

**TABLE OF CONTENTS**

STP Members: Vote for STP Officers .....1

**GREETINGS FROM STP PRESIDENT LINDA WOOLF ..... 2**  
 May: A Time for Reflection and Appreciating Yourself as a Teacher.....2

**FEATURED ITEMS ..... 4**  
 Excellence in Teaching Award Recipients .....4  
 New STP Travel Grant Program for Graduate Students Attending ACT .....5  
 2022 Annual Conference on Teaching .....6  
 Current STP Service Opportunities.....6  
 Call for APA Division 2 (STP) Fellows Nominations ..6  
 News from APA .....7  
     Calls for Comments .....7  
     Opening: Senior Director for Scientific Affairs ...7  
     APA 2022: August 4-6, Minneapolis, MN and Virtual .....7  
     Webinar: Climate Change and Mental Health: An Update.....7  
     Call for Papers: Mind-Body Connection.....7  
     APA’s Advocacy for Education .....7

**DIVERSITY AND INTERNATIONAL RELATIONS 8**  
 AusPLAT: Second Roundtable on Assessment in Psychology Education ..... 8

**GRANTS & AWARDS..... 9**  
 Apply for STP’s SoTL Workshop .....9  
 APA/APF Funding/Award Programs .....9

**MEMBERSHIP ..... 10**  
 The GSTA Corner ..... 10  
 The ECP Corner..... 11  
     Teaching Summer Classes..... 11

**PROGRAMMING ..... 13**  
 Psychology ONE 2022 ..... 13  
 NITOP 2023..... 13  
 Regional Psychology Conferences ..... 13

**RESOURCES..... 14**  
*Teaching of Psychology*: OnlineFirst..... 14  
 Call for Chapter Authors, STP E-book on "Building stronger students"..... 14  
 "This is How I Teach" Blog..... 14  
 UNH Summer 2022 College Teaching Courses..... 14

STP News Co-Editors: Stephanie Afful & Tom Pusateri *Send inquiries or news items to [stp@teachpsych.org](mailto:stp@teachpsych.org)*

**STP Members: Vote for STP Officers**

The STP Elections & Appointments Committee is pleased to announce the candidates who will appear on the upcoming ballots for STP offices. Candidate statements are available in a [Special Issue of STP News](#).



All STP members may vote for President and Vice President for Grants and Awards by clicking [here](#) (requires login). APA members of Division 2 may [login to MyAPA](#) to vote for the Division 2 Representative to APA Council.

**Voting will be open through May 16.** Any changes in this date will be announced on the [STP home page](#).

**ALL STP MEMBERS ARE ELIGIBLE TO VOTE FOR THESE OFFICES**

**President-Elect** (in 2023; serves as President in 2024 and Past President in 2025)  
 Chris Koch, Ph.D.  
 Loretta N. McGregor, Ph.D.

**Vice President for Grants and Awards** (3-year term, 2023-2025)  
 Kyle Conlon, Ph.D.  
 Morton Ann Gernsbacher, Ph.D.

**ONLY APA MEMBERS OF DIVISION 2 ARE ELIGIBLE TO VOTE FOR THIS OFFICE**

**Division 2 Representative to APA Council** (3-year term, 2023-2025)  
 David S. Kreiner, Ph.D.  
 Jodie B. Ullman, Ph.D.

**Please vote!**

# GREETINGS FROM STP PRESIDENT LINDA WOOLF

## May: A Time for Reflection and Appreciating Yourself as a Teacher

May 8, 2022

**The duties of a teacher are neither few nor small, but they elevate the mind and give energy to the character." –Dorothea Dix**

For teachers, the months of May and June always bring forth a mix of emotions—joy, hope, dread, anxiety, regret . . . The academic year is grinding to a halt, with firm deadlines—the administration is not going to accommodate a request for “just two more weeks.”



Graduation, students moving out of dorms, advanced placement (AP) tests, summer jobs, and a host of other events mark the transition from one school year to a break before the beginning of a new year months away. You may have even gotten a small token of “teacher appreciation” (i.e., a plant) with the operative word being “small.” Some of us may still teach during the summer but it always feels a bit different than during the “regular” academic year. Nonetheless, the end of the year is a time for reflection and even a bit of future planning. And, yes, for teachers, the end of the year is often not marked on December 31—that is just a time to party during “winter break” or pack for NITOP.

### Looking Back: A Time for Reflection

Each semester, many of us assign self-reflection papers or student journals as part of our courses. We want our students to think deeply and critically about the concepts learned in class and the application of ideas to their everyday lives. As we finish another academic year, I hope that all of us will similarly look back over the past year and critically reflect on our teaching. However, I also hope that we can connect that reflection to our values as teachers.

As some of you know, I am on Facebook and periodically post on the [STP Facebook page](#) but I also follow other teaching and psychology related groups on Facebook. It is this time of year when we see so many posts about the AP exam, inclusive of teachers questioning whether they taught the right things, whether they gave

bad advice about how to take the test, and concerns about not compromising the test. Every AP teacher wants to do everything right, so that their students have the best chance at success. For all teachers, we see questions/posts about handling instances of academic dishonesty, running out of time to meet all the teaching goals we set for ourselves, stories of challenged grades, questions about rubrics, as well as stories of success. These are all reflections but often reactive rather than proactive, situational rather than sustainable.

For many teachers, these past two years have been the most challenging of their entire careers. So I hope as your first reflection, you will pause and give yourself credit for all of your accomplishments. You have made a difference in the very stress-filled lives of your students and their families, as well as your colleagues and communities. The pandemic forced many of us to try all sorts of new pedagogical and learning strategies and modalities. Take a moment to sit down and congratulate yourself, for handling all of the new challenges and for being adaptive and innovative. You not only survived but also grew as a teacher.

Second, I hope you will examine all that you did right and where you fell short in your teaching. Sit down and focus on all that you did right. Think about what you did that was successful and how you can carry those practices into the future. If you had some failures along the way, reflect on what you can learn from those experiences but do not define the past two years by those missteps. Yes, take a look at your course evaluations but look for the constructive comments. If you are like me, you make a beeline to the most negative comment and dwell on that feedback. Well, sometimes these comments are the most instructive and can help you grow as a teacher. So, pause and critically examine the content of that comment. Of course, there are times, when a student may state that they don't like your shoes (yes, I got that comment) and you can ignore such feedback. Also, look at the positive comments separating out the unhelpful (“Best professor ever!” Feels good doesn't it!) from the instructive (“I really liked this assignment because . . .”) comments. Such information will

help you plan for the future. Of course, I am a big fan of mid-semester course evaluations or conversations as a tool for reflection and possible course change during each semester (e.g., Keutzer, 1993). I've done it both formally and informally depending on the class size and level of the course. Each class is unique and such evaluations are helpful to learn if you are meeting these students' particular needs and interests, as well as demonstrates respect for your students. It highlights that they are partners in the learning process.

Third, you can evaluate all sorts of other markers of whether you feel you were successful in the past year or not. For example, I like to look at whether I successfully met the learning outcomes for the course using the results of various assessments as a measure for each of these goals. Or you can examine overall grades for each of your courses, comparing these grades to previous semesters. Or you can evaluate your time management if you finished the material early or, more likely, ran out of time at the end of the term. There are lots of ways you can assess your own endeavors as a teacher.

### **Further Reflection on Values**

Further, I really want you to reflect on your values as a teacher. Obviously, we want our students to learn and apply psychology to their everyday lives. But, what else do you value? You might reflect first on those teachers who stood out both positively and negatively in your life and what they did that was important. For me, it was whether the teacher exhibited respect for me and value for me as a human being. Hopefully, the days are gone when it was considered acceptable for a teacher to be disrespectful based on power and status or worse, based on differences in gender, race, ethnicity, socio-economic status, national origin, LGBTQ+ identity, disability, and other elements of personal/cultural identity. I want students to see that I care about them as human beings and know that I will treat them with respect and dignity. I want students to see me as accessible if they are experiencing difficulties. I may not be able to fix their problems but I can listen and point them to appropriate resources for help. So, throughout the year, but particularly at the year's end, I reflect on whether I treated students with fairness, kindness, support, and respect.

Some other values for me are communication, alternate views of success for students, and cultural humility. I am grateful to students for their openness in discussions and all the feedback they provide me through the year. I've reframed "success" being tied to stellar academic achievement—it comes easy to some students—but rather tied to individual growth. I recall the 60+-year old student who never took a math class during her time in an inner-city high school. She worked like crazy, was incredibly stressed, had to learn new skills but ultimately she passed statistics with a C grade. I also remember the parent at graduation who came up profusely thanking the psychology faculty, as her son struggled throughout college. Mom never thought he would ever finish but he walked across the stage and got his diploma. These are the sorts of accomplishments that do not make it on any marketing posters but make a tangible difference in the lives of individual students, their families, and communities. I've also come to know that my cultural values and traditions, many of which are grounded in mainstream psychology, are not universal and there is so much that I do not know about other peoples and cultures. Hence, I have a commitment to work aimed at anti-bias education and decolonizing my courses, recognizing that I too have much to learn.

So, take a moment. Grab a cup of coffee, tea, or perhaps an adult beverage. Find a quiet place and reflect on your values as a teacher. How do these values shape your courses and teaching? I'm sure that some of your values and goals may be different than mine. And such differences make for great diverse educational environments and opportunities for students. Regardless, think about what is important to you and then examine how you translated those values into your courses this past year. Chances are—despite COVID, despite the stresses of the world—you will have much to celebrate as you reflect on how your values informed your accomplishments during the past year.

And as a final thought: Know that I am grateful for all of you amazing teachers and your work is truly

### Reference

Keutzer, C. S. (1993). Midterm evaluation of teaching provides helpful feedback to instructors. *Teaching of Psychology, 20*(4), 238-240. [https://doi.org/10.1207/s15328023top2004\\_12](https://doi.org/10.1207/s15328023top2004_12)

## FEATURED ITEMS

### Excellence in Teaching Award Recipients

by Jess Kraybill, Chair, Committee on Teaching Awards

This year marks STP's 43<sup>rd</sup> year of its annual Excellence in Teaching Awards Program, which recognizes outstanding teaching in six different categories. All award recipients receive a plaque and a check for US\$1,500 and will be honored at STP's upcoming Annual Conference on Teaching this October. We are proud to announce this year's award recipients and sincerely appreciate all nominators, nominees, and reviewers for their participation in the awards process. Visit the [Excellence in Teaching Awards web site](#) for more information including a list of past recipients and criteria for each award.

#### Wayne Weiten Teaching Excellence Award (2-year college)

**Jason Spiegelman, M.A.**

**Community College of Baltimore County**

Jason is an associate professor of Psychology at the Community College of Baltimore County. A highly effective mentor for other teachers as well as students, he is heavily involved in service work, both within STP as well as in other teaching organizations and advocacy groups. In addition to extensively presenting at national and international conferences, Jason has also helped to organize and run several conferences. His creative and effective pedagogical practices in the classroom make him a highly sought out professor and he has won several awards for his teaching and innovation. The president of the Eastern Psychological Association writes that "if someone were to say 'Community College Psychology,' Jason would be the first person to come to mind because of how much he has given to this field."



#### Mary Margaret Moffett Memorial Teaching Excellence Award (high school)

**Casey Swanson, M.A.**

**Plymouth High School**

Casey is a teacher at Plymouth High School in Michigan, where he teaches courses in Psychology and Social Studies and serves as the International Baccalaureate Diploma Program Coordinator. His students value his empathy and ability to challenge their thinking, and they comment that his approach in the classroom encourages them to develop a growth mindset that drives them to continue their learning outside of the classroom. He



is passionate about sharing his knowledge of the science of learning and best teaching practices with other teachers. His efforts involve planning and leading faculty book groups and training and mentoring teachers. He recently won the Charles T. Blair-Broecker Excellence in Teaching Award, given by the American Psychological Association's Committee of Teachers of Psychology in Secondary Schools.

#### Wilbert J. McKeachie Teaching Excellence Award (graduate student)

**Melanie Maimon, M.S.**

**Rutgers University**

Melanie is a Ph.D. candidate in Social Psychology at Rutgers University with an expected graduation date of May 2023. Her teaching evaluation ratings are consistently exceptional and exceed those of tenured faculty. As a fellow of the highly selective Rutgers Academy for the Scholarship of Teaching and Learning, she meets regularly with faculty and administrators to improve student experience and has taught courses designed to teach other graduate students effective teaching methods. Melanie's research centers around inclusive diversity science. She has several peer-reviewed publications, two of which are in *Teaching of Psychology*. She has hosted workshops on fostering inclusivity within the classroom and frequently presents at conferences. Melanie's commitment to mentorship is significant. She has mentored over 25 research assistants, in addition to supervising nearly a dozen student-run independent research projects, several of which have won awards.



#### Jane S. Halonen Teaching Excellence Award (early career)

**Xiaomeng (Mona) Xu, Ph.D.**

**Idaho State University**

Mona is an associate professor of Psychology and Director of Experimental Training at Idaho State University (ISU). "Simply put," writes one of her recommenders, "Dr. Xu is a rock star in the classroom!" She has won several awards for her excellence in and commitment to teaching; her students praise her caring attitude, enthusiasm, and innovative activities and responsiveness to student needs. Highly involved in ISU's undergraduate and graduate curricula, she has developed seven new courses (including her department's Teaching of Psychology course for graduate students) and has revised courses to



include issues related to diversity, equity, and inclusion. Mona has a clear record of mentoring students; she has chaired and served on multiple Master's thesis and dissertation committees and undergraduates in her lab often go on to graduate school in Psychology or Neuroscience.

### **Robert S. Daniel Award (4-year college)**

**Loreto Prieto, Ph.D.**  
**Iowa State University**

Loreto is an Iowa State University (ISU) Morrill Professor of Psychology who exemplifies a devotion to teaching at both the undergraduate and graduate level. The rank of "Morrill Professor" is a distinction that has been awarded to only 25 of ISU's 1850 faculty members and is bestowed in recognition of exceptional excellence in teaching and learning. Loreto's stellar teaching evaluations attest to his ability to make his classes fun, challenging, and deeply engaging, and his support and guidance continues long after the class has finished. His research focuses on the scholarship of teaching and learning and the role of cultural diversity within this context; his students have co-authored an impressive 35 journal articles and chapters with him. He has a long history of mentorship of both undergraduate and graduate students in a variety of roles, among them serving as an advisor for APA Div 2 and Div 17 graduate students and as both an academic and research advisor.



### **Adjunct Award**

**Jen Houston, Ph.D.**  
**Florida International University**

Jen is an adjunct professor of Psychology at Florida International University. Student comments on her consistently outstanding teaching evaluations paint a picture of a professor with innovative courses, meaningful assignments, excellent classroom management skills, and deep commitment to their welfare. "I've never had another instructor in my 4 years of college that cared so deeply for all of her students," writes one student. Her students frequently report that her classes have been their favorite classes in college, and they appreciate her emphasis on the importance of prioritizing one's mental health. She spends over 200 hours every year in one-on-one meetings with her students, providing them with the scaffolding and support needed to further their professional development by helping them write their resume or craft a statement of purpose for graduate school.



## **New STP Travel Grant Program for Graduate Students Attending ACT**

Keli Braitman, STP's Vice President for Grants and Awards, is pleased to announce a new travel grant program for graduate students. Consistent with our [Mission Statement](#) and the [Statement on Addressing Systemic Racism and Inequity in STP](#), STP encourages applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

This grant program provides funding to STP members who are graduate students, who are presenting at STP's 2022 Annual Conference on Teaching (October 20-22, 2022), and who will continue to be graduate students during the dates of the conference. The maximum award is \$750. If the number of applications is large, applicants may receive partial funding. **The deadline for proposals is June 15, 2022.** Applicants will receive notification of award decisions no later than July 1, 2022.

Policies regarding STP grant programs can be found here: <http://teachpsych.org/members/policies.php>.

Applications will be evaluated on the degree to which the applicant demonstrates that the proposed conference attendance can improve the applicant's teaching of psychology.

#### **Grant Criteria:**

- Grant recipient must be an STP member and a graduate student.
- Grant recipient must be a graduate student during the conference dates.
- Highest priority will be given to those presenting research.
- Grant funds can be used to defray the costs of attending STP's Annual Conference for Teaching For information about allowable expenses, read STP's [Travel Reimbursement Guidelines](#).
- The maximum award will be \$750.00. If the number of applications is large, applicants may receive partial funding.
- We are collecting information on how well this grant program aligns with our mission/DEI statements.

#### **If your application is funded:**

1. Please submit a 1-2 paragraph follow-up report to [vp-awards@teachpsych.org](mailto:vp-awards@teachpsych.org) after your attendance at the conference. The report should describe what you did, how you benefited, and how you spent the funds.
2. To receive reimbursement, follow the [Travel Reimbursement Guidelines](#) and submit the [Travel Expense Report Form](#), both of which are available at the following link: <http://teachpsych.org/about>.

For further instructions on how to apply, [click here](#) (requires login).

## 2022 Annual Conference on Teaching

by Lindsay Masland, Director of ACT

The proposals are in, and this year's **Annual Conference on Teaching** is poised to be an excellent one. I'm excited to report that we have a bevy of poster, symposium, and workshop proposals to consider as we continue putting the pieces together for this year's conference. The ACT Steering Committee—which includes returning members Lindsay Masland, Brittany Avila, Kate Jansen, and new members Blake Nielsen and Allison Melley—are eager to read your work, and we hope to notify all who have submitted of their status by the end of June.

Also, I'm working with the STP Executive Committee to determine the precise format of our conference. We hope to have on-ground, on-demand, and synchronous online options so attendees have choices when it comes to how they engage with the conference. Of course, this is a logistical and budgetary challenge that we've never tried to reckon with before, but we are up to the task so we can provide increased accessibility for our attendees. Once details are hammered out, I'll be messaging about registration and hotel information, so keep your eyes open for that. I'm looking forward to meeting with you all, either through our conference website or in person in Pittsburgh on October 20-22, 2022!

I'm pleased to announce our three **keynote speakers**.

- **Linda Woolf**, our STP President, will be speaking on "Teaching to Make a Difference: A Social Justice Approach."
- **Kelley Haynes-Mendez** will give a talk titled "On Being and Teaching "Diversity": Reflections on Culturally Diverse Teachers of Psychology."
- **Rajiv Jhangiani** will share "Critical, Inclusive, and Open Pedagogies: Centering Social Justice in the Teaching of Psychology."



Linda Woolf Kelley Haynes- Rajiv Jhangiani  
Mendez

Looking forward to seeing everyone at the 2022 ACT!

## Current STP Service Opportunities



Get Involved in STP! Please consider applying for the following positions and please encourage your colleagues to apply as well. 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.

### Current Service Opportunities in STP (Deadline):

- **Members, Advocacy Committee** (Deadline, May 27, 2022)
- **Member, STP (APA Division 2) Fellows Committee** (Deadline: May 31, 2022)
- **Editor, "Today in the History of Psychology" Wiki** (Deadline: May 31, 2022)
- **Chapter authors, STP E-book on "Building stronger students"** (Deadline: June 1, 2022)

### Service Opportunities in APA (STP serves as APA Division 2)

- **Senior Director for Science Affairs** (posted by APA on April 12, 2022)
- **Full list of Current Career Opportunities at APA**
- **Learn how to nominate yourself or a colleague for a position in APA leadership.**
- **Full list of APA Boards and Committees**

## Call for APA Division 2 (STP) Fellows Nominations

The STP Fellows Committee invites nominations for APA Fellow status for STP members who are also APA members. 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.

Visit [here](#) for criteria and more information. The deadline for receipt of completed applications, including all endorsement letters and supporting materials, is December 31, 2022. Late applications will be considered in the following year. Please contact Doug Woody ([fellows@teachpsych.org](mailto:fellows@teachpsych.org)), chair of the STP Fellows Committee, with any questions.

## News from APA

### Calls for Comments

#### **APA Guidelines for the Undergraduate Psychology Major**

You are invited to review and provide comments on the revised *APA Guidelines for the Undergraduate Psychology Major: Version 3.0*. Developed by the BEA Task Force on Psychology Major Competencies, *Guidelines 3.0* describes learning goals, outcomes, and indicators at a foundation and baccalaureate level that reflect state-of-the-science curricular and assessment planning in psychology. The BEA Task Force prioritized the selection of outcomes and indicators that are observable and measurable to facilitate program evaluation and promote ongoing scholarship of teaching and learning in psychology. Learning goals were also informed by the extant data on post-graduation career pathways for students who complete an undergraduate degree in psychology and the skills needed for workforce success.

Links **to the draft document** and **to comment**  
**Deadline for comments: May 20, 2022.**

#### **APA Principles for Quality Undergraduate Education in Psychology**

The Board of Educational Affairs (BEA) is requesting review and comment on the revised *APA Principles for Quality Undergraduate Education in Psychology*. The *Principles for Quality Undergraduate Education in Psychology* offer best practices that faculty members, programs, and departments can adopt to facilitate student learning and development, in ways that fit their specific institutional needs and missions. This document is designed to complement, and to be used in conjunction with, the *APA Guidelines for the Undergraduate Psychology Major: 3.0*. Whereas *Guidelines 3.0* describe a set of curricular goals, student learning outcomes, and foundation and baccalaureate indicators of learning progress, the *Quality Principles* define the actions that faculty members, programs, and departments can take, and the ongoing practices they can adopt, to create a high-quality, stimulating, and inclusive learning environment designed to maximize student learning and professional development.

Links **to the draft document** and **to comment**  
**Deadline for comments: June 13, 2022.**

### Opening: Senior Director for Scientific Affairs

A primary goal for this position is to establish APA as a leader in field-wide science initiatives, both within psychology and the broader science community. For more information, visit [here](#).

## APA 2022: August 4-6, Minneapolis, MN and Virtual

APA 2022 is where practitioners, researchers, educators, and applied psychologists from around the world come together to share transformative ideas and explore the most compelling issues in the discipline. This year we're excited to offer three days packed with more than 900 in-person sessions in Minneapolis, numerous social and networking events, and two virtual livestream channels. Visit the [APA Division Highlights](#) page for lists of top 3 sessions from each division and links to division programming.



Visit [here](#) to register or for more information.

### Webinar: Climate Change and Mental Health: An Update

Thursday, May 19, 2022, 2-3pm Eastern. [RSVP here](#)

APA and ecoAmerica recently published *Mental Health and Our Changing Climate, 2021 Edition*, an update of a 2017 report. Join two of the primary authors for a discussion on the big role that psychologists can play to address this global issue.

As you may know, one of STP President Linda Woolf's [initiatives](#) is "Teaching Psychology and Climate Change."

### Call for Papers: Mind-Body Connection

*Translational Issues in Psychological Science (TPS)* is co-sponsored by APA and the American Psychological Association of Graduate Students. The editors seek submissions (co-authored by at least one senior scientist author and one student author) for the following special issue:



- [The impact of digital media on child development](#)  
Deadline: July 1, 2022

### APA's Advocacy for Education

Click on the following links to learn about APA's advocacy initiatives for [pre-K to 12 education](#), [higher education](#), and [workforce development](#). To learn about APA's other advocacy initiatives, click [here](#).

APA encourages you to **take action** on the following initiatives by contacting members of Congress:

- [Call on Senate to address mental health in schools](#)
- [Call for student loan forgiveness for frontline health workers](#)

# DIVERSITY AND INTERNATIONAL RELATIONS

## AusPLAT: Second Roundtable on Assessment in Psychology Education

Around 80 Australian psychology educators registered for the second roundtable held on May 4, 2022. View the 81-minute presentation [here](#).



A/Prof Erich Fein presented about "Implementing Frame-of-Reference (FoR) training to Honours thesis marking".

*Frame-of-Reference training attempts to create a common frame of reference among raters when assessing behaviour or performance. According to the APA Dictionary of Psychology, it provides "raters with (a) a common reference standard to be used in performing evaluations and (b) practice in identifying good, average, and poor performances as defined by this standard". The FoR approach was implemented to identify the common dimensions in Honours projects and exemplars for good, average, and poor performance on these dimensions. Marking rubrics were created for quantitative, qualitative, and systematic review projects.*

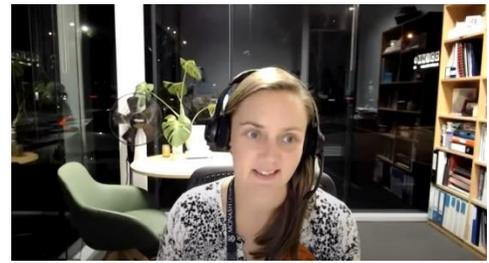


Dr Carina Chan presented on "Assessing Skills Building and Personal Development Using Portfolio".

*In our new undergraduate subject Applied Psychology, we used an innovative assessment portfolio to track students' skill building and personal development towards their goals. This approach has facilitated students to apply psychological concepts and skills to understanding their own behaviours and performing community observations throughout the semester.*

A/Prof Katherine Lawrence presented about "Competency-based evaluation tools for training postgraduate psychology students".

*The development and application of a series of competency-based evaluation tools designed to assess psychology trainees' practice of psychological*



*interventions, psychological assessment, and communication of clinical information. The tools are designed to provide trainees with clearer feedback regarding their skill development over time and to enhance clinical supervision practices.*

References for Katherine Lawrence's presentation

Carrier, S., Wong, D., Lawrence, K., & McKay, A. (2022) Preliminary validation of a new competency tool for evaluating assessment skills in professional psychology trainees. *Training and Education in Professional Psychology, 16*, 166-172. <https://doi.org/10.1037/tep0000394>

Gonsalvez, C. J., Shafranske, E. P., McLeod, H. J., & Falender, C. A. (2021). Competency-based standards and guidelines for psychology practice in Australia: Opportunities and risks. *Clinical Psychologist, 25*(3), 244-259. <https://doi.org/10.1080/13284207.2020.1829943>

Yap, K., Sheen, J., Nedeljkovic, M., Milne, L., Lawrence, K. & Hay, M. (2021) Assessing clinical competencies using the Objective Structured Clinical Examination (OSCE) in psychology training. *Clinical Psychologist, 25*, 260-270. <https://doi.org/10.1080/13284207.2021.1932452>



Dr Alyssa Sawyer presented about "Investigating standardised assessment of standardised test administration competencies in postgraduate psychology trainees."

*A core competency for psychologists is accurately administering standardized assessments (e.g., Intelligence Scales). These scales are complex and assessment methods often rely on video recorded role-plays with peers, resulting in students not being consistently assessed. Our innovation is a standardised assessment of these skills using simulated patients during live examinations.*

# GRANTS & AWARDS

Deadline	<b>STP Grant/Award/Recognition Program</b> (click <a href="#">here</a> for a full list of programs) Consistent with our <a href="#">Mission Statement</a> and the <a href="#">Statement on Addressing Systemic Racism and Inequity in STP</a> , we encourage applications from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.
MAY 31, 2022	Scholarship of Teaching and Learning Workshop
JUN 15, 2022	Graduate Student Travel Grant
OCT 1, 2022	High School Teacher Travel Grants Conference Speaker Grants
NOV 1, 2022	Early Career Travel Grants Scholarship of Teaching and Learning Research Grants Promoting Partnerships Small Grants
DEC 31, 2022	APA Division 2 (STP) Fellows (Membership category; Must be an APA Member of STP)
ONGOING	Projects or Sponsorship Requests

## Apply for STP's SoTL Workshop

This year's SoTL Workshop will be held in a HyFlex format during the [STP Annual Teaching Conference \(ACT\)](#) with some teams in physical attendance at ACT and others participating online synchronously. At the ACT SoTL Workshop, team members convene across two synchronous sessions (at the beginning and end of ACT) to make progress toward submitting their own SoTL manuscripts while also providing time for participants to attend ACT events.

Mentees complete an online application describing where they are in the research process and whether they will attend ACT in person or virtually. Based on this information, mentees are placed in teams of 3-4 people with one mentor to help them through the research/publication process.

If you are interested in being considered for the 2022 SoTL Workshop, please [complete the application](#) (requires login) online **before May 31, 2022**.

For more information, visit the [SoTL Workshop webpage](#) or contact [Georjeanna Wilson-Doenges](#), Director of the SoTL Workshop.

## APA/APF Funding/Award Programs

Visit [here](#) for funding and award programs from APA and the American Psychological Foundation (APF). Visit [here](#) for scholarships and grants for graduate students. To view current deadlines and to apply online, visit [here](#).

### Mary Whiton Calkins Grant

\$3,750 to encourage research that fits into the category of general psychology with a particular interest in research that combines multiple subfields within the discipline or addresses overarching themes. Applicants must be a member APA Division 1 who teaches psychology at a primarily undergraduate serving institution.

**Deadline: May 31, 2022**

### Suinn Minority Achievement Program Award

Awarded to departments of psychology who have demonstrated excellence in the recruitment, retention, and graduation of ethnic minority students. Nominations are submitted by student(s) within the psychology graduate department and/or program.

**Deadline: June 1, 2022**

### CIRP Outstanding Dissertation Award

The committee sponsors an award for the most outstanding psychology dissertation on international and global communities.

**Deadline: June 3, 2022**

### APF/COGDOP Graduate Research Scholarships

21 general scholarships (from \$2,000 to \$5,000) for graduate students in psychology from COGDOP member departments.

**Deadline: June 30, 2022.**

### Sharon S. Brehm Undergraduate Psychology Scholarships

Recognize outstanding psychology undergraduate students with demonstrated financial need. Seven \$5,000 scholarships available for Spring 2023

**Deadline: July 1, 2022**

### High School Psychology Outreach Grants

\$25,000 to support regional teaching networks that facilitate networking and professional development opportunities for high school psychology teachers.

**Deadlines are July 1 and November 1 each year.**

### Charles L. Brewer Distinguished Teaching of Psychology Award

Recognizes a significant career of contributions of a psychologist who has a proven track record as an exceptional teacher of psychology. The awardee receives a plaque, a \$2,000 award and an all-expense paid round trip to the APA Annual Convention (max of \$1,000), where the award is presented. Awardees are also invited to give a special address.

**Deadline: December 1, 2022.**

# MEMBERSHIP

## The GSTA Corner

### Course preparation: Things to keep in mind and look out for

Amid our last bits of grading, the last thing we're probably thinking about is our next semester. The time to review our courses and prepare for our next classes will be here before we know it! Here are some ideas to make this process less daunting and spark a little inspiration.

#### **Backward Design**

When a student is done with your course, what should they be taking with them? What goals did you set for yourself and your students? Were those goals met, and how do you know if they were or weren't?

Backward design helps us answer these questions. This process involves reviewing our goals, identifying evidence of us meeting our goals, and designing our course accordingly. Start with your course objectives and student outcomes. How did those go? Perhaps those are set by your department or college, but if you can change them, what would you do? Then, think about what you'd want to see from your students to show they are meeting these goals. Should they be able to write up results? Do they need to know APA formatting like the back of their hand? Putting a language to those expectations can help you select what activities go into your course. From the examples above, a paper would be a beneficial assignment for the course. These then give assignments and activities a purpose and meaning that can help both you and your students through the slow (or terribly fast) parts of the semester

#### **No Need to Reinvent the Wheel**

Lean on your colleagues and mentors. They can be a goldmine of great ideas and seasoned advice. You don't have to develop the latest and greatest in learning technology in one summer. Collaborate and collect materials that have worked well before (and pass them to the next generation!)

#### **Incorporate Feedback**

Deep breath. Get a good meal. Get a good night's sleep. Then, open up the student feedback from the last term. We care a lot about teaching and often dread hearing that something didn't work well or otherwise reading grievances. That said, there are likely good ideas in those comments

and/or validation that things are going generally well.

#### **Rest and Restore**

We'll state the obvious. Things have been hard. Burnout is rampant, and connection on campus is not like it used to be. Find ways to re-ignite that spark that put you in the classroom in the first place. Since you've looked through feedback to incorporate into your course (!), you hopefully found a couple of comments that were beneficial. Copy them into a document. Look back at emails of someone saying you helped them out a lot or that a class really inspired them. Copy that into a document. In all, curate a place where you can hold space for the good things about being a psychology teacher. Students pick up on that spark, and (from the feedback I've gotten!) it's meaningful for them.

#### **The Half-Life Rule**

A good rule of thumb to follow, though not exclusive to teaching and course preparation, is the Half-life rule. The rule goes as follows: When you think you'll be done with something, you will only be halfway finished. I know some graduate student instructors may not be as fortunate to have months for course preparation, but the half-life rule can be applied just as easily on smaller scales. If you keep in mind that preparation takes longer than one might anticipate, you can better manage your time and not be in a position of creating slides the night before each lecture.

#### **The Final Exam: The Possibility of Selection**

When designing a course, it is important to consider providing students with the power of choice when it comes to assessments. Granted, this avenue will not be viable for everyone; however, designing a course that allows for students to select the ways in which they are assessed is a factor that should be given consideration. Whether you present the option for a term paper, a presentation, or an exam featuring multiple-choice and short answer questions, consider allowing your students to choose the way in which they are assessed. This will ultimately allow students to gravitate toward their strengths.

Follow GSTA on [Twitter](#) (@gradsteachpsych) and [Facebook](#) (groups/theGSTA), join the [GSTA Listserv](#), check out our [Blog](#) and past entries for the [GSTA Corner](#), or write to us at [gsta@teachpsych.org](mailto:gsta@teachpsych.org). Learn more [here](#).

## The ECP Corner

### Teaching Summer Classes

*Hello STP ECP Committee!*

*As an ECP, I am often asked to teach summer classes. I agree to teach these classes due to the motivation of boosting my teaching skills as well as enhancing my portfolio. With less traffic on campus and with the onset of warmer temperatures, what are some ideas to make summer classes more interesting and engaging?*

*Looking for Sum-mer (some more, get it?!) Activities*

Thank you so much for your question! Being an ECP, I (Albee) taught summer classes for some of the reasons that you outlined as well as my own ambition of doing something different in my teaching practices (since the classes are longer in duration, are on an accelerated schedule, and there are often less students enrolled). Taking advantage of the weather that summer brings, I incorporated nature-based activities in my in-person as well as online classes.

#### **Benefits of nature**

Research consistently demonstrates that there are cognitive, physiological, and emotional benefits to being in green spaces and blue spaces (Clay, 2001). For those of us who wear masks indoors during class time, going outside may be a way to see our students' faces as well as breathe in fresh air. Nature therapy or ecotherapy is a growing field within clinical and mental health counseling, emphasizing the need for physical movement and exposure to multisensory experiences (Fisher, 2021). The effects on mood, attention, and self-reflection apply even with just images of nature (Weir, 2020). Thus, as teachers of psychology (TOPs), we can incorporate nature-based activities in our in-person classes as well as our online classes.

#### **Impact on instructors**

For TOPs, on our end, it may take a little more time and planning since we will not be able to have our slides or a chalkboard accessible (unless you are fortunate enough to utilize an outdoor classroom!). However, these outdoor activities, if done early enough in the semester, sets up the course for active learning in which students (vs. instructors) find and then evaluate information (Butler et al., 2001). Active learning

can include a range of activities, such as small group learning simulations, and skills on learning how to learn. For example, in my Introduction to Psychology course, students completed readings and videos on the lobes of the brain in preparation for a certain class. We meet outside in the nearby parking lot, which is surrounded by grass, trees, and shrubs, and I ask them to get with their Psych Pals groups to discuss the concepts they read about. Then, I ask each group to draw their own cerebral cortex (large enough to stand in) with the four lobes on the ground with chalk. We then review concepts based on their preparation (e.g., "Stand on the lobe of the brain that directs speech production). We complete this activity with chalk in classes centering on a variety of concepts (e.g., the parts of the neuron, the process of synaptic transmission, the inner structures of the brain, operant conditioning principles, etc.).

#### **Impact on personal and professional experiences (from actual students)**

- I incorporated more nature-focused activities to my daily life by doing my homework or studying outside more and going to the park for walks more often.
- I started a daily journal and while I write, I sit next to a plant and breathe in the natural scent.
- I started planting herbs and helping my parents with their garden. One major thing that we are doing as a family is planting trees at our local park.
- I am walking more, meaning walk to all my classes now instead of driving.
- For Spring Break, I did more outdoor activities: going for hikes, going in the backyard, and laying a blanket, taking walks around the neighborhood, and riding bikes near wooded/forest areas.

#### **Ideas for nature-based activities**

- Reserving your institution's outdoor classroom to hold a full or a part of a class session
- Having class outdoors (the frequency can vary depending on class needs) and if virtual, instruct students to be outside and show their screens and/or utilize outdoor backgrounds (e.g., beach, forest)

- Taking a class picture of everyone being outdoors
- Walking around campus or their local neighborhood (if online) and finding sit spots in green or blue spaces to talk with classmates, do schoolwork, or read articles
- Completing a class field trip to get out of the classroom and engage with nature (e.g., visiting an organization specializing in equine therapy)
- Doing a scavenger hunt or Bingo based on class concepts around campus or their neighborhood (e.g., take a picture of an item used by an individual in the early childhood developmental period)
- Conduct a brief research study by having students take a pre-test on stress or concentration or memory, hold class outdoors in nature, and then take a post-test and discuss the results
- Incorporate walk-talk sessions at the beginning or end of class. For example, in a 15-minute walk as a class, partners could be assigned, and discussion questions prepared so the students are engaged when walking
- Having a game day and asking students to demonstrate actions (e.g., fine motor skills vs. gross motor skills) and relate them to concepts learned in class
- Drawing hopscotch squares with A, B, C, or D choices and having students step on the square that corresponds to their answer
- Drawing a line and writing True on one side and False on the other side and having students step quickly to the side that corresponds to their answer

The above list of nature-based activities may need more thought and consideration depending on how hot or cold temperatures can get in the summer months where you teach, how many

students are enrolled in your classes, whether you and/or your students need physical accommodations, etc. What do you think about these ideas? How might you incorporate these activities in your future classes? We would love to hear any nature-based teaching activities that have worked well for you and your students!

### Resources

Butler, A., Phillmann, K. B., & Smart, L. (2001). Active learning within a lecture: Assessing the impact of short, in-class writing exercises. *Teaching of Psychology*, 28, 257-259. [https://doi.org/10.1207/S15328023TOP2804\\_04](https://doi.org/10.1207/S15328023TOP2804_04)

Clay, R. (April 2001). *Green in good for you*. American Psychological Association, Retrieved from <https://www.apa.org/monitor/apr01/greengood>

Fisher, C. (Winter 2021). Nature therapy: Movement and mental health for kids. *Eye on Psi Chi*, Retrieved from <https://doi.org/10.24839/2164-9812.Eye26.2.28>

Weir, K. (April 2020). *Nurtured by nature*. American Psychological Association, Retrieved from <https://www.apa.org/monitor/2020/04/nurtured-nature>

**Ask an ECP!** Submit a question for a future column.

Your STP Early Career Psychologists Committee  
 Courtney Gosnell, Ph.D.  
 Albee Mendoza, Ph.D.  
 Janet Peters, Ph.D.  
 Ciara Kidder, Ph.D.  
 Christina Shane-Simpson, M.S.W., Ph.D.

**For regular updates on ECP activities:**  
 Follow us on [Twitter \(@STP\\_ECP\)](#) and [Facebook](#)  
 Visit our [STP website](#) or [Email us](#).

STP's Membership Communication Committee oversees STP's [Twitter](#), [Facebook](#), and [LinkedIn](#) accounts. STP also maintains three [Listservs](#). Join the conversation with other faculty interested in the teaching of psychology.



@TeachPsych



# PROGRAMMING

## Psychology ONE 2022

By Bridgette Hard, Psychology One Coordinator



## PSYCHOLOGY ONE CONFERENCE

I hope you will consider joining me at **Duke University** this **June 23-24th** for the **Psychology One Conference**. See our schedule [here](#).

**We are still accepting proposals! Visit [here](#).**

These can include:

- A brief, 15-min interactive demonstration of a technique used in your classes
- A brief, 15-min presentation on research you have conducted on teaching and learning

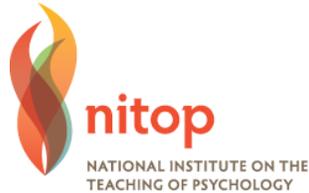
We are especially interested in proposals for:

- A focused, small-group discussion on a topic of interest that you will lead for 45-60 minutes

Registration is only **\$135 for STP members** (\$165 for non-members), and includes meals, materials, and parking at Duke. Registration is limited to only 100 guests! Register [here](#).

## NITOP 2023

Registration for the 45<sup>th</sup> annual National Institute on the Teaching of Psychology (NITOP) is now open. [Proposals](#) for posters, Participant Idea Exchanges, Demo Demo, and the Teaching Slam are also being accepted. The conference will be held January 3-6 at the Tradewinds Island Grand Resort in St. Pete Beach. The program is still being developed. For updates, and to find out more about the conference, go to [www.nitop.org](http://www.nitop.org).



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## Teaching Conferences

[APS-STP Teaching Institute](#)

May 25-26, 2022, Chicago, IL

[Psychology ONE 2022](#)

June 23-24, 2022, Durham, NC

[STP's 2022 Annual Conference on Teaching](#)

October 20-22, 2022, Pittsburgh PA and Virtual

[National Institute on the Teaching of Psychology](#)

January 3-6, 2023, St. Pete Beach, FL

## Regional Psychology Conferences

That's a wrap! Spring 2022 regional conferences were a huge success! Undergraduate students presented posters, colleagues gave amazing teaching talks, and STP supported it all. It's not too early to start preparing to attend or present at Fall 2022 or Spring 2023 conferences. See the websites below for the latest information from each regional conference, including upcoming dates and locations for upcoming gatherings. If you have questions about STP regional conference programming, email Garth Neufeld at [regional-conference@teachpsych.org](mailto:regional-conference@teachpsych.org).

[New England Psychological Association \(NEPA\)](#)

October 21-22, 2022, Worcester, MA

**Submission deadline:** August 1, 2022

[Eastern Psychological Association \(EPA\)](#)

March 2-4, 2023, Boston, MA

[Southeastern Psychological Association \(SEPA\)](#)

April 5-9, 2023, New Orleans, LA

[Rocky Mountain Psychological Association \(RMPA\)](#)

April 13-15, 2023, Albuquerque, NM

[Midwestern Psychological Association \(MPA\)](#)

April 20-22, 2023, Chicago, IL

[Western Psychological Association \(WPA\)](#)

April 27-30, 2023, Riverside, CA

[Southwestern Psychological Association \(SWPA\)](#)

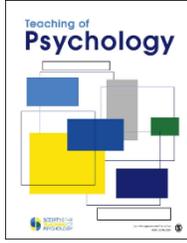
2023 Dates and Location TBA

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# RESOURCES

## Teaching of Psychology: OnlineFirst

Here is a list of recent articles that are available to STP members by visiting [here](#) (requires login) and following the instructions for logging into the *Teaching of Psychology* website. This site also provides instructions for receiving email notifications of future OnlineFirst articles.



- Diversity Wanted! Utilizing Transdisciplinary Scholarship on Structural Inequality to Educate Psychology Graduate Students
- Emphasizing Transferable Skills in Undergraduate Cognitive Psychology is Associated With Higher Grades
- Cognitive Calisthenics: Pre-lecture Cognitive Exercise Boosts Learning
- "I was Born to do This": Faculty Experiences Teaching Graduate-Level Diversity Courses
- Learning in the Time of COVID: Undergraduate Experiences of a Mid-Semester Transition to Virtual Learning due to the COVID-19 Pandemic
- Using Indirect Service-Learning to Promote Evidence-Based Digital Mental Health Tools on College Campuses
- Representation, Belongingness, and Rumination in Underrepresented Psychology Students

## Call for Chapter Authors, STP E-book on "Building stronger students"

The STP Editors are happy to announce a call for chapters for an [STP e-book](#) tentatively titled "Building stronger students: A psychology toolbox for students taking an introductory level psychology course." Consistent with our [Mission Statement](#) and the [Statement on Addressing Systemic Racism and Inequity in STP](#), we encourage submissions from colleagues who are from underrepresented groups and have diverse backgrounds and experiences.

This book will be a compilation of "toolbox" activities for introductory level psychology courses. Toolbox activities may include sleep hygiene, mindset, understanding emotion-regulation and the brain, mindfulness, stress management, study habits, and communication tools, among other possibilities. The activities should have been tested out in the classroom. Each author will: share background information and information about their tool, including all relevant materials; discuss findings from classroom research in testing out the tool; connect the activity to psychological concepts and tie it to the APA IPI Integrative Themes. The goal of the book is to showcase active ways students can apply the concepts and, perhaps, improve their lives.

## Submitting your Chapter Proposal

If you are interested in contributing a chapter to the e-book, please fill out this short proposal form. All proposals should be submitted [here by June 1, 2022](#). For more information, contact Alisa Beyer at [e-books@teachpsych.org](mailto:e-books@teachpsych.org).

Authors will be notified by June 13, 2022, about the status of their proposals and sent chapter guidelines/template. Complete first drafts will be due in December 2022.

## "This is How I Teach" Blog

Molly Metz, University of Toronto - St. George Campus, is the most recent contributor to STP's "This is How I Teach" Blog.



## Are you interested in sharing your secret teaching life with STP?

We'd love to hear from you! To get started, send your name, institution, and answers to the questions below to: [howiteach@teachpsych.org](mailto:howiteach@teachpsych.org).

1. Tell us about your favorite lecture topic or course to teach.
2. What are three words that best describe your teaching style?
3. What is something your students would be surprised to learn about you?

"This is How I Teach" edited by: Rob McEntarffer, Editor (Lincoln Public Schools), and Virginia Wickline, Associate Editor (Georgia Southern University)"

## UNH Summer 2022 College Teaching Courses

The University of New Hampshire Center for Excellence and Innovation in Teaching and Learning, in collaboration with the Graduate School, will offer summer 2022 GRAD courses on college teaching. There will be five asynchronous *online* 2-credit courses open to current graduate students and to faculty/staff. Content of all courses relevant to teaching in face-to-face, online/remote, and blended formats. Click on [this link](#) for access to more information about the Summer 2022 course offerings

All of the courses contribute toward the UNH [Certificate in College Teaching](#) program. They are offered online via the Canvas LMS. You do **not** need to be enrolled in the Certificate program to take a course. The courses are offered through [UNH's Academic Programs in College Teaching](#). Follow these links for access to more information about [registration](#) and [tuition/fees](#). For further information and questions, please contact [Dr. Catherine Overson](#).