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Candidates for STP Offices

The STP Elections & Appointments Committee is pleased to announce the candidates for the following STP offices:



President-Elect: 1-year term beginning January 1, 2025, followed by a one-year presidential term, a one-year term as Past President, and one-year service on the Elections and Appointments Committee

- Andrew Christopher, Ph.D.
- David Kreiner, Ph.D.

Vice President for Diversity and International Relations (2025-2027)

- Rosemarie J Alonzo-Schulte, M.A., Candidate for Psy.D.
- Molly Metz, Ph.D.

Vice President for Membership (2025-2027)

- Karen Brakke, Ph.D.
- Danae Hudson, Ph.D.

Ballots will be sent to STP members via email beginning on April 15, and the due date for voting is May 16. Any changes to these dates will be announced on the STP home page. Read candidate statements [here](#).

GREETINGS FROM STP PRESIDENT LORETTA MCGREGOR

Guest Column

March 10, 2024

For this month's update, I have invited our Vice President for Grants and Awards, Morton Ann Gernsbacher, to submit a guest column. Morton is seeking participants for a survey on renaming the Abnormal Psychology course to reduce stigma. Please complete the survey and encourage your colleagues to do as well.



Brief Survey on Changing the Name of Abnormal Psychology

by Morton Ann Gernsbacher

Academic course titles preview our courses' content, connect with our departments' curricula, and entice our potential students. We also hope that our course titles don't offend or stigmatize any students in our courses or members of the general public.

Recently, many psychology departments have chosen to change the title of their "Abnormal Psychology" courses, due to concern that the term "Abnormal" might be offensive and stigmatizing. In 2022, the previously named *APA Journal of Abnormal Psychology* also changed its name to *The Journal of Psychopathology and Clinical Science* due to concerns about stigma.

Last year, then STP President Diane Finley commissioned a Working Group to investigate the curricular implications of changing the name of "Abnormal Psychology" courses. I heartily encourage everyone interested in this topic to read this [Working Group's masterpiece report](#).

The report answered the important question of how changing the name of "Abnormal Psychology" courses would affect high school advanced placement credits and applications to graduate programs. The working group concluded there would be "minimal problems" and any "problems can be minimized with

communication among interested parties (alerting transfer institutions, providing course description and/or course syllabus)."

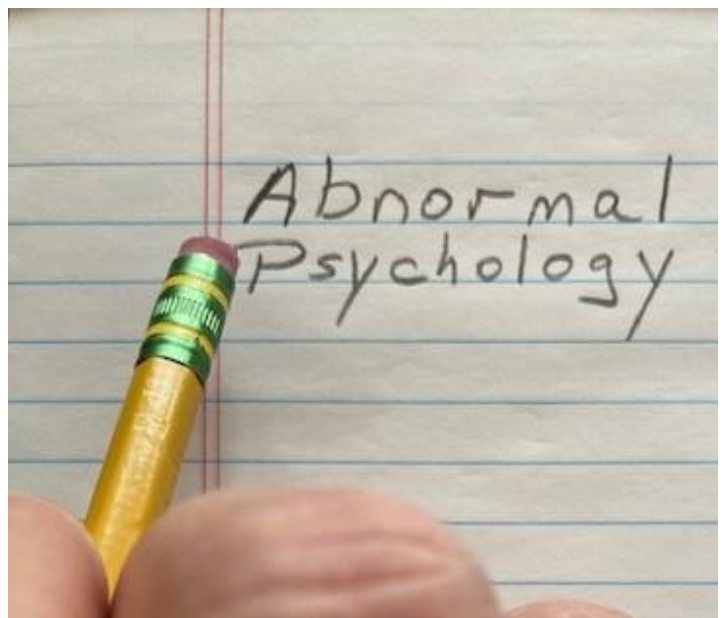
The report also recommended possible replacement names for "Abnormal Psychology" based on important metrics of stigma. Last summer, my lab conducted a study to evaluate the Working Group's most highly recommended replacement name, along with the previous name "Abnormal Psychology" and an often-chosen replacement name "Psychopathology."

In our study, we used assays for assessing both implicit and explicit bias. This past fall, we replicated the results of our previous one-site study on four additional campuses, plus a larger sample on our home campus.

I'll be reporting the results of these studies in a future STP newsletter column. One preview I can share now is that the STP Working Group's most highly recommended replacement name did indeed fare the best!

For now, I'd like your input. Has your department considered changing the name of its "Abnormal Psychology" course? If so, I would be incredibly grateful if you could [complete this short survey](#).

Thank you in advance!



FEATURED ITEMS

Add STP Emails to Your Allow List

We recently learned that emails from STP leaders may not be reaching our intended recipients. Instead, our emails may be directed into spam/junk folders, and some institutional email filters may delete them before they reach a recipient's inbox. If you join or renew STP, register for ACT or PsychologyOne, apply for a grant or award, submit a teaching resource to an STP editor, or send an inquiry to the STP Executive Director, you may not receive communications from STP if STP emails are blocked or redirected.

SOLUTIONS: Please add **teachpsych.org** to your email allow list and check your spam/junk folder periodically. Here are instructions for **Outlook** and **Gmail**. **If you are using your institutional email account** for STP correspondence (e.g., your membership, applications), you have two options: **(1)** Ask your IT department to check if teachpsych.org is on a deny list and request that the domain be added to the allow list, or **(2)** begin using your personal email account for STP correspondence. If you have a contact profile on the STP website, you may update your email [here](#) (requires login).

If you need assistance, contact aed@teachpsych.org and cc: div2teachpsych@gmail.com, preferably from a personal email account (in case your institution is blocking emails from STP).

News from the Director of ACT

By Lindsay Masland, Director of ACT

From October 6-7, 2023, and February 12-16, 2024, we convened for the on-location and online components of the **2023-2024 Annual Conference on Teaching**. 500 of you signed up for this opportunity to grow your networks and your teaching skills—our biggest conference to date! But if you missed either or both opportunities, it's not too late to reap the benefits of the conference. If you [register today](#) for \$25 (requires STP membership first), you get immediate access (through October 1, 2024) to:

- 15 audio recordings from our sessions in Portland
- a video recording of our online keynote by Kevin Gannon
- video recordings of our 15 synchronous sessions from the online conference
- 40+ on-demand videos
- 45+ on-demand posters
- access to resource folders from both our on-location and online presenters.



If you attended either the online or on-location conference, you already have access to this content—check your email (including your spam folder) for the link to the conference website.

Check out pages 12-15 of this newsletter issue for more information about what is available to registrants through October 1, 2024.

STP Remembrances

STP announces the creation of **STP Remembrances**. This new wiki honors deceased STP officers and other individuals who have contributed to the teaching of psychology. For more information, or to contribute to the wiki, please contact **Bill Altman**.

News from STP's APA Council Reps

APA Council Update: Progress for the Future

Linda M. Woolf, Bill Altman, & Jodie B. Ullman

Who are we? APA Council Representatives are elected by Divisions; State, Provincial and Territorial Psychological Associations; and Ethnic Psychological Associations. Your vote each fall (Apportionment Ballot) determines how many representatives will be allotted to STP (Division 2). We are grateful for your votes and currently serve as your three APA Council Representatives!



What do we do? APA Council is the Association's legislative body and we set policy for the field of psychology. Broadly, Council is the voice of APA—members, affiliates, and students—advocating for and advancing psychology as a science and profession.



Council meets as a body twice a year and anyone can attend a Council meeting. If you are at the APA Convention in August, you are welcome to attend the Council meetings. However, our work begins well before each meeting with regular town halls, caucus meetings, review of policies throughout the year, and voting on a range of topics such as candidates for APA Boards and Committees. Council



Representatives volunteer their time to ensure that your interests are represented within APA and that policy reflects the best of psychological science.

On February 23-24, Council held its first meeting of 2024 in Washington D.C. We had a full agenda, which we will highlight below. As your representatives, we also attended pre-meeting plenary/townhalls as well as a variety of caucus meetings (e.g., Education and Training Caucus; Ethnic Minority Issues in Psychology Caucus; Coalition for Academic, Scientific and Applied Research Psychology; Public Interest Caucus; Women's Caucus; Caucus on Promoting Global and Human Rights Perspectives).

Primary outcomes of the meeting were threefold: Informational updates, the APA strategic plan, and new policies.

Informational updates

The leadership of the Association, including Dr. Cynthia de las Fuentes, President and Dr. Arthur Evans, CEO, provided updates about membership, finances, and impact of the work of the Association. Check out the [APA Impact video](#)!

Dr. Miriam Delphin-Rittmon, administrator of [SAMHSA](#), also addressed Council. She outlined HHS and SAMHSA priorities and major initiatives, particularly, progress and attention to mental health across diverse populations, building the workforce, addressing substance use disorders and suicide prevention. Check out the [SAMHSA](#) website for more information of relevance to our students and colleagues such as the national mental health helpline and the 988 suicide prevention hotline.

Strategic Plan

Council voted to approve the [2024 IMPACT APA: American Psychological Association Strategic Plan](#). This plan includes vision and mission statements, guiding principles, operating principles, and strategic goals and objectives. Take a moment to review the [plan](#). How might some of these elements serve as a guide to your own teaching or the development of a strategic plan within your institutions?

Policies

You can find all APA policies in the [APA Policy Manual](#). These policies provide an excellent resource for teachers on a range of issues. Each policy is grounded in psychological science and includes extensive referencing. The policies help shape the work we do in education (e.g., [APA Introductory Psychology Initiative \(IPI\) Student Learning Outcomes for Introductory Psychology](#); [APA Guidelines for the](#)

[Undergraduate Psychology Major](#); [National Standards for High School Psychology Curricula](#); [APA Guidelines on Core Learning Goals for Master's Degree Graduates in Psychology](#)) but also other areas of practice, research, and advocacy. For example, these policies provide the foundation for APA and others to lobby State legislatures and advocate within the Courts.

This past February, we voted on a number of resolutions which can inform what we teach but also how we can best serve our students.

Resolution on Combating Misinformation and Promoting Psychological Science Literacy

As noted in the Resolution: "to fully understand the impact of misinformation, it is necessary to understand the psychological factors that drive people to believe and share it, the levers of manipulation used by its creators, and the network effects induced by today's media and political landscape that impact its spread."

Policy Statement on Affirming Evidence-Based Inclusive Care for Transgender, Gender Diverse, and Nonbinary Individuals, Addressing Misinformation, and the Role of Psychological Practice and Science

This policy statement affirms evidence-based care for transgender, gender diverse and nonbinary children, adolescents, and adults as well as support for access to evidence-based clinical care. It notes recent legislative attempts to obstruct access to psychological and medical interventions for such individuals, which puts them at risk of depression, anxiety, and other negative mental health outcomes. The policy statement further addresses how misinformation can distort the characterization of gender dysphoria and gender-affirming care, leading to stigmatization, marginalization, and lack of access to psychological and medical care for this population.

Resolution Opposing Involuntary Individual Isolation of Youth in Juvenile Justice Settings

According to the Resolution, "Solitary confinement should never be used for punishment or disciplinary purposes, or for the protection of property" and "The separation of youths from others must never be a substitute for adequate staffing numbers, staff training, and supervisory and/or administrative support." The resolution further calls for implementing alternative, evidence-based strategies for managing behavior and promoting positive development. It emphasizes the importance of mental health support for youth subjected to isolation.

Resolution on the Secure Storage of Firearms and Lethal Means Safety Strategies to Prevent Suicides

This resolution underscores the critical role of psychologists and health care providers in preventing suicides by advocating for secure firearm storage and safety strategies. The resolution also advocates for increased funding at federal, state, and local levels to support initiatives aimed at preventing suicides through secure firearms storage. Additionally, it calls on psychologists, health care professionals, policymakers, and the public to support efforts to implement evidence-based strategies to prevent suicides and promote mental health and safety.

Resolution on Parents with Disabilities

Recognizing the biases and challenges often encountered by parents with disabilities, the Council adopted a resolution to support parents with disabilities. The policy statement calls upon psychology and policymakers to support increased psychological research, intervention, advocacy, and policy development aimed at informing and shaping decisions related to parents with disabilities, and to reduce disparities and biases faced by this population.

Revised Guidelines for Psychological Practice with Older Adults – not yet updated online.

These guidelines focus greater attention on the strengths and needs of older adults, and work to develop workforce competency in working with this population. This revision addresses the increased use of technology and telehealth for the first time. The previous Guidelines (2014) are available [here](#); check this site for the updated Guidelines.

We look forward to continuing to serve you as your Representatives to APA Council!

News from APA

Virtual APA Psychology Graduate School Fair

The APA Education Directorate's next [Virtual APA Psychology Graduate School Fair](#) is scheduled for Wednesday, April 17 from noon-4pm (Eastern). Registration for all prospective psychology graduate students is FREE, and psychology graduate programs that wish to recruit at this event can register for a modest fee.

The APA Psychology Graduate School Fair virtually connects recruiters for graduate psychology programs with a diverse group of students. The Fair is open to all graduate psychology degree granting

institutions in the U.S. and Canada, and all areas of psychology are encouraged to participate. Participating graduate schools will be able to contact registered students both before and after the event to distribute information about their program or to arrange meetings with prospects at the event.

Psychology Teacher Network: March 2024

Visit [here](#) to read the most recent issue of *Psychology Teacher Network*, which is published by APA's Education Directorate:

- The market-ready psychology major: Skills-focused resources for psychology instructors
- Lessons learned: The joys and challenges of trying to transform introductory psychology
- Can you be a pedagogical influencer? Using social media to increase learning
- Engage your students with the history of psychology

Psychology Student Network: February 2024

[Click here](#) (and share this link with your students!) to read the February 2024 and past issues of the *Psychology Student Network*, published by APA's Education Directorate.

BEA Training Innovation Grants

The [BEA Grant for Innovation in Career and Professional Skill Development for Psychology Graduate Students, Interns, and Postdoctoral Trainees/Scholars](#) supports psychology departments and programs in developing new and innovative practices to support career and professional development. **The deadline is April 2, 2024.**

Distinguished Scientific Awards

Submit your nomination by **March 15, 2024** for the [APA Distinguished Scientific Contribution Award](#) and the [APA Distinguished Scientific Award for the Applications of Psychology](#). Applications for the [APA Distinguished Scientific Award for an Early Career Contribution to Psychology](#) are **due June 1, 2024**.

Science Training Sessions

APA offers [free science training sessions](#). Upcoming sessions are on Indigenous knowledges and methodologies in psychology, social network analysis, and factor analysis. Watch recordings of past training sessions [here](#).

DIVERSITY AND INTERNATIONAL RELATIONS

Contribute to a *ToP* Special Issue on Disability Education

A team from the [Disability Advocacy and Research Network](#) is editing a special issue of *Teaching of Psychology* on [Creating an Anti-Ableist Psychology Curriculum and Teaching Environment](#). Consistent with our [Mission Statement](#) and the [Statement on Addressing Systemic Racism and Inequity in STP](#), we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

Click [here](#) for more information. **The deadline for submissions is March 15, 2024**

Join STP's Affinity Groups

STP has developed several [Affinity Groups](#) to connect teachers of psychology to others who share their identities and experiences. Click on the link above to join an existing group or to suggest others.

Institute for Academic Feminist Psychologists

Early and mid-career feminist academic scholars in psychology (or related fields) are eligible to apply to attend the Society for Psychology of Women's (APA Division 35) [Institute for Academic Feminist Psychologists](#) on June 18-20, 2024 in Philadelphia, PA, prior to the SPSSI convention. The goal of the Institute is to help ABD/pre-tenure/post-doc/recently tenured (5 years or less) academics network and add to their skill set so that they can successfully achieve tenure and build sustainable, meaningful careers. **Applications are due March 18, 2024.**

International Conferences

European Congress on Positive Psychology

The [European Conference on Positive Psychology](#) is scheduled for July 10-13, 2024, in Innsbruck, Austria. **Early Bird Registration ends March 15, 2024.**

PLAT 2024 in India

by Aneesh Kumar, Christ University, India

STP is sponsoring the [International Conference on Psychology Learning and Teaching](#) (PLAT-2024) on August 1-3, 2024, at CHRIST University, Bengaluru, India. The conference organisers invite all STP

members to attend. The conference is organised by the Department of Psychology, CHRIST (Deemed to be University), and is sponsored by the Society for the Teaching of Psychology (STP), Division 2 of the American Psychological Association (APA), and the International Council of Psychology Educators Incorporated (ICOPE Inc). The conference will examine methods and developments in psychology education locally and internationally.

Early Bird Registration has been extended to March 15, 2024

The conference organising committee and the faculty of the Department of Psychology at Christ University, Bengaluru (Bangalore), India, look forward to welcoming psychology educators from across the globe. The conference aims to document best practices in psychology teaching, learning and assessment, promote research-informed and evidence-based teaching and learning practices in psychology, and foster collaboration and build a network among psychology educators. The broad range of programming includes keynotes, symposia, workshops, panel discussions and paper presentations. More details about the conference and call for papers can be found [here](#).

International Perspectives on Psychology Learning and Teaching

ASIA PLAT CONFERENCE 2024

1-3 August 2024 | Bengaluru, India

Organised by
Department of Psychology
CHRIST University, India

Our Academic Partners

Teaching Psychology Special Interest Group
MEPA MIDDLE EAST PSYCHOLOGICAL ASSOCIATION
International Union of Psychological Science
UNIVERSITY of the WESTERN CAPE
STEINBEIS UNIVERSITY
Schools of Best Practices

Scan for Registration
icplt.christuniversity.in
iplat.conference@christuniversity.in

GRANTS AND AWARDS

Mentorship of Teachers Award Recipient

by Seungyeon Lee, the Chair of Mentorship of Teachers Award Committee

We are pleased to announce that this year's recipient of STP's Mentorship of Teachers Award is Dr. Jordan Wagge, PhD, a Professor and Chair of Psychology at Avila University, in Kansas City, Missouri, where she teaches courses related to research methods, statistics, and cognitive psychology, with the occasional side quest to teach special topics courses such as Teaching of Psychology. Dr. Wagge also serves as the Executive Director for the Collaborative Replications and Education Project (CREP). CREP's mission is to provide training, support, and professional growth opportunities for students and instructors completing replication projects while addressing the need for replications of highly cited effects in psychology. Her current research involves student replications mentored through CREP, studying the effectiveness of CREP as a learning tool, the practices and obstacles related to teaching open science in the curriculum, and documenting the ways in which scholarly works in the field discuss the relationship between body weight and health. Dr. Wagge lives in Kansas City with her two young kids, spouse, pets, and doesn't have "hobbies" so much as a series of very strange hyperfixations. The most interesting thing about her is probably the way she is surrounded by the absolute best friends, family, and mentors, sort of how a hole is surrounded by a doughnut. Please join us in celebrating her accomplishments at the awards ceremony this October at STP's Annual Conference on Teaching (ACT)!



Deadlines for STP Grants, Awards, and Workshops

Click [here](#) for a full list of STP's grant, award, and recognition programs and their upcoming deadlines. Consistent with our [Mission Statement](#) and the Statement on [Addressing Systemic Racism and Inequity in STP](#), we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences. These opportunities are restricted to current STP members only, so [join or renew now](#) if you're not a member!

Travel Grants for Graduate Students, Early Career, and High School Teachers

As you can see in the grid below, there are upcoming deadlines for several of STP's travel grants, which support high school teachers, early career teachers of psychology, and graduate students to attend teaching-oriented conferences. Please visit the links for more information about these opportunities.

Keynote Presenter Grants

Formerly known as Conference Speaker Grants, these grants provide support to conference coordinators for travel for a keynote presenter. Click the link below for more information.

SoTL Workshop Applications

Click the link below to learn more about the SoTL Workshop, held in conjunction with the Annual Conference on Teaching.

DEADLINE	STP's PROGRAMS
APR 1	<ul style="list-style-type: none">• Keynote Presenter Grants• High School Teacher Travel Grants
MAY 3	<ul style="list-style-type: none">• Early Career Travel Grants
May 31	<ul style="list-style-type: none">• Scholarship of Teaching and Learning Workshop Applications
June 15	<ul style="list-style-type: none">• Graduate Student Travel Grants

MEMBERSHIP

Join/Renew STP Through 2024

STP is processing new memberships and renewals for now through the 2024 calendar year.

[Join now](#)

JOIN STP: Click [here](#) to join. You will receive immediate access to online member benefits including online access to STP's journal, *Teaching of Psychology*, through December 31, 2024.

RENEW IN STP: Visit [here](#) for instructions on how to renew. The process differs for APA members and non-APA members.

Current STP Service Opportunities

Visit [here](#) for current openings in STP Consistent with our [Mission Statement](#) and the [Statement on Addressing Systemic Racism and Inequity in STP](#), we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

- [Contribute to a ToP Special Issue on Artificial Intelligence and Teaching](#) (Deadline: March 15, 2024)
- [Contribute to a ToP Special Issue on Disability Education](#) (Deadline: March 15, 2024)
- [Chair, Partnerships Small Grants Committee](#) (Deadline: April 1, 2024)
- [Chair, Mentorship of Teachers Award Committee](#) (Deadline: April 1, 2024)
- [Chair Civic Engagement Award Committee](#) (Deadline: April 1, 2024)
- [Director, STP Programming at SPSP](#) (Deadline: April 15, 2024)

GSTA Corner

GSTA Goals for 2024

by Lauren Girouard-Hallam, GSTA Chair

The GSTA is excited to return in 2024 for all your graduate student teaching assistant (or instructor of record) needs. We wanted to start this year's Corners by highlighting some of the goals that we discussed in our February GSTA meeting, our first meeting of this calendar year.

Goal One: *To support graduate student teaching needs through virtual outreach events.*

New this year, we plan to offer one or more opportunities to engage with experts on higher



education teaching and learning. In parallel with STP President Loretta McGregor's Presidential Initiative for 2024 ("Cultivating the Next Generation of Psychology Educators"), while these virtual sessions will be intended primarily for graduate students, they are open to any interested educators or educators-in-training, including undergraduate teaching assistants.

Our first workshop will be led by Skyler Mendes, former chair of the GSTA and recent Wilbert J. McKeachie Award for Teaching Excellence winner. The workshop will focus on how we can leverage the science of learning to meet the needs of students in the classroom. Date, time, and official announcements about the event will follow shortly, so stay tuned for more information!

Goal Two: *To build a community of graduate student teacher-scholars interested in honing their pedagogical skills.*

We would love to connect with more graduate students this year than ever before, and to accomplish this, we will be focusing our efforts on two main initiatives: First, we plan to distribute a survey to current graduate students about when, where, and how they teach, and what sorts of mentorship or opportunities they are looking for in relation to their teaching. Second, we plan to build opportunities for current graduate student members of STP to engage with one another and ask questions, swap tips, or even just share teaching related news and updates. We're still brainstorming what form(s) this might take but are looking forward to bringing you more opportunities to connect soon.

Goal Three: *To grow the current GSTA group by bringing on new committee members.*

We're currently looking for individuals interested in joining the GSTA in the 2024 year and look forward to introducing new members soon. Stay tuned for more information on how to apply releasing in mid-March!

The GSTA is looking forward to a new year of opportunities to serve STP's graduate students.

Follow GSTA on [X \(@gradsteachpsych\)](#) and [Facebook \(groups/theGSTA\)](#), check out past entries for the [GSTA Corner](#), or write to us at gsta@teachpsych.org. Learn more [here](#).

STP's Social Media Networks

STP's Membership Communication Committee oversees STP's [X](#), [Facebook](#), and [Instagram](#) accounts. STP also maintains two [Listservs](#).



ECP Corner

Mid-Course Pivot

For those on the semester schedule, March can signify the half-way point in the semester. At this stage, you may have a better feel for your students and how your class is unfolding. Hopefully, things are going well, and your carefully planned classes are proceeding smoothly. However, we recognize this may not be the case. Perhaps you've received feedback from students indicating that your learning goals aren't being reached, or maybe you're recognizing that your current students aren't engaging in activities the same ways as prior classes. These may be signs to make a pivot.

Mid-semester pivots can range in size and can occur for both positive and negative reasons. Regardless of the reason or amount of change, pivoting can feel daunting. Yet it is normal for instructors (especially early career!) to make changes mid-course. Below, members of the ECP committee share the times they have needed to make a mid-semester pivot.

Amanda: I teach an introduction to open science course, which is typically a small class for upper class students. In one unit, students were learning about reproducibility, and had an assignment to reproduce the analyses from a paper of their choosing. I had told students they could use any analysis software they wanted, provided they were comfortable enough to use it on their own. Most of the students opted to use R, as it was similar to the example I had shown in class. However, as I found out in their weekly reflections, they did not have the R background to accomplish this task and were becoming anxious. Rather than continuing with our syllabus-scheduled content, I decided to use the next class to discuss the concerns students had, explain some of the key pieces they would need (e.g. changing the data's file path to match their computer), and we ended up having a nice discussion about what to look for when trying to reproduce analyses. Though we did not cover the next topic in as much detail, I think our detour helped students learn more about research workflows.



Vishal: This semester, I am teaching a graduate level course called Cognitive and Affective Aspects of Behavior. In our program, faculty administer a brief survey during Week 6 (out of 16) for an early feedback check-in on how the class is going. This semester is my second time teaching the class, so I worked on making a lot of changes from last year to this year. While I felt good about these changes, the early feedback check-in gave me a sense about how students felt. One common theme that they expressed was that the integration of research articles into the class felt a little more daunting than they thought, but this is a very important part of graduate training. To respond to this, I started developing reading guides and asking more review questions in class, so that I can get a real-time sense of how students are taking in the (somewhat denser) readings. I think that this



has helped the students engage with the readings more and understand them better.

Dina: Early in my teaching of a course on Positive Psychology, I got feedback from students that the amount of material they needed to know well enough to apply for the midterm exam was overwhelming, and their performance suffered as a result. I thus gave students the chance to explain all the right answers to the questions they got wrong to improve both their learning and their grade by earning partial credit back. This pivot was so successful that I now use this recursive assessment approach for most big assignments because it noticeably reduces students' test anxiety and improves their performance. I have also learned to have 2 midterms to reduce the amount of material assessed in each, and typically drop the lowest score to reduce test anxiety.



Maria: I teach a third-year course called Stereotypes, Prejudice, and Discrimination. Recently, we had a class topic on Racism and one of the students was really interested in the colorblindness vs. the multiculturalism ideology. Although this is a great topic, we were not directly covering these ideologies in the class. I rave what I called the "Cliffs Notes" in class about the history of the colorblindness approach. It was at some point believed to be a good approach. I then summarized that the literature has generally been in favor of the multiculturalism approach and added that there are caveats to the multiculturalism approach as well which have been overlooked until recently. I also told students that this is a larger discussion and that I would be happy to have a more in-depth chat one on one after class. After that class, I posted a couple of references for the entire class in the supplementary section for folks interested in reading more about what I briefly mentioned in class yesterday. I think this was an effective method at moving the class along while validating the students' curiosity and letting them know that they have been heard. I even had several other students in the course reach out to me about the resources I posted expressing their excitement about the materials (even though none of them were personally the student that originally posed the question in class)!



Sincerely,

Your STP Early Career Psychologists Committee:

Dina Gohar, Ph.D.
Maria Iankilevitch, Ph.D.
Ciara Kidder, Ph.D.
Vishal Thakkar, Ph.D.
Amanda Woodward, Ph.D.

For regular updates on ECP activities

Follow us on [Twitter/X](#) (@STP_ECP) and [Facebook](#)
ECP [Slack](#) Account

Email us at: stp-ecp@teachpsych.org

Visit our [STP website](#)

Do you have a Question for us? [Fill out our form.](#)


Membership Committee News

Hello STP Members!


We wanted to share a few STP numbers with you this month!

STP IN NUMBERS

Data as of 2/2024
Find out more about STP here:
<https://teachpsych.org/about>



OUR MEMBERS!




- 2,742 active members (paid since 2/1/24; dues of \$25 or less*)
- 46 countries represented
- *see membership fee categories
- 20 members have received an APA Presidential Citation in the past 10 years!

STP RESOURCES FOR YOU!

- 6 categories of STP resources for teachers - including Project Syllabus
 - 323 syllabi posted in project syllabus for 37 topics/courses
 - 12 new syllabi posted in 2023
- Over 50 e-books published so far!
 - Average page views is about 4/hour
 - in 2023, our most popular book received 20,236 views, it was "In Their Own Words"

Don't forget to renew your membership!
<https://teachpsych.org/join>
Coming soon: Gifting membership opportunity!



See the leftmost column for our newest STP Member Spotlight! Would you like to be featured next? If so, fill out this friendly form! We will randomly select members to highlight as they share their STP experiences. We hope to see you in a future column!

ToP OnlineFirst Articles

STP membership includes online access to the journal, *Teaching of Psychology*, on the SAGE Publishing website, which includes OnlineFirst articles. STP Members: Click [here](#) (requires login) to be redirected to the portal (requires login) for access to ToP's home page on the SAGE Publishing website.



Recent OnlineFirst articles include:

- Analysis of Psychology of Religion Content in Introductory Psychology Textbooks
- Availability and Perceived Importance of High-Impact Practices for Psychology Graduate Program Admission

Member Spotlight!

Alison Heinhold Melley, Ph.D.
Associate Professor
R1, Teaching Focused Institution

Years Teaching: 11



Number of years as an STP member:

The website says August 2008
but I'm not sure I believe it :-)

HOW DID YOU LEARN ABOUT STP?



I think I stumbled on it when I was first adjuncting and looking for teaching help online - the ToPIX wiki was my gateway.

WHAT DO YOU MOST APPRECIATE ABOUT STP?



The generosity of the members.

FAVORITE STP RESOURCE ?
PsychSessions Podcast!



RECENT CONFERENCES: ACT, APS, PsychOne, TiP
BIGGEST CONFERENCE TAKEAWAY?



I always come away feeling filled up and inspired. Teaching is a solo endeavor made do-able by a strong community.

Don't forget to renew your STP membership!

<https://teachpsych.org/join>



And check us out on [STP Facebook](#) or [Twitter @teachpsych](#)

PROGRAMMING

Regional Psychology Conferences

See dates below related to regional conference programming in 2024. We encourage you to support and attend STP teaching programming at regional conferences! If you have questions about STP regional conference programming, please feel free to email regional-conference@teachpsych.org.

- **Southeastern Psychological Association (SEPA)**
March 13-16, 2024, Orlando FL
- **Southwestern Psychological Association (SWPA)**
March 28-30, 2024, San Antonio, TX
- **Rocky Mountain Psychological Association (RMPA)**
April 11-13, 2024, Denver, CO
- **Midwestern Psychological Association (MPA)**
April 18-20, 2024, Chicago, IL
- **Western Psychological Association (WPA)**
April 24-28, 2024, San Francisco, CA
- **New England Psychological Association (NEPA)**
October 26, 2024, Springfield, MA
Proposal Deadlines: Aug 1 & Sep 15, 2024
- **Eastern Psychological Association (EPA)**
March 6-8, 2025, New York, NY

Teaching Conferences

- **MAESTRO Psych Conference**
April 12, 2024, Arnold, MD
- **TIP Northwest**
April 26, 2024, Seattle, WA
- **APS-STP Teaching Institute**
May 22-23, 2024, San Francisco, CA
- **Psychology ONE**
June 27-28, 2024, Durham, NC
- **Neuroscience Teaching Conference**
July 17-19, 2024, Winston-Salem, NC
Proposal deadline: March 25, 2024
- **Northeastern Conference for the Teaching of Psychology (NECTOP)**
October 25, 2024, Springfield, MA
Proposal deadline: September 1, 2024

2024													
JANUARY							FEBRUARY						
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7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29		
MARCH							APRIL						
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MAY							JUNE						
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19	20	21	22	23	24	25	22	23	24	25	26	27	28
26	27	28	29	30	31		29	30	31				

2024 APS-STP Teaching Institute

The APS-STP Teaching Institute will be held May 22-23, 2024, ahead of the APS 2024 Convention in San Francisco, CA. The TI will feature a workshop on supporting undergraduate career readiness on Wednesday evening; plenaries on open educational resources, teaching disability as diversity, and play and teaching on Thursday; as well as concurrent talks and posters (plus STP-sponsored talks on belongingness and the latest science on sex and gender on Friday of APS). See the full agenda [here](#).

New this year, we are offering a Letter of Participation to be included in teaching portfolios, annual reviews, and promotion dossiers!

Register for the convention and the Teaching Institute (or the TI alone) [here](#). Early bird registration ends April 10 and regular registration ends May 8.

Please direct questions to Molly Metz, Director of Programming, at aps-conference@teachpsych.org

MAESTRO Psych Conference

The inaugural **Mid-Atlantic Educators of InTRO Psych (MAESTRO) Conference** will occur Friday, April 12, 2024, 9:00am-4:30pm Eastern, in Arnold, MD. Teaching demonstrations, small-group discussions, and a keynote speaker (Dr. Dana S. Dunn) will inspire you and give you concrete tools and ideas you can take directly back to your classrooms. **Proposals may be submitted** at any time, but highest priority will go to those who submitted in February.

Neuroscience Teaching Conference

The **Neuroscience Teaching Conference** will occur on July 17-19, 2024, in Winston-Salem, NC. This year's theme is "Neuroscience and Society." **Proposals are due by March 25.**

TIP Northwest

Teaching Introductory Psychology (TIP) Northwest will take place on April 26, 2024, in Seattle, WA. Our theme this year is "Building Bridges: Psychology's Role in a Connected World." The keynote speaker is Dr. Melissa Beers.



Psychology ONE

The **Psychology ONE** conference connects instructors who teach the introductory psychology course. It will be held on June 27-28, 2024, at Duke University.



RESOURCES

"This is How I Teach" Blog

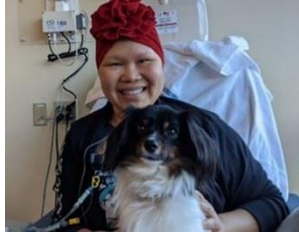
The "This is How I Teach" Blog features STP members who describe how they teach and who they are – both inside and outside of the classroom. Albee Mendoza, Delaware State University, is the most recent contributor.

We'd love to hear from you! Visit the [blog web page](#) to learn how to submit a post.

Resources from Other Organizations

PsychSessions: APA Guidelines Task Force

E193: An Interview with Members of the APA Guidelines 3.0 Task Force



In this episode Eric interviewed six individuals from the American Psychological Association's Guidelines 3.0 Task Force ([link to the Guidelines](#)), including Jane Halonen (Chair), University of West Florida, Dave Kreiner, University of Central Missouri, Karen Naufel, Georgia Southern University, Garth Neufeld, Cascadia College, Susan Nolan, Seton Hall University, and Aaron Richmond, Metropolitan State University-Denver. A host of topics are addressed during this group discussion, including (a) how the group worked together, sometimes with challenging topics, (b) how the rollout of Guidelines 3.0 was planned, (c) the development of U.S.-based standards but also welcoming of international participation and input, (d) a look-ahead conversation about Guidelines 4.0, and (e) a conversation about how Guidelines 3.0 might be used, directly or indirectly, in our courses.

STP is a proud sponsor of PsychSessions.

REGISTER FOR ACCESS TO RESOURCES FROM THE ANNUAL CONFERENCE ON TEACHING 2023-2024

STP members who already registered for either the Annual Conference on Teaching (ACT) On Location (Portland, OR, October 6-7, 2023) or ACT Online (February 12-16, 2024) have access to resources from both events until October 1, 2024. To gain access, locate the record of your registration and click on the link.

If you have not yet registered, you may do so now to gain access to those resources. If you are not yet an STP member or have not yet renewed in 2024, you will first need to [join/renew in STP](#). You may then register [here](#).

The following pages provide information on the resources that are available for registrants until October 1, 2024.

Thanks to Our Sponsors

The 2023/2024 Annual Conference on Teaching is presented with the generous support of our sponsors. Please click on the logos below and consider using their products and services in pursuit of your own teaching excellence.

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Schedule for ACT Online

Here is a record of the schedule for ACT Online. Registrants have access to resources and recordings of 15 of the sessions that occurred on February 15 and February 16.

virtual conference schedule at a glance

2024 ANNUAL CONFERENCE
ON TEACHING: ONLINE

MON. FEB. 12

All Day

On-Site Recordings
Found on the ACT Website

TUES. FEB. 13

All Day

On-Demand Posters
Found on the ACT Website

WED. FEB. 14

All Day

On-Demand Symposia
Found on the ACT Website

THURSDAY FEB. 15

11:00-12:30pm
(EST)

Opening Session & Keynote Address
from Kevin Gannon
Main Zoom Room

12:45-1:30pm
(EST)

The International Collaboration on
Undergraduate Psychology Outcomes:
Competences in Context
Zoom Room A

The New APA Principles for Quality
Undergraduate Education in Psychology:
What They are and Tips for Implementation
Zoom Room B

1:45-2:45pm
(EST)

Lunch and Participant Idea Exchanges
Main Zoom Room

3:00-3:25pm
(EST)

Come Watch with Me: Blending Synchronous
with Asynchronous to Enhance Learning and
Sense of Belonging
Zoom Room A

"ChattieG Writes Better than Me": Using ChatGPT
to Develop Critical Thinking, Feedback Literacy and
Communication Skills in Undergraduate Psychology
Zoom Room B

3:35-4:00pm
(EST)

When Art and Psychology Intersect: Utilizing
Art Activities to Illuminate Psychology
Zoom Room A

Teaching Mindfulness-based Stress
Reduction: An Innovation Approach for
Student Well-being and Success?!
Zoom Room B

4:10-4:30pm
(EST)

ACT Steering Committee
Closing Remarks
Main Zoom Room

FRIDAY FEB. 16

11:00-11:45pm
(EST)

What Andragogy Doesn't Teach Us: Strategies
for Greater Understanding and Empathy towards
Nontraditional and First-generation Students
Zoom Room A

Should We Ask Students to Call Us by Our
Title or Our First Names?: Instructor Policies
and Student Perceptions
Zoom Room B

12:00-1:00pm
(EST)

Lunch and "Live from Online"
Teaching Demos
Main Zoom Room

Affinity Group
Meet Up
Main Zoom Room Breakouts

1:15-1:40pm
(EST)

The Connection Between High-Impact
Practice (HIP) Involvement and Psychology
Graduate School Admission Success
Zoom Room A

Hunt the Good Stuff: The Influence of
Positive Journaling for Reducing Negative
Thinking Patterns for College Students
Zoom Room B

1:50-2:15pm
(EST)

Critical Consumption and Production of
Psychological Information
Zoom Room A

Pathways of Engagement and Motivation:
Supporting First-Year Students Through a
Learning Strategies Workshop
Zoom Room B

2:20-2:30pm
(EST)

ACT Steering Committee
Closing Remarks
Main Zoom Room

ZOOM ROOMS

MAIN ROOM

Click here or
982 5175 8983

ROOM A

Click here or
870 507 9746

ROOM B

Click here or
775 645 4079



STP News (Volume 27 Issue 3) March 2024

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Audio Recordings from ACT On Location

These recordings occurred during the on-site Annual Conference on Teaching in Portland, OR, October 5-7, 2023.

Conference Remarks

Opening Remarks

Lindsay Masland, ACT Director

Presentation of Annual STP Awards

STP Leadership

STP Executive Committee Updates

Diane Finley, STP President and Professor, Prince George's Community College

Recognition of Service

STP Leadership

Closing Remarks

Lindsay Masland, ACT Director

Keynote Addresses

Sharing Our Stories: The Road Not Taken (Friday 8:45 am - 9:45 am)

Diane Finley, STP President and Professor of Psychology, Prince George's Community College

No Good Deed Goes Unpunished: Stories and Advocacy Tips from the Front Lines of Inclusive Teaching

Leslie Berntsen, Director of Education and Research at The Story Collider

Symposia and Workshops

What Will Students Remember 5 Years After the Course is Over? Developing a Large-scale Scale Collaborative SoTL Project

Jordan D. Troisi, Stephen L. Chew, Andrew N. Christopher

Roadblocks and Speed Bumps in Communicating the Science Behind Retrieval Practice

Megan Sumeracki, Cynthia L. Nebel, Carolina Kuepper-Tetzel, Althea Need Kaminske

Tales From the Crypt: Redesigning Intro Psych Horror Stories (and Successful Ones)

Regan A. R. Gurung, R. Eric Landrum, Garth Neufeld

Lessons Learned from a Semester of Empowering Students to Use Data for Justice

Timothy J. Valshtein

Were Lady Gaga and Bradley Cooper In Love? A Correspondence Bias Module Reveals All

Neil Lutsky

Employableskills.com 2.0: A Multi-faceted Resource for Skill Development

Natalie J. Ciarocco, David B. Strohmets

Rise of the Machine: The Crisis, Promise, & Potential of AI in the Classroom

Joseph J. Slade, Stephanie M. Byers, Kathryn A. Becker-Blease, Regan A. R. Gurung

Emphasizing Skills Across Psychology's Core Courses: A Joint Working Group Update

Ashley Waggoner Denton, Janet Peters

On-Demand Recordings and Posters

Registrants have access to 41 pre-recorded presentations and 47 online posters. Below is a sample of the presentations available for viewing.



Buffering Against the Effects of Stereotypes and Improving Self-efficacy in Introduction to Statistics

[Daniel Storage](#)



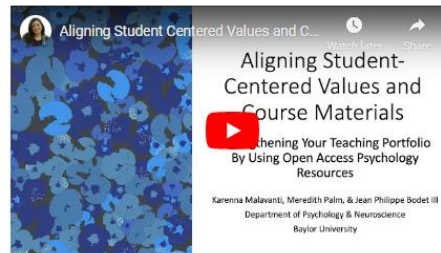
Integrating Academic Service-Learning into Online Courses

[Eleni Pinnow, Katelyn Baumann, Kenna Bolton Holz](#)



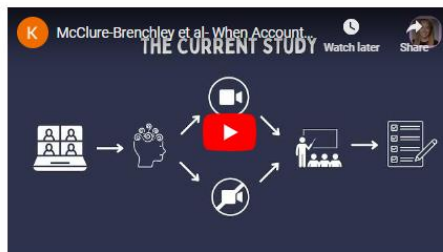
Dismantling Hierarchies in the Classroom: Student-Centered Methods for Decolonizing Psychology Teaching and Research

[Pamela LiVecchi, Emese Ilyés, Mayowa Obasaju, Karla Batres](#)



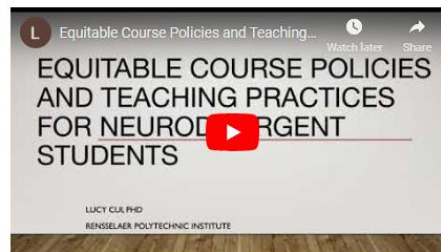
Aligning Student-Centered Values and Course Materials: Strengthening Your Teaching Portfolio By Using Open Access Psychology Resources

[Karenni Malavanti, Meredith Palm, and Jean P. Bodet III](#)



When Accountability Becomes Cognitive Overload: How Synchronous Online Course Policy Can Impede Learning for Body-Conscious Students

[Kimberly J. McClure-Brenchley, Sara G. Goodman, Titum A. Smith](#)



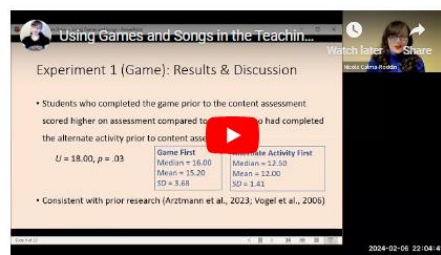
Equitable Course Policies and Teaching Practices for Neurodivergent Students

[Lucy Cui](#)



Using Games for Sustained Attention During Lecture and Engagement for Exam Review

[Brandt Brace, Lucy Cui](#)



Using Games and Songs in the Teaching of Psychology

[Nicole Calma-Roddin](#)