

SETOP 2016 SESSIONS AND ABSTRACTS (as of January 28, 2016)

<p>FRI 03/04/2016 8:30am - 10:30am Pre-Conference Workshop: Advising Strategies to Promote Occupational Success in Job-Seeking Psychology Majors Drew Appleby, Indiana University Purdue University Indianapolis</p>	<p>This workshop serves three purposes. The first is to make participants aware of the seven categories of job skills that employers value in college graduates during the hiring process, and whose presence produces positive on-the-job consequences (e.g., promotions or new job responsibilities) and whose absence produces negative on-the-job consequences (e.g., reprimands or termination). The second is to provide participants with academic advising strategies to help their students take advantage of both their curricular and extracurricular opportunities to acquire these skills. The third is to engage participants in an activity in which they will create additional advising activities to facilitate the development of these skills.</p>
<p>FRI 03/04/2016 11:00am - 12:00pm The W. Harold Moon Invited Address: Passion for Academic Activities: Does It Matter, and What Can We Do About It? Bryan Saville, James Madison University</p>	<p>Our students often come to us and ask for career advice. Should we tell them to "follow their passions?" Or is this idea silly? Some, like Steve Jobs, argue that "doing what you love" is the key to career success; others argue that this is only a pipe dream. In this talk, I will discuss the concept of passion along with some recent psychological research showing that passion for academic activities can associated with good, bad, and even ugly outcomes. In addition, I will discuss some things that teachers might be able to do in the classroom to increase their students' passion.</p>
<p>FRI 03/04/2016 12:00pm - 1:00pm Lunch</p>	
<p>FRI 03/04/2016 1:15pm - 2:15pm Mindfulness in the Undergraduate Classroom Amanda Grieme Bradley, Trevecca Nazarene University</p>	<p>This presentation is an overview of the use of mindfulness techniques in an undergraduate counseling course. Participants will have the opportunity to discuss the following concepts related to this teaching practice: relevance, ethical considerations, and effectiveness in meeting course goals. This presentation will include discussion and experiential activities.</p>
<p>FRI 03/04/2016 1:15pm - 2:15pm Testing Our Beliefs about Testing Jeffrey Holmes, Ithaca College</p>	<p>Most people dislike tests which makes them an easy target for criticism. Given the controversial history of mental ability testing, it is unsurprising that many people see tests as inherently flawed instruments - and even tools of social injustice that deny people the opportunity to reach or display their full potential. This presentation will include an examination of several core testing debates including those pertaining to the validity of intelligence tests, the association between SAT scores and academic performance, and the value of multiple-choice testing. As is so often the case in psychology, many common beliefs square poorly with empirical evidence.</p>
<p>FRI 03/04/2016 1:15pm - 2:15pm Teaching an Integrative Behavioral Research and Statistics Course for Psychology Majors Rebecca Pliske, Dominican University Tracy Caldwell, Dominican University</p>	<p>We teach a two-semester series of intensive (six contact hours per week) behavioral research methods courses with an integrated statistics curriculum. Our approach includes the use of team-based learning, authentic projects, and Excel and SPSS. We assessed the effectiveness of our approach by examining our students' content area scores on the Area Concentration Achievement Test (ACAT) for psychology; on average, our students scored significantly higher on the experimental methods and statistics content areas than the national norm. In this session we will share examples of class activities we have developed for this integrated research and statistics curriculum.</p>

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<p>FRI 03/04/2016 1:15pm - 2:15pm Teaching Psychology in Study Abroad Programs: Linking Learning to the Culture of the Country</p> <p>Ginny Zhan, Kennesaw State University</p>	<p>Study abroad is gaining more prominence among college students as the world around us is becoming increasingly more globalized. An integral part of these programs, academic teaching/learning contributes tremendously to their success. I've taught psychology courses in several study abroad summer programs that ranged from 18 days to five weeks. Over the years I've studied, explored, and experimented with ways to take advantage of "the real world" learning environment in teaching the course content. I will share my positive experiences and show examples of how to enhance the course materials by linking them to the unique culture of each country.</p>
<p>FRI 03/04/2016 2:30pm - 3:30pm Teaching Human Development Across Disciplines: What Should Students Know and Do?</p> <p>Karen Brakke, Spelman College</p>	<p>Human Development courses are often offered through psychology departments but serve students from a variety of majors. In this interactive session, we will discuss the challenges of teaching developmental science across different institutional contexts and the potential value of developing guidelines and other resources for teachers of these courses. Attendees will be asked to contribute their thoughts on how and what kind of guidelines and resources might be useful for national distribution.</p>
<p>FRI 03/04/2016 2:30pm - 3:30pm Creating Change: Examples of Action Teaching and How to Apply it in Your Classroom</p> <p>Irene Daboin, Georgia State University Ashlyn Swartout, Georgia State University</p>	<p>Action teaching refers to a style of instruction that aims to help students learn and understand specific material while also addressing an important societal issue and promoting the greater good. In this way, action teaching is a practical and community-minded way to bring lessons to life in a manner that motivates students and peaks their interest. This interactive presentation, based on data and student responses from an example in a Human Sexuality course, will help instructors develop an understanding of this teaching strategy and come up with their own ideas on how to apply action teaching in their own courses.</p>
<p>FRI 03/04/2016 2:30pm - 3:30pm Using the Power Balance Wristband to Improve Students' Research-Design Skills</p> <p>Tim Lawson, Mount St. Joseph University Ginnette Blackhart, East Tennessee State University Brooke Gialopsos, Mount St. Joseph University</p>	<p>We describe an exercise involving the Power Balance Wristband (PBW) designed to enhance students' ability to design scientific tests. An instructor demonstrated that the PBW improved a student's balance, strength, and flexibility and invited students to design and conduct a brief scientific test of the PBW. Research-methods students who participated in the exercise significantly improved their ability to design scientific tests of the PBW and another pseudoscientific practice (i.e., Healing Touch); control-group students showed no improvement. Incorporating this exercise into courses has the potential to not only improve students' critical thinking about pseudoscience but also improve their research-design skills.</p>
<p>FRI 03/04/2016 2:30pm - 3:30pm The Working Alliance between Student and Teacher: Theory, Evidence, and Applications</p> <p>Daniel Rogers, Kennesaw State University</p>	<p>The working alliance has proven to be a valuable tool for researchers studying treatment processes and for mental health professionals facilitating change. The working alliance is also gaining traction as useful concept for understanding change processes in educational contexts. In this session, we will explore the theoretical and empirical bases for applying the working alliance concept to teaching and learning. We will also consider direct applications of the concept to student-teacher interactions, including the assessment of and strategies for enhancing the working alliance.</p>

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<p>B. LaConeyea Butler Legacy Symposium</p> <p>Karen Brakke, Moderator, Spelman College</p> <p>PRESENTERS</p> <p>Rihana S. Mason, Emmanuel College</p> <p>J. Celeste Walley-Jean, Clayton State University</p> <p>Teanise Latham Davis, Morehouse College</p>	<p>The late B. LaConeyea Butler was a longtime Spelman College faculty member who attended every SETOP meeting through 2014, when she retired. This symposium honors her legacy with presentations by three of her former students who are now faculty members at different institutions. Presenters will discuss topics reflecting Dr. Butler's dedication to her students: establishing undergraduate research at a small college (Mason); teaching sensitive topics related to gender and sexuality (Walley-Jean); and incorporating service-based learning opportunities in undergraduate courses (Davis).</p>
<p>FRI 03/04/2016 3:45pm - 4:45pm</p> <p>Reducing Student Incivility in Your Classroom</p> <p>Lynn DiLivio, Mayville State University</p>	<p>Student incivility can be defined as disruptive and disrespectful intentional behaviors that can have a negative impact on teaching and learning. Research has found that the incidence of student incivility, ranging from sleeping in the classroom to threats against faculty, have increased in recent years. The purpose of this interactive session is to gain insight into this important construct by examining the factors that have contributed to the rise of student incivility and practical strategies to help psychology faculty reduce disruptive behaviors in their classroom.</p>
<p>FRI 03/04/2016 3:45pm - 4:45pm</p> <p>Integrating a Skills-Focus in Introductory Psychology</p> <p>Erin Hardin, University of Tennessee, Knoxville</p> <p>Rajiv Jhangiani, Kwantlen Polytechnic University</p>	<p>In this interactive presentation, we will challenge instructors of Introductory Psychology to think about how they can enhance students' learning, make their courses more engaging and relevant for more students, and make teaching even more fun for themselves by using the principles of backward course design to focus less on delivering course content and more on fostering the development of critical, bigger-picture skills. Although we will focus specifically on Introductory Psychology, many of our ideas and activities will be relevant in other courses as well.</p>
<p>FRI 03/04/2016 3:45pm - 4:45pm</p> <p>How Can We Teach Our Students to Write Effectively About Research?</p> <p>Stephanie Richman, Westminster College</p>	<p>One problem psychology teachers commonly face is that students do not understand how to write effectively about research, especially in literature reviews or introduction sections of their research papers. Their biggest weaknesses include understanding if the article is relevant and how to relate it back to their research project. This session will include brainstorming of learning objectives for students in our classes, specifically relating to writing about research. It will also include discussion of potential activities that could meet those goals, including some that I have created or used successfully in my classes.</p>
<p>FRI 03/04/2016 5:00pm - 7:00pm</p> <p>Friday Night Live and Cocktail Hour</p> <p>Drew Appleby, Moderator, Indiana University Purdue University Indianapolis</p> <p>PRESENTERS</p> <p>William Buskist, Auburn University</p> <p>Katherine Kipp, University of North Georgia</p> <p>Drew Morris & June Pilcher, Clemson University</p>	<p>Join us for cocktails as Drew Appleby moderates "Friday Night Live: Portable, Compelling, and Pedagogically Sound Classroom Demonstrations"</p>

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<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Exploring Congruence and Incongruence in Young Adult Attitudes & Behaviors in Human Sexuality: Teaching Strategies for Human Sexuality Courses</p> <p>Susan Allford, Lee University Chase Clinton, Lee University Bayley Roysdon, Lee University</p>	<p>Past research indicated sexual attitudes are not always directly related to sexual behaviors (Edger, 2012; Tobin, 2011). Past research investigated sexual attitudes and behaviors in both religious and secular settings. Data analysis revealed more congruency between the two for those surveyed in a secular setting (Carter et al., 2015). Current research seeks to better explain this discrepancy and offer particular teaching strategies to professors who teach courses such as Human Sexuality. We believe courses with topics of sexuality could best be taught by anonymously surveying and understanding the student's sexual attitudes and beliefs. Additional suggestions regarding research on sexual behaviors and attitudes will be discussed.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Teaching through Storytelling</p> <p>Sheryl Attig, TriCounty Technical College</p>	<p>We all love a good story and most of us tell many short stories to illustrate points when teaching. In this presentation you will learn how you can tell a long story one piece at a time throughout an entire chapter to keep students' attention and enhance memory for the material learned.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Inquiries Into Ineffective College and University Teaching</p> <p>Jessica Busler, Auburn University Claire Kirk, Auburn University Jared Keeley, Mississippi State University William Buskist, Auburn University</p>	<p>Although "excellence in teaching" has been a widely studied area in higher educational research, the qualities and behaviors that constitute ineffective college and university teaching have been almost entirely overlooked. To address this gap, we asked college students to create a "top 5" list of the characteristics/behaviors of their most ineffective teachers. Being disrespectful of students and using unrepresentative course assessments tied for the top ranking. These results pinpoint specific behaviors associated with ineffective teaching; we discuss steps teachers can take toward eliminating them for their pedagogical repertoires.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION The Influence of "Intrusive Emails" from Faculty on DFW Rates in Introductory Psychology Classes</p> <p>Sarah Cummins-Sebree, University of Cincinnati Blue Ash College Debra L. Frame, University of Cincinnati Blue Ash College</p>	<p>Student failure rates have become a problem for open-access, 2-year colleges whose students enter academically underprepared. Because intrusive advising is recommended to address this, we sent targeted weekly emails to students who exhibited poor academic behaviors (e.g. missing assignments, low exam scores, etc.) in Introductory Psychology courses to examine whether we could influence DFW rates compared to control groups. Preliminary results suggest that sending targeted emails did not decrease DFW grades, though it seemed like some improvements in student-professor connections occurred. Discussion will involve how this information can be used to determine reasonable expectations for faculty involvement in intrusive advising.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION The "True Life" Series: A Media Resource for Connecting and Teaching with Undergraduate Students</p> <p>Jacki Fitzpatrick, Texas Tech University</p>	<p>The poster will summarize the potential value of an MT series ('True Life' [TL]). TL is a documentary series; each episode features adolescents/young adults who are facing similar challenges (identity, relational, health, financial). TL focuses on socially relevant issues (McKenzie & Gross, 2014; Wilson, 2006), and research revealed that exposure to TL episodes was associated with less prejudice toward individuals with disabilities (Flynn & Louis, 2011). The use of TL documentaries is consistent with Vygotskian (1978) educational principles as well as parasocial processes (individual's connectedness to media-based others - e.g., Horton & Wohl, 1956; Fitzpatrick & Morgan, 2014).</p>

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<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Collaborative Research: An Outgrowth of Active Learning</p> <p>Susan Howell, Campbellsville University Cameron Schattt, University of Tennessee Chattanooga</p>	<p>During an activity in Susan's Gender Studies course, Cameron, one of her students, posed a question to his female peers: "Do you believe women will ever reach equality with men?" Their responses intrigued us and led to our implementing a study to explore the young adult perspective on attaining gender equality. Our completed research was published and became an assigned reading in the next Gender Studies course. Our presentation demonstrates faculty-student collaboration which arose organically from one class activity, culminated in a research project and publication, and ultimately provided a model of student initiative for other students on our campus.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Read Your Book! An Investigation of Student Textbook Reading and Perceived Importance</p> <p>Scott Hutchens, Stephen F. Austin State University Tiffany Culver, Sul Ross State University - Rio Grande College</p>	<p>The current study investigated student textbook reading and perceptions of its importance at Stephen F. Austin State University (SFASU) and Rio Grande College (RGC). College academic self-efficacy, entitlement, and study habits were also measured. The two institutions, in the southern United States, are in different geographic locations spanning over 400 miles. The institutions also consist of different student populations. SFASU, a large regional university, has an enrollment of nearly 13,000 students who are primarily from large cities (Houston, Dallas-Fort Worth) and East Texas. RGC is near the Texas-Mexico border and enrollment is over 5,000. The majority of the students are from Mexico and are ESL.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Practicum: A Service Learning Course in Psychology</p> <p>Saera Khan, University of San Francisco</p>	<p>Students often desire a hands on learning course delivering social support and care to vulnerable populations. Psychology Practicum is a service learning course for junior and senior undergraduate students in psychology. Students provide 100 hours of service to a community or mental health site in the local community. The course centers on professional development as well as an examination of what it means to serve others.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Organic, Virtual, and Reverse Mentoring: Growing and Tending Your Mentoring Networks</p> <p>Katherine Kipp, University of North Georgia</p>	<p>This interactive session introduces three models of mentoring: organic, virtual, and reverse mentoring. Information includes theoretical background, practical applications, and effective use of each model. In activities creating graphic representations of each model, participants explore their existing mentoring networks and identify areas for growth. Participants also engage in small-group discussion about the challenges or obstacles they face in expanding their mentoring networks. A basic premise is that everyone can benefit from thinking objectively and creatively about their mentoring networks, therefore, the session is appropriate for everyone.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Teaching Empathy for Schizophrenia Using Immersive Experiences</p> <p>Dana Leighton, Southern Arkansas University</p>	<p>One goal of my undergraduate Abnormal Psychology curriculum is to increase empathy for those with symptoms of mental illness. I implemented an immersive perceptual experience of auditory hallucinations (i.e., Deegan, 1996) to help students understand the debilitating effects of auditory hallucinations among those with schizophrenia. Forty-eight students in Abnormal Psychology participated through an immersive auditory hallucination experience while going about their daily routine. Data are presented showing that, compared with those who had not participated in the simulation, participants showed greater empathy for those with symptoms and understanding of the difficulty those with symptoms experience in everyday life.</p>

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<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Moving Beyond Multiple Choice: Diverse Assessments for Diverse Learners</p> <p>Lindsay Masland, Appalachian State University</p>	<p>When students perform poorly on a test or assignment, we typically assume one of two things: 1) they didn't try hard enough or 2) they haven't mastered the material. Although either or both of these options are certainly plausible, we often neglect to consider a third worthy option: What if my assessment was bad? In this session, we will utilize a Universal Design for Learning perspective to consider whether our assessments are measuring what we intend for them to measure. We will work together to devise ways to remove the unintentional barriers to learning that exist in many assessments.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Adapting Steve Allen's Meeting of Minds TV Show for a History of Psychology Course</p> <p>Wayne Messer, Berea College</p>	<p>Steve Allen's Meeting of Minds appeared on PBS four seasons (1977-1981) to critical acclaim. Actors portraying historical figures discussed historical and contemporary topics with Allen as the moderator. This concept was adapted for use in a History of Psychology course taught in the Fall Term of 2015. Students rated their learning as being slightly more than from an equivalent amount of time spent studying for an exam or doing a research paper, but (on 5-pt scales) enjoyed the assignment (M = 4.4), found it new and interesting (M = 4.6) and would like doing a similar assignment again (M = 4.4).</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Applied Psychophysiological Demonstrations in Higher Education</p> <p>Drew Morris, Clemson University June Pilcher, Clemson University</p>	<p>Psychology has an inherently strong physiological foundation. Class room demonstrations are commonly limited to surveys or anecdotes and do not show students the richness of the field. Psychophysiological principals were effectively taught using physiological demonstrations with portable equipment. We have found that live demonstrations help student's engagement and bolster interest in psychological research. The various demonstrations being discussed are applicable to both psychological and psychophysiological courses and can be moderated depending on the depth of discussion the instructors sees appropriate.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Increasing Self-efficacy and Classroom Performance via Electronic Communication</p> <p>Daniel Niederjohn, Kennesaw State University</p>	<p>The purpose of this study was to investigate the relationship between professor E-Mail and student self-efficacy. In particular, the research looks at professor immediacy and other classroom factors associated with motivation, stress, and sense of control. Undergraduate students were contacted throughout the course of the semester via E-Mail and given self-report measures at the conclusion of the semester. Results center on those variables that are most associated with creating a classroom environment that increases efficacy and learning. The discussion focuses on implementing techniques that increase student engagement and learning within a college setting.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Developing and Sustaining a Student-Driven Learning Center in Psychology on a Regional Campus</p> <p>Barbara Oswald, Miami University Katie Weidner, Miami University Brandi Hubbard, Miami University</p>	<p>This poster describes the development on a Regional Campus of a student-driven learning center that offers tutoring, advising, and workshops in Psychology such as "How to be a Successful Psychology Major" and "How to Get into Graduate School." A needs assessment was conducted, and undergraduate students were invited to apply competitively to serve as Student Associates (SAs) in the Center. Six SAs kept a total of 26 office hours per week, and planned and hosted 7 events and workshops that impacted 129 participants during Spring, 2015. Outcomes and recommendations for developing a similar Center on your campus are discussed.</p>

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<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Future Orientation in Undergraduate Psychology Students</p> <p>Heather Quagliana, Lee University Bryan Poole, Lee University Jessica Ashley, Lee University</p>	<p>Previous research on future orientation in college-aged students have focused largely on personality and its links to academic achievement (For example see Komarraju, 2009). Hill (2009) conducted a very compelling study that supports our notion that educational practices should promote a pro-social orientation among undergraduates to foster a sense of future orientation.</p> <p>Our data sample includes psychology majors in their first course as a major and then in their final capstone course. A scale measuring future orientation was administered to better understand what is driving this concept.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION The Trouble With Test Banks II</p> <p>Harvey Richman, Columbus State University</p>	<p>Building on previous research, psychometric properties of fifteen instructor-written multiple choice questions (Quiz I) were compared with the psychometric properties of fifteen questions randomly drawn from a publisher-supplied test bank (Quiz B). The two quizzes were completed by 32 participants in counterbalanced order. Consistent with previous research, instructor-written questions showed modest but consistent superiority across multiple psychometric measures. The most notable finding was that internal consistency reliability, a key psychometric, was dramatically better for the instructor-generated quiz.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Using Formative Assessment to Increase Learning and Success in a Required Research Design Class</p> <p>Dr. Miriam Sailers, Spring Arbor University Dr. Jan Yeaman, Spring Arbor University</p>	<p>University courses typically utilize the information gained from summative assessments (assessment OF learning) to give students feedback. Formative assessment (assessment FOR learning) gives faculty the opportunity to give feedback to students so students can use it to improve learning. This poster will outline one professor's formative assessment strategies used in a Research Design class. Included will be excerpts from students given in an education professor's structured interviews exploring the "process of learning" in this course.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Performance and Perceptions Across a Traditional and Online Introductory Psychology Course</p> <p>Lisa Schulte-Gipson, Xavier University of Louisiana</p>	<p>Participants consisted of students enrolled in a traditional and online introductory psychology course. The professor, required text, grading rubrics, and all assignments were held constant. The traditional course utilized interteaching, the online course did not. All students completed the Distance Education Learning Environments Survey (DELES). The DELES assesses instructor support, student interaction, personal relevance, authentic learning, active learning, and autonomy. Students in the traditional course were expected to report greater instructor support, student interaction, authentic learning, and active learning. Students in the online course were expected to report greater autonomy. Results and implications will be discussed.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Student Perception of Educational Experiences</p> <p>Paul Scott, Rockhurst University</p>	<p>The college experience is under scrutiny but its ultimate value will be determined by students. The current research explored student perceptions regarding the value of their college experience. A convenient sample of 27 students in a basic statistics course strongly endorsed the value of college in regard to helping create a more meaningful life after college, and that they could discuss the benefits of their education including identifying career specific skills. Implications of these findings will be explored in terms of helping students participate in their education and discuss the value of their college experience.</p>

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<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Transfer Welcome Night: Helping Psychology Majors Transition from the Community College to the University</p> <p>Dan Segrist, Southern Illinois University Edwardsville Kelly Atkins, Southern Illinois University Edwardsville Elaine Farrar, Southern Illinois University Edwardsville</p>	<p>According to The College Board (2011), "Helping students connect to the culture of a four-year institution is as important for transfer students as it is for freshman students" (p. 25). This issue is particularly relevant for psychology departments at four-year institutions. According to Hailstorks and Boneau (2007, as cited in Twombly & Townsend, 2008), approximately half of "undergraduates enrolled in psychology courses are matriculating at community colleges" (p. 6). The purpose of this poster is to present information about the design and implementation of an event targeting psychology majors transferring to our university from community colleges.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Reverse Causality Explanations: Still Hard After All These Tries</p> <p>Amy Sibulkin, Tennessee State University J. S. Butler, University of Kentucky</p>	<p>We observed that few students in social psychology classes could give a reverse causality explanation, e.g, the correlation between fast food consumption and depression might be because fast food is a cause of depression, or people who are depressed choose to eat fast food. Hence, we added opportunities to practice this skill using a different example each time. After one ungraded exercise and four graded questions, the percent answering correctly significantly increased from 37% (n = 75) on the first graded try to 64% on the fourth graded attempt. Although lower than expected, this rate is similar to Morley's (2015) report of final percent correct on similar research design questions.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Experiences of Doctoral Students who are Instructors of Record</p> <p>Nicole Weaver-Runyan, The University of Georgia Melissa Will, The University of Georgia Bret Ringdahl, The University of Georgia Rosemary Phelps PhD, The University of Georgia</p>	<p>This poster will review qualitative reports on the experiences of counseling psychology doctoral students who are instructors of record across various courses. The instructors of record were asked four questions. They were asked to describe their overall experiences, identify some of their biggest challenges, reflect on some of their best experiences, and to provide any additional information deemed pertinent. Responses were reviewed and themes were identified. Themes and implications will be reviewed.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Academic and Career Planning: Meeting the Needs of a Diverse Student Body</p> <p>Nicole Weaver-Runyan, The University of Georgia Matt Varley, The University of Georgia Rosemary Phelps, The University of Georgia</p>	<p>This poster will review how several sections of an Academic and Career Planning course taught at an R1, large state funded university in Georgia are structured to meet the needs of a diverse student body. A general course overview, including the course description and course goals and objectives, and sample work will be provided. Additionally, how to tailor generic assignments, such as a Myers-Briggs assessment, for individual students will be addressed. Lastly, recommendations for working with specific groups, such as student veteran associations, high school students, those with extensive work histories, and first generation college students will be provided.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Skills in Scientific Methodology: Are Faculty and Student Perceptions Related?</p> <p>Adrienne Williamson, Kennesaw State University Jennifer Willard, Kennesaw State University Pam Marek, Kennesaw State University</p>	<p>Scientific methodology is part of nearly every psychology curriculum in the country (Stoloff et al., 2010), but there is limited research regarding faculty and students' perceptions of the importance of, emphasis on, and learning of specific skills within this domain. To examine these relationships, we adapted items from the Academic Skills Inventory-Revised (Perry, Faust, & Elicker, 2011) and surveyed faculty who teach Research Methods and Experimental Psychology and students who have completed these courses. Alignment between faculty and students' perceptions will be discussed.</p>

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<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Altruism, Service Learning, Purpose in Life, and Positive Global Change</p> <p>Nancy Windsor, James Madison University Maria Legaspi, James Madison University William Evans, James Madison University Additional Presenters (all from James Madison University) Jason Cotton, Cassidy Gonzalez, Michelle Goodwin, Emily Mazzola, Hannah Pellegrino, Jordayn Price, Paulius Satkus, Danielle Savastano, Amariah Vena</p>	<p>Utilizing students from seven majors, this study explored the relationships between altruism, motivation to serve, and purpose in life. Results supported several hypotheses, demonstrating significant relationships between the variables studied.</p>
<p>SAT 03/05/2016 8:30am - 9:30am POSTER SESSION Using Student-Made and Other Films to Promote Understanding in Psychology Classrooms: Perspectives from a University Professor and Undergraduate Psychology Major</p> <p>Karen Zabrocky, Georgia State University Isabella Moore, Ohio Wesleyan University</p>	<p>In this poster, we discuss the use of student-made and other films to foster greater appreciation of conceptual topics to be learned. Further, discussions of student-made and other films are presented from the perspectives of a university professor, who has required her students to make films of interviews representing conceptual topics such as memory and motivation, as well as an undergraduate psychology major who has been assigned other films to develop a greater understanding of conceptual topics discussed in class. Implications for using films to foster student engagement, interest, understanding and real world context are reviewed.</p>
<p>SAT 03/05/2016 9:45am - 10:45am Teaching Neuroscience</p> <p>Echo Leaver, Salisbury University Trisha Prunty, Lindenwood University Jeffrey Sable, Christian Brothers University Linda Walsh, University of Northern Iowa</p>	<p>Biological psychology and neuroscience courses contain topics and material that may be especially challenging to convey to students. This is often compounded by student reluctance to embrace the biological aspects of psychology and to recognize their importance to behavioral and mental processes. During this interactive session, we will facilitate a discussion of ways to actively engage students in these courses. The session will include demonstrations of activities from the e-book, Teaching Neuroscience: Practical Activities for an Engaged Classroom, edited by Melissa Birkett (http://teachpsych.org/ebooks/teachingneuroscience).</p>
<p>SAT 03/05/2016 9:45am - 10:45am Do We Do No Harm? Acknowledging the Unacknowledged Risks to the Psychology Student Researcher</p> <p>Karen Naufel, Georgia Southern University Jessica Le, Georgia Southern</p>	<p>Student researchers may experience substantial risks when implementing psychological studies. However, faculty mentors and students alike are often unaware of such risks prior to a study's commencement, and institutions lack the proper infrastructure for handling problems when they occur. This session will be an interactive forum in which the presenters will first review the risks associated with being a student researcher in psychology. Following, the presenters and audience will discuss possible methods for curbing risks, educating psychology faculty and students about researcher risks, and incorporating related policies into an institution's ethical practices.</p>
<p>SAT 03/05/2016 9:45am - 10:45am One Course is Not Enough: Integrating Sociocultural Learning Across the Psychology Curriculum</p> <p>Alicia Nordstrom, Misericordia University</p>	<p>This presentation describes pedagogical approaches to integrating sociocultural learning throughout the Psychology curriculum. The presentation will review methods of addressing students' attitudes toward cultural difference using social, cognitive, developmental, and clinical psychology theory and principles. I will also share an assignment (The Voices Project; Nordstrom, 2015) empirically shown to reduce racism in college students using an adaptable framework. The approaches offered can be adjusted across institutions to best match the needs of the demographic characteristics of the student body and surrounding region, developmental level of the student, content material of the course, and major/program curriculum.</p>

SETOP 2016 SESSIONS AND ABSTRACTS (as of January 28, 2016)

<p>SAT 03/05/2016 9:45am - 10:45am Retain! Motivate! Engage! Students! Just a Mouse click away!</p> <p>Julee Poole, Kaplan University</p>	<p>In this presentation, we will intertwine self-determination and self-regulated learning theories to demonstrate that motivation is truly the key to retaining, motivating, and engaging students. Through the incorporation of interactive learning technologies, the goal of retaining, motivating and engaging students in courses is now, just a mouse click away... introducing the "Innovative (and Cool!) Tools for the Educator" website. We will connect faculty with technology that is easy to use, and free! We will show how to make teaching fun and easier, while enhancing the learning experience for students, and leading us to our goal to Retain! Motivate! Engage! Students!</p>
<p>SAT 03/05/2016 11:00am - 12:00pm The G. William Hill Invited Address: Rapport: Friend or Foe?</p> <p>Janie Wilson, Georgia Southern University</p>	<p>For nearly two decades I have argued that professor-student rapport is linked with several positive student outcomes. Empirical studies show that higher student perceptions of rapport correlate with more positive perceptions of the instructor, course, and learning in general. Additionally, professor-student rapport predicts student motivation and even grades. Given the wealth of positive student outcomes, professors should work to establish classroom rapport. However, recent research suggests some negative aspects of rapport. In this presentation, we will explore the positive and potentially negative impacts of professor-student rapport.</p>
<p>FRI 03/04/2016 12:00pm - 1:00pm Lunch Twelve Truths About Teaching</p> <p>Bill Buskist, Auburn University</p>	<p>For the last two decades, establishing learning outcomes and assessing one's effectiveness in achieving those outcomes has been the primary focal point driving teaching among the professoriate. The idea makes sense because, after all, student learning is what a college education is all about - or is it? In this talk, I shall argue that student learning of the subject matter is but one of several important possible outcomes of teaching. I will discuss what I consider to be a dozen fundamental truths about the teaching process and how these truths provide (a) the context in which teaching and learning take place and (b) the context for understanding what students really learn - or obtain - through their classroom experiences.</p>
<p>SAT 03/05/2016 1:15pm - 2:15pm Batter Up! Using a Behavioral Rubric to Coach Students in the Development of Scientific Writing Skills</p> <p>Kathleen Greenberg, SUNY College at Old Westbury</p>	<p>Hitting a baseball is a complex skill developed through the process of shaping - the batter swings and the coach provides feedback that reinforces successive approximations to the target behavior. And so it is for writing a research report - in this case, the student writes and the teacher provides the feedback. Critical to the success of this process is the use of good operational definitions of the behavioral components that comprise the complex skill. I will describe a "behavioral rubric" for summative and formative assessment that I use in my research methods classes. I will also provide materials attendees can use to build a behavioral rubric that will help their students learn how to hit like a pro (no steroids involved).</p>
<p>SAT 03/05/2016 1:15pm - 2:15pm Differences in Student Outcomes Based on a Topical Versus Chronological Approach to Instruction</p> <p>Brooke Spangler, Miami University</p>	<p>Various teaching methods within undergraduate courses may influence students' experiences and retention of knowledge. Little research is out there examining course delivery organization in developmental psychology and its impact on student performance. This presentation will describe the results of a study aimed to determine whether taking a chronological approach or a topical approach to teaching lifespan development resulted in different learning outcomes. This is informative for instructors with the option of presenting information in contrasting ways and may inform textbook choices.</p>

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<p>SAT 03/05/2016 1:15pm - 2:15pm The Gender Spectrum and Undergraduate Education</p> <p>Melissa Will, The University of Georgia Victoria Glover, The University of Georgia Rosemary Phelps, The University of Georgia</p>	<p>Everyone has a gender; and gender expands greatly beyond male and female. The Development & Experience of Gender in the U.S. was a course created specifically to address the issues, concerns, and experiences of genders across the spectrum. Undergraduate students engage with material highlighting the psychological theories and implications of gender on a daily basis. Furthermore, students are provided a safe and inclusive space to learn about gender through a lens of intersecting identities. Hear about and discuss aspects of course content, personal experiences shared by students, and suggestions for incorporating gender into a variety of undergraduate courses.</p>
<p>SAT 03/05/2016 2:30pm - 3:30pm Anchor Session: Building our Professional Identity as Educators</p> <p>Michele DiPietro, Kennesaw State University Mandy McGrew, Kennesaw State University</p>	<p>We want to be intentional in our teaching, but our daily busy-ness can be an obstacle to that. Before returning to our busy schedule, the end of the conference is an ideal time to take stock. Moving from identity theories in philosophy, psychology, sociology, and cultural studies, the reflective exercises in this session will help us map the progression of our identities, and the ways in which they can limit or empower us professionally.</p>