy to Promote Evidence-Based Reasoning, Civil Discourse, and Synthesis in Psychology Courses in the Era of AI

Michelle Tichy, PhD Assistant Professor of Developmental Psychology Alfred University

Structured Academic Controversy (SAC) is a cooperative, discussion-based teaching technique that engages students in evidence-based argumentation, perspective taking, and synthesis around complex psychological

questions. Grounded in the Scholarship of Teaching and Learning (SoTL), this session demonstrates how SAC fosters critical thinking, metacognition, and civil discourse—outcomes central to psychological literacy and student learning in the era of generative artificial intelligence. Participants will learn how SAC differs from traditional debate, how it can be implemented in both face-to-face and online psychology courses, and how student learning is assessed through structured synthesis tasks and reflective evaluation. The session models SAC and a "Super Statement" protocol that requires students to integrate empirical evidence, theory, and values. Implications for teaching psychology include increased student engagement, deeper conceptual understanding, and instructional strategies that foreground synthesis and reasoning rather than information generation.

Friday 11:20 AM – 12:20 PM

Participant Idea Exchanges

Bertolon School of Business: Room 113

From Anecdotes to Evidence: Fostering Curiosity, Reflection, and Scientific Reasoning in the Classroom

Rachelle Smith, Ph.D., Husson University
Jessica Hacker, Ph.D., Husson University
Rebecca Hillborn, Husson University

How can we help students move from anecdotes to thoughtfully evaluating evidence, reflecting on their reasoning, and considering alternative explanations? Psychology students frequently bring personal experiences, family stories, social media claims, and other anecdotal evidence into class discussions. These examples can increase engagement and help students connect course material to everyday life, but they also create a familiar classroom tension: how can instructors respect students' experiences while helping them understand that anecdotes are not equivalent to scientific evidence? In this Participant Idea Exchange, attendees will be invited to reflect on classroom moments in which students used anecdotal evidence to support psychological claims. Participants will discuss how they responded, what felt challenging, and what they might do differently. Together, participants will explore how anecdotal claims can become entry points for data literacy, epistemic cognition, and metacognitive development. Facilitators will share ready-to-use activities that help students examine what they are treating as evidence, why certain claims feel persuasive, and what additional evidence would be needed to evaluate claims scientifically. Participants will leave with practical strategies for transforming anecdotal claims into opportunities for inquiry, reflection, and scientific reasoning.

Bertolon School of Business: Room 112

Engaging Students in Neurodiversity and Behavior Through Inclusive, Interactive, Choice-Based Teaching Across Undergraduate and Graduate Courses Today

Dr. Chris Abildgaard, LPC., NCC., NCSP Clinical / Applied Assistant Professor University of Hartford
Psychology and School Psychology Department

This Participant Idea Exchange invites faculty to consider how undergraduate and graduate courses on neurodiversity and behavior can move beyond passive coverage of terminology toward active, reflective, and applied learning. Grounded in Universal Design for Learning, strengths-based neurodiversity pedagogy, compassionate pedagogy, active learning, student choice, and a contextual view of behavior, the session will explore ways to create more inclusive and engaging learning experiences. Participants will complete activities such as a syllabus barrier audit and redesign exercise and will consider how choice, clear expectations, collaboration, and authentic application can support student learning. Concrete examples include media analysis assignments, school observation and reflection activities, and a graduate Mock Behavior Intervention Plan assignment in which students analyze assessment data, develop an evidence-based and culturally responsive plan, and present their recommendations. Participants will also discuss challenges associated with complex applied assignments and strategies such as clear rubrics, staged checkpoints, peer roles, rehearsal opportunities,

and revision. Attendees will leave with practical ideas for redesigning course activities to support engagement, reflection, feedback, and professional skill development.[1]

Bertolon School of Business: Room 111

Let's Talk Psych Clubs! Ideas, Challenges & Possibilities

Hannah M. Johnson, Ph.D., Assistant Teaching Professor, University of Massachusetts Lowell
Kristen Begosh, Ph.D., Assistant Professor, University of Delaware

Undergraduate psychology clubs can provide students with meaningful opportunities to build community on campus through social events, develop leadership skills, and explore career and graduate school pathways. However, maintaining student engagement and supporting effective student leadership can present ongoing challenges for faculty advisors. This participant idea exchange will facilitate discussion about strategies and challenges related to advising psychology clubs. Specifically, this session will emphasize student-centered approaches that support both student autonomy and meaningful faculty guidance.

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[1] Abstract condensed from the original submission for inclusion in the conference program.

Friday 12:30 PM – 1:30 PM

Graduate Student Mentoring Lunch[2]

Bertolon School of Business: Room 111

Lunch

Bertolon School of Business: Dining Commons

[2] Participants should get their food from the Bertolon School of Business Dining Commons and bring it to the Graduate Student Mentoring Lunch

Friday 1:30 PM – 2:30 PM

Demo Session

Bertolon School of Business: Room 112

Reducing Statistics Anxiety Through Hands-On Learning: A Demonstration of the Statistical Learning Educational Device (SLED)

Leslie Buddington, Franklin Pierce University

Statistics and research methods are essential for conducting and interpreting research, yet many students experience statistics anxiety that can interfere with learning and performance. Active, hands-on learning may help make statistical concepts more accessible and engaging. Research conducted at a private rural college in New England found that use of a Statistical Learning Educational Device (SLED) significantly reduced undergraduate students' statistics anxiety, with anxiety scores decreasing following the activity. During this interactive demonstration, participants will use SLEDs to experience statistical concepts through active learning rather than passive observation. Activities will illustrate normal distributions, the influence of sample size on distribution shape, probability and alpha levels, one-sample and two-group hypothesis testing, and effect size using a physical model. Examples will demonstrate how statistical reasoning can be applied across disciplines and career interests, including psychology, education, business, health sciences, child development, and athletics. Participants will leave with practical strategies for incorporating hands-on learning into statistics and research methods courses and an evidence-based approach for reducing statistics anxiety while supporting student engagement and conceptual understanding.[3]

Hosting A Mock Summit as A Cumulative Final: "Solving the Opioid Crisis" Edition

Lara Ingram, Ph.D., Franklin Pierce University

This teaching demonstration highlights a Mock Summit, an interactive, discussion-based final assessment that challenges students to apply psychological concepts to complex societal issues such as the opioid crisis, mental health issues, or social isolation. In this assignment, students assume the roles of stakeholders from different sectors of society, research their perspectives, and collaborate to develop evidence-based solutions through a conference-style summit. This organized conference embraces application-based and team-based learning as a memorable culminating activity promoting both student self-efficacy and camaraderie as they solve big questions facing our society

[3] Abstract condensed from the original submission for inclusion in the conference program.

Bernard C. Beins

Teaching Poster Session

Bertolon School of Business: Dining Commons

Career Development Through Psychological Literacy: A Course for Psychology Majors

Angela L. Walker and Carrie A. Bulger Quinnipiac University

Social-Emotional Education Online: How Educators can Utilize Digital Media as a Tool for Learning

Alexandra Copeland- Rutgers University Megan Peake- Rutgers University Ozzie Zakusilo-Rutgers University Stacy Ikhelson- Rutgers University Genesis Penalo-Rutgers University Amber Kurland- Rutgers University

Evaluation of SPSS and methods training across two curriculum changes

Joy E. Hanna Kanza M. Khan Shannon P. Lupien Dennis L. Poepsel Psychological Sciences Daemen University

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Friday 2:40 PM – 3:40 PM

Concurrent Session 3

Bertolon School of Business: Room 112

Evaluating Graduate Students' Self-Awareness of Concept Mastery

Rebecca Markovits, PhD, BCBA-D, LABA University of Massachusetts Lowell

An ongoing issue noticed in a graduate-level course sequence preparing students for credentialing in applied behavior analysis (ABA) is that students may initially show they understand the topics in the introductory course but are not always able to effectively use or recall the information in later courses. To address this issue, a new method of assessment was introduced into the introductory ABA course. This presentation will review those methods and data. Students completed a self-evaluation each week rating their competence on the topics covered in the course. These evaluations were then compared to the students' actual grades on two types of assignments: written scenario-based assignments developed by the instructor and multiple-choice modules developed by a third-party company. There are several purposes to this assessment: 1) determining areas within the course that students struggle with and may need modification within that particular course, 2) provide another way for students to continuously assess how they perceive their competence, 3) provide an assessment method for other instructors within and outside of the program to use in their own courses, and 4) provide better data to assist in curriculum development and mapping.

Concurrent Session 4

Bertolon School of Business: Room 111

Student Testimonials on Trauma-Informed Teaching

Melissa Kaplowitch, Salem State University Taylor Philcrantz, Salem State University

This presentation examines the application of trauma-informed teaching practices in higher education psychology classrooms and their relationship to students' perceptions of psychological safety, comfort, and engagement. Trauma-informed pedagogy emphasizes principles of safety, trust, empowerment, and inclusivity, which are increasingly recognized as foundational to effective teaching and learning. Drawing on data from the Student Testimonials on Trauma-Informed Teaching survey, this session presents both quantitative and qualitative findings regarding instructional behaviors that contribute to students' sense of psychological safety and perceived learning outcomes. Student narratives illustrate how faculty practices influenced classroom engagement, participation, and academic confidence. The presentation concludes with evidence-informed strategies instructors can implement to enhance trauma-informed practices within their own courses. Attendees will leave with practical approaches for fostering psychologically supportive learning environments and a clearer understanding of how trauma-informed teaching can support student learning in psychological education.

Panel Session 2: Student/Faculty Led

Marsh Hall: Room 210

Bridging Classroom Learning and Professional Practice in the Field of Psychology

Rebecca Libby

It is common for students to feel uncertain about their future career paths, and internships can provide an opportunity to "sample" a potential career without making a long-term commitment. This interactive session explores internships from the student perspective, highlighting both the challenges and the personal and professional rewards of experiential learning. Three psychology students at different stages of the internship process will share their experiences searching for placements, beginning internships, navigating challenges, and reflecting on how these experiences shaped their career goals, professional identities, and readiness for life after college. A faculty member with more than 13 years of experience teaching a psychology internship course will also discuss the educational value of internships and their role in helping students apply classroom knowledge, build professional skills, and gain confidence. The session will acknowledge challenges such as anxiety, self-doubt, and balancing coursework with professional responsibilities while emphasizing the growth that can result from these experiences. Attendees will gain practical insight into how internships can serve as a bridge between academic preparation and meaningful careers in psychology and related helping professions.[4]

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[4] Abstract condensed from the original submission for inclusion in the conference program.

Friday 3:40 PM – 4:00 PM

Break

Bertolon School of Business: Dining Commons

Friday 4:00 PM – 5:00 PM

2026 Ted Bosack Address

Bertolon School of Business: Recital Hall

Introduction by Melissa Lovitz, PhD – Queens College, CUNY

Wait - don't burn the witches! How to use the supernatural as a teaching tool

What do witch trials, ghosts, aliens, and psychics have to do with the teaching of psychology? Quite a lot actually. About three in four Americans believe in some form of supernatural activity. This statistic leads to fascinating questions that can be raised in a psychology class. Are there psychological traits that cause some people to believe more than others? Are some people more sensitive to environmental stimuli? Are there factors that would cause one person to label an experience as supernatural while another labels it as ordinary? By using stories of things that go bump in the night, teachers of psychology can pique the curiosity of their students and leverage that curiosity to promote the skills and dispositions that underlie critical thinking. Most supernatural occurrences can be explained by psychological science. As teachers, we can use the supernatural as a backdrop to teach important concepts in psychology - that science relies on empirical evidence, that psychology can explain principles of behavior while recognizing individual differences, and that our perceptions and biases filter our experiences. By exploring supernatural phenomena with the major subfields of psychology, students will gain content knowledge, learn to exercise scientific reasoning, develop interpersonal and intercultural responsiveness, and be more tolerant of ambiguity. In this talk, I will share easy-to-implement pedagogical strategies that utilize stories of the supernatural to teach students the importance and relevance of psychological science.



Melissa Maffeo, PhD

Associate Teaching Professor of Psychology
Associate Director, Neuroscience Program
Wake Forest University

Melissa is a Teaching Professor of Psychology and Associate Director of the Neuroscience Program at Wake Forest University. She is the author of the book Science of the Supernatural and is also the co-founder and co-director of the Neuroscience Teaching Conference. In her spare time, Melissa enjoys hikes with her German Shepherd puppy.

The conclusion of this session marks the end of the 2026 Annual NECTOP Meeting.

Please complete the participant survey.



Thank you for attending! We look forward to seeing you next year!

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