



For Teachers of Introductory Psychology  
**APA EDUCATION DIRECTORATE**

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# PTN

## PSYCHOLOGY TEACHER NETWORK

110<sup>TH</sup> APA CONVENTION:

# Chicago

The 110th annual convention of the American Psychological Association will take place in Chicago on August 22-25. Teachers of psychology who attend the convention will have the opportunity to attend symposia, paper and poster sessions, invited addresses, exhibits, and more.

While specific groups sponsor the convention presentations, the talks very often have relevance for psychologists across a wide range of settings. You will be able to enhance your teaching of psychology by attending presentations offered by the 53 divisions of APA, but some offerings that will be of special interest to teachers are described below.

First, **Teachers of Psychology in the Secondary Schools (TOPSS)** and the **Psychology Teachers at Community Colleges (PT@CC)** will feature ten hours of convention sessions on Thursday and Saturday. The topics of their presentations range widely and will be relevant to subjects covered in different psychology classes. The TOPSS and PT@CC are described in more detail in a separate article within this issue.

Second, the **Society for the Teaching of Psychology (Division 2)** will sponsor a number of sessions of interest to teachers at the high school, undergraduate, and graduate levels. The full program is online at <<http://www.teachpsych.org>>.

Third, the Education Directorate, in conjunction with the Society for the Teaching of Psychology, will sponsor the **G. Stanley Hall Lecture Series**. Four renowned speakers will share their expertise on Friday and Saturday. Details of the presentations are available online at <<http://www.ithaca.edu/beins/gsh/gsh.htm>>.

The **deadline for advance registration is July 5**. Registration details appear below. Register online at <<https://cyberstore.apa.org/convention02/index.cfm>>.

### REGISTRATION INFORMATION

*For those registering in advance (before July 5):*

- \$ 165** APA Member, Fellow, Associate, or Dues-Exempt Member; APA International Affiliate
- 195** Nonmember of APA
- 50** APA Student Affiliate
- 75** Full-Time Student; APA High School Teacher Affiliate
- 5** (*processing fee*) If noted on form of fee-paying registrant: Nonmember Spouses/Equivalents; Dependents under age 18

*For those registering on-site in Chicago:*

- \$ 220** APA Member, Fellow, Associate, or Dues-Exempt Member; APA International Affiliate
- 250** Nonmember of APA
- 60** APA Student Affiliate
- 85** Full-Time Student; APA High School Teacher Affiliate
- 5** (*processing fee*) If noted on form of fee-paying registrant: Nonmember Spouses/Equivalents; Dependents under age 18

**Refund policy:** Advance registrants who are unable to attend the convention may request a refund of their registration fee if a written request is received before Aug. 25, 2002. A full refund of the registration fee will apply to requests received by July 5, 2002; a 75 percent refund will apply to requests received between July 5 and Aug. 10, 2002; a 50 percent refund will apply to requests received between Aug. 10 and Aug. 25, 2002. After Aug. 25, 2002, no refunds will be issued.

*Convention Coverage continues on page 3*

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Lisa G. Aspinwall, Ph.D.

# Positive Thinking: Just Kidding Yourself, or a Helpful Tool When the Chips are Down?

*Lisa G. Aspinwall, Ph.D., University of Utah, Salt Lake City, Utah*

So much of what people can accomplish — or endure — in life seems to be linked to what they believe is possible. Beliefs in the power of positive thinking are central to U.S. popular culture with its countless tales of people who overcame terrible odds to succeed on the strength of their personal will, extraordinary effort, or unshakeable faith, for example, *The Little Engine That Could* (I think I can, I think I can, I think I can...) and Horatio Alger.

With positive thinking, all things are said to be possible (e.g., Dale Carnegie, Norman Cousins), and nearly everything can be viewed positively (witness Pollyanna). The psychological literature provides strong support for the power of positive thinking, as well. From Bandura's work on self-efficacy to studies of optimism, coping, and health (Carver & Scheier, 2001; Taylor, Kemeny, Reed, Bower, & Gruenewald, 2000), the study of positive beliefs about oneself, one's future, and one's degree of control over important events and outcomes has played a central role in psychology over the past few decades.

My own work has examined two central questions about positive thinking: How do such beliefs "work," and what is their relation to reality? That is, what are the mechanisms through which different kinds of positive beliefs are associated with good outcomes in life? And do positive beliefs serve to help people or hurt them as they confront negative information and events that require realistic appraisals and constructive action?

The positive belief I have studied the most is optimism, which has been defined in many ways. At its most general level, dispositional optimism is the belief that the future holds good outcomes (In uncertain times, I usually expect the best vs. If something can go wrong for me, it will; Scheier, Carver & Bridges, 1994). Optimistic beliefs may also be assessed in particular domains, for example, about one's health (Aspinwall & Brunhart, 1996; Taylor et al., 1992). Before I get to some of the research findings, let me provide a little bit of background about my interests in optimism and its relation to reality.

## The Positive Illusions Debate

When I was first considering my options for graduate study in social psychology, I eagerly read a preprint of

Shelley Taylor and Jonathon Brown's (1988) positive illusions paper. In this paper, they argued that accurate perception of one's personal attributes and prospects in life was not the hallmark of mental health; instead, healthy, normal human cognition was marked by mild systematic positive distortions of one's views of the self, one's prospects for the future, and one's degree of control over events in the world. They presented evidence that seeing oneself a bit more favorably than was warranted or thinking the future to be a bit more promising than might be the case were common "positive illusions" that were associated with good outcomes in life. This idea was captivating, because it suggested that wearing rose-colored glasses helped people in a variety of ways and was a sign of mental health, not mental illness.

This paper launched a tremendous (and productive) controversy over the interpretation of such "positive illusions" (do they indicate psychopathology? are they extremes of positive self-beliefs, such as narcissism, that almost by definition cannot lead to good objective outcomes? do they set people up for crushing disappointment when their positive beliefs are disconfirmed?; see Colvin & Block, 1994; Taylor & Brown, 1994a, 1994b).

The ideas presented in the positive illusions paper and the resulting controversy also generated a great deal of research on who holds these positive illusions, how big such illusions are, what keeps them from getting out of hand, and how they are maintained in everyday life (see, e.g., Collins, Taylor, & Skokan, 1990).

## Testing How Positive Illusions "Work": Optimism and Adjustment to Adversity

Reading that paper sealed my decision to attend UCLA to work with Shelley Taylor. One of our first projects was a large-scale prospective survey of adjustment to college among freshmen (Aspinwall & Taylor, 1992). In this survey, we found that positive beliefs like self-esteem, optimism, and desire for control were linked to better psychological adjustment in the first year of college, and that these benefits were mediated by ways of coping with the stress of starting college. Optimists reported better outcomes because they approached their problems more

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# TOPSS Convention Highlights

## THURSDAY, AUGUST 22ND

1:00-1:50 pm

McCormick Place

Lakeside Center – Level 2, Meeting Room E271b



Charles Brewer, Ph.D.

### *Reflections on Teaching*

**Charles L. Brewer, Ph.D.**

Furman University

Charles Brewer will discuss aspects of his academic career of more than 40 years. Topics will include Teaching, Research, The Frantic First Years, Technology, and Lessons for Beginning Teachers. The talk is intended to interest, inform, entertain, and inspire the audience.

2:00-2:50 pm

McCormick Place

Lakeside Center – Level 2, Meeting Room E271b



Richard Miller, Ph.D.

### *From Hobbits to Hobbes: Reducing Students' Beliefs in the Paranormal*

**Richard L. Miller, Ph.D.**

University of Nebraska at Kearney

There are those who claim that teaching is primarily a matter of communicating information to students. My presumption in this address is that students' heads are not empty when they walk into class. Rather, they already have acquired knowl-

edge, developed beliefs, and perhaps become entrenched in attitudes about the material to-be-learned. These entrenched beliefs may be inconsistent or incompatible with what the teacher hopes to teach.

Belief in paranormal phenomenon is an area where students' "knowledge" is often incompatible with scientific understanding. However, previous research has indicated that despite our best efforts, many students will persist in these beliefs even after taking a full semester course in the scientific method, or after taking a course in critical thinking, or even after taking a course that specifically debunks superstitious beliefs.

Filling a mind may be easier than changing a mind. To change a mind, social psychological techniques can be useful. I will present three techniques that can set the stage for attitude change in students, counter-attitudinal advocacy, hypocrisy induction, and belief perseverance. These techniques have been shown to be easily adaptable to the classroom in research studies conducted by myself and my colleagues at the University of Nebraska at Kearney.

3:00-3:50 pm

McCormick Place

Lakeside Center – Level 2, Meeting Room E271b



Diane Halpern, Ph.D.

### *Learning That Lasts a Lifetime: Teaching for Long-Term Retention and Transfer*

**Diane F. Halpern, Ph.D.**

Claremont-McKenna College

The purpose of formal education is not high grades on an exam at the end of the semester, yet, for the most part, this is the only indicator of student learning, and by inference, the effectiveness of our own teaching, that we ever look at. We implicitly

assume that students who achieve high grades in school will be able to apply what they have learned for many years after they have graduated and in contexts that are very different from the classroom. As faculty we are educating the citizens and work force of the next generation; we need to think far beyond the end of the semester. We need to teach for a time in the distant future, and for a test that we won't be giving. In other words, we need to teach for long-term retention and transfer, especially when the goal is to educate students who can think critically and learn effectively. Great, but how do we do this? Empirically-validated studies of learning have shown the benefits of spaced review, practice at retrieval, overlearning, varied examples presented without the usual classroom retrieval cues, meaningful processing, and use of multiple representations. By applying basic principles from the science of learning, we can have long-lasting positive effects on our students—students who are better thinkers and learners. Please join me in considering some powerful learning techniques.

4:00-4:50 pm

McCormick Place

Lakeside Center – Level 2, Meeting Room E271a



Robert Sternberg, Ph.D.

### *Teaching High School Psychology Triarchically*

**Robert Sternberg, Ph.D.**

Yale University

Robert Sternberg will describe a model for teaching high school psychology that has been shown to produce effective learning and thinking in comparison with alternative methods of instruction. He will describe the underlying theory, some data, and specific techniques for instruction and assessment.

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Joseph Palladino, Ph.D.

**SATURDAY, AUGUST 24TH**  
10:00-10:50 am  
*McCormick Place*  
*Lakeside Center – Level*  
*3, Meeting Room E353a*

***The Humor of Teaching, the Teaching of Humor***  
**Joseph J. Palladino, Ph.D.**  
University  
of Southern Indiana

The belief that humor and laughter are unprofessional, undignified, and childish is widespread, especially in academia. What's more, parents believe that children must be serious in order to succeed in school. As a result, our educational system, as well as our profession, rarely reaps the potential benefits of humor and laughter. This presentation will explain the highly resistant negative views of humor and laughter and focus on some personal and educational benefits of humor and laughter. Drawing upon our discipline's history and the content of our most commonly taught courses, specific examples of the effective and appropriate uses of humor and laughter will be offered in the hope of enhancing student learning and reducing the epidemic of humor impairment.

## PT@CC Convention Highlights

**THURSDAY, AUGUST 22ND**  
1:00-1:50 pm  
*McCormick Place*  
*Lakeside Center – Level 2, Meeting Room E260*

***Innovative Community College Teaching Methods: Using Technology to Teach Psychological Concepts***

This presentation will explore strategies to use technology to teach psychology. **Tonja Ringgold, Ph.D.**, of Baltimore City Community College, will focus on integrating the World Wide Web in a Psych 101 Course. **Ken Gray, Ph.D.**, of the College of DuPage, will discuss ways to use technology to personalize General Psychology courses.

2:00-2:50 pm  
*McCormick Place*  
*Lakeside Center – Level 2, Meeting Room E260*

***Using Humor in Teaching Psychology***

Whoever said learning should be fun? We did. Research has shown that the appropriate use of humor in the classroom can serve to increase attention, relieve anxiety, create positive attitudes toward the course and subject matter, and promote understanding of difficult concepts. Panelists will discuss this research and provide examples of how humor is used in their own classrooms to put the “fun” back into learning.

**SATURDAY, AUGUST 24TH**  
10:00-10:50 am  
*McCormick Place*  
*Lakeside Center – Level 2, Meeting Room E262*



Robert Cialdini, Ph.D.

***Crafting Normative Messages To Protect The Environment***  
**Robert B. Cialdini, Ph.D.**

Arizona State University  
It is widely recognized that social norm based appeals can be effective in producing socially beneficial conduct. Not so well recognized, however, are the

circumstances under which normative information can backfire to produce the opposite of what a requester intends. There is an understandable but misguided tendency of public service messages to call attention to a problem by depicting it as regrettably frequent. Information campaigns stress that alcohol and drug use is intolerably high, that adolescent suicide rates are alarming, and that polluters are spoiling the environment. Although their claims are both true and well-intentioned, the creators of these campaigns have missed something basic about the social influence process: Within the statement “Look at all the people who are doing this undesirable thing” lurks the powerful and undercutting normative message “Look at all the people who are doing it.”

New research will be presented to show that, as a consequence, such programs can boomerang, generating even more of the undesirable behavior. The research documents the impact of different persuasive messages on the tendency of visitors to steal petrified wood from the floor of the National Petrified Forest. The results demonstrate that structuring the messages correctly (so that both the descriptive and injunctive

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norms of the situation are aligned) halves theft compared to a control group. But structuring the messages incorrectly (so that the descriptive and injunctive norms are misaligned) triples theft.

### SATURDAY, AUGUST 24TH

11:00-11:50 am

McCormick Place

Lakeside Center – Level 2, Meeting Room E262

#### *Activating active learning in psychology classes*

Strategies to encourage active learning in the classroom will be shared by presenters, **Jerry Rudmann, Ph.D.**, of Coastline Community College, and **Robert Johnson, Ph.D.**, of Umpqua Community College. Participants will view a simulation activity and describe how trade books in psychology can be incorporated to spark interest in an introductory course.

12:00-12:50 am

McCormick Place

Lakeside Center – Level 2, Meeting Room E261

#### *New Teaching Resources for Community College Teachers*

Members of the APA Committee on Teachers of Psychology at Community Colleges (PT@CC) will describe a number of new teaching resources available to two-year college teachers.

### FRIDAY, AUGUST 23RD

5:30-6:30 pm

Hyatt Regency McCormick Place Hotel

2233 South Martin Luther King Drive

#### *PT@CC – Psi Beta Reception for 2-Year College Teachers*

PT@CC and Psi Beta are delighted to invite you to a reception for 2-year college faculty attending the APA Convention on Friday, August 23rd, from 5:30-6:30 p.m. in the Psi Beta Hospitality Suite at the Hyatt Regency McCormick Place Hotel. We hope you and your colleagues can join us!

## G. Stanley Hall Lecture Series

### FRIDAY, AUGUST 23RD



Martha McClintock, Ph.D.

3:00-3:50 pm

McCormick Place

Lakeside Center-Level 3, Meeting Room E353b

#### *Scents and Sensibility: Pheromones, Social Dynamics, and the Control of Fertility and Disease*

**Martha McClintock, Ph.D.**  
University of Chicago

The traditional approach to interactions between the mind and body focuses on the biological mechanisms of behavior and psychological states. Taking the converse approach, however, reveals that social interactions are also mechanisms, regulating such fundamental biological processes as ovulation and immune function. In both humans and animal models, pheromones and social odors are one mode of social communication that mediates the social control of fertility and disease. Moreover, putative human pheromones and unconscious social odors can also regulate mood and psychological states as well as neuroendocrine mechanisms.

4:00-4:50 pm

McCormick Place

Lakeside Center-Level 2, Meeting Room E259

#### *Narrowing the Minority-White Achievement Gap: Lessons From Psychology*

**Joshua Aronson, Ph.D.**, New York University



Joshua Aronson, Ph.D.

The chronic academic underachievement of certain minority groups such as African Americans and Latinos is an educational and social problem that has perplexed researchers and policy makers for decades. In this lecture I will discuss research that draws upon several core areas within psychology—such as prejudice, self-esteem, attribution theory, and self-theories—that shed light on psychological factors in this underachievement. I will discuss interventions drawn from this research that can be used to narrow the gap.

### SATURDAY, AUGUST 24RD

3:00-3:50 pm

McCormick Place

Lakeside Center-Level 2, Meeting Room E255



Randolph Smith, Ph.D.

#### *A Social Psychology Toolbox for the College Classroom*

**Randolph Smith, Ph.D.**  
Ouachita Baptist University

Social psychology has many important applications in a variety of social settings, and the classroom is no exception. In this lecture, I will discuss several social psychological phenomena in the classroom. Knowing that some teaching-related situa-

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*Positive Thinking, from page 2*

actively and did not engage in avoidant forms of coping, such as attempting not to think about their problems, sleeping more, or drinking more.

We found similar benefits of optimistic thinking in a sample of gay and bisexual men living in Los Angeles at the height of the AIDS epidemic (Taylor et al., 1992). In this study, men who were HIV seropositive at the start of the study reported greater optimism about their chances of not developing full-blown AIDS than did men who were HIV seronegative. Although this type of optimism might seem like wishful thinking (or worse) among people who had already tested positive for the virus, it was consistently linked with good outcomes over the 6-month interval of the study. Specifically, we found that HIV-seropositive respondents who were optimistic about their chances of not developing full-blown AIDS reported greater perceived control over their risk of developing AIDS and greater efforts to maintain their health through diet and exercise. Additionally, men who were optimistic in general reported fewer intrusive thoughts about AIDS and lower levels of psychological distress than men who were pessimistic.

With these two studies and with supportive findings from Scheier and Carver's studies of optimism among people with serious illnesses like breast cancer and heart disease (e.g., Carver et al, 1993; Scheier et al., 1989), we thought we had pretty convincing evidence that optimism was associated with good outcomes among people facing adversity. However, as soon as we started presenting these data, the counterarguments rained down like hail. I vividly remember getting peppered with questions at an APA meeting in San Francisco in 1991:

*How do you know those people are happy just because they say they are?*

*You say that men who are at high risk for HIV infection have fewer intrusive thoughts about AIDS and better psychological health? We call that denial, not optimism.*

*Clearly, people who are HIV seropositive but who believe they are less likely than others to develop AIDS are maintaining their optimism by ignoring reality; by ignoring how ill they really are. Those people will do just fine, until they get the news that their health is deteriorating.*

And so on. Research psychologists and clinicians both sharply questioned the validity and interpretation of an optimistic outlook and self-reports of good psychological functioning among people with a serious chronic illness. Many seemed not to accept the idea that maintaining positive beliefs in the face of adversity could be a good thing, or indeed that this kind of positive thinking was real at all. Instead, positive thinking seemed like burying one's head in the sand, rather than facing the demands of one's illness.

**Finding a New Way to Assess Whether Optimism Is Helpful or Harmful to People Facing Adversity**

These criticisms highlighted a problem inherent in the study of optimism and adjustment to adversity, namely that the association of optimism with psychological adjustment cannot provide information about whether optimistic beliefs are accurate and whether optimists' reports of good psychological adjustment are "real" or "healthy." Thinking through these different ways of interpreting optimism and psychological adjustment in the face of adversity led us to develop a new paradigm for studying optimism.

We decided to examine how optimistic beliefs, once in place, influenced people's responses to new information that was relevant to their health and well-being. We reasoned that if optimism functioned like denial, then if we presented people with information that got more and more serious and threatening, optimists should decrease their attention to the information as it got more severe. On the other hand, finding that optimists are able to sustain their attention to such information and to process it constructively would be incompatible with the idea that optimism functions like denial or other defensive processes.

With these questions in mind, we embarked on a series of studies of how optimists select and attend to health-risk information presented on computer menus, such as one now sees on the Internet. We measure what information is selected, how long people spend reading it, what they think about and remember after reading it, and their resulting beliefs about the quality of that information and their personal risk.

In all of our studies to date, we find that optimism facilitates attention to negative information, and that it does so especially as the information becomes more threatening or more personally relevant (Aspinwall & Brunhart, 1996, 2001; Aspinwall, Richter, & Hoffman, 2001).

For example, we found that optimistic college students who were frequent users of vitamins were more likely to select and remember information about the risks of excessive vitamin use (e.g., overdose, masking serious illness) from a computer menu of topics than were pessimistic college students.

We found similar results in a study of attention to information about melanoma risk among young adult women who were frequent sunbathers or users of tanning salons. To make the threat of melanoma more immediate, we randomly assigned half of the participants to a proximal threat condition (they were told that the average melanoma patient was a 25-year-old woman) and half to a distal threat

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tions are predictable and explainable through social psychological concepts may reduce teachers' frustration in those situations. Further, I hope to provide social psychological insights that may help teachers manage the classroom environment more effectively.

4:00-4:50 pm

McCormick Place

Lakeside Center-Level 2, Meeting Room E253a



Roxane Cohen Silver, Ph.D.

## **Thinking Critically about Coping with Life's Traumas**

**Roxane Cohen Silver, Ph.D.**  
University of California, Irvine

At some point, most people encounter stressful events that can have a major impact on the course and direction of their lives. Over the past two decades, I have investigated affective, cognitive, social, and physical responses to loss of a child to Sudden Infant Death Syndrome, severe physical disability, childhood sexual abuse, divorce, military duty in the Vietnam War, loss of one's home in the Southern California firestorms, immigration to a new country, and the September 11th terrorist attacks on the United States.

Using data from my own program of research, I will argue that many assumptions held in our society about how individuals will respond to life's traumas have not stood up to empirical test. In particular, I will describe how many individuals respond with less distress than might be expected, and how others respond with more pronounced distress than would be judged "normal" under the circumstances. In contrast to widely held myths about the coping process, the data fail to reveal universal reactions to stressful life events. Rather than emotional responses following a pattern, there is little evidence for an orderly sequence of stages of response. In contrast to the assumption that individuals will respond to stressful life events with early intense emotional distress exclusively, reports of positive emotion are quite common. Failure to experience emotional distress does not appear to signal pathology. Distress is often not proportional to the objective degree of loss experienced. Society's views of "recovery" from trauma also need to be reexamined.

In this presentation, I will offer hypotheses as to why assumptions about the coping process are maintained in the absence of supporting evidence. In addition, I will consider the long-term deleterious consequences for adjustment when one's social network embraces these "myths." In general, I maintain that continued conceptual advancements in the stress and coping field are necessary to explain the variability observed in response to traumatic events. I will also argue that our understanding of the general process of coping is enhanced through an examination of the differences, as well as similarities, in response to a variety of negative life events.

## Division 2 Convention Highlights

In addition to these sessions, STP (Division 2) will host two poster sessions and will conduct its business meeting during the convention. Times and locations of all events will appear in the convention program.

### ADDRESSEES

#### Presidential Address.

**Bill Hill**, *The Never Ending Story: Renewing One's Teaching and Professional Life*.  
(**David E. Johnson**, Chair).

#### Invited Address.

**Cynthia Belar**, *Rethinking Education in Psychology and Psychology in Education: Some Perspectives*.  
(**Bill Hill**, Chair).

### DIVISIONAL ACTIVITY

#### Social Hour and Teaching Awards Ceremony.

**Bill Hill**, **David E. Johnson**, **Dana Dunn**, **Linda Noble**, **Mary Kite**, **Regan A. R. Gurung**, **Valerie Whittlesey** co-hosts.

### SYMPOSIA

#### Innovative Teaching Techniques in Developmental Psychology

**Tara L. Kuther**, *Never Seeing Students and Other Challenges of Teaching Development*

*Online*, **Lesia Rae Vartanian**, *Using the Regional Science Fair as Real-Life Piagetian Theory*, **Sherri McCarthy**, *Learn a Theorist, Be a Theorist*, **Arlene R. Lundquist**, *Adolescence on Trial* (**Robert S. Weisskirch**, Chair).

#### National Guidelines for the Undergraduate Psychology Major

**Jane S. Halonen**, *Using APA National Undergraduate Guidelines to Craft Meaningful Department Standards*, **James H. Korn**, *Using Guidelines and Standards in Consultation and Evaluation* (**Richard Wesp**, Chair).

#### A Course to Integrate the Science and Practice of Teaching

**John J. Zarski** and **James L. Werth, Jr.**, *Service Learning Experience: Teaching Students the Skill of Reflection*, **Laura McCrea**, *The Teaching Course from a Student's Perspective: Reflections and Evaluations* (**Loreto R. Prieto**, Discussant)

(**James L. Werth, Jr.**, Chair)

#### Teaching about Religion as an Expression of Diversity

**Micah L. McCreary**, *Religion as Diversity: Challenges and Opportunities at a State University*, **Mark A. Yarhouse**, **Stephen R. Russell**, *Addressing Religion as Diversity in a Religious Setting*, (**Loreto R. Prieto**, Discussant) (**Mark A. Yarhouse**, Chair).

#### Attracting the Students We Want to Teach

**Kenneth A. Weaver**, *Recruiting Quality Undergraduate Psychology Majors*, **Drew C. Appleby**, *A Multi-Dimensional Strategy to Recruit Psychology Majors* (**Bernard C. Beins**, Discussant) (**Drew C. Appleby**, Chair).

#### Terrorism's Aftermath: Challenges to Students, Faculty, and the Academy

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### *Positive Thinking, from page 6*

condition (participants were told that the average patient was 55). We then examined how participants approached information about the medical and cosmetic risks and benefits of UV exposure. Optimists who were told that the average melanoma patient was like them (i.e., a 25-year-old woman) were more likely than pessimists to cognitively elaborate risk information from the computer menu. That is, during a stimulated recall interview following their online session, optimists were more likely to discuss the risk information in ways that indicated that they thought about the risks presented and how they applied to them personally. Of particular interest, these optimistic young women showed no evidence of counterarguing or otherwise downplaying the risk messages.

Taken together, these studies suggest that optimism is associated with greater attention and greater veridical (as opposed to defensive) processing of health-risk information, and that as the bad news gets more threatening and more personal, optimists increase their attention to it. Put simply, there was not one indication in these studies that optimism functioned like denial or other forms of defensive processing.

Now we are trying to understand why optimism facilitates attention to negative information. We have obtained parallel results suggesting that certain kinds of positive experiences and self-beliefs similarly increase attention to self-relevant risk information (Reed & Aspinwall, 1998). There is intriguing evidence that some kinds of positive mood manipulations also create interest in useful negative information about the self (for example, diagnostic information about one's weaknesses on a personality test, Trope & Neter, 1994; Trope & Pomerantz, 1998; see Aspinwall, 1998, for review).

These findings raise the possibility that other positive beliefs and experiences may confer similar benefits to those of optimism. Most recently, we are finding that simply giving people the expectation that something good is coming in the near future also serves to increase their willingness and/or ability to attend to and elaborate negative information about themselves (Aspinwall, Hill, & Reed, 1999).

### **A Different View of the Relation of Optimism to Reality**

With respect to the positive illusions controversy, we believe that these studies suggest a different view of the relation of optimism to reality. Believing that the future (or at least some specific aspects of it) holds good outcomes seems to allow people to acquire more information about objective risks, especially when that information is negative or threatening. In this way, optimists may acquire a realistic sense of the dangers (and opportunities) they may face or are currently facing. Put differently, optimism is positive, but it does not seem to be illusory. We believe that continuing this work will tell us a lot more about how different beliefs about the future influence the psychological risks people are willing to take in the present to learn information that would help them attain their goals and avoid harm in the future.

### **Toward a More Positive Psychology: Lessons from the Study of Optimism**

A final set of observations concerns how this work fits into current approaches to positive psychology. In one obvious way, research on positive thinking is central to the emerging field of positive psychology (see Aspinwall & Staudinger, in press), because optimism is a cardinal positive belief.

However, the more important lesson from the history of research on optimism may be that psychologists should not assume that a particular set of cognitions and behaviors is maladaptive, but should instead test such ideas systematically and do so in ways that allow any benefits to emerge. That is, people who report happiness in the face of adversity should not be assumed to be "in denial" or "kidding themselves." Instead, the study of cognitive adaptation to serious illness and other negative life events has revealed that although denial and disengagement do exist, most people use a variety of strategies to make the best of what they have and to continue with their lives (Taylor, 1983; see Aspinwall, 2001, and Taylor & Aspinwall, 1990, 1996, for reviews). Further study of such processes will continue to shed light on human beings' remarkable capacities for adaptation, change, and growth.

References available from PTN upon request.

### *Division 2, from page 7*

**Paul Greene**, *Serving Education: Responding to Trauma in the Classroom and Personally*, **Jane S. Halonen**, "No Latin Today!": *An Administrator's Perspective on Terrorism's Aftermath*, **Michael R. Hulsizer**, *The Effectiveness of University Responses on the September 11 Tragedy*, **David N. Sattler**, *Distress, Coping and Resiliency following the Attack on America*, **Tasha R. Howe**, **Linda M. Woolf**, *Terrorism and Political Violence: Integration into the Psychology Curriculum*, (**Linda M. Woolf**, Chair).

**Women Teaching Psychology: Discussing Perspectives Across the Career Span**

**Karen R. Scheel**, *To Climb the Tenure Hill, One Should Wear Sensible Shoes*, **Ann R. Fischer**, *Over the Tenure Hill: It Mattered*, **Susan I. Hardin**, *The More Things Change...* (**Loreto R. Prieto**, Chair).

### **The Great Debate: On-Line or In Class (Conversation Hour)**

**William E. Addison**, *On-Line or In Class: Questions to Ask Before You Decide*, **Maria J. Lavooy**, *On-Line or In Class: Addressing Concerns* (**Maria J. Lavooy**, Chair).

**Lessons Learned: Experienced Teachers Share Their Insights about Teaching Psychology**

**Randal M. Ernst**, *What I Now Know: A Secondary School Teacher's Perspective*, **Robin J. Hailstorks**, *Re-envisioning the Role of a Community College Professor*, **Margaret A. Lloyd**, *Accentuate the Positive: Reflections on Teaching Undergraduate Psychology* (**Margaret A. Lloyd**, Chair).

### **Foundational Issues in the Teaching of Psychology**

**Ron Sheese and Paul A. Thomas**, *Transcending the Teacher-Centered/Student-Centered Dichotomy in Psychology Education*, **William Douglas Woody**, *Heterogony of Models, Goals, and Means in Teaching* (**William Douglas Woody**, Chair).

See Division 2, page 12

# Implicit Theories of Relationships: Should We Be Looking for Our Soulmate?

Renae Franiuk, *University of Illinois Urbana, Champaign, Illinois*



Renae Franiuk

Our lives are inundated with images of whirlwind love-at-first-sight romances and suggestions that we should find that one person with whom we're meant to be. Some people may internalize these messages and want their relationships to reflect the same fantastic quality. On the other hand, it is also no secret that divorce rates in this country are high and that unrealistic expectations about relationships may be a prime cause of this.

Therefore, some people, intent on avoiding the problems of idealization, may look to effort and realism to sustain a relationship. Surveying over 700 college students, my colleagues and I (Franiuk, Cohen, & Pomerantz, in press) have distinguished between people who hold these differing beliefs about relationships. We found that some people believe that there is only one or a few people with whom they are destined to be and with whom they can have a satisfying relationship (**soulmate theorists**). Conversely, others believe that they could be happy with almost anyone and that effort and work are most important for relationship success (**work-it-out theorists**). Franiuk and colleagues (in press) have suggested that people's implicit theories of relationships have interesting implications for the course of their romantic relationships.

Although there is little direct relation between satisfaction and these theories, a third factor plays an important role in determining whether or not soulmate theorists or work-it-out theorists will be satisfied in their relationships. People's general theories of relationships and their beliefs about their specific partner work in tandem to influence relationship satisfaction and longevity. Soulmate theorists report high satisfaction in their relationships when they believe that their partner is the "right" person for them; however, they report very low relationship satisfaction when they do not believe that they are with the "right" person. This is not surprising considering how important the right person is to someone searching for his or her "soulmate." Work-it-out theorists, on the other hand, are less affected by their beliefs about their relationship partner. This same pattern holds true for relationship length. Unlike work-it-out theorists, soulmate theorists do not believe that their partner can change into the right person; therefore, they are quicker to end their relationship to go in search of that "right" person.

It is not yet clear how the theories affect relationship satisfaction or other aspects of the relationship (i.e., mate selection, dealing with conflict). However, this research presents an interesting look at how people enter relationships with different beliefs and expectations and how these beliefs and expectations can have different consequences for the relationship.

This area of research is newly emerging, but it is an important addition to any discussion of factors that influence the satisfaction and longevity of romantic relationships. Past research has mainly focused on types of love (e.g., Sternberg's triangular theory), types of relationships (e.g., exchange vs. communal), and costs and benefits (e.g., social exchange theory, equity theory) as predictors of relationship outcomes. Research on implicit theories of relationships adds a factor that the relationship partners bring to the relationship before the relationship begins that has consequences on the relationship.

Although we describe these theories as "implicit," we do not mean to suggest that these theories operate entirely outside of a person's conscious awareness. We believe that these theories are rarely articulated, but people can become aware of the theories they hold. High school and college students, who are most likely just beginning to think about entering romantic relationships, may find it particularly interesting to assess their own theories. See the accompanying box with our measures and our data for guidelines on interpreting scores on these measures.

Administering this questionnaire to your students can lead to an interesting discussion about the development of such theories and why some people are high soulmate theorists, some are high work-it-out theorists, and others score high or low on both scales. Students will probably mention reasons such as their parents' relationship, their personal past relationship experience, and their culture.

Although we have not found any relation between parents' relationships, personal relationship history, and the relationship theories, we have found culture to be related to the relationship theories. Asian-Americans and African-Americans were less likely to hold a soulmate theory than Latinos and Anglos. This finding can lead to an interesting discussion about the appreciation of cultural differences, aspects of culture that may contribute to the

*See Soulmate, page 11*

## Inquiries, Demonstrations, Experiments and Activities

### Creating a Time Line in the History of Psychology

*Frank Hollingsworth and Colleen Pompetti, Coatesville Area High School, Coatesville, PA*

**Concept:**

Sometimes the teaching of the History of Psychology can be a very pedantic endeavor. This activity will allow students to leave their seats and move about the classroom.

**Materials:**

Prepare a list of the major psychologists and list their major contributions. On large index cards or on color cardboard paper place each name separately. On a separate set of index cards place the contributions of each person.

A long string for each set of cards

Paper clips

**Instruction**

String the line across the room at head height. Divide your class into groups. Have a line for each group that you are working with. Give each group a set of names and contributions. First, have the students place the names in sequential order on the line using the paper clips. After the students have placed the names on the time line they should match the contribution to the psychologist by attaching the contribution to the name by a paper clip. This can be used as a cooperative activity having the class work as a group or competitive activity by breaking up the class and having them compete against other groups for accuracy and time.

**Writing Component:**

The students should pick one of the contributors to Psychology and write a brief essay on why they chose that person and why they thought that person's ideas are important.

**Bibliography**

Young, Charles. *Meaningful Activities to Generate Interesting Classrooms*, Performance Learning Systems, Inc. Emerson, N.J. 1997

Thorne, Michael, and Henley, Tracy B. *Connections in the History and Systems of Psychology*. Houghton Mifflin Co., 1997.

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**Psychology Teacher Network is looking for good ideas, activities and experiments to share with our readers. Please submit any activities to Psychology Teacher Network, Education Directorate.**

***The TOPSS Executive Board***  
*cordially invites you to attend the*  
*10th Anniversary Celebration for Teachers of Psychology in Secondary Schools*  
*to be held at the*  
***American Psychological Association Convention in Chicago, Illinois***  
***August 23, 2002, at 5:00 pm***  
***The Society for the Teaching of Psychology (Division 2) Hospitality Suite***  
*(Location to be determined)*  
*Call Mayella Valero at 202-572-5015 or e-mail mvalero@apa.org for information.*

**Members of the TOPSS Executive Board**  
Rob McEntarffer, Chair • Craig Gruber, Past Chair • Marissa Sarabando, Chair-Elect  
Dave Johnston, Secretary/Treasurer • Chuck Schira, Secretary/Treasurer-Elect  
Debra Park, Member-at-Large • Amy Fineburg, Member-at-Large  
Faculty Advisors: Dr. Randolph A. Smith and Dr. David Matsumoto

*Soulmate, from page 9*

relationship theory a person forms, and the large amount of variation that occurs within any cultural group.

High school and college students may find a discussion of popular culture particularly interesting at this point. As a group or individual activity, an instructor might assign students to find examples that support the soulmate or work-it-out theory in popular culture; or the instructor may just want to bring in examples of his or her own to discuss with/show the class. (Possible movie ideas: *Sleepless in Seattle* (1993), *Serendipity* (2001)—contrasts the soulmate and work-it-out theories. *The Princess Bride* (1987)—soulmate theory. *When A Man Loves A Woman* (1994)—work-it-out theory. Clips from these movies will suffice.) Whether students are assigned to find examples or the instructor provides examples, the overall consensus will probably be that American culture is flooded with images in songs, movies, books, fairy tales, etc. that support the soulmate theory.

Instructors can then engage students in a discussion about why people develop the work-it-out the-

ory. Students will most likely come to the conclusion that relationship experience teaches people that “real world” relationships are not like those in the movies. (Indeed, we have found that married people are less likely to hold a soulmate theory—and more likely to hold a work-it-out theory—than college students.)

You should conclude any discussion of the implicit theories of relationships by reminding students that this research does not suggest that one relationship theory is better than the other. Whether one theory or combination of theories is most conducive to people’s happiness depends on a variety of factors.

#### Suggested readings:

- Franiuk, R., Cohen, D., & Pomerantz, E.M. (in press). Implicit theories of relationships: Implications for relationship satisfaction and longevity. *Personal Relationships*.
- Knee (1998). Implicit theories of relationships: Assessment and prediction of romantic relationship initiation, coping, and longevity. *Journal of Personality and Social Psychology*, 74, 360-370.

Also, for readings on implicit theories in general, see: Dweck, C.S. (1999). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.

## Relationship Theories Questionnaire\*

### SOULMATE SCALE

1. Success in a romantic relationship is based mostly on whether the people are “right” for each other.
2. There is a person out there who is perfect (or close to perfect) for me.
3. In marriages, many people discover (vs. build) a deep intimate connection to their spouse.
4. It is extremely important that my spouse and I be passionately in love with each other after we are married.
5. I couldn’t marry someone unless I was passionately in love with him or her.
6. There is no such thing as “Mr. Right” or “Ms. Right.” (R)
7. I expect my future husband or wife to be the most amazing person I have ever met.
8. People who are searching for a perfect match are wasting their time. (R)
9. The reason most marriages fail is that people aren’t right for each other.
10. Bonds between people are usually there before you meet them.
11. For you personally, how important do you think passion is as a reason to marry?

### WORK-IT-OUT THEORY SCALE

1. Success in a romantic relationship is based mostly on how much people try to make the relationship work.
2. In marriage, effort is more important than compatibility.
3. In a relationship, love grows (vs. love is found).
4. If people would just put in the effort, most marriages would work.
5. I could be happily married to most people, if they were reasonable.
6. The reason most marriages fail is that people don’t put in the effort.
7. How well you know someone depends on how long you have known him or her.
8. If you were to marry a random person of the opposite sex, how satisfied do you think you would be with that relationship?
9. Only over time can you really learn about your partner

\* All items are answered on a 1-7 scale with 1 = strongly disagree and 7 = strongly agree, except soulmate item 11 and work-it-out item 8, which are answered on scales of 1 = not at all important, 7 = extremely important and 1 = not at all satisfied, 7 = very satisfied respectively. Reverse-scored items are indicated above with (R). Data from a college student sample (N = 263): Soulmate scale mean = 4.98; work-it-out scale mean = 4.23. There is no significant difference between men and women’s scores on these scales

# TOPSS 2002 Elections Announced

Now is the time to consider serving on the Teachers of Psychology in Secondary School (TOPSS) Executive Board.

The TOPSS Executive Board consists of three elected positions. The **Chair**, a three-year position, is responsible for promoting pre-college teaching leadership, participating in the APA governance structure, and establishing channels of communication among teacher organizations. The **Secretary-Treasurer**, a two-year position, is responsible for recording and distributing minutes of Board meetings and officially documenting the progress of TOPSS programs. The **Member-at-Large**, a two-year position, is a

representative to the board who contributes ideas and suggestions to promote students' understanding of the science of psychology. Descriptions of Board member responsibilities are available on the TOPSS Homepage ([www.apa.org/ed/topsshomepage.html](http://www.apa.org/ed/topsshomepage.html)). The Board generally meets two times a year, in September and March, in Washington, DC. The APA covers travel and accommodation expenses.

Consider self-nominating for any of the positions on the TOPSS Board or nominate a teacher who would make a positive impact.

*Nominations are due by July 1, 2002.*

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## Nomination Form for APA Teachers of Psychology in Secondary Schools Officers

Nominee's name \_\_\_\_\_

Nominee's address \_\_\_\_\_

Nominee's home phone \_\_\_\_\_ Nominee's work phone \_\_\_\_\_

Nominee's email \_\_\_\_\_

Please consider this Nominee for the position of:

Chair-Elect

Secretary/Treasurer

Member-at-Large

If you would like a candidate you nominate to be considered by the Nominating Committee for more than one office, please indicate by checking more than one box.

TOPSS member supporting the nomination:

Name \_\_\_\_\_

Address \_\_\_\_\_

Home phone \_\_\_\_\_ Work phone \_\_\_\_\_

I have checked with the person whom I am nominating and that person has agreed to have his/her name put in for nomination. Candidates must be TOPSS members. Either the Nominee or the TOPSS Member supporting the nomination may submit this form.

*This form, which may be photocopied, must be received by July 1, 2002.*

The Nominee must send the following to APA: curriculum vitae, brief platform statement and a photo. Examples of platform statements are on the TOPSS homepage. Please send to TOPSS Elections, APA, Education Directorate, 750 First Street, NE, Washington, DC 20002.

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*Division 2, from page 8*

### *Teaching the History of Psychology:*

#### *Developing Competencies*

**Mark L. Savickas**, *Developing Competence to Teach Psychology's History: From Babblor to Dabbler*,

**Thomas F. Sawyer**, *If I Can Do It, Anybody Can*,

**Donald A. Dewsbury**, *Pathways to History (Loreto Prieto, Discussant)*

*(David B. Baker, Chair)*

### *Teaching for Diversity: Enhancing Cross-Cultural Awareness and Overcoming Communication Barriers*

**Claudia Rinaldi**, *Improving Teaching*

*Effectiveness Through Attending to Diverse Learning Styles*, **Cyndi Kernahan**, *Racial Identify/Attitude*

*Development: The Effects*

*of Required Diversity Courses*

*(Regan A.R. Gurung, Discussant)*

*(Sally M. Hage, Chair).*

# The Ninth Annual APS/STP Teaching Institute

The Ninth Annual APS/STP Teaching Institute will be held on June 6 at the Sheraton New Orleans, New Orleans, LA. For more information about the American Psychological Society annual convention (June 6-9, 2002) and the Teaching Institute, go to: [www.psychologicalscience.org/convention/](http://www.psychologicalscience.org/convention/)

### THE NINTH ANNUAL APS/STP TEACHING INSTITUTE

*Coordinated by the Society for the Teaching  
of Psychology*

**Thursday, June 6, 2002**  
9 am - 4 pm

*Opening Speaker*

**Ludy Benjamin**

Texas A&M University

*Science in the 21st Century: A Nobel Prize  
for Psychology*

*Concurrent Speakers*

**Bruce Goldstein**

University of Pittsburgh

*Making Cognitive Psychology Real*

**Peter Gray**

Boston College

*Evolution by Natural Selection as an Inte-  
grative Theme in the Introductory Psy-  
chology Course*

**Jane Halonen**

James Madison University

*Using Zimbardo's Rediscovering  
Psychology to Explore World Events in  
Introductory Psychology*

**Elizabeth Hammer**

Loyola University-New Orleans

*Everything You Ever Really Wanted to  
Know About Teaching Human Sexuality  
But Were Afraid to Ask*

**Randolph Smith**

Ouachita Baptist University

*Critical Thinking: Context Matters*

**Kecia Thomas**

University of Georgia

*Preparing Future Faculty: The UGA Model*

*Closing Speaker*

**Drew Westen**

Boston University

*Fact and Fantasy in Diagnosis:  
Teaching the DSM in Introductory  
and Abnormal Psychology*

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## Important Information for TOPSS State Coordinators

*By Marissa Sarabando, TOPSS Chair-elect*

Maintaining contact with membership has been one of the most difficult and one of the most important issues that TOPSS has had to address. In an effort to open communication lines among membership, State Coordinators and the TOPSS Executive Board, some new initiatives have been set in place.

- The TOPSS Board can be reached at the following email address:  
[Msarabando@cur.mcallen.isd.tenet.edu](mailto:Msarabando@cur.mcallen.isd.tenet.edu)  
Marissa Sarabando, TOPSS Chair-elect, will answer questions, forward concerns and information, and will act as a liaison between members, coordinators and the board.
- The TOPSS Board has compiled a set of goals that define the State Coordinator

program and will help provide direction and guidance to state coordinators to maximize communication. State Coordinators should

1. contact teachers in their state and recruit new TOPSS members
2. encourage professional development in teaching psychology at the state and/or regional level
3. disseminate information from APA or TOPSS to members
4. provide an annual report to the TOPSS board describing activities undertaken by teachers in the state, participate in regional TOPSS workshops and other APA conventions and activities, monitor the State Coordinator listserv
5. contact the TOPSS board via email for information or concerns

If any coordinator has any questions regarding these guidelines, please contact me at the email address noted earlier.

The TOPSS Board would like to extend a special invitation to the upcoming APA Convention in Chicago to all State Coordinators and TOPSS members interested in becoming a state coordinator. This year marks the tenth anniversary of TOPSS and a wonderful celebration is being planned to mark this milestone. The convention provides a wonderful opportunity for TOPSS members to talk about events in their states, share ideas and concerns, and join in celebrating ten years of teaching the science of psychology in high schools across the United States. Look for information on the TOPSS schedule of events in this issue of the PTN. We hope to see you in Chicago!

# Technology Workshop for Undergraduate Psychology Faculty: June 28-29, 2002

The APA Education Directorate is pleased to announce plans for a 1-1/2 day workshop, "Using Technology to Enhance the Teaching of Psychology" for undergraduate faculty. Working with the Department of Psychology at Spelman College, the Education Directorate and the Public Interest Directorate invite you to attend the workshop beginning with registration at 8:30 am on Friday, June 28, 2002, and continuing for a half day on Saturday, June 29, 2002, on the campus of Spelman College in Atlanta, GA.

Workshop presenters are Vincent Hevern, PhD, of Le Moyne College, Syracuse, NY, and Tonja Ringgold, PhD, of Baltimore City Community College, Baltimore, MD. Professor Hevern is the webmaster for The Society for the Teaching of Psychology (<http://web.lemoyne.edu/~hevern>). His colleague, Professor Ringgold (<http://members.aol.com/Profiring/bccchome/bccchome.htm>) has experience teaching various psychology courses using a multimedia "Smart Classroom." Her specialty is designing modules and presentations for use in multimedia classrooms.

This workshop will provide a unique opportunity for undergraduate faculty to develop new skills for utilizing technology in the classroom. Exposure to web page construction, presentation software, and ways to use technology in research and education will provide valuable tools to promote excellence in the teaching of psychology. Participants will be involved in hands-on activities and have an opportunity for networking and sharing ideas with other faculty. A tentative schedule for the program follows below:

### Friday, June 28, 2002

|                       |  |
|-----------------------|--|
| 8:30 am - 9:00 am     | Registration begins                                |
| 9:00 am - 10:00 am    | Deciphering the Web: Making Sense of Cyberspace    |
| 10:00 am - 11:00 am   | Building a Home Page                               |
| 11:00 am - 12:00 noon | Online resources for Teaching Psychology           |
| 12:00 pm - 1:00 pm    | Lunch  |
| 1:00 pm - 4:00 pm     | Building PowerPoint presentations                  |
| 4:00 pm - 5:00 pm     | Individual work on Web and PowerPoint applications |

### Saturday, June 29, 2002

|                       |   |
|-----------------------|---|
| 9:00 am - 10:30 am    | Searching Cyberspace as Psychology Teachers           |
| 10:30 am - 11:30 am   | Information on the Web: Telling the Good from the Bad |
| 11:30 am - 12:00 noon | Diverse Voices in Cyberspace                          |

To register for the workshop, contact Martha Braswell (email: [mbraswell@apa.org](mailto:mbraswell@apa.org)) or call toll-free (800) 374-2721, ext. 6140.

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## One-Week AP Teacher Workshops

Oswego State University School of Education, in collaboration with its Division of Continuing Education & Summer Sessions, is offering a number of 3-credit graduate courses in the summer for high school teachers to improve their advanced placement courses. These courses help individuals plan and develop AP courses being offered for the first time. **The workshops will take place July 8-12.**

The number of course offerings has grown from two workshops a few years ago to nine workshops this coming summer. This summer they will be offering the following one-week teacher workshops for instructors of high-school advanced placement courses:

|                                   |                                  |
|-----------------------------------|----------------------------------|
| EDU 500 Teaching AP Biology       | EDU 500 Teaching AP Chemistry    |
| EDU 500 Teaching AP Calculus AB   | EDU 500 Teaching AP English      |
| EDU 500 Teaching AP Physics       | EDU 500 Teaching AP Statistics   |
| EDU 500 Teaching AP Psychology    | EDU 500 Teaching AP U.S. History |
| EDU 500 Teaching AP World History |                                  |

The workshops extend from 8:30 a.m. to 4:30 p.m. Each is a three-credit graduate course and will be offered at the rate of \$750 for in-state New York students and \$1150 for out-of-state students. Some participants commute to and from Oswego during this time, and others live on campus. The college has worked to keep living expenses as low as possible.

Registration for the workshops begins on Monday, March 25. Interested individuals can receive a registration form by e-mailing their requests to [summer@oswego.edu](mailto:summer@oswego.edu) or by printing the registration packet from the web: [www.oswego.edu/Acad\\_Dept/ced](http://www.oswego.edu/Acad_Dept/ced)

# Join the Society for Personality and Social Psychology

Do your students wonder about prejudice and stereotyping? Does the study of personality and individual differences fascinate them? Are they eager to know more about their emotions and their relationships? Do topics like conformity and persuasion, aggression and helping, and autonomy and interdependence come up in your conversations with them?

If so, we would like to invite you to join the Society for Personality and Social Psychology (SPSP). SPSP is the world's largest and most active organization of social-personality psychologists, with more than 3,700 members from all parts of the globe. We believe that the field of social-personality psychology includes many compelling phenomena and questions that are likely to engage your students' curiosity. Ironically, social-personality psychology typically receives scant attention in the typical high school curriculum and textbook. SPSP wants to give you access to the tools you need to bring this vibrant field of research directly to your students.

Membership in SPSP offers many benefits that teachers of Psychology at all levels are likely to find valuable. All SPSP members receive our two journals as a benefit of membership. The monthly *Personality and Social Psychology Bulletin* provides succinct reports of cutting-edge empirical studies. The quarterly *Personality and Social Psychology Review* includes theoretical reviews that will help teachers stay on top of the most important broad theoretical developments in the field. *Dialogue*, our newsletter, provides a more informal connec-

tion to the field.

You and your students will also find many valuable and engaging resources at our website, [www.spsp.org](http://www.spsp.org). For example, SPSP's website includes links to many on-line experiments and surveys, some of which are suitable for classroom exercises and applications. It is important to remember though, that students who are not yet 18 cannot participate in experiments without parental permission. The website also provides direct links to many members' own webpages, providing an invaluable research tool. Students interested in a career in social-personality psychology or in diversity issues will also find useful resources here.

SPSP also holds an annual convention in early February. This year's meeting in Savannah was a smashing success, attended by more than 1,300 scholars and students from around the world. Members of SPSP receive substantially discounted registration at the conference.

We would like to extend a special invitation to you to join SPSP at a discounted introductory rate. For just \$28, you can become a member of SPSP for this year and receive the journals, newsletter, and other benefits mentioned above. If you are interested, just send a check for \$28 (payable to SPSP) to: SPSP, Department of Clinical and Social Sciences in Psychology, University of Rochester, Rochester, NY, 14627. We would be glad to answer any questions sent to [spsp@psych.rochester.edu](mailto:spsp@psych.rochester.edu).

## Psi Beta 2002 APA Program

*Psi Beta National Honor Society in Psychology for Two-Year Colleges invites faculty and students to participate in Psi Beta's programs and receptions.*

**THURSDAY, AUGUST 22, 2002**  
McCormick Place Convention Center  
1:00-1:50 pm, Lakeside Center-Level 2,  
Meeting Room E260

**PT@CC/BEA/Psi Beta Workshop:**  
*Innovative Community College Teaching*  
*Methods: Using Technology to Teach*  
*Psychological Concepts*

**Chair:** Ann Ewing, Ph.D., Mesa Community College, Mesa AZ

**Tonja Ringgold, Ed.D., Baltimore City Community College, Baltimore MD:**  
*Making the Net-Work: Integrating the World Wide Web In a Psych 101 Course*

**Ken Gray, Ph.D., College of DuPage, Glen Ellyn IL:**  
*Using Technology to Personalize General Psychology*

**FRIDAY, AUGUST 23, 2002**  
McCormick Place Convention Center  
1:00-1:50 pm, Lakeside Center-Level 2,  
Meeting Room E265

**Psi Beta/BEA/ Workshop:**  
*Leaders in Service*  
**Chair:** Sharon Burson, Ed.D., Temple College, Temple TX

**Presenters:**  
**Beverly Burton, MSW, Piedmont Technical College, Greenwood SC**  
*Shipwrecked – An Experiential Voyage*  
**Jaye Van Kirk, ABD, San Diego Mesa College, San Diego CA**  
*What Kind of Leader Are You?*

**Dave Murphy, EdD, Waubensee Community College, Sugar Grove IL**  
*Taking Your Leadership into Service*

**2:00-2:50 pm, Lakeside Center-Level 4,  
Meeting Room E450b**

**Psi Beta/BEA Invited Address:** Ruth Hubbard  
**Cousins Distinguished Lecture:**  
*The Best Advice I Have to Give: How Can Students Use Psychology to Make the Most of Their Lives?*

**Presenter:** Robert J. Sternberg, Ph.D., Yale University, New Haven CT

**Chair:** Beverly Burton, MSW, Piedmont Technical College, Greenwood SC

**Hyatt Regency McCormick Place Hotel**  
4:00-5:00 pm, Psi Beta Hospitality Suite,  
Room TBA

**Reception for Robert Sternberg, Ph.D. APA President-Elect**  
*Students and faculty are invited to meet and converse with Dr. Sternberg.*

**5:30-6:30 pm, Psi Beta Hospitality Suite, Room TBA**  
*PT@CC and Psi Beta Reception for all two-year college faculty attending the APA convention.*

**SATURDAY, AUGUST 24, 2002**  
**Hyatt Regency McCormick Place Hotel**  
3:00-5:00 pm, Psi Beta Hospitality Suite,  
Room TBA

**Psi Beta Chapter Interchange and Award Presentations**  
*For latest convention information, please visit [www.psi-beta.org](http://www.psi-beta.org)*

**Psychology Teacher Network** is published quarterly by the Education Directorate of the American Psychological Association. Subscriptions are free to High School Teacher Affiliates of the APA and APA Members, and \$15 a year for all others. Address editorial correspondence to *Psychology Teacher Network*, Education Directorate, APA, 750 First St., N.E., Washington, DC 20002-4242; (202) 336-6140. Address inquiries regarding membership or affiliation to the Membership Office, APA, at the same address.

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