

Farmingdale State College
Teaching of Psychology: Ideas and Innovations
Proceedings of the 28th Annual Conference

April 4-5, 2014
Tarrytown, New York
Drs. Marya Howell-Carter and Jennifer Gonder, Editors
Submitted for Publication January, 2015

FARMINGDALE STATE COLLEGE TEACHING OF PSYCHOLOGY CONFERENCE
2014: CONFERENCE PROCEEDINGS

| | |
|---|-----------|
| Table of Contents | 2 |
| Introduction | 4 |
| Program | 5 |
| Presentations: | |
| 1. Destinee Chambers, Anne E. Stuart and Sandra A. Segó: American International College Got Diversity - Now What? Diversity Challenges on a Diverse Campus | 17 |
| 2. Janet Tilstra: College of St Benedict/St John's University Developmental Psychology Fair: End of Semester Project to Promote Student Learning and Enhance Diversity | 19 |
| 3. Kamil Hamaoui: Westchester Community College How Can We Calm Their Passions and Open Up the Discussion? Teaching Diversity Issues From a Critical Thinking Perspective | 21 |
| 4. Geoff Turner: Simmons College; Jeffrey D. Holmes: Ithaca College and David J. Bennett: North Park University Sweets, Shock, Bowling, and Psychopaths: Bringing Nine Counterintuitive Findings in Psychology into the Classroom. Why What You Know from Your Experience is Just Plain Wrong | 23 |
| 5. Alison Carson: Manhattanville College Using ePortfolio to Support Social Pedagogy in Psychology | 26 |
| 6. Christine Floether: Centenary College Writing Across the Psychology Curriculum: The Diversity of Intergenerational Learning and Writing Styles | 28 |
| 7. Katherine Zaromatidis and Patricia A. Oswald: Iona College Infusing Issues of Sexual Diversity Through the Use of Discussion Boards a Spectrum of Psychology Courses | 29 |
| 8. Marcus C. Tye: Dowling College Integrating Cultural and Sexual Minority Diversity with Psychological Science: Examples from Teaching Gender and Sexuality Applicable to a Spectrum of Psychology Courses | 30 |
| 9. Katherine Zaromatidis and Marlene Zakierski: Iona College Use of a Collaborative Teaching Model to Foster Acceptance of Diversity | 32 |

| | |
|--|-----------|
| 10. Benjamin Wood: Massachusetts College of Liberal Arts | 33 |
| Student Perspectives on Disclosing Mental Health Concerns in the Classroom | |
| 11. Vincent Prohaska: Lehman College, CUNY | 36 |
| Active Learning in Class: Quizzes, Clickers and Collaborative Learning | |
| 12. Karen Singer-Freeman, Linda Bastone, Brittany Miller and Rebecca Lopez:Purchase College, State University of New York | 37 |
| I-RISE Mentoring Program Supports Underrepresented Minority Student Success | |
| 13. Michael Britt: The Psych Files podcast | 39 |
| Let the Research Come to You: Using Technology to Find the Best Content | |
| 14. Matthew R. Lee, Julia Brown and Kiera Guralnik: James Madison University | 41 |
| Teaching About Transgender Issues in Psychology Classes | |
| 15. John L. Theodore: Iona College | 43 |
| Teaching Clinical Treatment and Client Negotiation Skills via Role-Play | |
| 16. Michele Baranczyk: Matt Gray, Kutztown University | 45 |
| Textbook Technology: Pedagogical Aid or Pitfall? | |
| 17. Rownak J. Choudhury; Nova Southeastern University; Sy Islam; Farmingdale State College | 47 |
| Teaching Clinical Psychology With or Without a Clinical Background | |
| 18. Marla Johnston and Michaela Porubanova; Farmingdale State College | 48 |
| Stereotyping and Discrimination: The Labeling Exercise in Action and Shaping the Student Experience | |
| 19. Thomas Heinzen; William Paterson University | 49 |
| Two STEM Pioneers: Florence Nightingale and Stella Cunliffe | |
| 20. Nicholas Salter and Shaziela Ishak; Ramapo College of New Jersey | 51 |
| Getting Comfortable with Discussing Diversity in the Classroom | |
| 21. Daniel L. Benkendorf; Fashion Institute of Technology, SUNY | 53 |
| Sonic Psychology: Teaching Diversity Through Song | |
| 22. Student Poster Presentations | 55 |

Introduction

The 28th Annual Conference on the Undergraduate Teaching of Psychology was held on April 4-5, 2014 at the Double Tree Hotel in Tarrytown, New York. The conference was presented by the Psychology Department of the State University of New York at Farmingdale. The theme for this year's conference was: *Infusing Issues of Racial, Religious, and Sexuality Diversity Across the Undergraduate Curriculum*. The Conference featured a keynote address by Regan A. R. Gurung, Ph.D., University of Wisconsin, entitled "*Models, Modalities, and the Means to Address Diversity in the Curriculum*". The address provided an insightful and resource-rich presentation on the tools and techniques for effectively integrating diversity into courses through discussions, assignments, illustration, test questions, and images. Dr. Gurung directly challenged each of us to take on diversity, no matter our personal background or areas of expertise. Effective multicultural education is no longer the purview of women, people from underrepresented ethnic backgrounds, the alternately-abled, or those from non-Judeo/Christian religious traditions. Every instructor bears responsibility for understanding, embracing, and addressing diversity. Our profession demands it, the workforce requires it, and our students embody it.

In addition to the conference keynote address, participants had 35 workshops, roundtable discussions, oral presentations, and student presentations from which to choose. Twenty-nine of the presentations are included in these proceedings. In keeping with the conference theme, the conference also presented a moderated student discussion panel at which students could report and discuss diversity-related initiatives on their home campuses.

We are very proud that the 2014 conference was selected to receive an "Explorations in Diversity Grant", by the State University of New York Office of Diversity, Equity, and Inclusion (ODEI). ODEI provides leadership and strategic direction to all of SUNY's campuses for developing and implementing diversity programs. The office promotes the integration of diversity-related instruction and research into ongoing SUNY system-wide initiatives to enhance academic excellence. The office focuses on SUNY's goal of providing the highest quality educational experience that is fully representative of the diversity of human difference in New York State. This year's conference theme was inspired by these continuing efforts to ensure that SUNY is a leader in education representative of the constantly-changing demands of our world.

The success of our conference is due to the continuing efforts of many people, particularly the enthusiastic participation of our presenters and attendees. The conference committee was co-chaired by Drs. Marya Howell-Carter and Jennifer Gonder, with the support of Drs. Michael Goodstone, Judith Levine, Syeedul Islam, Marla Johnston, Michaela Porubanova, and Department Administrative Assistant, Ms. Barbara Sarringer. We would like to extend our thanks to the State University of New York Office of Diversity Equity and Inclusion for its generous support of the conference, and to the Farmingdale State College Student Government/Psychology Club for supporting student attendance at the conference.

Dr. Marya Howell-Carter
Dr. Jennifer Gonder
October 2014

FARMINGDALE STATE COLLEGE
28th TEACHING OF PSYCHOLOGY CONFERENCE
***"Infusing Issues of Racial, Religious, and Sexuality Diversity
Across the Undergraduate Curriculum"***

PROGRAM OF PRESENTATIONS

Friday, April 4, 2014

**8:00AM - 9:00AM REGISTRATION AND CONTINENTAL
BREAKFAST**

SESSION 1: 9:00AM-10:00AM

ROOM 1: Oral Presentation-Theory/Experience Driven

Destinee Chambers, Anne E. Stuart, Sandra A. Sego, American International College

Got Diversity - Now What? Diversity Challenges on a Diverse Campus

ABSTRACT: Many colleges believe that increasing student diversity will solve issues of awareness and interaction. However, as we have discovered, having a diverse student body is not a cure all. Students self-segregate into homogeneous groups for classroom activities and socialization. Additionally, many millennial students fail to realize that bias and prejudice still exist. As a result, students may not appreciate what they can learn from different groups. In our presentation, we will discuss how psychology is particularly poised to address issues of diversity, and we will share classroom techniques that encourage students to learn from the diversity that surrounds them.

ROOM 2: Oral Presentation-Theory/Experience Driven

Janet Tilstra, College of St Benedict/St John's University

Developmental Psychology Fair: End of Semester Project to Promote Student Learning and Enhance Diversity

ABSTRACT: The Developmental Psychology Fair is a project to increase the diversity of topics students explore and provide an alternate method for displaying knowledge. In this project, students select a topic of interest and design an interactive teaching display to present at a 'science fair' style event. All students view each display resulting in increased exposure to a diverse range of topics. The format allows students who may not excel in traditional academic measures to display their knowledge in creative ways. In this session, participants will review the Developmental Psychology fair structure, implementation, and possible individualized modifications of this method.

ROOM 3: Discussion Forum

Kamil Hamaoui, Westchester Community College

How Can We Calm Their Passions and Open Up the Discussion? Teaching Diversity Issues From a Critical Thinking Perspective

ABSTRACT: Students often react with strong emotions and fixed thoughts to controversial issues related to race, religion, and sexuality. Strong emotions, along with rigid preconceptions, can prevent students from developing and enriching their thinking on these issues. This discussion forum will focus on ways in which instructors can circumvent strong reactions in students and challenge students' preconceptions using principles of critical thinking.

SESSION 2: 10:10AM-11:10AM

ROOM 1: Oral Presentation- Theory/Experience Driven

Geoff Turner, Simmons College; Jeffrey D. Holmes, Ithaca College; David J. Bennett, North Park University

Sweets, Shock, Bowling, and Psychopaths: Bringing Nine Counterintuitive Findings in Psychology into the Classroom. Why What You Know from Your Experience is Just Plain Wrong.

ABSTRACT: College students arrive with long-established assumptions and intuitions about human behavior, and are often reluctant to believe their intuition is fallible. We will explore nine studies – noteworthy because their findings are particularly surprising – instructors can use to spark student appreciation for how incorrect their intuition about behavior really can be. Our objective is to demonstrate that scientific research about behavior need not be boring, and that objective data are often at odds with our assumptions. Attendees will be encouraged to share their own suggestions for studies with similarly counterintuitive results.

ROOM 2: Workshop

Alison Carson, Manhattanville College

Using ePortfolio to Support Social Pedagogy in Psychology

ABSTRACT: ePortfolio is a technological tool and pedagogy (a “teachnology”) that emphasizes a student-centered approach. ePortfolio also affords the use of social pedagogies, teaching methods that encourage the construction and communication of knowledge to authentic audiences (Bass & Elmendorf, 2012). This workshop will provide an overview of the pedagogies underlying the use of ePortfolio, several examples of how social pedagogies using ePortfolio have been integrated into psychology classes and will support participant examination of their own classes with an eye toward how to increase reflection, integration, social learning, and an examination of growth and development in their classrooms.

ROOM 3: Oral Presentation- Theory/Experience Driven

Christine Floether, Centenary College

Writing Across the Psychology Curriculum: The Diversity of Intergenerational Learning and Writing Styles

ABSTRACT: Over the past several years, the psychology department at Centenary College have been examining the curriculum as well as assessing the students. One of the trends we have noticed is that of writing skills. We have seen groups of students enter college having little knowledge of academic writing, to those classes which have a more substantial base to move forward. Our current First Year class appears to have a better understanding than the year before. However within those groups are individual differences which also need to be addressed. The Psychology Department has embedded APA, academic writing into all core

courses for the four-year academic career. We are beginning to gather meaningful data on this type of assessment, and feel that this pedagogical focus might be helpful to others. We would like to share the process of developing this structure, as well as some of our early artifact collection.

SESSION 3: 11:20AM-11:50AM

ROOM 1: Oral Presentation-Theory/Experience Driven

Katherine Zaromatidis, Marlene Zakierski, Iona College

Use of a Collaborative Teaching Model to Foster Acceptance of Diversity

ABSTRACT: A collaborative teaching model was used to enhance graduate student disposition and pedagogy in special education and school psychology. Two assignments were utilized both requiring students from different yet related disciplines to collaborate and ultimately positively impact dispositions. Assignment specifics, rubrics and anecdotal feedback will be shared. Modifications for use with an undergraduate student population will also be discussed.

ROOM 2: Oral Presentation-Theory/Experience Driven

Natalie Obrecht, William Paterson University

A Project Based Approach to Research Methods and Statistics

ABSTRACT: I modified my research methods courses to take a more project based teaching approach. Now my students design their own experiments and materials, set up an online study, analyze their data, and write a research paper summarizing their findings. My statistics students analyze simplified versions of the datasets collected in my methods class to gain experience working with data to test hypothesis. Overall I think this approach has increased student engagement.

ROOM 3: Oral Presentation-Theory/Experience Driven

Marcus C. Tye, Dowling College, Professor of Psychology

Integrating Cultural and Sexual Minority Diversity with Psychological Science: Examples from Teaching Gender and Sexuality Applicable to a Spectrum of Psychology Courses

ABSTRACT: Human sexuality incorporates a wide range of theoretical perspectives and research methodologies including experimental neuroscience, evolutionary psychology, and social learning, applicable to a spectrum of psychology courses. This presentation focuses on 5 topics that illustrate cultural and sexual minority diversity, which can be used to present empirical research in introductory psychology, developmental, abnormal, or social psychology (as well as specialized courses in cultural psychology or gender and sexuality). It includes consideration of religious belief as a salient aspect of cultural identity. The presenter is author of a sexuality textbook, which integrates cultural and sexual minority diversity with the biopsychosocial model.

SESSION 4: 12:00PM-12:30PM

ROOM 1: Oral Presentation-Theory/Experience Driven

Katherine Zaromatidis, Patricia A. Oswald, Iona College

Infusing Issues of Sexual Diversity Through the Use of Discussion Boards

ABSTRACT: The use of online discussion boards to increase student exposure to topics related to sexual diversity in the undergraduate psychology curriculum will be discussed. Assignment specifics including possible topics will be provided and anecdotal data regarding acceptance of sexual diversity will be shared. Information regarding assignments currently used will be provided. Tailoring assignments to include issues of current social/cultural significance will also be addressed. Dr. Zaromatidis and Dr. Oswald will discuss issues to consider in the creation of assignments, grading student work, and using student feedback to increase knowledge and acceptance of diversity, in the context of respecting the social, religious, and cultural backgrounds and beliefs of students.

ROOM 2: Oral Presentation-Research/Data Driven

Benjamin Wood, Massachusetts College of Liberal Arts

Student Perspectives on Disclosing Mental Health Concerns in the Classroom

ABSTRACT: What happens when students make mental health self-disclosures in psychology classrooms? This phenomenon may be encouraged with a push to replace lecture based teaching methods with interactive learning experiences. In the proposed talk, there will be a discussion of a phenomenological qualitative study in which students were asked to describe their perceptions of mental health self-disclosures that they made and heard in psychology classrooms. The description of student perceptions of hearing and making mental health self-disclosures will be beneficial to educators who encounter mental health self-disclosures in their classrooms. Implications for teaching will be discussed.

ROOM 3: Oral Presentation-Theory/Experience Driven

Vincent Prohaska, Lehman College, CUNY

Active Learning in Class: Quizzes, Clickers and Collaborative Learning

ABSTRACT: Three techniques to promote active learning and student engagement are illustrated and assessed: A quiz at the start of each class meeting can be a valuable tool encouraging students to complete reading assignments and be ready for class. How to get student buy-in, data on the quizzes' effect on learning and students' reactions will be included. Several different ways that a student response system (i.e., clickers) can be used effectively to administer quizzes and keep students involved are explained. Finally, a variation of "interteaching" that uses in-class questions is presented and assessed.

LUNCH/KEYNOTE ADDRESS: 12:30PM – 2:00PM

Keynote Address:

***Regan A. R. Gurung, Ph.D., University of Wisconsin
“Models, Modalities, and the Means to Address Diversity in
the Curriculum”***

SESSION 5: 2:30PM-3:30PM

ROOM 1: Oral Presentation-Research/Data Driven

Karen Singer-Freeman, Linda Bastone, Brittany Miller, Rebecca Lopez, Purchase College, State University of New York

I-RISE Mentoring Program Supports Underrepresented Minority Student Success

ABSTRACT: The I RISE psychology mentoring program seeks to create an identity-safe environment for students from underrepresented minority groups within the psychology major at Purchase College, SUNY. I RISE includes an integrated system of peer mentoring and intrusive advising. In this talk we describe the mentoring program and report on the success of the program as well as our findings about the effects of mentoring within the psychology major more broadly.

ROOM 2: Oral Presentation-Theory/Experience Driven

Michael Britt, The Psych Files podcast

Let the Research Come to You: Using Technology to Find the Best Content

ABSTRACT: Michael A. Britt, Ph.D., host of The Psych Files podcast, will demonstrate tools that allow him to tap psychology news sources to find those that are credible and interesting. Exciting new tools make it possible for news from credible sources to come to your email or even your mobile phone as that news is happening. Tools discussed include RSS and personal interest readers like Feedly, Percolate, Prismatic, Pugmarks and IFTT, and content curation tools such as Storify and Scoop.it. Instructors will discover ways to find up-to-date information for their lectures and class discussions and students will learn how to find good resources for their papers and projects.

ROOM 3: Workshop

Matthew R. Lee, Julia Brown, Kiera Guralnik, James Madison University

Teaching About Transgender Issues in Psychology Classes

ABSTRACT: Multicultural instruction and empirical research on the transgender community has sorely been lacking, which may manifest in persistent negative attitudes and discrimination called transphobia (Hill & Willoughby, 2005). In the present workshop, we will showcase a range of classroom intervention techniques designed to increase accurate knowledge, and reduce genderism and transphobic prejudice toward the transgender community. Participants will engage in simulated versions of the intervention techniques, and gain new ideas and resources for how to infuse transgender psychology into their classroom experience. Pilot data will demonstrate the potential for the inclusion of transgender psychology to decrease discriminatory, transphobic attitudes.

SESSION 6: 3:40PM-4:10PM

ROOM 1: Oral Presentation-Theory/Experience Driven

John L. Theodore, Iona College

Teaching Clinical Treatment and Client Negotiation Skills via Role-Play

ABSTRACT: Role-play exercises in the classroom can help students make decisions regarding which treatment plan goals need to be modified based upon psychotherapy progress. During this active learning activity, the course instructor role-played a client in psychological distress while student teams conducted ongoing psychotherapy sessions on the instructor. Student teams then modified a treatment plan based upon occurrences that happened in the mock therapy sessions, and negotiated with the client regarding which treatment goals should be changed/retained on the therapeutic treatment plan. Specifics of how to conduct this learning activity were detailed, along with grading systems and summaries of student experiences.

ROOM 2: Oral Presentation-Research/Data Driven

Michele Baranczyk, Matt Gray, Kutztown University

Textbook Technology: Pedagogical Aid or Pitfall?

ABSTRACT: The exam performance of three groups of students in General Psychology was compared through experimental manipulation. One group received study aids of paper-and-pencil worksheets and non-adaptive quizzes. A second group received computer-adaptive quizzes. A third control group was also present. Results indicated that the paper-and-pencil condition was more beneficial than the adaptive quiz condition. These results suggest that a low-tech practice may be more effective than adaptive websites marketed along with textbooks.

ROOM 3: Oral Presentation-Theory/Experience Driven

Rownak J. Choudhury, Nova Southeastern University; Sy Islam, Farmingdale State College

Teaching Clinical Psychology With or Without a Clinical Background

ABSTRACT: There is a large variability of experience when teaching on the topic of psychological disorders and psychological therapies. Those with clinical experience have a distinct advantage in teaching about disorders and therapies. This session will serve as an interactive discussion that focuses on how those without clinical experience can still teach about the topics of disorders and therapies effectively and how clinicians can leverage their experience to increase students' understanding of a difficult topic. A discussion of web resources and activities will be conducted. Faculty and student participants will work to build a list of resources and activities.



Saturday, April 5, 2014

**8:00 - 9:00 AM REGISTRATION AND CONTINENTAL
BREAKFAST**

SESSION 7: 9:00AM-10:00AM

ROOM 1: Oral Presentation-Research/Data Driven

Marla Johnston, Michaela Porubanova, Farmingdale State College

Stereotyping and Discrimination: The Labeling Exercise in Action and Shaping the Student Experience

ABSTRACT: “Stereotyping and Discrimination: The Labeling Exercise in Action and Shaping the Student Experience” will introduce an educational tool that might be utilized in classroom settings to raise awareness of and potentially reduce discrimination and stereotyping. Secondly, we will introduce the results of a survey on students’ experiences of discrimination and link of perceived discrimination to overall students’ academic experience. The goal of the workshop is to provide techniques that could be used in the classroom to raise awareness and potentially reduce discrimination and stereotyping, as well as introduce actual students’ experience with discrimination and its adverse effects on academic life.

ROOM 2: Oral Presentation-Theory/Experience Driven

Thomas Heinzen, William Paterson University

Two STEM Pioneers: Florence Nightingale and Stella Cunliffe

ABSTRACT: This historical presentation encourages you to follow William James’ suggestion to teach by story-telling – even courses in statistics! For example, Florence Nightingale and Stella Cunliffe were both STEM pioneers in statistics. Florence Nightingale was known as the impassioned statistician and Stella Cunliffe’s work at the Guinness Brewery and the British Home Office led to her election as the first female president of the Royal Statistical Society. In contrast to her softened historical image as a kindly nurse, Florence Nightingale was a driven, sarcastic, organizational infighter. Stella Cunliffe used statistics to promote critical thinking in applied settings. Both women are persuasive role models for critical thinking and their stories demonstrate the usefulness and clarity of using statistics to practice critical thinking.

ROOM 3: Oral Presentation-Research/Data Driven (30 minutes)

Michael Greenstein, Saint Peter’s University; Sarah Pociask, Vickie Bhatia, Brenda Anderson, Stony Brook University

An Attempt to Reduce Test Anxiety Among College Statistics Students

ABSTRACT: The purpose of testing is to objectively assess student learning. However, exam performance may be affected by many extraneous factors, including anxiety. Anxiety is most prevalent in math courses, and has been shown to be reduced by expressive writing. Therefore, to test the effects of expressive writing on test anxiety, we adapted a short writing intervention for use

prior to a college statistics exam. Interventions were administered in three of the six tests. Preliminary results suggest that students performed better on exams when they were given the intervention than when they took exams in the typical way.

SPECIAL SESSION

ROOM 4: Undergraduate Student Discussion Panel on Diversity

Panel Discussants:

Margaret Goff, Manhattanville College
Student Initiative on Diversity and Inclusion

Yuya Takeda and Theresa Boulier, Becker College
Increasingly Globalizing College: Diversity on Becker College Campus

Farmingdale State College
Advocating for Change on Campus

SESSION 8: 10:10AM-11:10AM

ROOM 1: Oral Presentation-Theory/Experience Driven

Ronke Lattimore Tapp, University of Rochester

Teaching Sensitive Topics: What I Didn't Learn (But Needed) in My "How to Teach" Course

ABSTRACT: Several years ago, as an energetic, idealistic, and somewhat naïve new professor, I undertook the task of developing a diversity focused introductory psychology course. My goal was to "simply" include current and historical diversity related examples and applications along with the classic ones. There was nothing "simple" about it. My experiences taught me A LOT about how emotionally loaded diversity issues were for our students (yes, even today), and how their reactions to the course content impacted every aspect of the process of teaching. It impacted their ability to accept, integrate, apply, and recall the information presented... in essence, their ability to effectively learn. In this presentation I will share what I learned through this experience and how it has helped me to teach sensitive topics more effectively.

ROOM 2: Oral Presentation-Research/Data Driven

Dean M. Amadio, Alexandra Viglucci, Siena College

Popular Television in the Psychology Classroom: Enhanced Learning or Just for Fun?

ABSTRACT: A series of three randomized, double-blind experiments conducted by the presenters and related to the efficacy of using popular television such as Friends, The Simpsons, and Mythbusters to teach Piagetian, psychodynamic, and operant conditioning concepts will be presented. Participants will also receive a resource list with over 100 popular television episodes suitable for demonstrating specific psychological concepts.

ROOM 3: Discussion Forum

Nicholas Salter, Shaziela Ishak, Ramapo College of New Jersey

Getting Comfortable with Discussing Diversity in the Classroom

ABSTRACT: Teaching diversity is an important topic in Psychology classes as well as an important value of the field. However, it can be uncomfortable at times for students and instructors to talk about. The goal of this discussion forum is to discuss ways in which instructors can set a comfortable tone for discussing diversity within Psychology classes. Audience members will be invited to share their experiences as well as their strategies for overcoming this obstacle.

SESSION 9: 11:20AM-11:50AM

ROOM 1: Oral Presentation-Theory/Experience Driven

Daniel L. Benkendorf, Fashion Institute of Technology, SUNY

Sonic Psychology: Teaching Diversity Through Song

ABSTRACT: In this presentation, a classroom assignment involving the use of popular song lyrics and videos is described and demonstrated. The assignment affords instructors a way to incorporate the theme of diversity into a psychology course through the use of an active learning experience that includes writing and speaking components. Students are asked to identify songs that address the topic of diversity and to critically analyze the accuracy and appropriateness of the lyrics in relation to published psychological research.

ROOM 2: Oral Presentation-Research/Data Driven

Fred Tesch, Donna Coelho, Ron Drozdenko, Western Connecticut State University

Students' Preferred Organizational Core Values and Psychological Well-Being: An Exploratory Study

ABSTRACT: This study explored possible relationships between students' preferred organizational core values and a measure of psychological well-being. Using the instrument developed and validated by Drozdenko and his colleagues (2003, 2010, 2011, 2013), college students revealed their preferences for organic core values (e.g., democratic, informal, collaborative) or mechanistic ones (e.g., bureaucratic, formal, centralized). The students also completed the Ryff Scales of Psychological Well-Being (1995). Although the organic and mechanistic value groups rated all 45 Ryff Scales items similarly (no mean differences greater than 1.0), their mean ratings differed significantly on 14 of the 45 Ryff items. Implications for teaching are discussed.

ROOM 4: STUDENT POSTER SESSION JUDGING: JUDGES AND PRESENTERS ONLY

SESSION 10: STUDENT POSTER SESSION **12:00PM-1:00PM**

ROOM 4: STUDENT POSTER SESSION: OPEN TO ALL CONFERENCE PARTICIPANTS

Melissa Jones, Ramapo College of New Jersey

Twitter, Aggression, and Sports Obsession

Abstract: The study examined use of Twitter among sport fans. Surveys were disseminated through Facebook and Twitter and examined sport interest and the frequency and quality of twitter use. A significant interaction emerged for the impact of sport obsession on Twitter use across

gender ($F = 5.571$, $P = .020$). For males, sports obsession was not significantly related to Twitter use ($r = .150$, $p = ns$), while a direct effect emerged for females ($r = .150$, $p = .000$). Sports obsession was significantly related with aggression ($F = 74.543$, $p = .000$) and Twitter aggression ($F = 12.167$, $p = .001$), regardless of gender.

Brittany A. Miller, Fordham University

Taking our own advice: The benefits of peer mentoring on mentors' academic orientation, connectedness to college, openness to diversity, and civic engagement

Abstract: The present study explored whether student leaders experienced any benefits through their leadership experience. 38 student leaders were matched to 38 non-leaders on several criteria. Participants then rated how motivated they were academically, how connected they felt to their university, how much they felt responsible to be active on campus, and how open they were to interacting with diverse students. Student leaders reported higher ratings on all scales than students who were not leaders. From this study, it can be concluded that students who are leaders and mentors, experience personal gains through mentoring that are beneficial to their college success.

David Brocker, Farmingdale State College

The Effect of Personal Expectation Violation on Subsequent Recall

Abstract: The present study was designed to examine the role of perceived physical attractiveness, competency, presentability and intelligence in the presence of varied linguistic complexity. A pilot test consisting of several photos with a seven point Likert scale on four dimensions; intelligence, competence, attractiveness and presentability was administered to several undergraduate psychology students. The results of this test established a base line in which to choose faces of high and low attractiveness with varying perceived intelligences and competencies. Students will then perform an additional survey and complete a memory recall test.

Jennifer Wertovitch, Farmingdale State College

Flashbulb Memory for Hurricane Sandy

Abstract: A flashbulb memory is a vivid, enduring memory for how one learned about a surprising, shocking event. It thus involves memory for the source of event information, as opposed to memory for the event itself. However, there are some events for which the event was expected, and yet we still experience these vivid, lasting memories for not only the event, but the source of the event as well. A survey of undergraduate students, assessed the consistency of storm memories, and measured correlations between the personal impact of the storm and the accuracy with which one can recall details of the event, as well as details about the source of the initial information.

Joy Grynko, Eileen Joyce-Prahalis and Amanda Robinson, Farmingdale State College

Effects of Positive Psychology on Academic Satisfaction and Performance

Abstract: Positive Psychology, founded by Dr. Martin Seligman, focuses on happiness in three dimensions: the pleasant life, the engaged life, the meaningful life. The pleasant life deals with the positive emotions regarding the past and future. The engaged life pursues involvement in our work, relationships, and free time. The meaningful life deals with our innate strengths so we can serve something bigger than ourselves. A correlational study will explore if a student's academic performance and satisfaction are a function of positive emotions, engagement, meaning, general life satisfaction and character strengths. Surveys will evaluate those five predictor variables.

Meghan Barcellos and Jessica Laflam, Sacred Heart University

Anxiety, Depression, Substance Use, and Other Mental Health Issues and their Relation to Identity Distress in College Students

Abstract: This study examines the relation between identity distress and mental health issues in college students. An online survey assessed whether college students had been diagnosed and/or treated in the last 12 months for anxiety, depression, substance use, and other mental health issues. Identity distress related to long-term goals, friendships, career choice, and other domains was assessed. Results showed that average identity distress scores were higher for students who were treated or diagnosed with a mental health issue. Results also indicated that having been treated or diagnosed for a mental health issue predicted severe distress related to long-term goals and friendships.

Yuya Takeda and Theresa Boulier, Becker College

I Succeeded or We Succeeded: Gender Difference in Use of Pronouns When Reporting Group Success and Failure

Abstract: The study explored the gender difference between pronouns in people's report of success and failure in group activities. By analyzing reflective reports of participants' experience in a puzzle, we found that following a group competition (1) men were more likely to use first person singular pronouns than women, (2) women and men were equally likely to use first person plural pronouns, (3) men were more likely to represent the self as an individual than women, (4) when winning, men were more likely than women to represent the self as an individual. However, there were no differences between them when losing.

Vashti Ma'at, SUNY Empire State

Beyond The Bedroom: Intimate and Family Relationship Choices

Abstract: This research project analyzed the Oneida Community non-traditional complex group marriage from the nineteenth and twenty-first century non-monogamous relationship choices such as polyamory. This project examined the sociocultural control mechanisms for relationship choices that promote and reward only monogamy, and penalize other non-traditional intimate and familial relationships. The emerging patterns of non-monogamous intimate and family relationship choices is not unlike the Oneida Community non-traditional group marriage, which challenged social and family policies of the nineteenth century. These relationship choices juxtaposed to monogamous marriage revealed the social benefits and contradictions that are ensconced in the monogamy ideology.

LUNCH 12:30PM-2:30PM

**Lunch will overlap with the student poster session
from 12:30-1:00**

***Presentation of Student Awards (1:15 PM)
Feist-Levine Award for Excellence in
Undergraduate Psychological Research
Westchester County Psychological Association Award for
Excellence in Undergraduate Psychological Research***

Closing Remarks

***Our gratitude to the Office of Diversity, Equity & Inclusion for its
generous support of the FSC TOP conference and diversity initiatives
across SUNY***

Farmingdale State College Department of Psychology

Dr. Jennifer Gonder, Conference Co-Chair

Dr. Marya Howell-Carter, Conference Co-Chair, Director, Applied Psychology Program

Dr. Michael Goodstone, Department Chairperson

Dr. Marla Johnston

Dr. Judith Levine

Dr. Sy Islam

Dr. Michaela Porubanova

Ms. Barbara Sarringer

***Our deepest thanks for your help in creating a wonderful 2014
conference.***

We hope to see you again in 2015 for another great meeting!

Destinee Chambers, Anne E. Stuart, Sandra A. Sego, American International College
Got Diversity - Now What? Diversity Challenges on a Diverse Campus

Many colleges and universities have a goal of increasing the diversity of the student body. Often, the implicit assumption underlying this goal is that student acceptance of diversity will increase with exposure to groups different from themselves. However, as we have learned on our campus, simply having a diverse campus does not solve issues of awareness and interaction. Students self-select into homogeneous groups, and often millennial students are uncomfortable with the appearance of judging each other. So what can we do to help students learn from a diverse campus, especially when many millennials consider ethnicity, sexual orientation, and gender to be non-issues? For a small liberal-arts school in western Massachusetts, American International College has a diverse student body. In regards to ethnicity, over half of the student body self-identifies as non-white. However, observations of campus and classroom life do not show students benefitting from this diversity. Many student organizations are comprised predominantly by students of one ethnic background. Within the classroom, students often form groups based on ethnicity or athletic affiliation. Recently, we conducted a survey on campus and discovered that even though students recognize diversity on campus and believe that campus is accepting of the diverse student body, 56% of respondents reported that they do not seek out students different from themselves for classroom activities or as friends.

The current generation of millennial students brings additional challenges to increasing student appreciation for diversity. From infancy, millennial students have been exposed to a great deal of diversity. Their multimedia world – from Sesame Street to YouTube - has allowed them to view people from different cultures and backgrounds. As a result of this exposure, millennials are more likely than earlier generations to believe in racial and gender equality (Twenge, 2006). This generation is more supportive of gay rights than were previous generations. Yet, despite all this exposure, student may not have a good understanding of how cultures differ beyond a superficial level. Often, students have little context for the different cultural practices they see. They may lack an understanding of institutionalized practices based on race and religion. They may not recognize the value of interacting with individuals from various different age, racial, religious, and socioeconomic groups.

As students are encouraged to think about how they feel and how events impact them, they may not consider how the same events impact others. Their limited experiences may create a false consensus that others share their views. After all, millennials were raised to be polite and adopt the prevailing attitude of tolerating those who are different. But tolerance is not necessarily a positive attitude (Riddle, 1974). Today's students need help in understanding how culture impacts one's world view. To aid students in this, we need to make them aware of similarities and differences and increase their understanding of how these traits impact who we are. As we challenge their beliefs, we need to be aware of their cognitive level (Perry, 1970). When students are in Perry's dualistic stage, where everything is black and white, making students aware of their implicit and explicit attitudes can lead to feelings of dissonance. More than any other discipline, the field of psychology is poised to address issues of diversity. Psychologists are the subject matter experts on topics of diversity and the cognitive processes that underlie issues regarding diversity. Therefore, the psychology classroom is the perfect forum to address diversity and increase students' interaction, understanding, and appreciation of others different from themselves. In our presentation, we will share some advice from activities that we have done on our campus and others that could be done. The activities we will share range in complexity from low involvement, instructor-driven classroom strategies to a more complex campus-wide focus on issues of diversity. Additionally, the activities address

students' cognitive level. Some examples are provided below: Low-Involvement: Instructor assigned groups – mix up students based on obvious or disclosed qualities Instructor guided discussion – vary who is called on across different groups based on obvious or disclosed qualities

Addressing Diversity Issues within Course Material: Low-threat Stereotype Analogies – using sports teams or music genres “How do you feel when you hear ... ?” – asking students to respond to common stereotypes and/or assumptions about different groups Weave diversity through course – do not limit discussion to specific chapters; include diversity in examples in exam questions & scenarios for assignments. In-Class Activities: Cross the Line – students move across a line as a diversity issue applies to them (lower threat: “someone they know”) Find Someone Who... - students go around the classroom to find students who fit different qualities/abilities My Groups – students define what groups they belong to, then share with a classmate a time they felt proud to be a member of a particular group and a time they felt ashamed to be a member of a particular group

Department/Campus-wide: Common Reading – in an Orientation course; theme within a department for the semester Campus Exhibitions & Classes – if a campus exhibition on a diversity theme is being held, then work that issue into courses in different disciplines (e.g., Laramie Project and hate crime w/in Criminal Justice course) .

Janet Tilstra, College of St Benedict/St John's University

Developmental Psychology Fair: End of Semester Project to Promote Student Learning and Enhance Diversity

Session Objectives

Participants will: 1. Describe format of the Developmental Psychology fair 2. Review required components for abstracts and presentations 3. View examples of student presentations 4. Evaluate a grading rubric and peer evaluations 5. Review qualitative feedback from participants and faculty 6. Discuss methods to modify this teaching method to address needs of specific student populations

Introduction

Instructors of Developmental Psychology and Lifespan Development are continuously challenged to constrain the material to match the time limits of a semester and still do justice to the breadth and depth of the field of study. In addition to these foundational challenges, many instructors are seeking to examine developmental issues from multiple cultural perspectives, address diverse student interests, and examine layered sociocultural influences on human development. I have developed an end of semester project titled the Developmental Psychology Fair to increase the diversity of topics students explore in the course and to address diversity of student interests and backgrounds. In this project, students select a topic of interest within Developmental psychology, complete relevant readings on that topic, and put together an interactive teaching display to communicate the main findings of the topic to other students in the class and outside guests. In this project, students have freedom to explore an area of interest in a deeper way which allows for diversity of interests. The process of developing a teaching display requires students to learn about their topic and determine how to present the information in a creative and concise way. All students view each display; in this way, every student in the class has increased exposure to a wide range of topics that reflect the diversity of student interests and background in each specific class. In the following sections, I explain the structure of the Developmental Psychology fair, how I have implemented this method in my classes, and rationale for using this method as one way to address issues of diversity in undergraduate Developmental Psychology courses.

What is the Developmental Psychology Fair?

The Developmental Psychology Fair is a public display of learning where students in the class present interactive presentations/posters in a 'science fair' format. Students present on a topic of personal interest related to Developmental Psychology. We invite other students, professors in psychology, education, and related fields as well as several of the university academic administrators.

Requirements

Preparation and abstract submission. About two months into the semester, students are given instructions and start thinking of a topic for a developmental fair presentation. They may select any topic related to Developmental Psychology to explore further. Students do some preliminary reading on the topic, define the boundaries, and then submit a paragraph description (200 words or less) to me about a month before the presentation. Their topic must be approved before proceeding. This allows me to eliminate redundant topics and assure that the scope of the topic is appropriate to the developmental fair. It also assures that students are not waiting until the last minute to think of an idea.

Presentation requirements

Half way through the semester, students have seen detailed instructions and grading rubrics for the project. The information for their presentations is to be drawn from high quality sources – either primary research or reliable secondary sources – and presented in understandable form to audience members who may know little about the topic. The displays must be interactive and teaching oriented. Flat posters are not allowed. At a minimum, posters have to have some kind of question and answer format or quiz to engage the audience. Many students create games, simulations, skits, or other elements to teach about their topic. Audience members rotate through the exhibits, so each interactive display is to require no more than 3-5 minutes for a participant to complete.

Inviting audience members

About two weeks before the presentations, students send out invitations to faculty, administrators, and students. Students write a personal note on a printed announcement; they are required to invite at least one faculty member and 2 friends who are not in the class. This increases the level of professionalism of the event and causes students to take the presentations seriously.

Grading

Students hand in a written submission the day of the presentation that parallels the content of their developmental fair presentation and includes a detailed reference list. This is a reference if I forget something related to the content of their display. I grade the oral presentations by rotating through the exhibits and completing a rubric while students provide a short walk through of their presentation. A small portion of their grade is based on the written submission, but mainly this is a summary of the presented information. Sample topics, submissions, and grading rubrics will be shown during the conference session.

Feedback from Students and Faculty

Student and faculty feedback on this project has been positive. Students have enjoyed the chance to present on a topic of personal interest and a cumulative event that is different not a paper or exam. Comments from visiting faculty members have been positive. Of particular note is the opportunity an event like this gives for students who are less skilled with traditional measures of academic learning (papers, exams) to showcase their knowledge and creativity on a topic. Students have reported that the opportunity to do a semi-professional presentation at the sophomore-junior level of college has been resulted in increased confidence.

Final Discussion

How does this developmental fair structure address diversity?

- Allows students to individualize topics by personal interest/culture
- Interactive methods of teaching others both deepen personal learning
- Format showcases knowledge of students who may not excel in traditional academic assessments

For the final portion of the presentation, participants will engage in structured discussion to generate ideas for modifying the format of this project to match unique student populations, different class sizes, or constraints of individual institutions/classrooms.

Kamil Hamaoui, Westchester Community College

How Can We Calm Their Passions and Open Up the Discussion? Teaching Diversity Issues From a Critical Thinking Perspective

This discussion forum will focus on how instructors can use a critical thinking perspective when covering controversial issues on race, religion, and sexuality. Students often have strong views on these issues, which may prevent them from openly considering new ideas. Instructors face the challenging task of creating a classroom atmosphere that allows students to feel comfortable expressing their true thoughts and feelings while openly considering and reflecting upon the thoughts and feelings shared by their classmates.

As the facilitator of the discussion, I will start by asking attendees to reflect upon the following questions: 1. Which issues related to race, religion, and sexuality have you encountered the greatest challenges in teaching? 2. Why have these issues been challenging to teach? Have there been emotional, physiological, or cognitive reactions within yourself that have interfered with successful teaching? Have there been reactions within students that have interfered with successful learning? What specific reactions can you recall? 3. How have you developed your teaching of controversial issues? Are there specific strategies that you use? Have you drawn upon critical thinking principles when teaching students how to approach controversial issues? Which strategies and approaches have been successful, and why?

Following this reflection, I will open up the conversation by having faculty share their experiences. During this process, I will keep note of common themes that are raised. The goal will be to identify a set of common challenges faced by instructors as well as a set of critical thinking strategies, so attendees will leave the discussion with increased awareness of the reactions that could occur and what could be done to ensure that these discussions are valuable growth experiences for students and themselves.

During the discussion, I will share my own experiences. I will first share a heuristic that my colleague Professor Laurie Corey reported has worked successfully for her over many years. From a global perspective, what food staple has allowed humans to survive? RICE. [R = respect, I = impulse control, C = compassion, E = equity]. When we hear news stories related to controversial issues, or anyone expressing her/his point of view, we can remind ourselves of these four principles to ensure that we are open to what is being communicated in a non-judgmental way.

A second and more elaborate strategy I will share is the conceptualization of critical thinking I use in my teaching, which was developed by Paul and Elder (2000). In this conceptualization, critical thinking is defined as the analysis and evaluation of thinking itself. First, the goal is to break down thought, as presented in writing or speech, into the most elemental parts. Specifically, the goal is to identify the purpose of a given talk/paper, the point of view of the thinker, the question addressed, the concepts used to describe the question, the information presented, the assumptions made, the conclusions presented, and the implications of those conclusions. Second, the goal is to evaluate the quality of thinking presented, by considering standards for high-quality thinking. These standards include clarity, precision, accuracy, logic, depth, breadth, significance, relevance, and fairness.

The ultimate goal in analyzing and evaluating thinking is to improve our thinking, so we can make better decisions for ourselves, our families, our communities, and our societies. By thinking critically, we develop intellectual virtues, which include intellectual humility (i.e., knowing the limits of our knowledge and thinking), intellectual fair-mindedness (i.e., a receptiveness to

new ideas that conflict with our own), intellectual empathy (i.e., a motivation to truly understand the experiences of individuals who differ from ourselves), intellectual integrity (i.e., holding our thinking to the same standards that we use when judging the thinking of others), intellectual perseverance (i.e., a drive to keep on thinking through an issue despite obstacles and challenges), and others.

After introducing this conceptualization, and if time permits, I will discuss how I use it when discussing controversial issues in the classroom. I will present an example of how I approach the topic of transgenderism. First, the concept of transgenderism itself is clearly defined. Then, significant questions about the condition are identified. Next, information is considered, which includes the results of scientific studies, experiences, and observations. This information allows the thinker to draw an inference; that is, to answer the question. This inference will not only be based upon the information under consideration, however, but will rest upon certain assumptions, which are important to identify. Lastly, the inference reached will have implications; that is, far-reaching consequences of what “should” be done or what “could” be done in response to the conclusion.

After breaking down the topic in this way, students are instructed to reflect upon an ethical implication, such as whether transgendered students should be allowed to use the school restroom that matches their gender identity. An initial poll is taken, and then students are grouped up with classmates who hold different views than their own. They are instructed to listen openly, to note points presented on both sides of the issue, and to question each other’s thoughts rather than arguing against them. This is followed by a general class discussion. Each group reports back what was discussed, the points on both sides of the issue are presented, and students are instructed to reflect upon the accuracy and significance of each point raised. With this dialectical reasoning process, students have the opportunity to broaden their thinking, deepen their thinking, and develop the virtue of fair-mindedness.

I might only discuss part of what is presented above, as it relates to points shared by attendees at the discussion forum. My intention is for this to be a genuine discussion, with everyone having the opportunity to share thoughts and experiences. My goal for all of us in attendance is to learn from each other’s ideas and to leave the discussion with some concrete strategies for how we can improve the teaching of controversial issues in the classroom.

Reference: Paul, R. W., & Elder, L. (2000). *Critical thinking: Basic theory and instructional structures handbook*. Tomales, CA: Foundation for Critical Thinking.

Geoff Turner, Simmons College; Jeffrey D. Holmes, Ithaca College; David J. Bennett, North Park University

Sweets, Shock, Bowling, and Psychopaths: Bringing Nine Counterintuitive Findings in Psychology into the Classroom. Why What You Know from Your Experience is Just Plain Wrong.

College students arrive with long established assumptions about human behavior, and are often reluctant to believe their intuition is fallible. Moreover, many fail to appreciate the need to learn about psychological research and research methods. In this talk, we will explore studies instructors can use to help students appreciate how inaccurate their intuition can be. These studies are noteworthy because the findings are particularly surprising – and relevant – to undergraduates. Our objective is to demonstrate that scientific research about behavior need not be boring, and that objective data are often at odds with our assumptions. Attendees will be encouraged to share their own suggestions for studies that similarly illustrate the perils of relying on intuition to understand behavior. Such studies could come from any area of psychology, so the varied expertise of audience members will enrich the experience for everyone present. We will discuss nine studies that elicit positive engagement from undergraduates, and we will emphasize the broader theme that instructors should always look for such opportunities to increase student appreciation for research. What follows is a brief description of some of the studies we will discuss. Students often believe that the humane way to punish is by using minimal levels of punishment. That is, use only as much as we have to. This intuitive bias to “do no harm” or to at least do less harm is actually short-sighted. If punishment begins with a weak punisher, the behavior will persist during increases; in the end, more severe punishment may be required to suppress the behavior. Azrin and Holz (1966) demonstrated that using an effective level of punishment from the beginning of conditioning was important. Studying rats punished with electric shock, they demonstrated that a punisher that would have suppressed a behavior entirely became ineffective when preceded by a series of weaker punishers. This finding is not intuitive and students have often seen the reverse approach used in practice.

Amnesia means one has no memory or at least poorer memory relative to normal individuals, right? This belief is broadly held by introductory students. Graf, Squire, and Mandler (1984) showed amnesic patients a list of words and then showed them stems of those words. Subjects also saw new stems. When asked to produce the first word that came to mind to complete the stem in a free-association condition, the patients produced as many of the study words as the non-amnesic controls produced. However, if the test instructions were to use the stem as a cue to recall the previous words, the performance of the amnesic patients was much worse than that of the control subjects (as the students would expect). This contradictory finding serves as a discussion point when examining different types of long-term memory.

Students often make incorrect assumptions about other aspects of memory as well. For example, they often believe that frequent studying produces optimal learning, yet taking a test improves retention more effectively. Roediger and Karpicke (2006) had participants read a story four times, read it three times and recall as much as possible (without feedback) immediately after each reading, or read once and recall as much as possible on three occasions. When asked to predict future test performance, the participants who had studied four times were the most confident. Yet a week later, those who studied multiple times forgot more than half of the story while those who took a test on the material forgot only 15%.

Students are accustomed to thinking of smiling as an expression of pleasure. If I am successful at a task I may smile as a way of showing happiness. For example, if I am bowling the goal is to throw a strike or a spare. If I am bowling with a group of friends and I roll a good ball I will

probably smile. But when will I smile? Students may not always consider that a smile is also a form of social communication. Kraut and Johnston (1979) observed people at a bowling alley. In one study, bowlers often smiled when socially engaged, but not necessarily after scoring a spare or a strike. In another study, bowlers rarely smiled while facing the pins but often smiled when facing their friends. Smiling isn't simply the automatic reflection of our emotions it is often believed to be.

In the 1960s researchers observed that both positive and negative major life events cause stress that affects health. Events such as the death of a spouse or the birth of a baby are now identified with stress, but the link with health is weak. Kanner, Coyne, Schaefer, and Lazarus (1981), collected data from a community sample on the mundane hassles and uplifts of everyday life – such as getting stuck in a traffic jam or misplacing an object – and found that these had greater influence than more dramatic events on depression and anxiety. Our everyday stressors, though less intense than major life events, provide a more accurate window into our levels of stress.

The popular view regarding sugar's effects on the behavior of children is also incorrect. We perceive a link between the "energy" our bodies get from sugar and "energy" in children. In the same way, we assume that because non-nutritive sweeteners – like nutra-sweet, splenda, or sweet-and-low – have no caloric "energy," they must help us lose weight—a . Unfortunately consumption of sugar substitutes is more likely to produce weight gain than weight loss. Davidson, Martin, Clark, and Swithers (2011) demonstrated that sweet tastes become a classically conditioned elicitor of digestive processes, including hunger. Consequently, rats given artificial sweeteners (high sweetness, low calorie) – in comparison to those given either glucose (high sweetness, high in calories) or polycrose (low sweetness, high calorie) – showed the largest increase in hunger and smallest increase in satiety, with greater weight and adipose tissue gain.

References

Azrin, N. H. & Holz, W. C. (1965). Punishment. In W. K. Honig (Ed). *Operant Behavior and Psychology*. New York: Appleton-Century-Crofts.

Cold, J. W., Ullrich, S., & Kallis, C. (2013). Predicting future violence among individuals with psychopathy. *The British Journal of Psychiatry*, 203, 387-388. Davidson, T. L., Martin, A.A.,

Clark, K., & Swithers, S. E. (2011). Intake of high-intensity sweeteners alters the ability of sweet taste to signal caloric consequences: implications for the learned control of energy and body weight regulation. *Quarterly Journal of Experimental Psychology*, 64, 1430-41.

Graf, P., Squire, L. R., & Mandler, G. (1984). The Information That Amnesic Patients Do Not Forget. *Journal Of Experimental Psychology: Learning, Memory, and Cognition*, 10, 164-178.

Kanner, A. D., Coyne, J. C., Schafer, C. & Lazarus, R. S. (1981). Comparison of two modes of stress measurement: Daily hassles and uplifts versus major life events. *Behavioral Medicine*, 4, 1-39.

Kraut, R. E. & Johnston, R. E. (1979). Social and Emotional Messages of Smiling: An Ethological Approach. *Journal of Personality and Social Psychology*, 37, 1539-1553.

O'Leary, K. D., Barling, J., Arias, I., Rosenbaum, A., Malone, J., & Tyree, A. (1989). Prevalence and stability of physical aggression between spouses: A longitudinal analysis. *Journal of Consulting and Clinical Psychology*, 57, 263-268.

Roediger, H. L. & Karpicke, J. D. (2006). The power of testing memory: Basic research and implications for educational practice. *Perspectives on Psychological Science*, 1, 181-210.

Wolraich, M. L., Lindgren, S. D., Stumbo, P. J., Stegink, L. D., Appelbaum, M. I., & Kiritsy, M. C. (1994). Effects of diets high in sucrose or aspartame on the behavior and cognitive performance of children. *The New England Journal Of Medicine*, 330(5), 301-307.

Alison Carson, Manhattanville College

Using ePortfolio to Support Social Pedagogy in Psychology

ePortfolio is a technological tool and pedagogy (a “teachnology”) that emphasizes a student-centered approach to learning and assessment, highlighting reflection on learning and integration across learning opportunities. Additionally, ePortfolio enhances opportunities for social pedagogy, emphasizing the representation and communication of knowledge to an authentic audience (Bass & Elmendorf, 2012). ePortfolio also encourages the development of an academic identity within one’s major discipline, tracking one’s progress and development across the college career. This aspect is particularly exciting as it allows insight into the process of “becoming” a psychologist. The use of ePortfolios has been dramatically increasing over the last decade, with almost 50% of private colleges, like Manhattanville, using ePortfolio in some fashion (Chen & Black, 2010). Assessment efforts evaluating the benefits of ePortfolio have shown increases in student success. Students using ePortfolio in their classes are students significantly more likely to pass their courses than non-ePortfolio students (Eynon, 2009). Retention statistics are equally compelling; students using ePortfolio were significantly more likely to return the following semester than non-ePortfolio students (Eynon, 2009). Evidence from the use of ePortfolio from Tunxis Community College has shown increased retention as the number of courses using ePortfolio increases; Gambino (2011) reports a retention rate of 52.7% with no ePortfolio classes increasing to a retention rate of 71.3% when students are using ePortfolio in 3 courses.

Similar to comparisons made at LaGuardia Community College (Eynon, 2009), using questions borrowed from the NSSE survey, we found that students in ePortfolio courses at Manhattanville College were more likely to say that they were engaging in synthetic thinking, experiencing personal development and collaborative learning than students in non-ePortfolio courses. When comparing student experiences in ePortfolio courses (n=84) with non-ePortfolio courses (n=8) (based on questions in our Fall 2011 student survey), while these are substantially different sample sizes, we find some interesting trends. When asked to what extent the students’ work in a course emphasized synthesizing and organizing ideas, information, or experiences in new ways, 92.8% of students in ePortfolio courses responded with Very Much or Quite a bit, whereas only 71.5% of the students in non-ePortfolio classes responded similarly. When asked to what extent has the students’ experience in this course contributed to their knowledge, skills, and personal development in writing clearly and effectively, 81% of students in ePortfolio courses responded with Very Much or Quite a bit, whereas only 71.5% of the students in non-ePortfolio classes responded similarly. When asked to what extent the students’ experience in the course has contributed to their knowledge, skills, and personal development in understanding oneself, 52.4% of students in ePortfolio courses responded with Very Much, whereas only 28.6% of the students in non-ePortfolio classes responded similarly. Lastly, when asked to what extent has the students’ experience in the course contributed to their knowledge, skills, and personal development in working effectively with others, 82.8% of students in ePortfolio courses responded with Very Much or Quite a bit, whereas only 57.2% of the students in non-ePortfolio classes responded similarly.

For psychology majors, we see the use of ePortfolio as an opportunity to reflect on their learning, practice how to think and write like a psychologist, and integrate their learning experiences across their curriculum. Additionally, we see ePortfolio as an opportunity increase student engagement in their work. ePortfolio also provides an interesting opportunity for programmatic assessment, evaluating work early on in a student’s career to their work that they complete late in the curriculum. This approach using “authentic assessment” techniques

emphasizes a “within-subjects” approach to assessment as well. This workshop will provide an overview of the pedagogies underlying the use of ePortfolio.

Several examples of how ePortfolio has been successfully integrated into psychology classes in our department will be shared as well as survey data gathered from students using ePortfolio in their psychology classes examining their experience and perceptions. Finally, participants will spend time talking at tables guided by specific prompts examining their own courses and thinking about how the use of ePortfolio pedagogies may serve to facilitate increased reflection, engagement, integration of knowledge, social learning, and an examination of growth and development in their classrooms. Prompts will include: • What was it about ePortfolio that caught your attention and brought you to this session? • What are some of the challenges that you face in the classroom with regard to teaching and learning? • How might these issues related to teaching and learning be supported by the use of ePortfolio? • How might the use of social pedagogies support your teaching and student learning?

Learning outcomes for this workshop include: 1) increased knowledge about the pedagogies underlying the use of ePortfolio 2) increased understanding of the ways in which ePortfolio may be implemented into the participants’ courses 3) increased thoughtfulness around the issues of social pedagogies and their benefits

References

Bass, R., & Elmendorf, H. (2012). Designing for Difficulty: Social Pedagogies as a Framework for Course Design in Undergraduate Education. Unpublished White Paper for the Teagle Foundation.

Chen, H. & Black, T. (2010). Using E-Portfolios to Support an Undergraduate Learning Career: An Experiment with Academic Advising. *Educause Quarterly*, 33(4).

Eynon, B. (2009). “It Helped Me See a New Me”: ePortfolio, Learning and Change at LaGuardia Community College. In Bass & Eynon, Eds. *The Difference that Inquiry Makes: A Collaborative Case Study of Technology and Learning, from the Visible Knowledge Project*.

Gambino, L. (2011). Presentation at Manhattanville College.

Christine Floether, Centenary College

Writing Across the Psychology Curriculum: The Diversity of Intergenerational Learning and Writing Styles

Presentation proposal: Understanding that diversity can mean many different characteristics, I propose that Centenary College's Writing across psychology curriculum be considered for this year's TOP Conference. We have focused on learning about the generations of students and their learning styles in order to better develop an embedded curriculum. Many of the activities and skills are group-based, but we do explore the individual difference of learning styles of the generations, in order to help move students forward.

As I have been able to teach different level classes throughout my career, it has been interesting to watch students develop their scientific writing skills. Many of them move from the, "I have never written in APA before" to writing excellent research papers as seniors. The presentation will explore the development of the embedded activities and skills, the exploration of Generation Z skills, the idea of diversity of skill levels, and some early data collection. On occasion we have a Baby Boomer as a student who is more inner-driven and displays the characteristics of that Generation and the learning styles involved. In those instances, we have had to adjust the delivery to better help that, or those, students.

It is our belief that with structured Manual, presentation, and consistent use of rubrics, the students begin to understand the purpose of scientific writing, understanding journal articles and their content, how to present information, as well as overall better writing skills. However to get to that juncture, we must first explore the styles and learning mechanisms of each generation. That better helps our curricula development as well as ensuring information and skills are taught appropriately.

Each student enters Centenary College with a different set of skills in the area of writing and our job has been to teach not only content material, but writing skills as well. The idea of scientific, academic writing in APA style and format is overwhelming to many students, especially those with less than stellar writing skills. On the other side of the spectrum are those students who have been praised for their creative writing skills and refuse to accept critique to help improve the scientific writing aspect. Each student begins at a different skill level, but we need to move the students to an end result – that of writing a scientific research paper with all the skills of APA, structure, and language. This paper is a cumulative effect of our students' academic careers, but it is stress-inducing.

The Psychology program of Centenary College is currently revamping the curriculum from a tri-point perspective. The first will be writing. Moving the students from beginner writers to full-fledged scientific, APA mastery level students; the second is going to be focused on research, again moving our students from observing humans through case study, correlation studies, and eventually developing and implementing research, and of course – content knowledge.

The presentation will consist of the following pieces:

An overview of Generational learning styles

An overview of Centenary College's embedded curricula proposal

A projection of this proposed project

Specific artifacts to show the current levels of students

Katherine Zaromatidis, Marlene Zakierski, Iona College

Use of a Collaborative Teaching Model to Foster Acceptance of Diversity

Dr. Katherine Zaromatidis is a full-time associate professor at Iona College. Her teaching experiences include introductory statistics, research methods, social psychology, human sexuality, and a variety of assessment courses. Dr. Marlene Zakierski is a full-time assistant professor of education at Iona College who has taught undergraduate and graduate students in educational foundations, literacy, educational administration, and a variety of special education courses.

Using Community of Practice principles (Lave & Wenger, 1991), a collaborative teaching model was created to enhance graduate student disposition and pedagogy in special education and school psychology. It was proposed that exposure to childhood exceptionality as well as collaboration with candidates from a different, but related, profession would positively impact acceptance of diversity and sensitivity to work with such individuals. Students from each discipline were asked to work collaboratively on a case study video documentary featuring an individual with an IEP.

For the case study, instructions included: record information about the student in different learning situations; include information gathered from an interview with the student concerning his background, beliefs about school/self, etc.; conduct interviews with student's teachers, parents, etc. They were further instructed that videos should focus on strengths/interests as well as the student's experience with his exceptionality. Students were also asked to prepare a reflection on the creation of the documentary and the collaboration. Furthermore, the impact (positive and negative) of the collaboration with a student from a different professional field was included. Of particular interest was how constructive collaboration might be fostered in the future.

A second collaborative assignment required the presentation of research. Articles chosen shared a common theme but focused on a single profession. Students were then asked to examine the significance of the articles and their implications to both fields. Rubrics and anecdotal feedback will be shared.

Marcus C. Tye, Dowling College, Professor of Psychology

Integrating Cultural and Sexual Minority Diversity with Psychological Science: Examples from Teaching Gender and Sexuality Applicable to a Spectrum of Psychology Courses

Specific topics in gender and sexuality are relevant not only to specialized upper division courses in field, but also to “traditional” survey psychology courses such as introductory psychology, abnormal psychology, developmental and social psychology. The field of sexuality studies incorporates the full range of theoretical perspectives, sub-disciplines, and research methodologies in psychology, including experimental neuroscience, evolutionary psychology, and social learning. For example, exploring a single topic in gender and sexuality, such as sex differences in mental rotation of objects, or expressions of gender identity and gender roles in individuals manifesting diversity in gender identity, requires an understanding of experimental neuroscience, fetal hormonal development, cognitive psychology, evolutionary psychology, cultural diversity and social learning.

Undergraduates are often quite interested in sex. Thus, specific topics in gender and sexuality provide wonderful teaching opportunities not only for human sexuality courses, but also in other psychology courses, and ones which foster a particularly deep and broad appreciation of cultural diversity and sexual minority diversity, including variations in gender identity as well as sexual orientation. In addition, there is the opportunity for exploring with students the concept of intellectual diversity, and understanding that to have a complete account of a phenomenon, it is essential to consider multiple theoretical perspectives and a spectrum of research, and avoid “sound-bite” distillation of single experiments.

Empirical research in sexuality at times employs variations on a theme from a single theoretical perspective, repeating an experimental paradigm that appears to confirm pre-existing stereotypes while failing to account for potential confounds, or utilizing participants who primarily are from western, educated, industrialized, rich, democratic societies (and even if non-Western or non-democracies, are still EIR). One example of this would be Terri Conley’s 2011 JPSP study on female interest in casual sex. Although critiqued by the evolutionary psychology community, Conley’s findings suggest that there may be much smaller sex differences in interest in casual sex than Buss’ sexual strategies theory proposed, or than suggested by Clark and Hatfield’s now classic 1989 paper. The experimental paradigm and typical findings in such research was humorously illustrated in July 2013 in two Youtube videos which together received over 12 million views in their first two months online. By using colorful pop culture examples such as these, the complex issue of differential parental investment can be introduced to students, as well as potential weaknesses in an experimental paradigm that has been widely replicated yet infrequently critiqued. This allows instructors to use a topic in gender and sexuality to help students become more familiar with the ways that both the evolutionary psych model and social learning model may help to explain students’ own behavior and interests. It also allows instructors to foster student ability to critically assess experimental paradigms, spot limitations in published research, and emphasizes the importance of integrating multiple theoretical perspectives in psychology. Cultural diversity is introduced in this topic in terms of widely differing norms for female and male sexuality cross-nationally in various geographic regions, as well as within different cultural sub-groups in the United States, permitting an expanded understanding of culture well beyond hyphenated identities of United States populations. The example will also be used to show how religious tradition can be a salient variable in terms of measurable effects on self-perceptions and other-perceptions of behavior (although not necessarily on behavior itself).

In total, 5 specific examples will be explored in depth in the presentation, illustrating ways of expanding coverage of cultural and sexual minority diversity in the psychology curriculum. Each specific example may be used in one or more of the following “basic” courses: introductory psychology, abnormal, social, and developmental (as well as more specialized courses in gender and sexuality). The first example—male/female differences in receptivity to offers of casual sex—is detailed above. The other examples, more briefly, are: (2) linkage of Proposition 8 / DOMA with issues raised in the 1800s in Krafft-Ebing’s *Psychopathia Sexualis*, psychological adjustment of LGBT people, and Russia in 2014 and the Olympic boycott movement; (3) gender, gender identity, gender roles and ski jumping; (4) nudity and Ukrainian FEMEN; (5) cultural variations in parental involvement with when and where adolescents experience first sexual activity. All 5 examples include substantial information on integrating an awareness of cultural diversity, both serving students’ appreciation for how culture influences experimental findings as well as gaining a broader and deeper understanding of cultural diversity itself. Three examples focus in addition on sexual minority diversity and the interaction between cultural identity and sexual minority status, specifically: sexual orientation / LGBT populations, intersex identity and DSDs, and variations in gender identity. The other two examples include gender role diversity.

Reference / relevant publication:

Tye, M. C. (2013). *Sexuality and our diversity: Integrating culture with the biopsychosocial*. Washington, DC: Flat World Knowledge.
<http://catalog.flatworldknowledge.com/catalog/editions/tye-sexuality-and-our-diversity-integrating-culture-with-the-biopsychosocial-1-0>

Katherine Zaromatidis, Patricia A. Oswald, Iona College

Infusing Issues of Sexual Diversity Through the Use of Discussion Boards

Dr. Katherine Zaromatidis is a full-time associate professor at Iona College. Her teaching experiences include introductory statistics, research methods, social psychology, human sexuality and a variety of assessment courses. Dr. Patricia A. Oswald is a full-time professor of psychology at Iona College who has taught a variety of courses including personality and social psychology, introductory and advanced statistics, introductory and advanced research methods, and a number of industrial-organizational courses.

Knowledge of and acceptance of diversity are focal points of the undergraduate psychology curriculum as reflected in the American Psychological Association's Guidelines for the Undergraduate Psychology Major, version 2.0 (2013). Specifically, Goal 3 of the APA guidelines addresses the need for ethical and social responsibility in a diverse world. Consistent with the APA guidelines the Iona College Psychology Department also stresses increasing exposure and sensitivity to diverse populations, a goal that is explicitly stated on all course syllabi. The use of online discussion boards to increase student exposure to topics related to sexual diversity in the undergraduate psychology curriculum will be discussed. Assignment specifics, including possible topics such as the legalization of gay marriage, will be provided and anecdotal data regarding acceptance of sexual diversity will be shared. Tailoring assignments to include issues of current social/cultural significance will also be addressed. Dr. Zaromatidis and Dr. Oswald will discuss issues to consider in the creation of assignments, grading student work, and using student feedback to modify assignments for purposes of increasing student knowledge and acceptance of diversity. Dr. Zaromatidis and Dr. Oswald will share their thoughts on responding sensitively to students in a way that respects their social, religious, and cultural backgrounds and beliefs.

Student Perspectives on Disclosing Mental Health Concerns in the Classroom

What happens in the classroom when students share their mental health symptoms, struggles, treatments, or diagnoses? How do students experience sharing or listening to such private disclosures in a public educational setting? Although seldom researched, the phenomenon of students disclosing mental health concerns in classrooms is a topic of interest for faculty in higher education. Changes in how courses are taught have made self-disclosures more possible and probable. Indeed, there is a growing movement for professors to adapt university classes from traditional lectures towards cooperative and integrative learning environments. Booth (2012) asserts that integrative learning occurs when faculty help students connect course content to personal experiences, often in the form of self-disclosure in assignments. A greater emphasis on dialogue in classrooms also matches the American Psychological Association (APA, 2013) guidelines on communication for undergraduate psychology majors. Self disclosures of all kinds may be more likely to occur with this shift, thus it is important to gain a deeper understanding of how sharing private information about one's mental health status in public education settings influences learning experiences.

Self-disclosure is defined by communicating information about one's self (Canary & Cody, 1994). Empirical research suggests that self-disclosure encourages liking and friendliness among people (Collins & Miller, 1994; Cozby, 1973). Self-disclosure conducted in experimental settings has been shown to benefit physical health, psychological health, and overall functioning (e.g., Frattaroli, 2006; Frisina, Borod, & Lepore, 2004; Smyth, 1998). Although there is a considerable body of research on the phenomenon of self-disclosures, there is limited theoretical literature and empirical research on its role in a classroom setting. Feminist perspectives in education have valued the use of creating a dialogue and an interactive learning environment between students and instructors (Allen, 1988). Furthermore, using assignments that promote personal reflections also encourage students to interact with course materials in a vivid and immediate way (Booth, 2012).

In addition to the literature on self-disclosure in classrooms that has been supportive (e.g., Allen, 1988; Booth, 2012), there is also a growing body of literature that raises concerns about self-disclosures in classroom settings. For instance, qualitative research findings have indicated that some students feel uncomfortable self-disclosing (Barker & Reavey, 2009; Reynolds, 2011). In a sexuality and gender course, Barker and Reavey (2009) found that students often felt stress when sharing personal information because of concerns about how the other class members would respond to them. In a study on self-disclosure in a multicultural counseling course, instructors described how students disliked having to self-disclose about aspects of their own multicultural identities (Reynolds, 2011). In the theoretical literature Stark (2011) discusses the ethical pitfalls of encouraging self-disclosure in the classroom. Drawing on the Canadian Code of Ethics for Psychologists, she outlines the difficulties with requiring self-disclosure in psychology classrooms or in assignments (Stark, 2011). Haney (2004) also encourages educators to use ethical decision-making models when faced with self-disclosures in the classroom.

In to help fill the gap in the research literature on mental health self disclosures in college classrooms, I conducted two qualitative research studies that explored student perceptions of mental health disclosures in the classroom. The goal of the first study was to generate in depth descriptions of what it is like for students to listen to mental health self disclosures in classrooms. The second study focused on the experience of making a mental health self disclosure in a classroom. In both studies a phenomenological research method was used. A

phenomenological method fits research questions that are aimed at gaining in depth descriptions of experiences (Moustakas, 1994). In order to gather data, the students were interviewed about their experiences with mental health self disclosures. Interviews were audio recorded and transcribed. Meaning units and themes were generated from the transcribed interviews. Preliminary themes indicate that students who listen to mental health self disclosures experience enhanced understanding, show interest in the disclosures, develop concern and respect, experience discomfort, and may show indifference. Preliminary themes regarding students who disclose mental health concerns reveal a desire to de-stigmatize mental health problems, concern about judgment by their peers, and developing comfort with one's concerns. The study findings will be discussed in relation to their influence on a college classroom learning environment. By attending this session, attendees will be able to identify key factors that influence how students experience mental health self disclosures in classrooms. Attendees will learn how the study findings relate to ways of improving the learning environment. Attendees will also be able to identify in what ways it may be appropriate to censor, encourage, or facilitate mental health self disclosures in classrooms.

American Psychological Association. (2013). APA guidelines for the undergraduate psychology major Version 2.0. Washington, DC: Author. Retrieved from www.apa.org/ed/resources.html

Allen, K. R. (1988). Integrating a feminist perspective into family studies courses. *Family Relations*, 37, 1, 29-35.

Barker, M. & Reavey, P. (2009). Self-disclosure in teaching sexuality courses. *Feminism & Psychology*, 19, 2, 194-198, doi: 10.1177/0959353509102197

Booth, M. (2012). Boundaries and student self-disclosure in authentic, integrated learning activities and assignments. *New Directions for Teaching and Learning*, 131, 5-14. doi: 10.1002/tl.20023

Canary, D. J., & Cody, M. J. (1994). *Interpersonal communication: A goals-based approach*. New York: St. Martin's Press.

Collins, N. & Miller, L. (1994). Self-disclosure and liking: A meta-analytic review. *Psychological Bulletin*, 116, 3, 457-475.

Cozby, P. (1973). Self-disclosure: A literature review. *Psychological Bulletin*, 79, 2, 73-91.

Frattaroli, J. (2006). Experimental disclosure and its moderators: A meta-analysis. *Psychological Bulletin*, 132, 6, 823-865. doi: 10.1037/0033-2909.132.6.823

Frisina, P. G., Borod, J. C., & Lepore, S. J. (2004). A meta-analysis of the effects of written emotional disclosure on the health outcomes in clinical populations. *Journal of Nervous and Mental Disease*, 192, 629-634.

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.

Reynolds, A. L. (2011). Understanding the perceptions and experiences of faculty who teach multicultural counseling courses: An exploratory study. *Training and Education in Professional Psychology*, 5, 3, 167-174. doi: 10.1037/a0024613

Smyth, J. M. (1998). Written emotional expression: Effect sizes, outcome types, and moderating variables. *Journal of Consulting and Clinical Psychology*, 66, 174–184.

Vincent Prohaska, Lehman College, CUNY

Active Learning in Class: Quizzes, Clickers and Collaborative Learning

Chickering and Gamson (1987) wrote: "Learning is not a spectator sport." For several years now I have been modifying my advanced classes in psychology (i.e., Cognitive Psychology, Psychology of Learning, Psychology of Memory) to include more opportunities for students to be active learners and fewer opportunities for them to be "spectators." In this presentation, I will discuss three specific techniques that I use: quizzes, student response systems (i.e., "clickers") and collaborative learning experiences (modelled on "interteaching" by Boyce & Hineline, 2002 and Saville, Lambert & Robertson, 2011). I will demonstrate how I use each technique. I also will present the results of assessments I have conducted to evaluate each technique's effectiveness and students' reactions to them.

Quizzes: Instructors continually lament that: 1) students do not attend class (getting them to class on-time seems even more hopeless) and 2) if when they do attend, students are unprepared; that is, they do not complete reading assignments for class. To address these problems, I begin each class with a quiz consisting of 5-multiple choice questions based on the assigned reading for that class. Placing the quiz at the beginning of class motivates students to attend and to attend on time (missed quizzes cannot be made-up). Having a quiz in every class reduces the anxiety that "pop" or "surprise quizzes often create. I will demonstrate the types of questions used and also the quiz format. Quizzes are presented stem first, so that student have an opportunity to generate their own answers before seeing the specific answer choices (another active learning technique). In terms of assessment, the quizzes are successful in getting students to read: Data from 2 sections of Cognitive Psychology (n = 56) and 3 sections of Psychology of Learning (n = 80) produced overall means of 3.51 and 3.64, both significantly above 3.0 which I used as a cut-off for "passing." I also address the question of whether using quizzes hurts student evaluations by presenting data showing that students overwhelmingly see the quizzes as useful and an aid to their learning.

Clickers: I use a student response system (i.e., "clickers") to administer the quizzes and also periodically during class to monitor student learning. I will discuss several advantages of using clickers over paper-and-pencil quiz administration and also present data demonstrating that students overwhelmingly enjoy using them. I plan to bring some clickers to the session, so that I can actually demonstrate their use. **Collaborative learning:** I use a variation of an active learning technique known as interteaching (Boyce & Hineline, 2002; Saville, Lambert & Robertson, 2011). In the typical interteaching process, students complete a preparation guide before class, discuss that guide in dyads during class and report confusions that the instructor then uses to construct a lecture for the following class. My modification involves having groups of 2, 3, or 4 students collaborate in-class to write answers to questions based on their assigned readings. I will present examples of the types of questions I use and students' responses. I will also present student evaluation data.

Karen Singer-Freeman, Linda Bastone, Brittany Miller, Rebecca Lopez, Purchase College, State University of New York

I-RISE Mentoring Program Supports Underrepresented Minority Student Success

The Purchase College, SUNY psychology program is designed to prepare students for graduate study. According to NSF data, our psychology program ranked second, among all state supported public institutions that only grant baccalaureate degrees, for the number of its graduates who obtained Ph.D.s in years 2000-2009, (WebCASPAR Integrated Data System). We are the largest major in the college and have slightly higher percentages of underrepresented minorities than the college as a whole. We require that psychology majors progress through required courses in a systematic sequence. The typical psychology major takes three courses during the first two years to achieve Advanced Standing. These are Introduction to Psychology, Behavioral Statistics, and one psychology elective. The student must achieve grades of C+ or better in each class. Advanced Standing is required to register for Experimental Psychology and Psychology Junior Seminar. During the academic years 2005-08, a total of 281 students declared a major in psychology. We found that of these students 54% successfully achieved Advanced Standing and continued as psychology majors, 24% received adequate grades but decided to change majors, and 22% changed majors after failing to achieve a C+ in a required classes. Although we do not have systematic data about the ethnicity of these students, we fear that students from underrepresented minorities may have left the major at higher rates than other groups of students.

In 2012 we received a CEMRRAT grant from the American Psychological Association to improve the success of students from underrepresented minorities in completing the psychology major by the establishment of the I RISE (Interpersonal Relationships Inspire Student Excellence) mentoring program. We founded the I RISE mentoring program with three primary goals: 1) to increase retention in the psychology major; 2) to develop leaders from underrepresented minority students; 3) to increase the numbers of underrepresented minority students who enter graduate programs. I RISE includes an integrated system of peer mentoring and intrusive advising. This program has as a broad goal: The creation of an identity-safe environment for students from underrepresented minority groups within our psychology program. In this talk we describe the mentoring program and report on the success of the program as well as our findings about the effects of mentoring within psychology more broadly. We trained and supervised two female underrepresented minority student mentors who had successfully completed the first semester of their Junior Year. One was Latina and a first generation college student who experienced mentoring through the campus Educational Opportunity Program. The other was African American and a transfer student who worked previously as a mentor for students receiving supported learning services. Both mentors stayed with the program through graduation and completed senior theses that examined the effects of mentoring on college students' academic engagement, civic orientation and connection to campus. The results of this work have been submitted to be presented in the student poster session at this conference. Both mentors reported that their experience was successful and helped them to refine their own career goals. One is currently in graduate school studying school psychology and working as a graduate intern supervising undergraduate mentors. The other is currently traveling with plans to apply to graduate school next year.

To date, eight students (1 male, 6 Hispanics, 2 African Americans) have been mentored. We provided mentees with targeted advising and cohort building activities. Mentoring groups met weekly to review progress in coursework and discuss strategies for success. All students met with the program faculty twice each semester. These meetings focused on building the relationship between the faculty and students.

Mentees completed evaluations of their experience at the end of each academic year. Students reported feeling comfortable interacting with their mentors. One wrote, "To me, my mentor is like an older and wiser sister. She set a great example for myself and the rest of the mentees, she gave us hope for ourselves and sparked a little thought in our head that said "If you can do it, so can I." Several students reported that their ethnicity did influence their experience in college. One said, "My ethnicity has made me work harder. There are a lot of stereotypes and expectations that people have when they see a minority. I try to excel and surpass difficulties that I have faced. In addition, I try to succeed at my requirements for psychology. I have seen many minorities drop from the psychology major. This encourages me to work harder to be one of the few that actually sticks through it and succeed." However, all mentees reported that they felt comfortable in the psychology major. Students reported that mentoring helped them become more organized, increased their feelings of self esteem, and gave them a sense of community. All but one mentee expressed an interest in becoming a mentor in the future. Two students from our total cohort of 8 decided to leave the psychology major at the end of their Freshman year. Both reported positive experiences in the major and in the mentoring program. One of these has continued to attend mentoring meetings despite the fact that she is now a creative writing major. Both students are thriving academically and socially.

Michael Britt, The Psych Files podcast

Let the Research Come to You: Using Technology to Find the Best Content

New research and news in the field of psychology is now being released through a number of diverse channels. Students, instructors and the public have access to these developments through journal publications, blog post summaries, YouTube videos, podcasts and news sites. Many psychologists are even sharing their research findings and their ideas on microblogging sites like Twitter. Unfortunately, these same channels are also used to distribute pseudo-scientific ideas that masquerade as science, but which are instead unsupported pop psychology, opinion and even “link bait” to lure visitors to sites that do little more than sell advertising. This situation offers both an opportunity and a challenge: how do we filter through all this information so that only the best, most credible resources are surfaced for us to view in the limited amount of time we have available?

We know that rather than visiting hundreds of sites or using search engines to search for the latest developments in psychology, we need to have that information come to us in as convenient way as possible. Many of us are familiar with PsycAlerts from the APA which sends an email to us containing the titles of the articles published in the journals we’re interested in. Also, interesting developments and ideas from psychology authors and researchers are found in serious psychology blogs like those found on the Psychology Today website . While these are great services, it can be time consuming to sift through this information, find what we’re most interested in and then find the time to read these articles.

Thankfully, there are some amazing tools that will sift through this information based on keywords we provide and send only that information we’re interested in to our computers, our tablets and our phones.

A few examples: some services, such as SocialReader.com or EverPost.com, will send users popular articles on topics they indicate they’re interested in. Thus, if you’re a student doing research on schizophrenia, you can indicate this in these services and you’ll be emailed popular articles on this topic. Going even further: if you create a twitter account and follow some of the more credible psychology researchers and news sources, you can follow their tweets. But even better than trying to follow tweets (which you could easily miss), sign up for a free service like Percolate.com which will search the twitter streams of the people you follow and email you a summary of only the most popular tweets these people have sent out (tweets that have been retweeted or favorite by others).

If you still find too many articles you can read at one time, you can click a button in your browser and send the article to SoundGecko.com which will quickly translate the text into spoken audio which you can listen to while in the car going to work or on the treadmill through your smartphone. Soundgecko can even be set up to follow blog and automatically pick up new posts, translate them from text to audio and the audio is automatically sent to your smartphone. Finally, you can upload pdf research documents to soundgecko and it will translate them to audio for listening.

A tool that came out just last year called “IFTT.com” (If This Then That) will search through any reputable blog (such as Wray Herbert’s “We’re Only Human” on the APS site) for a term you’re interested in (say, “motivation”) and a) send you an email if Herbert posts something on the topic, b) add this post to your Diigo or Evernote account, c) send you a text or even d) call you on your smartphone and tell you about it.

Finally, a somewhat unusual (and some might say a little unnerving) but useful service is called Pugmarks.me. Pugmarks is installed into your browser and it will monitor everything you read or any terms you search for. When you open a new tab in your browser, Pugmarks.me will automatically fill that page with articles related to the topics you've just recently been reading (and I mean within seconds).

So there is everything from quite handy tools to those that are not for everybody which are easy to set up and which will search the internet for you, find what you're looking for, and deliver that content where (desktop or mobile device) and how (text, audio or video) you want to consume it. For those who want the human touch, there are people who manually curate the better quality resources on the web and they collect it and often comment on it, using tools such as Scoop.it, Storify.com and Listly.com. These tools allow curators, many of whom are ardent followers of psychology news, to collect all types of media resources on specific topics (say, autism) and make them available in easy to read formats. Of course, psychology students and faculty can follow these curators and let them do the work of identifying and delivering the best of the web to our inboxes or mobile devices.

Asking students to do "research" used to involve only sending them to the library to dig up articles. Today, they can and should make that trek to the library, but there are fascinating new tools which will connect them personally to the researchers themselves and to what they are thinking about and talking about right now.

Multicultural teaching is increasingly becoming inclusive toward minority communities where emerging research necessitates greater attention. The transgender community, the “T” in the LGBT community, has often been overlooked, yet recent psychology reports show important trends that students can benefit from learning about. For example, according to A Report of the National Transgender Discrimination Survey (Grant et al., 2011), 41% of transgender-identified people reported attempting suicide, compared to the national overall rate of 1.3%; furthermore, 78% reported alarming rates of harassment in educational settings. Serious acts of discrimination were experienced by 63% of the sample; some of these acts included: job loss, evictions, sexual and physical harassment, incarceration, and denial of medical services. Myths about the transgender community persist, especially ideas about whether being transgender is inborn or culturally-influenced, and whether it is motivated by gender identity or sexuality.

Classroom interventions that inform students about transgender psychology and disprove myths should help to reduce prejudice and increase understanding and empathy toward this group. A range of interactive classroom methods has been proposed as ways to infuse multiculturalism into the psychology curriculum, including lecture, speaker panels, videos, self-reflective activities, and intergroup dialogue (e.g., Sciamè-Giesecke, Roden, & Parkison, 2009; Ocampo et al., 2003; Stephan & Stephan, 2001). As Stephan and Stephan (2001) suggest, sustained intergroup contact between members of dominant and subordinate communities should reduce prejudice and increase empathy toward a minority cultural group. In the proposed workshop, we will describe and showcase a range of different interventions being used in a psychology elective course, including (1) a transgender advocacy panel, (2) presentation of transgender students’ personal videos, (3) an interactive classroom activity designed to spark discussion over the differences in categorical ascriptions of sex, gender, and transgender, and (4) facts that can be the source of lecture material on transgender psychology.

We will also briefly discuss the benefits of sustained intergroup contact and dialogic classroom methods, and how to integrate these strategies into courses in multicultural psychology. Participants will also be guided to experience aspects of the different interventions, including sample discussion questions and valuable multimedia resources.

A key question using any intervention in the classroom is whether such an intervention actually can increase knowledge about the topic. Moreover, if an instructor can actually reduce discrimination toward a group through educational methods, it can fulfill or instill more far-reaching goals of social justice in the classroom. Two key variables can be measured to understand students’ attitudes toward the transgender community: (1) genderism – the idea that there should only be two genders (male and female), and (2) transphobia – the fear or hatred toward the transgender community (Hill & Willoughby, 2005).

The present workshop will present pilot data from an intervention study regarding the differential effectiveness of some of the interventions discussed above. Students (N = 382) from an introductory psychology class were randomly assigned to one of four conditions (1) a lecture on gender including transgender issues, (2) an interactive activity (described above) on transgender issues, (3) a lecture on gender not including transgender issues, or (4) a control condition. The mean age was 18.2 years (SD = 1.14), and 78% of participants were female. Most (88%) participants self-identified as White, followed by 5.8% Asian/Asian American, 3.9% Black, and < 1% biracial or other racial groups. Participants completed the Genderism-Transphobia Scale (GTS; Hill & Willoughby, 2005), a 32-item measure with three subscales

(transphobia, genderism, gender-bashing), both before and then three weeks after the assigned intervention.

The results suggest that GTS scores tended to decrease in the posttest, demonstrating less genderism and transphobia, although the within-group decreases were not statistically significant in any of the conditions, nor were there differences between groups in the posttest analysis of variance ($F(3, 380) = 1.424$, ns). There was, however, a significant difference based on participant gender throughout the survey: women tended to be less transphobic than men in both the pretest and posttest. Women scored lower on the transphobia subscale at both the pretest ($M = 37.21$, $SD = 14.41$, $t = 4.599$, $p < .01$) and posttest ($M = 35.98$, $SD = 16.61$, $t = 5.233$, $p < .01$) than men at the pretest ($M = 51.13$, $SD = 17.48$) and posttest ($M = 45.84$, $SD = 16.01$). Women also scored lower on the genderism subscale at the pretest ($M = 32.52$, $SD = 9.19$, $t = 4.086$, $p < .01$) and posttest ($M = 31.21$, $SD = 9.19$, $t = 4.027$, $p < .01$), compared to men at the pretest ($M = 39.14$, $SD = 10.00$) and posttest ($M = 36.00$, $SD = 10.00$). Finally, women also scored lower on the gender-bashing subscale at both the pretest ($M = 24.88$, $SD = 7.14$, $t = 5.393$, $p < .01$) and posttest ($M = 23.63$, $SD = 7.15$, $t = 5.673$, $p < .01$), compared to men at the pretest ($M = 33.60$, $SD = 10.49$) and posttest ($M = 30.64$, $SD = 10.49$).

References

Grant, J.M., Mottet, L.A., Tanis, J., Harrison, J., Herma, J.L., & Keisling, M. (2011). Injustice at every turn: A report of the national transgender discrimination survey. National Center for Transgender Equality, retrieved from www.thetaskforce.org/downloads/reports/reports/ntds_full.pdf

Hill, D.B., & Willoughby, B.L.B. (2005). The development and validation of the genderism and transphobia scale. *Sex Roles*, 7-8, 531-544. doi: 10.1007/s11199-005-7140-x

Ocampo, C., Prieto, L.R., Whittlesey, V., Connor, J., Janco-Gidley, J., Mannix, S., & Sare, K. (2003). Diversity research in Teaching of Psychology: Summary and recommendations. *Teaching of Psychology*, 30, 5-18. doi: 10.1207/S15328023TOP3001_02

Sciame-Giesecke, S., Roden, D., & Parkison, K. (2009). Infusing diversity into the curriculum: What are faculty members actually doing? *Journal of Diversity in Higher Education*, 2, 156-165. doi:10.1037/a0016042

Stephan, W.G., & Stephan, C.W. (2001). Improving intergroup relations. Thousand Oaks, CA: Sage.

John L. Theodore, Iona College

Teaching Clinical Treatment and Client Negotiation Skills via Role-Play

Introduction

Classroom training of graduate psychology students on how to create clinical treatment plans that are informed by the psychotherapy process is traditionally done in lecture format. However, the process of learning clinical and treatment planning procedures from textbooks and lecture alone may not give the student-therapist all the tools necessary for a smooth transition from classroom learning to actual practice on clients.

Skills of creating meaningful treatment plans that are informed by psychotherapy may be enhanced with experiential learning techniques, such as role-play exercises in the classroom. During role-play exercises, students can make decisions regarding which goals on a treatment plan need to be modified, removed, or added based upon the progress that is made during mock-therapy sessions. This establishes a way in which students can monitor treatment progress of a client and tailor therapeutic approach, well before the student is placed at a practicum site. Additional benefits are that students can practice individual treatment techniques prior to clinical placement, and experience phenomenological processes in real time.

Method

During this experiential learning activity, the course instructor role-plays a client in psychological distress while student teams conduct ongoing therapy sessions on the instructor. Student teams then modify treatment plans based upon occurrences that happen in the mock therapy sessions, and solidify a treatment plan for the next student team that is designated to continue the ongoing therapy with the "client." During this learning experience, the first student team is given a mock initial assessment and a mock initial treatment plan (provided by the instructor) prior to the first role-play. The first treatment team is then required to meet with the client (the instructor role-playing an individual in psychological distress) during a class session (therapy session #1), and the first treatment team practices various methods of psychotherapy on the "client." The duration of the mock psychotherapy session is 20 - 30 minutes, emulating what a short therapy session looks like at an actual clinical setting. The first student team then formulates a revised treatment plan based upon the experiences in the therapy session, and presents this treatment plan to the "client" during the next class (therapy session #2). The "client" then agrees or negotiates with the first student treatment team regarding the particulars in the revised treatment plan, and all members provide signatures for the revised treatment plan.

The revised treatment plan created by the first student treatment team serves as the therapeutic guide for the second student treatment team. The second student treatment team meets with the "client" during the next class (therapy session #3), and practices various models of therapy during that session. The therapy practice should be aimed to approach the goals that were set in the most recent update of the treatment plan. Based upon the experiences in therapy session #3, the second student treatment team revises the treatment plan, and presents its revised treatment plan to the "client" during the next class (therapy session #4). The "client" then agrees or negotiates with the second student treatment team regarding the particulars of the revised treatment plan, and all members provide signatures for the revised treatment plan. The entire process of practicing therapy based on an existing treatment plan, revising the treatment plan based on the success/failure of techniques practiced in the therapy session, and obtaining agreement of the revised treatment plan continues with the third student treatment team. This process replicates until all student treatment teams in the class have had an experience conducting a therapy session (based on the prior treatment plan), formulating a

revised treatment plan, and then presenting the plan to the client for her/his agreement and obtaining co-signatures on the revised plan itself.

The instructor may choose to role-play a single diagnosis or multiple diagnoses (based upon the conceptualization in the initial assessment form), and classroom meetings serve as weekly continuation therapy sessions with the instructor role-playing the same "client" throughout. The client's therapeutic progress is tracked over the consecutive classroom meetings. The instructor should provide multiple materials to help students operationally conduct therapy sessions and create treatment plans. Such materials will be discussed during the presentation. Also, a video camera may be used to capture the role-play in real time via a projector or television, and/or, for recording the simulated clinical processes for future examination/grading. When the role-play occurs, the instructor (client) should be seated at the front of the classroom. The student treatment team should be seated and facing the instructor. Other classroom members (observers) should be placed in a semi-circle around the student team. The instructor may make corrections or comments either during or after the role-play activity. Other educational components may include calling attention to diagnostic manifestations, examining student therapy skills, describing therapy techniques that have helped the client, discussing the importance of pitching goals to match the client's clinical manifestations, and processes of treatment goal revision or elimination.

Evaluation/Discussion

These detailed teaching techniques could be utilized in psychotherapy courses, field placement courses, psychopathology courses, and others. The instructor may want to modify the activity according to specifiers. It is helpful to know the type of course for which the activity is designed, and the type of program and discipline for which the role-play will be utilized. Other considerations are students' previous coursework, and year within respective programs. The instructor should consider her/his own professional background. An ideal instructor is aware of her/his qualifications as defined by ethics, scope of practice, and competency to conduct training for the creation of treatment plans and psychotherapy via role-play. Instructors' grading systems for the role-play exercise may vary, and grading rubrics will be discussed during the presentation. Students' feedback of the role-play is quite positive. Students report that they feel the experience helps them develop therapy skills, learn what leads to modification of a treatment plan, and increase practitioner esteem. Students who participated in this classroom activity found it to be active, enjoyable, and challenging. Student experiences will be qualitatively examined and discussed in detail during the presentation.

Michele Baranczyk, Matt Gray, Kutztown University
Textbook Technology: Pedagogical Aid or Pitfall?

How can instructors of introductory courses best help their students learn the material? When course enrollments are large, instructors may find it difficult to help students adjust and perform well in college, particularly in the transition from high school to college courses.

One potential way to address this is with the use of textbook materials that allow students to access quizzes and other study materials. Textbooks have changed in the materials provided in the past; many more ancillary materials, such as websites, online homework, and interactive demonstrations are included with new textbooks (Carbaugh & Ghosh, 2005). These extra materials likely drive the cost of textbook production. However, whether these tools help increase student learning is a valuable research question.

Previous research on how students utilize textbooks has been examined by student surveys reporting how and why they used textbooks in studying, and a direct link between textbook characteristics such as pedagogical aids and student performance has not been found (Gurung 2003; Gurung 2004; Landrum et al.). Yet, textbook publishers claim that their products increase outcomes such as grades (McGraw Hill Connect Effectiveness study 2013). However, it appears that confounds in the way the study aids were assessed may have been present. For instance, in one example, (p. 6) students who used the program scored one letter grade higher than those who did not. According to this study, it seems students were able to self-select into using the tool. Therefore, it is possible that more motivated students chose to use the tool, and it is student motivation, not the tool, that account for the difference in student performance. Finally, it looks as though the options were to use the program or not, rather than the program versus an alternative. Would such a program still have benefit if these confounds were controlled? In order to assess these opposing viewpoints, an experimental methodology where students are assigned one study aid versus another can be useful in determining what, if any, impact specific pedagogical aids have on student learning outcomes.

The current study addresses a comparison of two study methods. Both utilize quizzes and practice questions. The difference lies in whether the practice is part of an online program that is adaptive to the test taker's responses, or if the study program is a more traditional, non-adaptive quiz. In addition, a series of paper-and-pencil worksheets are included with the non-adaptive quizzes.

Participants in this study were enrolled in the author's General Psychology class in either the spring or fall of 2012. In the spring and fall semesters of 2012, the author had two sections of General Psychology each semester. Baseline performance on exams was recorded for Exams 1, 2, and 3. In previous semesters, Exam 4 scores on the course content of personality and psychological disorders showed a decrease. In an effort to prevent this, an intervention was offered after Exam 3. Interested students were offered extra credit (Spring 2012) or research credit as a part of course requirements (Fall 2012) for participation. Interested students were then given a session time to meet with a research assistant. The research assistant randomly assigned the student to one of two conditions, thereby controlling for factors such as student motivation. Additionally, use of the research assistant ensured that the instructor of the course was blind both to who participated, and to which condition students were assigned until after the course ended and data analysis began.

Students completed activities as instructed by the research assistant. Then, performance data in the form of exam grades were collected from all students, whether or not they participated in

the research study. This results in three groups; 1) participants who were randomly assigned to the packet condition (this included paper-and-pencil worksheets and non-adaptive quizzes), 2) participants who were randomly assigned to the computer program condition (this included an adaptive quizzing program with immediate feedback), and 3) students who did not participate in the research study, but were enrolled in the course.

Data was analyzed using a longitudinal design, as multiple data points throughout the semester were gathered. Exam 3 was included as a baseline measure, and Exam 4 and 5 were included as post-intervention measures. Results of a 3 (condition) by 3 (exam score) ANOVA indicated that no main effect of condition existed ($F(2, 838) = .327, p = .721$). A main effect of exam score did exist ($F(2, 878) = 15.77, p = .000$) such that Exam 5 was significantly higher than Exam 3 and 4. Additionally, there was a significant interaction between condition and exam score ($F(4, 78) = 2.651, p = .032$). Both the control and the Program condition showed a decrease in exam 4 compared to Exam 3. However, the Packet condition showed an increase in exam score from Exam 3 ($M=66.5$) to Exam 4 ($M=68.1$). All three groups increase in Exam 5 score (likely due to the cumulative nature of the final exam).

In summary, an intervention of paper and pencil worksheets and non-adaptive quizzes were effective in buffering exam score compared to a computer-adaptive program, or a control group of no intervention in large general psychology classrooms. Students who participated in the Program intervention reported that the computer program was more effective in aiding learning compared to the Packet condition, but this finding was not demonstrated in exam results. This finding is similar to other studies in which student reports of student usefulness were not related to performance measures (Gurung, 2003, Gurung and Martin, 2011). While computer programs marketed with textbooks may be effective for some students, it appears that low-tech paper-and-pencil worksheets can be useful in helping students learn the information. The practical application of this lies in the fact that while the materials had to be completed, they were not part of a grade. Thus, instructors do not necessarily need to spend additional time grading and giving individual feedback for students.

Rownak J. Choudhury, Nova Southeastern University; Sy Islam, Farmingdale State College
Teaching Clinical Psychology With or Without a Clinical Background

The presentation will begin with a short discussion of some of the challenges of teaching clinical psychology topics from a student learning perspective and an instructor perspective. This will be followed by a self-reflection activity where students will consider their challenges in learning and instructors will consider their strongest strengths in teaching. This will be followed by a discussion of some of the more difficult topics in clinical psychology (schizophrenia, therapeutic techniques). Once students have been polled, a list of the most challenging topics will be created in a PowerPoint presentation. Faculty will suggest techniques and resources to address these student challenges. Faculty will be asked about their challenges in teaching clinical psychology. Another list will be created and techniques and resources will be listed. This material will then be sent to participants of the presentation.

Marla Johnston, Michaela Porubanova, Farmingdale State College

Stereotyping and Discrimination: The Labeling Exercise in Action and Shaping the Student Experience

Participants in this workshop will take part in an exercise on stereotyping. First published by Goldstein (1997), this exercise requires participants to wear a label (sticker) on their head that gives them a random label meant to describe some attribute of their personality. Participants then interact and treat and respond to one another according to each other's labels without sharing what the labels actually state. This exercise was replicated in social psychology classes at Farmingdale State College in the Fall 2013 and Spring 2014 semesters. Subsequent data collected about students' experiences of being "labeled" was collected and indicate that this exercise allows students to experience how assumptions about others based on stereotypes can be both misinformed and damaging. Data will also be presented to explain students' perceptions of stereotyping, prejudice and discrimination in their everyday lives. The purpose of this workshop is to demonstrate how the labeling exercise can work effectively in the classroom as a technique to reduce thoughts of stereotyping.

The second part of the workshop will be focused on understanding students' experience with discrimination at Farmingdale State College as based on a college-wide survey. The survey we used was created using modifications of various questionnaires (Everyday Discrimination, The Perceived Racism Scale, Coping with Discrimination, Vigilance Scale) in order to map out the following areas pertaining to perceived discrimination: experience of discrimination in the classroom environment, experience of discrimination in the college-wide settings, the ability to cope with discrimination, and potential interventions that could be implemented by teachers in order to prevent or reduce discrimination.

As evidenced by research (Neblett, Philip, Cogburn, & Sellers, 2006; Nora & Cabrera, 1996; Wadsworth, Hecht, & Jung, 2008), discriminatory experience has a negative impact on many aspects of academic, and personal life of a student, namely increased likelihood of college dropout, lower academic performance, and overall academic well-being. The perceived discrimination can be manifested through multifaceted forms of prejudice and stereotyping, such as unjust treatment (such as discriminatory practices in the classroom) and lack of respect from the faculty, other students, or racial climate of the campus (Cabrera & Nora, 1994). Therefore, the last part of the workshop will be focused and dedicated to understanding the link between perceived discrimination and satisfaction with the school environment (overall, academic, and personal). Since perceived discrimination may act as a potential stressor, the negative experience stemming from it might color students' overall academic experience, adjustment to the college environment, and perceived college climate. In order to prevent students' negative college experience, perceived discrimination must be addressed and attended to, both through discrimination-free classroom and college environment, and appropriate counseling services that reflect the diversity and nature of students' population. As instructors play an important role in shaping students' academic experience, they might mitigate the negative impacts of students' discriminatory experience through creating discrimination and stereotype-free classroom atmosphere. Some of the possible interventions, techniques and exercises, that might be especially appropriate to be utilized in introductory or social psychology courses with the goal of enhancing discrimination and stereotyping will be further discussed as a part of the presented workshop.

Thomas Heinzen, William Paterson University

Two STEM Pioneers: Florence Nightingale and Stella Cunliffe

Two STEM Pioneers: Statisticians Florence Nightingale and Stella Cunliffe Thomas E. Heinzen, William Paterson University Susan A. Nolan, Seton Hall University Long Abstract (750-1000 words) This historical presentation describes why Florence Nightingale and Stella Cunliffe were both STEM pioneers in statistics. Florence Nightingale was known as the impassioned statistician and Stella Cunliffe's work at the Guinness Brewery and the British Home Office led to her election as the first female president of the Royal Statistical Society. In contrast to her softened historical image as a kindly nurse, Florence Nightingale was a driven, sarcastic, organizational infighter. Stella Cunliffe used statistics to promote critical thinking in applied settings. Both women are persuasive role models for critical thinking. Florence Nightingale defied Victorian social norms in several ways. She turned down multiple marriage proposals. She continued her education despite strong opposition from her mother and sister. And her refusal to marry put the family fortune at risk because women could not inherit. In contrast to her historical image as a kind and compassionate nurse, Florence Nightingale was a critical thinker, a compulsive counter, and a sarcastic, tenacious, sharp-elbowed organizational infighter. She used her family connections to badger and embarrass public officials and expose corruption. Her statistical tables and graphs were potent demonstrations of painful truths that made her loathed by public officials and beloved by the general public. She (and John Snow) helped launch the fields of public health and epidemiology by creating data-driven visual displays. As a young girl, Florence Nightingale gradually came to believe that she had some special calling from God - but she could not figure out what it was. Because she was considered to be more likely to be marry than her older sister Parthenope, "Flo" was under intense family pressure because women could not inherit in Victorian England. The family's hopes were dashed when she refused a proposal from Moncton Milnes, a man with a fortune in need of a wife partly because he had a somewhat secret fascination with the legacy of the Marquis de Sade. When she refused Moncton Milnes, the distressed family sent Florence abroad where she discovered the profoundly disrespectful field of nursing. Her impulse to count appears to have helped her after she badgered her way into leadership of a home for elderly women of limited means. She discovered corruption when she started counting supplies in closets, food items purchased from local dealers, and many other items.

Stella Cunliffe (1917 - 2012) may be best remembered in England as an early leader of the British Girl Guides. But the international legacy she has earned in Statistics is likely to last much longer. Most of what we formally know about Ms. Cunliffe's life as a statistician comes from her 1975 Presidential address to the Royal Statistical Society. She was keenly aware that she was the first woman to occupy this position but dared to declare that she would not make that the subject of her address. Nor was she interested in clarifying a mathematical formula or presenting a new statistic. "Throughout my career," she told her audience, "it has seldom been the difficulty of the mathematics which has foxed me, rather it has been the problem of getting others to explain their problems and to accept the statistical findings" (p. 2). She decided instead that, "It is on the interaction between the statistician and those of other skills and disciplines that I want to concentrate in my address." She wanted to help others think more critically – and that is the point at which Stella Cunliffe joins forces with modern psychology. Stella Cunliffe created statistical insights at the Guinness Brewery by following the example of the revered W. S. Gossett, the creator of the statistic still known as Student's t. A 1938 graduate of the London School of Economics, Stella Cunliffe began her career at the Danish Bacon company where she was considered doubly odd because she was a female statistician. But food distribution during World War 2 required significant statistical skills. As the war came to an end, Stella Cunliffe volunteered to do relief work for two years. She became part of the first

civilian group to enter the Belsen concentration camp. She joined the Guinness Brewery shortly after that and worked there for 25 years. As a statistician, Cunliffe was no fan of the "airy-fairy world of the sociologist and, if I dare say it, sometimes of the psychologist" but she used statistics to become a tenacious critical thinker. At Guinness, she demonstrated the value of critical, scientific thinking in taste-testing experiments, when investigating quality control problems in casks of ale, and when tracking down confounding variables in field experiments. She continued that intense commitment to critical thinking when she joined the research department for the British Home Office. When she became president of the Royal Statistical Society, she used her presidential address to urge statisticians to engage with colleagues in other fields in order to help them understand how statistical reasoning could improve their critical thinking. The two women are STEM pioneers because they applied their statistical skills to solve problems, both in business and in society.

Nicholas Salter, Shaziela Ishak, Ramapo College of New Jersey
Getting Comfortable with Discussing Diversity in the Classroom

Diversity is an important topic to include in Psychology classes. The field values differences across all people, and studies how these issues affect human behavior and mental processes. At times, diversity is an explicit component of the course (such as course on the Psychology of Gender or Social Psychology). In other classes, it may be a topic the instructor incorporates throughout the semester (such as discussing illegal employment discrimination in an Industrial-Organizational Psychology class). As Psychologists, we value diversity and encourage our students to learn about while developing their understanding about the topic. However, discussing diversity in classrooms can at times be challenging. Students often find it difficult to discuss this topic because it can be uncomfortable. They may come from a minority perspective and therefore feel “out of place,” or they may have an unpopular opinion about a topic – both of which can lead students to silencing their voices. They may also be hesitant to speak for fear of offending someone inadvertently. In addition, if the instructor leading the class and discussion is uncomfortable with the topic, this permeates the culture of the class and makes it a difficult experience for everyone. Because of all this, the important topic of diversity can become a needlessly unpleasant topic to include in class.

Therefore, the goal of this discussion forum is to discuss how to establish a comfortable environment for both students and instructors to discuss diversity in Psychology classes. We will begin the session by discussing the difficulties in this topic. To illustrate this, we will present two fictional scenarios to the audience as starting off discussion points. Scenario 1: I taught Social Psychology for the first time last semester, and the class discussion got out of hand when we discussed prejudice. Some of the topics were hot-button issues, and very personal for people. When discussing reactions to stereotyping, one White student asked a Black student “How do Black people feel when this happens?” The Black student responded, “That’s really offensive – do you think all Black people are the same?” The White student got upset and said, “I’m not racist – I was just asking!” The others students looked very uncomfortable. I wasn’t sure what to do – I wasn’t comfortable either – so I just ended class early. After that, it was difficult to get students to talk again in the class for the rest of the semester. Scenario 2: I have taught Industrial-Organizational Psychology for many years and am happy with the class. The students are generally engaged every semester and perform well on their exams. However, I always struggle with how to discuss employment discrimination. It is a bit of a shift in the tone of the discussion – we go from talking about “easy” topics such as motivation, training, and leadership, to suddenly discussing “discrimination” – which leads to “racism” and “sexism.” Prior to this, the students have established a comfortable environment in the class and join in the discussion all the time, but not when they are asked their opinions about race and gender discrimination issues. I always ask for examples from their lives, but no one will give any during this discussion. My colleagues who teach entire courses on diversity have all semester to develop a comfortable environment, but I only have one day. I’m not sure what to do to make it comfortable in such a short amount of time. We will then open up the discussion to ask the audience their thoughts (though the discussion need not stick solely to these two scenarios). Overall, we plan to address the following questions with this session: 1. How do you encourage students to discuss issues of diversity when they may be initially uncomfortable? 2. How do you prevent a heated classroom discussion on diversity from silencing individual voices or hurting people’s feelings? In this discussion, we will offer our thoughts on how to establish this culture. For instance, we have found that students more easily discuss sexism than racism. Therefore, we often begin discussions of diversity in our classrooms by asking the students to discuss sexism. From there, we will draw parallels from what they are saying to racism – thus “easing them into the topic.” We will also discuss our thoughts on how to handle situations such as

discussed in the previous scenarios (such as not asking students to speak on behalf of their group status). However, the primary focus of this discussion will be for the audience to contribute their thoughts. We wish to gather the collective wisdom of the audience so that everyone can contribute their ideas. We will take notes on everyone's thoughts and collate them for all to benefit from.

Daniel L. Benkendorf, Fashion Institute of Technology, SUNY
Sonic Psychology: Teaching Diversity Through Song

One basic goal for a psychology instructor is to adequately cover the major topic areas of a course within the set number of weeks available during a semester. In addition, we hope that our students emerge from our classes better able to see the complexity of the world, better able to challenge their own pre-conceived notions, and better equipped to appreciate the role that diversity plays in human behavior. Thus, diversity is an embedded theme within many college-level psychology courses. But too often diversity is a classroom topic that leads to uncomfortable silence, pedantic explanations, or tiresome political correctness. Because of this, instructors need pedagogical tools that can help engage students and that will lead to more productive discussions about the topic of diversity. In this presentation, I will describe and demonstrate an assignment that aims to make the topic of diversity accessible for students no matter their background while also deepening their critical thinking skills. I believe that these are goals that most psychology instructors can readily endorse.

Psychology instructors often use varied media in the classroom as way to illustrate topics. Use of media can enhance student motivation by offering a novel, entertaining stimulus. However, it is important to incorporate media in ways that stimulate active rather than passive learning. The use of music is an ideal way to do this. Song lyrics can help highlight the importance of psychological concepts while providing a concrete illustration. Additionally, the use of songs helps to demonstrate the relevance of an idea to both historical and contemporary contexts. In an assignment I call Sonic Psychology students are asked to identify a song that addresses the topic of diversity. Because students make their own choices, they become personally involved in the learning process. This is given as a homework assignment so that students have time to choose a song, listen to it, find the lyrics, and potentially watch the accompanying video, if there is one. As they complete the assignment, I encourage students to think broadly about diversity—it can relate to gender, race, religion, age, sexual orientation, disability, socio-economic status, body type, nationality, native language, or many other categories.

On the day that I describe the Sonic Psychology assignment, I share several examples including *Across the Lines* (1988) by Tracy Chapman, *Short People* (1977) by Randy Newman, and *Lola* (1970) by The Kinks. As I move through the examples, I ask my students to privately write down the relevant psychological topic mentioned in the song lyrics. I also ask them to note any personal reactions to the song. Then, I lead a discussion of each song where I discuss the psychological relevance and, if applicable, the song's consistency with research findings in psychology. A week after I introduce the assignment, I ask that students have selected their own songs. They identify the lyrics that relate to diversity and psychology and critically analyze the extent to which the lyrics are consistent with the findings of psychological research. In order to do this, students are required to cite at least five peer-reviewed articles in their written papers. Finally, students are encouraged to find and watch the video for the song, if one is available. In their papers, students address how the lyrics and video imagery may support or challenge stereotypes about diverse groups. The added imagery of the music videos adds another form of media for analysis and allows students to see how the artist(s) portrayed the song in a visual format. This is often very helpful for lyrics that could be interpreted in many different ways.

In addition to the write-up, students who wish to earn extra credit points have the opportunity to present their analysis to the class. Students who present are able to practice expressing themselves publicly as well as gain experience leading a discussion on a potentially sensitive topic. Because students differ widely in their comfort with oral presentations, I do not require it. Nonetheless, the opportunity to present makes the project dynamic and interactive. Whether or

not they choose to present their song, each student is exposed to the songs identified by their classmates who do present. I have found that the discussions that ensue are lively and respectful. These in-class discussions help students to wrestle with questions such as why popular culture is sometimes inconsistent with the findings of psychological research. They are able to see the many different ways that diversity manifests in songs. I have found that this assignment does prompt students to question their own views and appreciate the interesting and sometimes surprising role that diversity plays in the world around them.

Student Poster Presentations

Melissa Jones, Ramapo College of New Jersey

Twitter, Aggression, and Sports Obsession

The study examined use of Twitter among sport fans. Surveys were disseminated through Facebook and Twitter and examined sport interest and the frequency and quality of twitter use. A significant interaction emerged for the impact of sport obsession on Twitter use across gender ($F = 5.571$, $P = .020$). For males, sports obsession was not significantly related to Twitter use ($r = .150$, $p = ns$), while a direct effect emerged for females ($r = .150$, $p = .000$). Sports obsession was significantly related with aggression ($F = 74.543$, $p = .000$) and Twitter aggression ($F = 12.167$, $p = .001$), regardless of gender.

Brittany A. Miller, Fordham University

Taking our own advice: The benefits of peer mentoring on mentors' academic orientation, connectedness to college, openness to diversity, and civic engagement

The present study explored whether student leaders experienced any benefits through their leadership experience. 38 student leaders were matched to 38 non-leaders on several criteria. Participants then rated how motivated they were academically, how connected they felt to their university, how much they felt responsible to be active on campus, and how open they were to interacting with diverse students. Student leaders reported higher ratings on all scales than students who were not leaders. From this study, it can be concluded that students who are leaders and mentors, experience personal gains through mentoring that are beneficial to their college success.

David Brocker, Farmingdale State College

The Effect of Personal Expectation Violation on Subsequent Recall

The present study was designed to examine the role of perceived physical attractiveness, competency, presentability and intelligence in the presence of varied linguistic complexity. A pilot test consisting of several photos with a seven point Likert scale on four dimensions; intelligence, competence, attractiveness and presentability was administered to several undergraduate psychology students. The results of this test established a base line in which to choose faces of high and low attractiveness with varying perceived intelligences and competencies. Students will then perform an additional survey and complete a memory recall test.

Jennifer Wertovitch, Farmingdale State College

Flashbulb Memory for Hurricane Sandy

A flashbulb memory is a vivid, enduring memory for how one learned about a surprising, shocking event. It thus involves memory for the source of event information, as opposed to memory for the event itself. However, there are some events for which the event was expected, and yet we still experience these vivid, lasting memories for not only the event, but the source of the event as well. A survey of undergraduate students, assessed the consistency of storm memories, and measured correlations between the personal impact of the storm and the accuracy with which one can recall details of the event, as well as details about the source of the initial information.

Joy Grynko, Eileen Joyce-Prahalis and Amanda Robinson, Farmingdale State College

Effects of Positive Psychology on Academic Satisfaction and Performance

Positive Psychology, founded by Dr. Martin Seligman, focuses on happiness in three dimensions: the pleasant life, the engaged life, the meaningful life. The pleasant life deals with the positive emotions regarding the past and future. The engaged life pursues involvement in

our work, relationships, and free time. The meaningful life deals with our innate strengths so we can serve something bigger than ourselves. A correlational study will explore if a student's academic performance and satisfaction are a function of positive emotions, engagement, meaning, general life satisfaction and character strengths. Surveys will evaluate those five predictor variables.

Meghan Barcellos and Jessica Laflam, Sacred Heart University

Anxiety, Depression, Substance Use, and Other Mental Health Issues and their Relation to Identity Distress in College Students

This study examines the relation between identity distress and mental health issues in college students. An online survey assessed whether college students had been diagnosed and/or treated in the last 12 months for anxiety, depression, substance use, and other mental health issues. Identity distress related to long-term goals, friendships, career choice, and other domains was assessed. Results showed that average identity distress scores were higher for students who were treated or diagnosed with a mental health issue. Results also indicated that having been treated or diagnosed for a mental health issue predicted severe distress related to long-term goals and friendships.

Yuya Takeda and Theresa Boulier, Becker College

I Succeeded or We Succeeded: Gender Difference in Use of Pronouns When Reporting Group Success and Failure

The study explored the gender difference between pronouns in people's report of success and failure in group activities. By analyzing reflective reports of participants' experience in a puzzle, we found that following a group competition (1) men were more likely to use first person singular pronouns than women, (2) women and men were equally likely to use first person plural pronouns, (3) men were more likely to represent the self as an individual than women, (4) when winning, men were more likely than women to represent the self as an individual. However, there were no differences between them when losing.

Vashti Ma'at, SUNY Empire State

Beyond The Bedroom: Intimate and Family Relationship Choices

This research project analyzed the Oneida Community non-traditional complex group marriage from the nineteenth and twenty-first century non-monogamous relationship choices such as polyamory. This project examined the sociocultural control mechanisms for relationship choices that promote and reward only monogamy, and penalize other non-traditional intimate and familial relationships. The emerging patterns of non-monogamous intimate and family relationship choices is not unlike the Oneida Community non-traditional group marriage, which challenged social and family policies of the nineteenth century. These relationship choices juxtaposed to monogamous marriage revealed the social benefits and contradictions that are ensconced in the monogamy ideology.