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research with nonhuman animals in psychological science. The psychologists provide closing testimony that advocates for continuing and future use of comparative research, and they discuss the value of comparative research in scientific investigations of perception and action.

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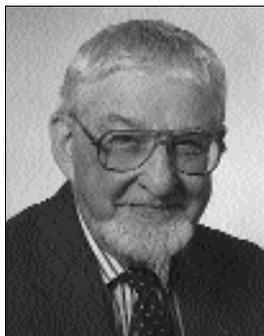
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1998/1999 APA Education and Training Awards

The Board of Educational Affairs and the Education and Training Awards Committee of APA have bestowed the 1998/1999 Education and Training Awards to Gregory A. Kimble, Ph.D. and Nadine M. Lambert, Ph.D. Recipients of this award are recognized for their major contributions made to education and training over the course of their careers.



Gregory A. Kimble, Ph.D.

Gregory A. Kimble, Ph.D., of Duke University, Department of Psychology, is presented with the 1998 Distinguished Career Contributions to Education and Training Award.

Dr. Kimble received his Ph.D. from the University of Iowa in 1945. In that same year, he began his career at Brown University, first as Instructor, then as Assistant Professor of Psychology. He subsequently became an Assistant Professor at Yale University and then moved on to Duke University. After nine years away, as Professor and Chair of the Department of Psychology at the University of Colorado, Dr. Kimble returned to Duke, where he retired in 1984.

Dr. Kimble's contributions to APA include service as President of the Divisions of General and Experimental Psychology and membership on several committees, task forces, boards and

committees, including the Board of Directors from 1980-1982. He has been the author and/or editor of 18 books.

Gregory Adams Kimble has made rich contributions to education in psychology as teacher, author, administrator, and national leader. An internationally recognized and award winning scientist and educator, he has inspired talented high school students, jaded postdocs, and all levels between. His introductory textbook saw six revisions, and his many other books have informed students, teachers, and researchers. An effective chair, he led two major teaching departments to distinction. He was involved in national oversight of education on committees of societies and agencies, and as APAs manager for *Psychology Today*, he was instrumental in educating the public about scientific psychology. The Education and Training Awards Committee recognizes Dr. Kimble's lifetime contributions as an administrator, teacher, author, board and committee member, editor, and mentor. The APA Board

of Educational Affairs unanimously chose Dr. Kimble for this prestigious award.



Nadine M. Lambert, Ph.D.

Nadine M. Lambert, Ph.D., of the University of California at Berkeley, School Psychology Program, is presented with the

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Including Sexual Orientation in Life-Span Developmental Psychology

By Douglas C. Kimmel, Ph.D., Department of Psychology, City College, CUNY

To be published in: Greene, B. & Croom, G.L. (Eds.), Education, research and practice in lesbian, gay, bisexual and transgendered psychology: A resource manual. Thousand Oaks, CA: Sage. Reprinted with permission of the publisher.

Teaching life-span developmental psychology in Japan during my year as a Fulbright Visiting Professor provided a valuable perspective on the field. It became clear to me that, in a Japanese cultural context, the topic we assume is developmental psychology can also be taught as an empirical description of North American culture in the 20th century. At my main university, Tokyo Women's Christian University, my courses on adolescence and on adulthood and aging were taught as courses in the sociology department. At a second school, Tsuda College, the course on adulthood and aging was taught in the English department, since it was taught in English. At the third school, the University of Tokyo, it was taught in the department of American studies. In each case, the course focused on central aspects of adult development and old age in the US. Thus, my psychology course in Japan was really a course in Western social science, English, and American studies simultaneously. Now that I have returned to teach in an urban, multi-ethnic, public U.S. university, this experience changed my perception of the field to a much broader conception of the significance and context of life-span developmental psychology.

If we consider life-span developmental psychology as essentially a study of North American experiences of infancy, childhood, adolescence, youth, maturity, and old age then we are reminded of the extent to which the field reflects normative cultural values about those experiences. In previous decades, those normative values tended to reflect male viewpoints, and if gender was considered, it was usually in terms of sex-differences. In many studies, age-related and gender-related differences were described by a statistical analysis broken down by age and sex; a gerontological association once sold t-shirts with that slogan printed above four bar-graphs representing: young males, old males, young females, old females. Likewise, ethnic and racial diversity was once considered as racial or ethnic differences and was typically an after-thought, since all human development should follow the same predictable course.

Today the normative values are shifting toward viewing human development as a mosaic of diversity. This shift reflects changes in North American culture

toward single-parent families, gender equality, and awareness of racial, ethnic, religious, geographic, cohort, socio-economic, and other contexts. However, when I teach students from many different cultural backgrounds, it is clear that developmental psychology still reflects mainstream North American perspectives.

The reason this article is needed, therefore, is because sexual orientation issues are not represented in this mainstream perspective. Few developmental psychology, life-span development, adolescence, or adulthood texts do more than give a politically-correct nod toward this issue. In contrast, gender issues and racial/ethnic diversity have become very significant topics. Sexual orientation parallels these topics and provides a way of exploring them in greater depth and richness by comparing and contrasting those issues with sexual orientation issues.

It may also be noted that the study of sexual orientation is firmly within the realm of developmental psychology. There are several examples of developmental theories of sexual orientation existing in the literature. The most widely-recognized is the Freudian idea of a developmental arrest as a result of an unresolved Oedipal conflict during childhood; nonetheless, Freud was an early supporter of civil rights for homosexuals (Bem, 1993). Another developmental model is Sullivan's (1953) idea of the lust dynamism emerging and its dynamic interplay with a pre-adolescent same-sex chumship; Sullivan is widely known to have been homosexual (Allen, 1995). Storms (1981) found that early pubertal maturation during the period of same-sex social intimacy was associated with homoerotic fantasy in college students and hypothesized that contiguous learning may be a factor in sexual orientation.

More recently, Bem (1996) synthesized several models and hypothesized that children find erotic those (exotic) persons who engage in activity that is gender-related and different from one's own activity. In addition, many theorists have speculated about the role of early childhood experiences, gender non-conformity, early sexual experiences, abuse, and unsatisfactory heterosexual trials in developing a same-gender sexual orientation. Moreover, the developmental effect of sexual orientation is clearly

¹ This chapter includes the ideas of Anthony D Augelli and Margaret Rosario who helped me conceptualize and identify the relevant topics.

life-span in nature, with continuity of sexual orientation, even beyond the years of sexual activity, as the typical pattern (Money, 1988).

Finally, bisexual persons may show developmental patterns such as sequential periods of homosexual and heterosexual attractions, and illustrate the need for a multidimensional model of sexual orientation (Fox, 1995).

In developmental fashion, this article discusses topics and issues about sexual orientation in infancy and early childhood, middle childhood, early adolescence, late adolescence, adulthood, and aging. One is always torn between using a topical and a chronological view of development. With a topical view, however, sexual orientation may be segregated from other developmental issues in a separate article or lecture related to sexuality, or diversity. In a chronological view, it is clear that sexual orientation is a relevant topic in each segment of the life cycle, no matter how defined or divided into developmental periods. This point is critical since, like gender or race, sexual orientation affects the process and content of developmental experience. It is not limited to sexual development, identity, or any other single topic, but it is a multi-faceted, culturally determined, contextually sensitive, pervasive influence throughout the life-span, especially in Western cultures with a strong taboo about sexuality.

Infancy and Early Childhood

Most developmental psychology courses focus on typical developmental sequences, with some attention to contextual factors such as socio-economic class or parents' educational level, drug use, age, and so on. Important variations are often noted, but usually the focus is on pragmatic topics of infant development and child-rearing, research methods and empirical findings about development, parent-infant relations, and the importance of early stimulation and learning. It is usually assumed that the child will be similar to the parent in all important ways, including sexual orientation. Recent research about possible genetic influences on sexual orientation raises the possibility that some infants are born with a predisposition to develop a same-gender erotic orientation—as some may be born with the predisposition to become musicians, left-handed, or skilled athletes (or all of the above). One way to integrate sexual orientation into this section of the course is to use examples from non-traditional families, to avoid the assumption that everyone's family has one adult male and one adult female in the role of parents, and to include sexual orientation in class or small group discussions.

Possible discussion topics include:

Behavior genetics: Suppose parents can determine the sexual orientation of their fetus? Is this differ-

ent than for being left-handed or exceptionally talented in music? *Gender non-conformity:* What to do about sissy boys and tomboys? Social discrimination against children who are different in gender-related ways. Psycho-social stressors on children of gay or lesbian parents. *Gender identity issues:* How is gender, physical anatomy (male, female, or ambiguous), and social role integrated during childhood? Should children with ambiguous genitals be made to conform to either male or female forms? How do family members and siblings deal with gender non-conformity?

Middle Childhood

This section of the course usually focuses on socialization, cognitive and social-cognitive development (including friendship, self-concept, and person-perception), and elementary education issues. If possible, view the videotape, *It's Elementary* (Women's Educational Media, 1998) to see how well children of this age can deal with sexual orientation issues (often much better than some adults) and to see many examples of ways the topic can be an aspect of ordinary school curriculum.

Possible discussion topics include:

Schools: What kind of educational information should be provided in K-6 grades? *Emotional closeness:* How do children deal with being intimate with persons of the same gender and the other gender? Does later sexual orientation affect this? Where do children who feel different find social support for their self-esteem? *Victimization:* Are gender-nonconforming children more likely to be attacked physically and sexually? What can be done to reduce this risk? How do anti-gay ideas and attitudes (homophobia/heterosexism) form and can they be prevented or reduced? Are there racial, ethnic, cultural, socio-economic, religious differences or factors in the formation of anti-gay attitudes. Why? Do Sullivan's concepts of chumships and the lust dynamism differ for lesbian, gay, bisexual, and heterosexual pre-adolescents?

Early Adolescence

The central topic of this segment of human development is puberty and the inner and outer effects of hormones, secondary sex characteristics, and genital maturation. Sexual orientation often emerges as a conscious element at this point and so it is necessary to include it explicitly in developmental courses in at least two ways. First, it is one dimension of social-cultural identity in that, like ethnic, racial, or religious minorities, a lesbian or gay adolescent is growing up in two cultures: one the heterosexual dominant culture, and the second is the

(perhaps secret) identification with the gay community (Kimmel & Weiner, 1995).

The ways in which this plays out differ greatly among gay and lesbian adolescents, but often there is no parental or community support for one's minority identity (and sometimes overt rejection of it); thus, it is different from other minority adolescents. Similarly, it is invisible to most people, so one often can keep it secret.

Possible discussion topics include:

How do adolescents learn they are gay or lesbian even before they have sexual relations? *Styles of adaptation:* repression, denial, or disclosure. *Identity issues:* How and when to come out. *Gender role issues:* How can one be normal and gay or lesbian or bisexual? Is sexual orientation a reference (choice) or orientation (discovery)? Does it matter? The second important topic to discuss is sexuality.

Depending on geographic and ethnic characteristics of the college students' homes, sexual experimentation may begin during early adolescence. In some cases, heterosexual intercourse is a rite of passage affirming one's normality. Many males have same-gender sexual contact and masturbation is widely practiced. Many females have same-gender crushes and may experience a degree of intimacy that is much more intense than with males. The United States society remains sex-phobic, so most of these topics are never discussed openly and a great deal of ignorance and confusion results, with most adolescents learning about sexuality from their friends and the media. Therefore, even college students may benefit from sex education, and generally lesbian, gay, and bisexual issues can be integrated into this topic smoothly since, in actual practice, penile-vaginal intercourse is the only difference between same-gender and other-gender behavior. The implications of that fact, and gender roles in sexual contact, are fascinating, however, and students rarely consider them.

Possible discussion topics include:

Early sexual experimentation: heterosexual and homosexual. Gender differences in learning sexual/erotic arousal responses. *Puberty:* What role does it play? Is early puberty likely to lead to homosexual orientation? Consequences of heterosexual experimentation for gay and lesbian adolescents. *Educational information needed:* HIV/AIDS, STDs, abuse, victimization.

Late Adolescence

The usual emphasis of this phase of the course is on identity formation. Sexual orientation is an important component of the interpersonal component

of identity; it may also involve the ideological and even the occupational components. The formation of intimate relationships that integrate sexuality also is usually an important topic. Gender differences in this process, and in the link between identity and intimacy, provide a basis for discussing sexual orientation.

Possible discussion topics include:

Dating and safe places to go on dates. *Integrating homosexuality into the rest of one's life:* career choice, college choice. *Family, friends, siblings:* How to tell them and deal with their reaction. Dealing with landlords, roommates, employers, co-workers.

Adulthood

Obviously, this segment of life-span development can be an entire course (Kimmel, 1990). In brief, the central topics are working, loving, and family relationships. Regardless of sexual orientation, many adults provide care for aging parents, young children, and maintain domestic living arrangements of various types. Usually, adults are what one thinks about in terms of lesbians, bisexuals, and gay men. Therefore, almost any topic may be discussed in terms of sexual orientation issues (sex is one topic, but not all there is).

Possible discussion topics include:

Deciding whether, when, and how to come out. To marry or not; domestic partnerships. To have children or not: how and why. *Variations:* heterosexual marriage with outside homosexual relations; celibacy; long-term gay/lesbian relationships; gay/lesbian lifestyle with no long-term cohabiting relationships; bisexual lifestyle without marriage; alternating heterosexual and homosexual relationships; multiple simultaneous relationships (same-gender polygyny/polyandry). Reactions to the reality and perception of discrimination. Relations with one's biological family and/or aging parents. Divorce, custody, and other legal issues. Maintaining intergenerational relationships without a biological family. Widowhood and possible discrimination from family and in legal matters.

Aging

As sexuality is often seen as the basis for sexual orientation, and old people are seen as sexless, many are surprised to find lesbian, gay, and bisexual issues in old age. The beginning of old age is ambiguous, however, and many chronologically old people are active sexually, physically, emotionally, and intellectually. But when health issues begin to take precedence in life, then a variety of issues emerge that were not so important before.

Possible discussion topics include:

Does being lesbian, gay, or bisexual affect the
See Orientation, page 13



Concurrent Postsecondary Educational Options

By Don Irwin, Ph.D., Des Moines Area Community College, Ankeny, IA

Dustin, 17, and Shana, 27, are enrolled in the same general psychology section at their local community college, a fairly typical example of the age diversity found at many community colleges. Also increasingly typical is the fact that Dustin is taking the class while still attending high school and Shana is a full-time student at a nearby 4-year college. Their situations can be described by an array of terms including concurrent or cross enrollment, and post-secondary enrollment options (PSEO). While the terms may be used somewhat interchangeably, the situations described by them are far from identical and differ in their ramifications for students, faculty, and institutions involved.

Concurrent or cross enrollment is the more frequently used term for college students enrolled in classes at two different institutions. The possibilities for concurrent enrollment are nearly as varied as the existing types of colleges and universities. For example, full-time students in the University of California system can cross enroll at different UC campuses but cannot receive transfer credit for concurrent enrollment at non-UC campuses without petitioning for a policy variance well in advance of their concurrent enrollment (UCDavis Catalog 98-99, 1999). Summer sessions, however, are exempt from this policy.

Other arrangements for concurrent enrollment are similar to those in effect at my college, Des Moines Area Community College. DMACC has enacted individual agreements with three nearby 4-year schools, Grandview College, Drake University, and Iowa State University. The agreements are similar in that full-time students at one of the partner institutions may enroll, without paying tuition, in one class at the other partner institution (Iowa State University, 1999). As is generally the case, students concurrently enrolling in summer sessions are exempt from the terms of the agreement. Students enrolled under these agreements generally have full access to the student services provided at the host institution, including libraries and computer labs. Credits earned at the host institution are treated as transfer credit at the home institution.

In addition, such agreements typically specify eligibility requirements and may place caps on the number of students per semester who may enroll under the program. In the DMACC agreements, eligibility requirements typically include a minimum of 12 semester hours of transferable course work and acceptable academic standing (e.g., a 2.00 GPA). The

enrollment caps limit the participating institutions' financial commitments. The DMACC agreements place caps of 100 students per academic year from each partner institution with Drake and Grandview and of 50 students with Iowa State.

The advantages of concurrent enrollment are many. Students at community colleges can obtain tuition-free, transferable credit from more expensive 4-year institutions. Four-year institutions have the opportunity to establish relationships that may be useful in recruiting future transfer students. A potential disadvantage is that students may perceive that a specific course is less rigorous at the partner college. On the positive side, students may be able to take courses that are not offered at their college. One might easily speculate that when the agreements are between 2-year and 4-year colleges that many more 2-year students would concurrently enroll than 4-year students. Data from Fall Semester 98-99 at DMACC suggest the opposite. Thirty DMACC students enrolled at Drake, Grandview, and Iowa State, while 124 students from these institutions enrolled at DMACC.

While concurrent enrollment between colleges and universities has a lengthy history, Post-Secondary Enrollment Options (PSEO) for high school students is of relatively recent origin. Since the Minnesota Legislature passed the Post-Secondary Enrollment Act in 1985, interest in and legislation involving this topic have become widespread. Many colleges have long had policies that allowed qualified high school students to enroll in classes before earning a high school diploma. PSEO differs significantly in at least three important ways from these policies and concurrent or cross enrollment agreements between colleges and universities. State law mandates the PSEO agreements; the provisions often allow for dual counting of credit towards high school diplomas and college degrees; and financial obligations are specified, usually without caps on the obligation.

PSEO legislation is an effort to reform public education by expanding the opportunities for high school students. Provisions in the Minnesota legislation are among the least restrictive. Junior and seniors participating in the program receive dual credit while enrolling at public or private technical schools, community colleges, colleges, or universities and the Minnesota State Department of Education pays the tuition and books and supplies costs (Minnesota

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This update is provided courtesy of APA's Two-Year Working Group.

Using the CARE Video in Your Classroom

By Craig Gruber, Secretary-Treasurer TOPSS, Walt Whitman High School, Bethesda, MD

The Video entitled, *The Contributions and Importance of Nonhuman Animal Research in Psychology: Perception and Action* is a great new product from APA. The video has been highlighted by Dr. Richard McCarty, in the *Science Agenda* (September/October, 1998), and by Dr. Ray Fowler in *The APA Monitor*. This video, produced with help from CARE (Committee on Animal Research and Ethics) and TOPSS (Teachers of Psychology in Secondary Schools), is an excellent introduction to the world of animal research. CARE, the Science Directorate, and TOPSS mailed a copy of the video to members of TOPSS, and has made it available for purchase through APA publications.

The video was designed to accompany the introductory psychology curriculum. It focuses on how the study of similarities and differences in sensation and perception across people and animals advances our understanding of sensory processes, perception, and action. The video includes an introduction and explanation of different types of research conducted by four separate researchers. The researchers are interested in understanding basic principles, processes, and mechanisms of perception and action as well as ways in which the research findings have applications to real-life problems. There are examples of how some of these applications were unanticipated when the research, driven by questions of basic research interest, was first started. The middle portion of this video describes in greater detail how and why the specific research issues these psychologists address are informed and advanced by observational and experimental studies using nonhuman animals.

In the most basic sense, the video demonstrates that psychologists conduct research with applications beyond the consulting room. Although the video is a unified piece, each researcher's section may be used individually.

Dr. Robert Cook is a research psychologist at Tufts University. Although he states that his work has no practical applications in the foreseeable future, his work is fascinating, especially in terms of learning and conditioning. He showcased his work on visual discrimination tasks on pigeons. One of the interesting parts of his section is that students are able to see the actual testing apparatus, and a pigeon training session. Many students reference his work in the areas of stimulus control and reinforcement as well as primary and secondary reinforcers.

One of the most fascinating of the featured

research is the work of Gerald Schneider. This is a great example of how research in one particular area may have a ripple effect on the progress of research. They find it fascinating that research on hamsters may impact nighttime activities such as driving and running. Owens et. al. (1994) has recommended that to be seen clearly, pedestrians place reflective markings on joints as well as on the torso when walking/running at night. This is to increase a driver's ability to see a pedestrian at night. The demonstrated effect is quite profound. The students have spent days talking about this research, and some have even developed research protocols of their own to further examine these phenomenon.

The section by Adele Diamond is one I use when I introduce the laboratory research component of my course. Her research involving children and monkeys provides a vibrant example of why computer models are not always appropriate for use in a research setting. Dr. Diamond discusses how things such as measuring the activity of a specific neuron not only can't be modeled by a computer, but the ethical implications of performing that research on a child prevent alternative types of experimentation/modeling. I also use this section to discuss the ethics of research, and how research from psychologists may have implications that are important for the subjects. The question of whether or not it is more important to conduct research on animals rather than humans always arises, and the discussion regarding animals vs. humans as subjects is always a lively one. Students come away with a new understanding of animal research. Some may not agree, but at least they have been informed about it.

The last section that I use as a stand-alone unit is the one by Dr. Herb Roitblatt. (I have also used it in conjunction with the Diamond section). His research, geared toward aquatic mammals, is unique in that Dr. Roitblatt conducted his research for the benefit of the animals he was studying.

Perhaps one of the most useful aspects of the study guide are the sections on featured research, including web sites and references for each researcher. Another useful aspect of the guide is the glossary. Some of the terms are not found in all introductory textbooks and therefore, this section will prove extremely useful.

The final section of the video reiterates, via narration, the rationale and goals of basic and applied

See Care, on back page

The “Major” Decision: Academic Niche Seeking and the Psychology Student

By Matthew Jans, Boston College School of Education

At some point in their academic careers, all psychology students must attempt to solve the riddle, “What can I do with a major in psychology?” For many, the answer remains enigmatic throughout their undergraduate education. Semesters are simply too short, and the psychological sciences too broad, to allow consideration of all the possible areas of study that are considered psychology, not to mention the careers that emerge from these areas. Instructors’ preferences, prejudices, expertise, and ignorance, as well as students’ individual interests often leave first and second year students with incomplete images of psychology. To make the matter even more difficult, the increasing costs of education often limit time-frames in which students must complete their degrees. Therefore, introductory courses have a strong influence over whether students will pursue a particular field.

For students who decide to study psychology, career options and academic tracking issues often remain unclear. For example, most schools offer neither a Pre-Psych track of the same degree that Pre-Law and Pre-Med tracks are offered, or an applied training opportunity for those not planning to go on to do graduate work. Consequently, a degree in psychology is often a theoretical/preparatory or pre-professional degree, and does not meet the needs of all students who are interested in psychology and the social sciences.

Here I will propose a model that should help simplify the process of niche seeking for the psychology student.¹ The model I am proposing is an active one. It does not rely on the instructor simply imparting information to students. Rather, the instructor acts as a mediator, helping students learn which questions to pose, and offering students a framework within which to act. The goals of this model are to help students: 1) More completely conceptualize the fields of psychology and the social sciences, as well as the relationships between all areas of academic study, and 2) Determine what questions to ask themselves and others, and what actions to take in planning their academic and professional careers.

Helping students find their niche in psychology is a multi-level process. Advising can and should be done on a group basis. For example, one lecture period each semester can be devoted to a particular topic (graduate school, employment opportunities) depending on the level of the students in the course. At the introductory level, the first thing the instructor

can do is help students to understand the myriad applications of psychology, and discover the connections between psychology and seemingly disparate fields such as education, anthropology, and even biology and physics. Figure 1 (on page 8) represents the connectedness of academic fields that do not always appear related at first glance.² To help students recognize the connections between different fields of study, have them think of some ways that psychology can be used in other fields, and ways that other fields can be used in psychology. Present articles from the *APA Monitor* or other publications that highlight the connections between psychology and other academic and professional pursuits.

In addition to deciding what to study, students need to know how to study it successfully. Figure 2 (on page 9) is a mnemonic (PSYCH) which outlines several points that students should keep in mind for maximizing their college experience. This mnemonic reinforces the self-directed aspects of studying psychology (or any other field). As with this entire model, instructors should draw on their personal experiences and perspectives when elaborating on these points.

Advising also involves one-on-one consultations with students. Advisors need to help students ask themselves the appropriate questions and search for the most thorough answers. If a student seeks to major in psychology, the first thing the advisor can do is to ask simply, “Why?” You may be answered with a blank face, or told, “I want to work with people,” or the student may have thorough career plans including distinct areas of research or practice interest. Prodding students to clarify their interests over time will help insure that they focus their study in an area that will best suit their interests.

As an advisor, you can help students form opinions (not pejorative judgments) about different career paths. For students interested in becoming therapists, this means helping them discern between pursuing a Master or Doctoral degree, and choosing a particular field (i.e., social work, psychiatry, etc.). In this respect, it is important that advisors and instructors be willing to advise beyond the bounds of psychology, while at the same time being aware of the limitations of their knowledge base. You may have a strong allegiance to psychology, and have found it to be a very inspiring field. However, it may not be the right field for your student³. Beware of advising students of what

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degree they want and do not want, (e.g., You don't want an MSW, or You should definitely go for a Ph.D.). Provide students with your own perceptions of the strengths and weaknesses of particular fields and degrees. Yet, keep in mind that there is a distinct decision making process that students need to go through to be sure that they will be most satisfied with their selected focus. Encourage students to consult with faculty in other fields besides psychology if their interests lie beyond the bounds of your department. If your school is small or lacks the programs in which your students are interested, suggest they talk with professionals in the community.

While this model emphasizes process-oriented guidance over advice-giving. A certain amount of frankness is necessary. Help your students choose extracurricular activities that are appropriate to their employment or graduate education goals. For example, for students who plan to apply to clinical Ph.D. programs, they should probably be encouraged to work on academic research with faculty, rather than working for the local crisis hot-line, a principle that often seems counterintuitive to students.

The default model of student advising in academia emphasizes one-on-one advising. However, I am concerned that many students are lost before they take advantage of this resource. Thus, a greater emphasis needs to be put on reaching more students early in their academic careers. Lessening the burden of choosing a field of study will allow students to channel more effort and time into perfecting their skills in their chosen field(s).

NOTES

¹ I use the term psychology student loosely, meaning any student enrolled in a psychology course. Psychology seems to be the default social science that students take when interested in human behavior.

² The fields represented here were picked somewhat arbitrarily. Your own graphic could include different fields.

³ Although the model presented here emphasizes the connectedness between disciplines, when it comes time for a student to choose a particular academic and professional trajectory, it is helpful to make distinctions. What degree will best meet the student's needs, goals and interests?

FIGURE 1

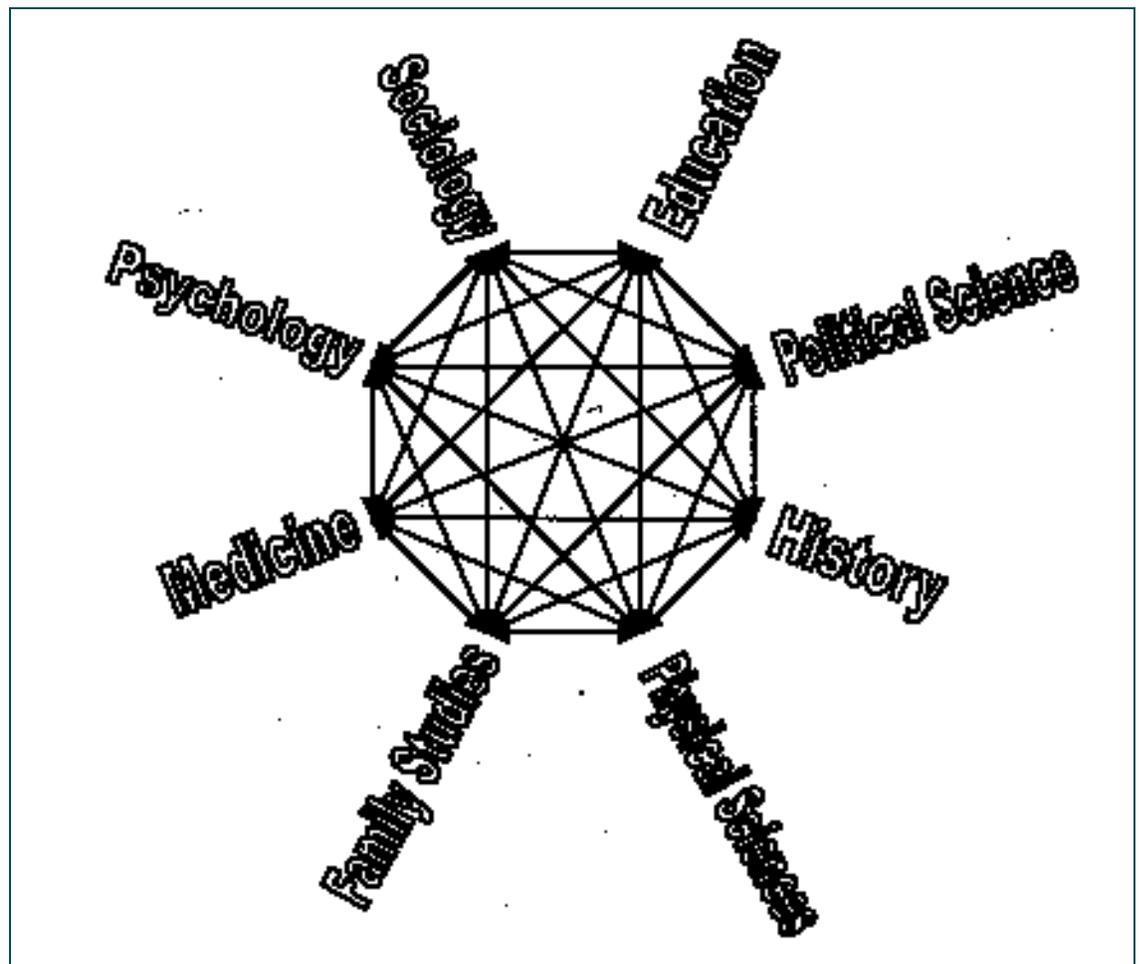


FIGURE 2

PICK A STARTING POINT —

You might not know exactly what career you want to have, or even what you want to study while in college. However, don't wait for a revelation to begin a search for a major. Pick a few areas that interest you and take classes in them.

SEEK ADVICE & ASSISTANCE —

Talk to professors. They can help you decide which major is best suited to your interests and career goals. Talk with other students who have majors that interest you. Ask about their career goals and why they like the subject(s) they are studying. Get "inside info" about professors, courses, and student organizations in these departments.

YEARN TO LEARN —

Learn all you can about career opportunities and sub-areas within different disciplines. Once you choose a subject that interests you, learn all you can within that area (names, theories, etc.). You may have to do much of this on your own time, but it will be worth it!

CONSIDER ALTERNATIVES —

Consider the different disciplines in which you can study the subjects that interest you. What degree(s) do you need to be able to do what you want? For example, some ways to get into a therapeutic career are Clinical Psych Ph.D. or Psy.D, Masters of Social Work, or Masters in Counseling.

HAVE FUN! —

Try to major in a subject that you find interesting. Find something that you would study even if it didn't lead to a degree or career. College study can be time consuming and intellectually rigorous. Being passionate about your area of study will help insure an enjoyable and successful college career.

Awards, from page 1

Distinguished Contribution of Applications of Psychology to Education and Training.

The Distinguished Contribution of Applications of Psychology to Education and Training Award, which recognizes a psychologist for evidence-based applications of psychology to education and training, is the first of its kind given by the APA Board of Educational Affairs. The Education and Training Awards committee particularly wished to acknowledge Dr. Lambert's research in applied psychological measurement, which has had significant impact on the understanding of scientific factors associated with a successful school experience.

Dr. Lambert received her Ph.D. in Psychology in 1965 from the University of Southern California, where she specialized in psychological measurement. She has been a professor of Educational Psychology at the University of California at Berkeley since 1964. Today, she is the Director of the School Psychology program at the University of California at Berkeley. Her Berkeley program engaged students in applications of psychological theory and research to processes

of schooling, and established a framework for a national dialogue that has demonstrated that teachers, principals, parents, and community service personnel perceive the positive impact of psychological knowledge and services on the academic, social, and psychological well-being of students. The models set a standard for a comprehensive service-delivery role of school psychologists and a national agenda for psychology and education.

Dr. Lambert served on APA's Board of Directors from 1984-1987, on the Board of Educational Affairs from 1991-1994, as well as on several committees and task forces focusing on education, testing and assessment, and psychology in the schools. Her contributions to such activities include the APA publication *Learner-Centered Psychological Principles: A Framework for School Reform and Redesign*, and the APA book series *How Students Learn: Reforming Schools through Learner-Centered Education*.

The 1998/1999 Education and Training Awards will be presented to Drs. Kimble and Lambert at the APA Convention in Boston in August 1999.

DEAR DOCTOR

QUESTION: How can we expect teens to respond to grief and loss and how should we respond to them?

PHOTO
to come

Linda Goldman, M.S., C.P.C

Answered by: Linda Goldman, M.S., CPC, and Certified Grief Therapist, The Center for Loss and Grief Therapy, Kensington, MD

A panel of noted clinical, experimental and academic psychologists has graciously agreed to reply in this column to questions submitted by teachers and students. We invite you to send your questions to:

DEAR DOCTOR, PTN, Education Directorate, 750 First Street, NE, Washington, DC 20002-4242

Teen years can be turbulent ones under the best of circumstances, and the death of a friend or peer can be unsettling even for the most well adjusted adolescent. Common grief symptoms such as intense mood swings can become very frightening and unpredictable. Kevin was enraged when he heard the doctor calmly say that his friend Tony was dead. Why couldn't you save him? he screamed, as he pounded his fist against the wall. His intense anger and rage at the medical profession for not being able to keep his friend Tony alive was equal only to the tears he continually shed over the loss.

Guilt hangs heavy on many young people, either for wishing their friend who is suffering with cancer would experience a quick death, or feeling devastated for having those feelings. Survivor guilt is often experienced when one person lives through an accident though another did not. Amy was driving a car with her best friend, Mary, when a drunken driver lost control and smashed headfirst into their car, killing Mary instantly, but leaving Amy with several broken ribs. Mary ran into the street shouting, "She's dead! She's dead! Why her? Why not me?"

Many teens feel isolated in their grief at the very time in their life when they want to fit into a group and not feel different. Jon didn't want to talk to friends about his girlfriend's death. My friends will

just think I'm weird. They won't understand, he said. Anyway, every one tells me I need to be strong. Guys don't cry. Move on. It's driving me crazy. These feelings of isolation and inability to communicate and express feelings are key issues when addressing teen grief. Ross Gray's (1988) study of bereaved teens reports that:

Forty percent of teens questioned report that the most helpful person in dealing with their loss was a peer. This was true for teenagers who were involved in support groups as well for those who were not. Support group participants in this study were much more likely to report that they felt peers understood them after their loss than did other bereaved teenagers (76% versus 8%).

Most teens have a need to tell and retell their story. They just need a safe, non-judgmental environment in which to express themselves. They also may choose their own way to express grief, as they are often not willing or able to express feelings to family members and may choose peers instead.

One grandmother told me she was very concerned about her fifteen-year-old grandson, Tommy, who's mom suddenly died in a car crash. "I don't see him grieve!" she explained. However, soon after the accident, she told me, he was napping on his mother's bed every day. This is a common sign of grief—wanting to

connect with the person who died in a specific place, like a Mom's bed. I reassured the grandmother that it was typical for a teen to not necessarily verbalize grief to family, and that Tommy was creating his own way to be with his mother.

How can we expect the system to respond to grief?

Many times educators say nothing to grieving teens, fearing they will say the wrong thing and cause the student to become more upset, or assuming they will get over their grief and move on. These clichés show a lack of education and understanding of the grief process.

Grief is ongoing and unpredictable. Each grieving student may maintain an ever present, evolving, internal relationship with the friend or peer who has died. Teachers need to provide a safe space for grieving children to express their feelings when they are ready, perhaps through writing, poetry, individual conversations, music, etc.

The school system can begin to respond to a student's grief by implementing some practical steps to facilitate the grief process for the student. Training for teachers and educators can lay the important foundation of the common signs of grief. This knowledge offers teachers and parents a better understand of developmental, age appropriate signals, and helps to

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Common Signs of Teen Grief

- Isolating
- Inability to concentrate
- Bullying or class clown
- Poor grades
- Stopping social life and activities
- Acting out behaviors/drugs, alcohol, permissiveness
- Changing eating or sleeping patterns
- Expressing feelings of guilt and over-responsibility
- Worrying excessively about health issues or death of self or family
- Idealizing person that died
- Needing to tell and retell their story over and over again
- Talking about funeral and giving possessions away

Suggested School Interventions

- Allow student to leave the room without needing to ask permission.
- Allow students to choose a safe person to go to if they become overwhelmed with grief feelings.

- Provide a classmate who will serve as a buddy to help grieving students with homework, etc.
- Allow grieving students to call home if they feel the need during the class days.
- Provide academic progress reports at more frequent intervals.
- Create thorough lines of communication so that all faculty know that this is a grieving student.
- Allow visits to nurse as a reality check if student is overly concerned about own health.
- Modify assignments with an awareness of the difficulty that most grieving students have in concentrating for some time.
- Create ways the grieving student can actively commemorate the death of a friend or peer.
- Provide resources and support groups for the grieving student within the school.
- Create support groups within the school

Inquiries, Demonstrations, Experiments and Activities

Learned Helplessness and Depression

Mark Reger, M.A., Rosemead School of Psychology; Biola University; La Mirada, CA

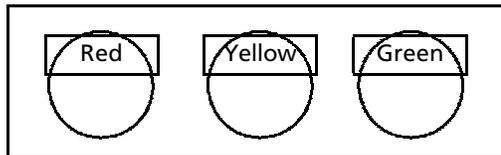
Concept:

Learned helplessness is usually taught in psychology classes with a description of the classic experiment in the field (Seligman & Maier, 1967). Two dogs were shocked, one of which was able to turn off the shock by pushing a button with his nose. The second dog had no such power, but his shocks were also terminated by the first dog's actions. Although both dogs received the exact same shocks, the second dog learned that his behavior had no effect on the environment, and it became "helpless" in other learning trials. His failure to initiate actions and the difficulty he experienced in learning new behaviors can be demonstrated in class through this activity that uses positive reinforcement to demonstrate the effects of a perceived loss of control over the environment.

Materials:

A package of small, bite-size candy, two stimuli cards (see Figure 1), and 4 volunteers (2 students to serve as subjects, and 2 students to distribute candy as reinforcers).

Figure 1



Instructions:

Place two desks back-to-back in the front of the classroom. Obtain volunteers and send the two subjects out of the room. Assign one person to distribute candy to each subject and explain that subject A should receive a piece of candy after he/she pushes the green spot 6 times. However, subject B should simply receive a piece of candy whenever subject A receives one. Be sure to warn the volunteers who distribute the candy to do so quietly so that the subjects do not hear that they are receiving the candy at the same time. Explain to the class that when you make a signal (i.e. change position in the room) it marks the beginning of a new learning trial. During this second trial, both subject A and B should receive one piece of candy for every 6 times he or she presses the yellow spot.

Ask the volunteer subjects to return and sit down in the desks in the front of the room. Place the stimuli cards in front of them and begin the first learning trial. Once subject A is consistently pushing the green spot and subject B has learned to be "helpless" and is sitting back, doing nothing, signal the candy distributors to begin the second learning trial. The demonstration can be ended after both subjects consistently push the yellow button, although it often takes subject B a longer period of time to learn the new behavior.

Discussion:

Before revealing the different sets of contingencies to the subjects, it is often interesting to have the participants share how they felt during the experiment. Feelings of helplessness are often discussed by subject B. Process with the class the reasons for subject B's inactivity during the first trial, and his/her slower learning of the correct behavior in the second trial. In transitioning to a lecture about the learned helplessness research, ask students how the experiment would have been different if electrical shocks had been used instead of candy. Brainstorm situations in life in which people sometimes come to believe that there is no point in trying since their actions will have no effect on the outcome (i.e. studying does not change grades, cleaning a bedroom is never good enough for parents, etc.). Discuss with the class the similarities between learned helplessness and depression. In both cases, people give up, become passive, and believe they can't cope with their problems (Seligman, 1975). It is important to point out to students that this explanation of depression is still under investigation. However, based on the experiment, the class can discuss what the effects would have been of teaching subject B that his/her behaviors did affect the outcome in trial 2. This demonstration can also be used to illustrate a number of other introductory concepts such as schedules of reinforcement, differences between punishment and reinforcement, and ethical issues involved in the use of punishment in research.

EDITORS'S NOTE:

The activity "Development: The reproduction of a shape," printed in the January/February 1999 issue of *PTN* was reprinted with permission of the publisher Harcourt, Brace & Jovanovich.

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Highlight on Nebraska State Coordinator: Rob McEntarffer

By Kristin Whitlock, TOPSS Member-at-Large



Rob McEntarffer

Rob McEntarffer, Nebraska State Coordinator and recently elected TOPSS Member-at-Large, is a highly active and effective advocate for high school psychology teachers. Rob has been involved in organizing a TOPSS state organization, running a successful workshop, and fostering communication

and creating networks with colleagues at the high school and college levels.

Rob decided, as TOPSS State Coordinator, to organize a state organization and conference because of a conversation with someone he greatly admires. When Rob was appointed state coordinator, he asked Dr. Charles Brewer, psychology professor at Furman University and long-time friend of TOPSS, what project he could tackle in his state that would benefit teachers most. Dr. Brewer suggested he look at what Professor Ken Weaver has accomplished in Kansas with K-TOPSS. Dr. Brewer's final words on the subject: Rob, work your butt off and start an active organization that meets important needs of high school teachers. Rob took the advice to heart and two years later NEB-TOPSS (Nebraska Teachers of Psychology in Secondary Schools) became a reality!

Rob began to work on the organization by asking for help from colleagues. Randy Ernst, Ken Keith, Kathy Kollars, Mandy Peterson, Peggy Williams, and Rob met at Nebraska Wesleyan to plan a conference. Before the meeting, Rob sent out a survey to gauge teacher interest in an organization and discussed the results at the meeting. On the basis of the survey, the need for NEB-TOPSS and a conference was clear.

The group decided on a date and place for the conference, and outlined a conference schedule, including speakers and activities. Rob sent a mailing advertising the conference to all Nebraska teachers (using a mailing list from TOPSS and Nebraska-Wesleyan) and was responsible for collecting registrations.

In October 1998, 29 Nebraska High School psychology teachers met at Nebraska Wesleyan University for the first meeting of NEB-TOPSS. The conference featured Dr. Wilbert McKeachie, from the University of Michigan, speaking on Learner-Centered teaching and Dr. Ken Keith, from Nebraska-Wesleyan, who shared information about cross-cultural psychology. Other highlights of the conference were: active learning demonstrations and activities exchanges, information on the American Psychological Association's National High School Psychology Standards, a chance to get to know and communicate with colleagues, gifts and raffle prizes from conference organizers and publishers, including sample textbooks. The conference was successful in presenting timely information and demonstrations for immediate application to the classroom.

Based on the evaluations from the inaugural year, NEB-TOPSS members decided to plan another conference for next year and will publish a newsletter for Nebraska psychology teachers that will distribute information about current psychological research and classroom demonstrations. NEB-TOPSS is off to a great start and will continue to build thanks to the hard work and effort of a very dedicated high school teacher.

If you have any questions about developing a program, such as NEB-TOPSS, and/or are interested in being a state coordinator please contact Kristin Whitlock at kwhitlock@admin.vhs.davis.k12.ut.us. Also feel free to contact Rob McEntarffer at rmcenta@lps.org.

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reduce anxiety by normalizing grief symptoms.

Teen support groups are a key tool in working with grieving adolescents. Often teens are unwilling or uncomfortable seeing a therapist or going to a community based support group. Providing a grief support group within the school day is a great service. These groups allow

young people to be validated by peers, recognized as identified mourners, and gives them permission to work through their grieving process in a safe and healing environment.

An underlying framework of all grief work is remembering that every person is unique and so is his or her grief. Caring adults may attempt to prescribe how kids should

think and feel, instead of allowing teens to tell peers, parents, and teachers where they are in their grieving process. This is the essence of working with young people, and the thread that binds all of the resources, supports, and interventions the school system can offer.

Resources for teens and professionals are available upon request to PTN.

Motivation and Emotion

Author: David C. Edwards, Iowa State University
Publisher: Sage Publications, Inc.
2455 Teller Road
Thousand Oaks, CA 91320-2218
(805) 499-9774

Series: *Advanced Psychology Texts, Volume 3*

Pages: 484
Date of Publication: July 1998
Price: \$56.95 (hardcover)
ISBN: 0-7619-0832-3
Reviewed by: Dorothy Hammond, Jack C. Hays High School,
Buda, Texas

The most basic premise of psychology is Why do people do the things they do? In other words, what is their motivation? According to David C. Edwards, the author of *Motivation and Emotion*, Theories of motivation are said to consider two kinds of questions about human acts: Why? and With what energy? Motivation and Emotion answers those questions. Most psychology texts present the topic of Motivation and Emotion as a relatively minor chapter somewhere between the middle and the back of the book. This text is entirely about motivation from the viewpoint of natural science accounting for choices, intensities, and feelings of human activities. Since motivation affects all areas of human life, from eating to playing...from sex to aggression, it should be treated as a major factor in all human behavior. Without motivation, there is little behavior.

In psychology's relatively short lifespan, behavior has been studied from several different theoretical perspectives, but the study of behavior from a purely motivational and emotional perspective is a fresh and intriguing approach. We humans are much more than a product of our chemicals and electrical firings and

id-driven impulses. We perceive the world around us, reflect upon it, react to it emotionally, and are motivated to behave in some fashion. Historically, theorists have guarded their turfs jealously and vigorously. Most contemporary psychologists try to keep an open mind to enable them to apply whichever theoretical approach will most benefit their individual clients. Therapists assist clients in identifying the emotions they are experiencing and how those emotions are driving their behavior, i.e. their motivation.

Motivation and Emotion is the third volume in a series titled *Advanced Psychology Texts* designed to give undergraduate student majors and beginning graduate students in psychology a basis for evaluating the state of the science and a springboard into further guided or independent scholarship in a particular area. The first two volumes are titled *Skill Acquisition and Human Performance* by Robert W. Proctor and Addie Dutta and *Cognitive Psychology* by Ronald T. Kellogg, series editor Lyle E. Bourne, Jr.

This book is an exceptionally well-written resource, presenting much of the latest research in a very readable format. The focus on motivation and

emotion may be too narrow for use as a high school psychology text, even for Advanced Placement classes, but would, however, be an excellent text for a university course in motivational psychology.

Each chapter includes an overview that presents the content of the chapter in brief. Each section within the chapter is summarized and the chapter ends with a conclusion that reviews and restates the topic, followed by study and review questions. Incidentally, these 25 to 50 questions, if supplemented with an application essay, would provide ready-made exams. The chapters listed in the table of contents are: Introduction and History; Physiology, Rhythms, and Sleep; Eating; Emotion; Anger and Aggression; Pain, Fear, and Stress; Sexual Motivation: Politics and Biology; Eros, Love, and Commitment; Social Interactions; Motivated Cognition; Addiction; Work; and Play and Leisure. In addition, there is an epilogue of Motivational Ideals that could easily be used as a guide for one's life. *Motivation and Emotion* is a readable and comprehensive resource for high school psychology teachers and an excellent text for undergraduate or graduate students.

Orientation, from page 4

delivery of appropriate health care? Finding support and care during times of need. Giving care and wisdom to the younger generation. Is there ageism within the gay/lesbian community? The need for social, social service, and retirement housing opportunities designed by and for the lesbian, gay, and bisexual community.

Conclusion

When teaching life-span developmental psychology, it is difficult to find a topic that does not involve gay, lesbian, or bisexual issues. Often they can put typical human development concerns in perspective. Sometimes they can enrich the topic of diversity that is so important in teaching psychology today. Most important, they can enlighten issues of gender that

often are studied only in a heterosexual framework.

Two important suggestions emerge from this brief review of sexual orientation issues relevant for developmental psychology. First, there are many research questions raised by asking about gay, lesbian, or bisexual persons or those infants and children who will become gay, lesbian, or bisexual. Second, there are important lessons to be learned by examining the success of those developmental psychologists who studied gender issues. In an important sense, sexual orientation is a sub-discipline of gender studies. As the issue of same-gender marriage makes clear, denial of the right to love and to marry persons of the same gender is a manifestation of gender discrimination. One day, developmental psychologists will include those whose gender preference is different from

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Announcing Adult Development and Aging Award for High School Psychology Classes

Division 20 of the American Psychological Association (the division on Adult Development and Aging) is sponsoring a special awards program for high school psychology classes. An award of \$1000 will be made to a high school teacher in psychology to develop a **research or experiential** project that will enhance students' awareness of psychological issues related to adult development and aging. It is expected that a large portion of the funds will be used for project development (e.g., materials, transportation, or equipment), but some portion must be reserved to reward excellence in one or more student projects. The award will be made in the Fall of 1999 so that the project may be implemented during the 1999-2000 school year.

Interested high school teachers should develop a 5-8 page proposal (about 1500 words) to include the following: (1) describe the project or range of projects

that students will be asked to do, (2) list the educational goals of all planned activities, (3) specify the product that each student will be expected to complete, (4) specify the criteria by which student projects will be judged, and (5) outline how a review committee (e.g., of other teachers and/or community volunteers) will be formed to judge student projects. Submissions will be judged according to their clarity and their potential for stimulating student interest in the psychology of adult development and aging. **Deadline: June 24, 1999.**

For a cover sheet and more information, please refer to web site <http://www.iog.wayne.edu/apadir20/stuawd03.htm>, or contact Robin L. West, Department of Psychology, Box 112250, University of Florida, Gainesville, FL 32611-2250, Phone: (352) 392-0601 x221, Fax: (352) 392-7985, e-mail: rwest@geron.ufl.edu.

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Office of the Legislative Auditor, 1999). Participants may be full- or part-time high school or college students. Participants may attend two-different colleges part-time and not take any classes at their respective high schools. More often, states have chosen to be more restrictive. Examples of restrictions include limiting enrollment options to community colleges, requiring the sending school district to pay the tuition and book costs, and requiring students who fail to successfully complete the course to pay the school district's costs.

The situation in many states is similar to that of Iowa where use of the postsecondary enrollment options has continued to climb. During the 97-98 academic year over 5,500 Iowa high school students enrolled in over 8,000 postsecondary classes (Iowa Department of Education, 1999). This was an increase of over 1,100 students from the previous year. The increasing interest in the program is due in part to its fulfilling the intent of the legislation to give students more options, but unforeseen consequences have arisen.

Students and their parents view the program as a way to get a head start on college while reducing the costs of earning a college degree. The increased usage, in turn, has created a financial burden for some districts as they send use more of their limited budgets to pay for students' postsecondary education. While some students have used the program as it was intended to enhance their educational opportunities, others see it as an op-

portunity to get out of school at least part of the time. In one situation at my college, many students from one district were enrolling in a study skills course for this very reason. Understandably, both the school district and the college were not pleased by the situation. The school district in a sense was paying for students to skip school and the college was offering a remedial course that was not achieving the desired result.

The school districts and colleges are not always on the same side of PSOE issues. Some districts prefer to have the course taught by a high school teacher, at the high school campus, and by the school district's calendar. Such practices raise issues of instructor qualifications, curriculum content, and credit transferability. In response to these issues, the Arizona Council of Academic Administrators (1999) proposed that community colleges retain control over the curriculum including approval of the course outline, competencies, grading policy, and attendance. In addition, they recommended that instructors have community college certification and that college procedures be used to select and evaluate the instructors.

This article barely begins to identify the diversity of programs and issues involved in concurrent enrollment and PSEO. I am interested in corresponding with others who have an interest in these topics. My e-mail address is dbirwin@dmacc.cc.ia.us. Perhaps we can collaborate on a follow-up article for *PTN*.

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Advanced Placement Psychology Workshops

The College Board, via its regional offices, is sponsoring one-day conferences on the psychology Advanced Placement course. For more information or to register, call or write your local College Board office. All workshops are subject to cancellation due to inadequate registration. The College Board website is <http://www.collegeboard.org/ap>.

Midwest Regional Office

APP, 1800 Sherman Avenue #401
Evanston, IL 60201
(847) 866-1700
Contact Midwest Regional Office
to register

Monday, April 19, 1999

Southern Illinois University
Edwardsville, IL

Middle States Regional Office

Suite 410, 3440 Market Street
Philadelphia, PA 19104-3338
(215) 387-7600

Saturday, April 24, 1999

(Preferably experienced teachers)

Roland Park High School
Baltimore, MD

To register contact:

Palisades Institute for Research
WKlien@Palisades.org
(800) 787-7477
Fax (212) 460-5460

Summer Conferences on the Teaching of Psychology

July 4-30, 1999

Teaching the SCIENCE of Psychology
Northern Kentucky University, Highland Heights, KY

For more information and eligibility criteria, please see the January/February 1999 issue of *Psychology Teacher Network* or contact Perilou Goddard or George Goedel at (606)572-5310 (phone), (606)572-6085 (fax), e-mail (goddard@nku.edu or goedel@nku.edu), or mail: Department of Psychology, Northern Kentucky University, Highland Heights, KY 41099

Application deadline is May 1, 1999. Evaluation of applications will begin in January, 1999.

AP Institutes

July 26-30, 1999

School of Continuing Studies
Rice University, Houston, TX

Contact: api@rice.edu
(713) 527-6031

August 2-6, 1999

Manhattan College, Riverdale, NY

Contact: Brother William Batt
(718) 862-7111

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Orientation, from page 13

the heterosexual norm as naturally as they today include those whose gender is different from the male norm of earlier psychology.

An extensive bibliography is available upon request to *Psychology Teacher Network*, Education Network, 750 First Street, NE, Washington, DC 20002.