Confronting Prejudices and Stereotypes Through Service: A Service-Learning Project in General Psychology

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Abstract

Confronting and changing prejudices, stereotypes, and biases has long been a topic of interest for psychologists. Early work by Gordon Allport and others suggested that contact between in-groups and out-groups served to reduce stereotypes and prejudices. More recent work suggests that mere contact is not enough. Engagement through service has been supported as an effective way to elicit stereotypic attitude and behavior change. This paper describes a project assigned in a general psychology class designed to help students identify stereotypes, biases, and prejudices, identify those factors in their lives that served to maintain these attitudes, and report on some form of service rendered to members of the target group. The expressed purpose of this project is to help students identify and modify stereotypes, prejudices, and biases. Results from student surveys are uniformly positive.

Prejudices and stereotypes are more than abstract topics studied by social psychologists and sociologists; they are subjective judgments about others that sometimes give rise to suspiciousness, discrimination, hatred, and warfare. Indeed, the world would be a better place if these phenomena were eliminated from human experience.

Reducing stereotypes, biases, and prejudices has been a topic of interest for many years. Allport’s (1954) early work on Contact Theory established preliminary paradigms through which in-group and out-group conflicts could be resolved. However, many authors have since argued that Contact Theory is insufficient by itself (e.g., Brewer & Miller, 1984). Nevertheless, contact with out-group members in some form still provides the theoretical framework for current prejudice reducing work. Recent studies and theoretical ideas have implied that engaging students in meaningful service-learning activities may result in generalized attitude and behavior change (Covey, 1994). There is also a solid theoretical foundation that engagement through service-learning can be an effective way to reduce prejudices and stereotypes over and above simple exposure to out-group members (Erickson & O’Conner, 2000; Levinson, 1990; Rubin & Lannutti, 2001). In this paper, I discuss my attempt to help students in general psychology classes recognize, explore, confront, and eliminate some of their own prejudices and stereotypes through a service-learning project.

Rationale

Since the development of the Campus Compact, an organization devoted to bolstering the sense of civic responsibility and service among university students, an emphasis on service-learning in higher education has been sweeping the country. Service-learning is fundamentally different from volunteer work in that it ties community service to an established curriculum in a way that elicits reciprocity between the community group or agency and the student being served (Kretchmar, 2001). Moreover, the service-learning
process includes a reflective process and active integration of the experience back into an academic course, often times in the form of a paper or report (Levinson, 1990). Students become active learners in the most experiential way. Research studies have demonstrated that as students engage in service-learning, their classroom-based learning is reinforced and solidified in real-world settings, and they become better members of society. In fact, the literature is replete with positive student outcomes ranging from intellectual growth, to academic achievement, to enhanced measures of civic responsibility. Psychology, as a science, has been aware of and has recommended that these principles be a part of higher education for many years (APA, 1993; Dewey, 1938).

Psychology has a rich tradition of practice-based education in the form of practica, laboratories, and internships. However, these experiences, whether they qualify as service-learning or not, are typically reserved for more advanced undergraduate or graduate students (Duffy & Bringle, 1998). Pedagogical and curricular design for service-based learning in underclass students of psychology has been slow to develop. Results from an exhaustive literature review examining published work on integrating service-learning into Introductory or General Psychology courses were limited to two articles (Ketchmar, 2001; Duffy & Bringle, 1998).

Rationales for, and ideas about, how to incorporate service-learning projects into general psychology are provided in the two articles referenced above. Moreover, many of the logistical problems and other issues were addressed. What was missing were the specific ways the instructors tied the experience back to the curriculum. Kretchmar (2001) identified numerous human service agencies where her students served (an Indian day care, classrooms for the developmentally disabled, a state mental hospital, a phone-in crisis center, a juvenile detention center, a group home for adults with disabilities, a homeless shelter, etc). However, beyond having group discussion about the experience, and writing a paper relating the experiences back to the class, direction about specifically how this happened was not presented. Having students go out and provide service within community agencies, or in the community at large as part of a psychology course is a wonderful idea. However, helping students tie their experience back to specific principles covered in psychology might give the project more direction and more concretely facilitate learning. In this paper, I describe a service-learning project I have included in the curriculum for my General Psychology courses at Southern Utah University. The service project is designed to help students recognize, explore, and confront biases, stereotypes, and prejudices they have against other people. As I introduce the assignment, I inform my students in a very dramatic fashion “My goal is to change the world: One general psychology student at a time.”

Structure

In the first meeting of the class, I spend a considerable amount of time reviewing the syllabus and emphasizing the goals I have for the class. One of my goals is to help students recognize the contribution psychology makes to the world in various ways. Whether the student is a psychology major or never takes another psychology course again, I expect that, by the time they complete this course, they will, on some level, recognize the value of the field. I stress the importance of understanding the principles we study in psychology and the worth of applying those principles to their lives in a meaningful way (e.g., elaborative rehearsal).

I stress the scientific method, and talk about many of the flaws in thinking and subjective judgments that serve to influence human problem-solving and decision-making. I explore with the students the ways that these difficulties are reduced through applying the scientific method to the various problems psychologists try to solve. One of the subjective biases I discuss is the confirmation bias, or confirmatory hypothesis testing—defined as the tendency for people to pay attention to evidence that supports what they believe to be true and ignore evidence to the contrary. Then I demonstrate how this bias serves to foster established beliefs or prejudices about other people based on various criteria like the color of their skin, their religious preferences, their sexual orientation, etc. We label these judgments prejudices, stereotypes, and biases. Then, after providing a recent example of one of my own newly discovered stereotypes and biases, I have students begin to explore some of their own.

At this point, I introduce the assignment. It is a five-step process. First, they are to identify a prejudice, stereotype, or bias against a group of people that they hold and that they would like to work on reducing. I provide some examples including the homeless, the destitute, the mentally ill, homosexuals, drug addicts, etc. Once they identify the group against whom they have prejudices, stereotypes, or biases, they reflect on and write about when and how these beliefs originated. I encourage them to identify specific situations and examples. Next, they are to give several examples of how the confirmation bias or confirmatory hypothesis testing preserved, or further solidified, these beliefs or negative attitudes about this group of people. Having gone through this process, they are then assigned to do service for, or along with, people from this particular group. Finally, they write a summary paper describing the project, and reflecting on how the experience impacted, altered, or eliminated their prejudice, stereotype, or bias against that group of people.

To date, I have arranged for several sites within our community where students can carry out their project. If these sites do not serve their purpose, they can arrange a site on their own. The sites I have established include the local soup kitchen, a homeless shelter, a clubhouse
for the chronically mentally ill, a treatment center for
drug and alcohol addicts, an employment center for the
developmentally disabled, an educational center for a
local Native American tribe, and the campus club for
those with alternative sexual orientations. I found that
once I explained the nature and purpose of the project,
the various sites were very willing to have students work
with their constituents; in fact, many sites made special
arrangements to accommodate students from this class.

I assign students a minimum of 7 hours service at
each site. However, students very often do considerably
more than the minimum number of hours. I periodically
check with supervisors and make myself available as a
resource should any problems arise. So far, I have used
this project as part of my curriculum for the past five
semesters, and each time, it has been a success.

Results

The feedback I get from students and site supervisors
is universally positive. Students talk about the nature
and depth of change they experience in their lives as a
result of this assignment. A sample of the types of projects
students have done includes the following:

- A comparative study between a former alcoholic and
drug addict at a treatment facility.
- A Navajo woman with prejudices against native
homeless visited a tribal homeless shelter.
- Children of alcoholics went to a treatment facility to
gain a better understanding of their own experiences.
- An EMT irritated by people seeking non-emergent
medical services at local emergency rooms after his
experience saw them as lonely and needing attention
rather than a burden on resources.
- A student with prejudice against homosexuals did a
Christmas charity project with a gay man.
- Many religious prejudices were dispelled when
Mormon students worked in a Baptist Soup Kitchen.
- Students with prejudices against the mentally ill served
at a local clubhouse for the mentally ill.
- Students with prejudices against the homeless
worked at a food pantry.
- A student spent time with a disabled relative and
dispelled the lifelong fears she had of him.
- A student with strong feminist ideals did a service
project and an interview with a woman who belongs
to a polygamist organization.

I have sought feedback from students who have done
this assignment via a survey and request for
comments. I asked students to rate (on a 5-point likert-
type scale with 1 being “strongly disagree” and 5 being
“strongly agree”) their experience by responding to the
following questions:

1. Doing the service-learning project helped me identify
stereotypes and/or prejudices I had.
2. Doing the service-learning project helped me clarify
stereotypes and/or prejudices I had.
3. Doing the service-learning project helped me reduce
stereotypes and/or prejudices I had.
4. The service-learning project was a worthwhile
experience.
5. I believe the service-learning project helped me to learn
about some principles in psychology more effectively than
traditional classroom activities.
6. I would recommend that other general education
professors develop service-learning activities in their classes

Over 72% of respondents felt that the activity helped
them identify stereotypes and/or biases they had. Nearly 78% rated that the activity helped them clarify
their stereotypes and/or biases. Over 72% noted that
the activity helped them reduce stereotypes, and 83.3%
indicated that the project was a worthwhile activity. Of
the respondents, over 77% indicated that they had
learned course material better because of the project, and
over 55% would recommend that similar activities be
included in other general education curricula.

In the four semesters I have been making this
assignment to students, perhaps one example stands out
most poignantly. A very young female student, who
happened to be a Certified Nursing Assistant working
in a nursing home, wrote about her biases, stereotypes,
and prejudices against the elderly with whom she
worked. She identified them as “stinky, deaf, drooling,
and slow, people who think that we’re all stupid.”
Needless to say, her work satisfaction was extremely low
and she treated the residents of her care facility with little
regard or warmth, yet she planned to pursue nursing
school and a career in the care center industry. For her
project, she chose to visit the facility on her day off “as if
I were a resident.” She confined herself to a wheelchair,
followed the schedule, had to call the aides for help
anytime she needed anything, etc. This student simply
spent time visiting with the residents of the care center
the entire day. She wrote about how that experience
changed her entire perspective on her work, her future,
and her life. By “putting myself in their shoes” she
gained a newfound empathy for the residents of her
facility. She found that beneath the demanding and
difficult exteriors some of her residents presented were
lonely people who were humiliated, dehumanized, and
depicted. She noted that often times, “they just want
someone to stop by and say hello.” She was able to
change her approach to work and be more attentive to
the people in the nursing home. As she was more
attentive with them, they responded with kindness and
gratitude. She spoke about taking time to get to know them, and the more she got to know them, the more she grew to love and appreciate what they had to offer. Through the way she approached this assignment, she changed, the residents changed, and a model was established for the rest of the staff at the facility. She has moved on to nursing school with renewed vitality and interest in helping people and making a difference.

Do I think changing the world one general psychology student at a time is too lofty of a goal? Sometimes, but every story I read like the one I just described helps me believe it is possible.

REFERENCES


Covey, M. (1994) Values and attitudinal changes associated with experiential service-learning. Symposium presented at the annual meeting of the American Psychological Association, Los Angeles, CA, USA.


Content that is contained in Introductory Psychology texts remains somewhat consistent, yet specific terminology in the core areas differs significantly across texts (cf. Zechmeister & Zechmeister, 2000). Inherent in this discussion is the diversity of terms in specific chapters.

Social psychology can be defined as a unique subfield in psychology and it is typically included as a separate chapter in most Introductory Psychology texts (Griggs, Jackson, Christopher, & Marek, 1999). Additionally, concepts in social psychology are pervasive across many applied areas of psychology. In an effort to determine which social psychology concepts were most often covered in Introductory Psychology, we reviewed the social psychology chapter of 32 Introductory Psychology textbooks.

We identified 17 terms that are frequently identified as social psychology concepts and conducted a content analysis. Attitudes, attribution, cognitive dissonance, conformity and obedience were terms that were present in almost all of the texts reviewed. This would suggest that most students are receiving exposure to these social psychology concepts. Issues of prejudice, altruism, social cognition, and stereotypes were less frequently addressed in the social psychology chapter.

What does this mean? Students who complete a course in Introductory Psychology may not receive uniform instruction about social psychology concepts. Many students complete an Advanced Placement Introductory Psychology course with the intent of earning college credit. Therefore, it is important to consider specific concepts that are represented on the Advanced Psychology test. Rather than rely exclusively on a single text, critical concepts can be referenced through the APA High School Standards. For more information about key areas for introductory psychology, the high school standards can be found at http://www.apa.org/ed/natlstandards.html.

REFERENCES


The Society for the Teaching of Psychology (Division 2 of the American Psychological Association) announces its 2004 program of awards for outstanding teachers of psychology. Teaching awards of $750 and a plaque are bestowed for outstanding performance in each of four categories: Four-year Colleges or Universities (Robert S. Daniel Award); Two-year Colleges; High Schools (Moffett Memorial Teaching Award); and Graduate Student (McKeachie Early Career Award). The deadline for submission of supporting materials is January 13, 2004. Renominations and self-nominations are acceptable. Submission of materials, queries, and requests for nomination criteria may be sent to the Chair of the Teaching Awards Committee:

Elizabeth Yost Hammer
Department of Psychology, Box 194
Loyola University
6363 St. Charles Ave.
New Orleans, LA 70118
e-mail: eyhammer@loyno.edu
Sigmund Freud introduced the concept of free association. The technique may be limited in terms of clinical value but it does work well as a tool in priming one’s imagination. For example, think of your image of Dr. Phil. In all likelihood, words and phrases such as “TV personality,” “expert in human functioning,” “cheerful-sounding fellow with facial hair,” “doctor,” etc., will come to mind. My image of Dr. Phil would consist of the following characteristics: past President of the American Psychological Association (APA), groundbreaking researcher on the situational effects of young men placed in a simulated prison, and leading scientific authority on the topics of why humans commit evil acts and shyness.

Your image of Dr. Phil may have been one of Phil McGraw, frequent guest and consultant at the Oprah Winfrey Show and an “expert” on everything from diet and nutrition to relationships and life strategies. According to his most recent best-selling book, he is one of the world’s foremost experts in the field of human functioning. He is an expert because the general public views him as an expert. Dr. McGraw offers homespun, “pull-yourselves-by-the-bootstrap” advice that sure sounds good but its scientific validity is questionable.

The Dr. Phil of my image is that of Phil Zimbardo – professor of psychology at Stanford University for 40 years. He is retiring this year but not to the full extent of how we understand the term “retirement” because he is reputed for possessing unlimited passion and energy for teaching and sharing the discipline of psychology. His Discovering Psychology videotapes have been viewed by thousands of high school and college students. The college course on introductory psychology that he taught at Stanford attracted thousands of students. In fact, his classes filled to capacity within 15 minutes of registration!

Dr. Zimbardo’s experimental studies on deindividuation (i.e., loss of one’s self-awareness and personal identity particularly in situations that foster anonymity), for example, would predict and explain the boorish behavior that some fans displayed at the recent Major League of Baseball (MLB) playoffs. Phil Zimbardo is an expert in the field of human behavior because of his scientific background and training. Dr. McGraw, on the other hand, is an expert because the general public and the media have made him one. It is thus important that teachers help students to distinguish between the two individuals.

Phil Zimbardo has been an inspiration to many of us. He promoted high school psychology in numerous ways and beyond his offerings of the Discovering Psychology videos. Three year ago, I proposed to the board of the Western Psychological Association (WPA) that a session for high school teachers be included in the annual meetings of WPA. Phil Zimbardo not only made it happen but he co-chaired such a session the following year. What I most appreciate about Phil is his incredible enthusiasm for psychology and the ability to convey such enthusiasm to students.

Several years ago Phil was invited to present a lecture on shyness at Holy Names College in Oakland, California. I asked my students if any of them would like to attend his presentation. One of them, a girl named Shirley, meekly raised her hand. Shirley, accompanied by her father, heard Phil’s speech after which I had the opportunity to introduce her to Dr. Zimbardo. I watched their conversation from a distance and it seemed like a magical moment. I felt that her life had been transformed by meeting Phil. I recently ran into Shirley at San Francisco State University. She is currently a senior majoring in psychology and applying to graduate programs in psychology. I have no doubt that her budding career in psychology was inspired by Phil.

I often wish that other psychological researchers would take their cues from Dr. Zimbardo because he has worked determinedly in learning and studying the many facets of human behavior. Dr. Phil Zimbardo is a master at popularizing research findings on human behavior, but most importantly, he loves sharing with all of us his discoveries.
The Assessment Professional: Making a Difference in the 21\textsuperscript{st} Century

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Our educational institutions have witnessed increased calls for accountability. How does one determine the degree to which these institutions are making a difference in their students’ lives? Providing answers requires a special type of professional with expertise in assessment. This is a relatively new career option that is particularly well suited to individuals with interests and training in psychology. Assessment professionals combine state-of-the-art measurement and research skills with a strong understanding of human behavior, particularly in learning and development. The demands for individuals with these skills are very high, and there are numerous rewarding and well-paying jobs available.

When I was a senior psychology undergraduate student back in the 1970s, I faced a dilemma. I really liked psychology, and I desired to go to graduate school for advanced study, but in which field? I enjoyed a variety of substantive areas of psychology, but wasn’t strongly drawn to any particular one. I tried to resolve my dilemma by asking myself what I really liked in my studies. For starters, I really liked my quantitative methods course; the statistics courses were interesting, my experimental psychology course gave valuable experience in the research process, and I was generally attracted to a data-based understanding of the world. But what was really interesting to me was the psychological measurement course I had taken. The process of developing reliable and valid measures, assessing the psychometric qualities of those measures, and interpreting test scores all were appealing to me. So, imagine my delight at discovering that there were graduate programs that focused on measurement and statistics. I had now found graduate study that was well suited to my interests, and that in turn has led to a rewarding academic career in which I help improve measures of student learning while I teach courses in assessment, measurement, and statistics.

Does my dilemma sound familiar to you? Do you have an interest in quantitative methods—particularly in statistics or measurement (even if you might not admit it to your friends)? Then you should consider a career as an assessment professional. It’s the career path I would have chosen had it existed when I was an undergraduate. My goal in this article is to help you discover this new high-demand field for individuals interested in psychology, explain what assessment professionals do, and to help to determine whether it would be a good career choice for you.

What is Assessment?

Assessment is defined as the systematic basis for making inferences about the learning and development of students (Erwin, 1991). It seeks to understand and quantify the impact of educational programs by measuring what students know and can do. The overarching purpose of assessment is “to understand how educational programs are working and to determine whether they are contributing to student growth and development” (Palomba & Banta, 1999, p. 5). Assessment professionals provide expertise in gathering and interpreting such evidence through a strong combination of measurement, statistical, technological, and psychological skills.

What Do Assessment Professionals Do?

The tasks performed by assessment professionals are typically quite diverse, which I find appealing, as every day has its unique tasks and challenges. At its heart, the professional role requires a strong background in applied measurement and statistics. This implies that you would frequently be working with tests, rating scales, and other types of assessment instruments. This may involve a variety of test design activities; you might be studying the characteristics of test items, helping design scoring guides for essay tests or student performances, or helping faculty identify the most appropriate passing score for a given measure. Such activities require a strong background in classical and modern test theories.

In addition, assessment professionals frequently must use their research skills to choose assessment designs that will yield the most reliable and valid inferences possible about a particular program. Examples of the types of research questions we study include...
whether learning over the Internet is as effective as in-class instruction, or to what extent living in a dormitory enhances college student development. Understanding how students are impacted by a particular educational experience requires strong preparation in psychology and research design. A variety of research methods can be used (e.g., experimental, correlational, survey) by the assessment professional, and he or she must be able to make design choices that are effective, practical, and take into account an up-to-date understanding of student development and learning.

Assessment professionals, however, rarely do their jobs alone. They typically work with groups of individuals who are relatively unskilled in assessment and therefore need guidance and assistance. These individuals are often either content experts in the substantive area being assessed, decision makers who need to understand the assessment outcomes that you uncover, or people who deliver the educational program or service. The assessment professional therefore needs to have good communication skills, and must possess strong consultation and teaching skills as well. An understanding of psychology is key to being successful in this role.

**Would Assessment be a Good Career for You?**

At this point, it might be useful for you to consider the activities you think you’d like to do professionally. As you read the above description regarding what assessment professionals do, could you project yourself into that role? Does a job that entails working with data to improve outcomes people receive from educational programs and services sound attractive? Does the study of assessment-related research questions through the development of effective assessment designs seem rewarding to you? Do you find appealing the idea of helping a variety of other professionals and decision makers improve their programs by providing assessment expertise and assistance? Answering “yes” to these questions suggests that the field of assessment would provide a rewarding and stimulating career for you.

**What is the Employment Outlook for Assessment Professionals?**

There have been increased demands for accountability in many educational institutions, particularly regarding publicly funded colleges and universities. To address such demands, institutions have increasingly sought to demonstrate their value through credible empirical evidence of positive student outcomes. As a consequence, there has been an increasing demand for skilled professionals who can guide the assessment process.

This demand for assessment professionals has been well documented, as has the shortage of qualified individuals to meet the demand. Two surveys conducted by the National Council of Measurement in Education (NCME) in the 1990s (Brennan & Plake, 1990; Patelis, Kolen, & Parshall, 1997) indicated that while the number of students coming out of assessment-related graduate programs has remained fairly constant, potential employers of such students have reported a steady increase in the number of assessment positions needing to be filled. Currently, the demand exceeds the supply, and the demand promises to increase.

**How Do I Become an Assessment Professional?**

Becoming an assessment professional requires graduate training in either assessment or applied measurement and statistics. While there are some assessment positions for which a master’s degree would be suitable, most require a doctoral degree. There are a number of graduate programs that provide the type of training and experience you would need. Good sources of information about programs can be found in *Graduate Study in Psychology*, which is published by the APA, or online at the NMCE website (www.ncme.org/careers). Look for programs that emphasize assessment and/or measurement, and that are oriented toward applied problems and issues.

**Still Interested?**

If I have achieved my purpose, I’ve helped you discover a career of which you probably weren’t aware. It is a highly interesting, personally and professionally rewarding career that requires many of the skills and activities that attract people to study psychology—solving problems, measuring human behavior, working to help other professionals, and conducting empirical research.

If you want to know more about assessment, please feel free to contact me (wisesl@jmu.edu) or check out the website of the Center for Assessment and Research Studies at James Madison University (www.jmu.edu/assessment).

**REFERENCES**


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CALL FOR NOMINATIONS

APA Committee of Psychology Teachers at Community Colleges (PT@CC)
2004 Elections

Consider serving on the APA Committee of Psychology Teachers at Community Colleges (PT@CC) Executive Committee! The PT@CC Executive Committee consists of six members whose mission is to:

- Promote, within the two-year college community, the highest professional standards for teaching of psychology as a scientific discipline;
- Cultivate a professional identity with the discipline of psychology among psychology teachers at community colleges;
- Develop leadership qualities among psychology teachers at community colleges and increase their participation and representation in professional psychology activities and organizations;
- Establish and maintain communication with all groups involved in the teaching of psychology and with the greater psychological community; and
- Encourage psychological research on teaching and learning at community colleges for the purpose of giving students the best possible educational opportunities.

The members of PT@CC will elect two new members who will join the committee in January 2005 for three-year terms of office. The PT@CC Executive Committee meets twice a year in Washington, DC. The APA covers travel and accommodation expenses.

Consider self-nominating for a position on the PT@CC Executive Committee or nominate a colleague who would make a positive impact. **Nominations are due by July 1, 2004.**

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**NOMINATION FORM**

**APA Committee of Psychology Teachers at Community Colleges**

Nominee’s name:  Nominee’s home phone:
Nominee’s address: Nominee’s work phone:
Nominee’s e-mail:

In submitting this form, the nominee agrees to have his/her name placed on the 2004 PT@CC Election ballot. Candidates must be current members of PT@CC (APA Community College Teacher Affiliate) or APA members at Community Colleges. This form must be received by July 1, 2004.

Nominees for the 2004 PT@CC Election must submit the following materials/documents: curriculum vitae, brief personal statement, and a photo. Please send to

PT@CC Elections
APA Education Directorate
750 First Street, NE
Washington, DC 20002-4242

Electronic submissions will be accepted. Please send electronic files of nomination materials to Martha Boenau at mboenau@apa.org.
APF/TOPSS Excellence in High School Student Research Awards

Annually, the Teachers of Psychology in Secondary Schools (TOPSS) offers an award program co-sponsored by the American Psychological Foundation (APF) to recognize outstanding research projects conducted by high school students. TOPSS invites students to submit research papers that comply with the guidelines of the Intel Science Talent Search (http://www.sciserv.org/sts/) administered by the Science Service Organization. Professors of psychology at the college and university level evaluate the submissions and determine the winning papers.

The award structure for this competition is: $1,500 first place; $1,000 second place; $500 third place; and $250 fourth place. Winners’ names and descriptions of their projects will appear in the APF and Psychology Teacher Network newsletters and the APA Monitor.

To submit your paper, please send three copies plus an electronic copy of the paper on a diskette along with the information requested below to:

Excellence in High School Student Research Awards
c/o Mayella Valero
APA Education Directorate
750 First Street, NE
Washington, DC 20002-4242

Submissions must be postmarked by April 9, 2004. For complete information on eligibility requirements, scoring criteria, and process for submitting essays, please check the TOPSS website at http://www.apa.org/ed/topss/excelhsaward.html, or contact Mayella Valero at mvalero@apa.org or call 202-572-3013.

APF/TOPSS Scholars Competition

The Teachers of Psychology in Secondary Schools (TOPSS) is proud to announce the question for the fifth annual American Psychological Foundation (APF)/TOPSS Scholars Competition. There will be three winners, each of whom will receive a $1,000 scholarship. TOPSS is extremely grateful to the American Psychological Foundation (APF) for contributing funds to support this wonderful opportunity for the winners in 2004.

To compete in the contest, a student must answer all parts of the question. Winners will be selected on the basis of a demonstrated ability to (1) complete a critical analysis and synthesis of empirical research, (2) design an original program, and (3) generate a quality research proposal to empirically test the effectiveness of the program proposed. Psychology faculty at the high school, college, and university levels will serve as judges.

For complete information on eligibility requirements, scoring criteria, and process for submitting papers, please check the TOPSS website at http://www.apa.org/ed/topss/apftopsscholar04.html, or contact Mayella Valero at mvalero@apa.org.

2004 Essay Question

Researchers have discovered that a solely Western view of human behavior provides incomplete information when addressing culturally influenced differences in behavior. As a result of the global perspective, psychology has increasingly become an international discipline. In other words, a broader perspective must be considered when investigating human behavior.

Proposals may address differences in behavior cross-culturally within the United States or in countries abroad. The specific emphasis for this essay relates to culture which is defined by nationality rather than cultural variations that are typically present within the United States (e.g., age, gender, or race). All proposals must use APA style and the proposal is limited to a maximum of 3,000 words.

Part 1
Conduct a thorough search of the literature that includes each psychological aspect that will be addressed in the essay. Provide a complete review of the literature using a minimum of 3 (three) print-based sources. The list of references must be formatted consistent with (5th edition) APA style. Limited assistance for formatting using this style can be found at the following web site: http://www.apastyle.org/previoustips.html.

Part 2
Based on the literature review, develop a research proposal describing how the cultural variable could influence a particular human behavior. The hypothesis should include each variable (i.e., nationality and behavior) and be clearly articulated. The research design must be specified using a method that is feasible under circumstances of limited resources. In other words, the proposal should specify a study that can be conducted locally, and without a limited amount of money for materials or supplies.
OPPORTUNITIES FOR STUDENTS

PT@CC Electronic Project Contest

The APA Committee of Psychology Teachers at Community Colleges (PT@CC) invites your students to participate in the second annual PT@CC Electronic Project Contest! Supported through funding by the APA Education Directorate and Allyn & Bacon Publishing Company, the PT@CC Electronic Project recognizes innovative and high quality electronic presentations.

The Electronic Project Contest aims to promote active learning by means of electronic presentations developed by psychology students in either of the following categories:

- Presentations designed as demonstrations or teaching modules that illustrate and explain a psychological concept, theory, or research discovery.
- Presentations that illustrate and explain a service-learning experience or other application of psychology in the community.

Entries should be developed primarily by students and designed to explain the concept, research, or application to a 2-year college student audience. It may be helpful to think of these presentations as computerized teaching/learning modules or electronic “poster” presentations. Nearly any class project that can be put into a PowerPoint or similar electronic format will be acceptable.

The competition is open to students currently enrolled at a community college or other two-year school. Faculty sponsors must be members of the Psychology Teachers at Community Colleges (PT@CC). If you have students who might be interested in entering, tell them about this opportunity and urge them to begin work on their presentations right away. The entry deadline is May 1, 2004.

The first place winner will be awarded $500; second and third place winners will receive $300 and $200, respectively. Certificates for all winners and their faculty sponsors will be presented at the APA annual convention.

Look for the contest entry form and guidelines about the 2004 Electronic Project Contest on the Web at www.apa.org/ed/pcue/ptatcchome.html. For more information about this competition or PT@CC, please contact Martha Boenau (mboenau@apa.org).

APA Science Directorate

Seeking Applications from Undergraduate Students of Psychology

The APA Science Directorate is delighted to announce (1) the continuation of a highly successful undergraduate summer training program - the Summer Science Institute (SSI) - and (2) the inauguration of a new program - Advanced Statistical Training in Psychology (ASTP).

The SSI: In June 2004, APA will host its 9th Summer Science Institute (SSI), an intensive 9-day training program that introduces current freshmen and sophomores to the science of psychology. This year the SSI will be held at Vanderbilt University, and many of the faculty there will open their laboratories to the talented undergraduates who qualify for this program. Students will learn about psychology from internationally known researchers, not only by attending lectures but also by getting hands-on experience in the laboratory. We typically receive about 300 applications, but can accommodate only 32 students. Thus, we hope that you will encourage your most talented students to apply for this highly competitive program. Minority students are especially encouraged to apply.

The ASTP: In July 2004, APA will kick off a new program designed to provide advanced statistical training to current undergraduate juniors and seniors who are committed to attending graduate school in psychology. This new program was developed as part of APA’s commitment to increasing diversity in psychological science, and thus the target audience is students from traditionally underrepresented groups (e.g., ethnic minorities, first generation college students). Participants will receive hands-on training in statistics and research methodology—with an emphasis on the skills that researchers actually use when conducting research. About 18 students will qualify for this highly competitive program. Students admitted to either program will be asked to pay a tuition fee and secure their own travel. APA will pay for room and board as well as for research materials and instructional fees. We recognize that not all students will be able to afford tuition or travel, and thus we will provide scholarships for those with financial need.


The application deadline for the SSI is February 9, 2004. The deadline for the ASTP is February 17, 2004. If you have any questions, please contact Science Directorate staff at 202-336-6000, or via email at science@apa.org.
Workshop on Responsible Conduct of Research in Psychological Science
April 13–14, 2004
Marriott-Wardman Park Hotel, Washington, DC

The American Psychological Association (APA) and the DHHS Office of Research Integrity (ORI) present a workshop entitled, Responsible Conduct of Research in Psychological Science at the Marriott Wardman Park Hotel in Washington, DC, April 13-14, 2004.

OVERVIEW: The workshop agenda includes one and a half days of plenary and breakout sessions focusing on three topics: (1) Data-sharing, (2) Mentoring, and (3) Conflicts of Interest. The workshop will afford participants an opportunity to explore ethical and responsible conduct of research (RCR) issues that arise in faculty-student relationships, the impact of investigator and institutional conflicts of interest on research, methodological and human participant protection issues in data archiving, and the impact of regulations and policies such as the HIPAA privacy rule and the NIH data-sharing policy on behavioral research.

REGISTRATION FEES: The registration fee, which includes breakfast, lunch, and refreshments, is $75.00. Registration is limited and prepayment is required to confirm registration. For more information, see http://www.apa.org/science/research/oriregistration.html.

STUDENT TRAVEL AWARDS: In an effort to introduce students to responsible conduct in research early in their training, ten travel awards will be granted to five graduate and five undergraduate students currently enrolled in a college/university outside the Washington, DC metropolitan area and actively involved in research. The application deadline for the student travel awards is January 15, 2004.

Ten registration fee waivers will also be granted to five graduate and five undergraduate students enrolled in colleges/universities located within the Washington, DC metro area. Applications for a waiver of registration fees should be received by January 15, 2004.

MORE INFORMATION: Questions about the workshop can be directed to ori@apa.org or call (202) 336-6000.
Southeastern Conference on the Teaching of Psychology
February 27-28, 2004
Atlanta, Georgia

The 16th annual Southeastern Conference of the Teaching of Psychology sponsored by the Kennesaw State University Department of Psychology and Center for Excellence in Teaching & Learning will be held at the Northwest Marriott Hotel, Atlanta, GA (10 miles north of downtown on I-75) on February 27-28, 2004. The opening W. Harold Moon Keynote Address by Steve Hobbs will focus on maintaining your teaching vitality. Tracie Burke’s evening address is entitled The REAL Test: Making Exams Fun. Concurrent sessions will focus on teaching techniques and issues in courses such as research methods, abnormal psychology, I/O psychology, and introductory psychology. Additional sessions will address topics such as service learning, techniques for using films in class, innovative assignments and grading methods, dealing with problem students in class, teaching controversial issues, and engaging students in research. A poster session and teaching idea exchange is also scheduled for participants. The registration fee of $160 covers all meals and receptions during the conference. A special reduced conference fee of $90 is available for high school psychology teachers and graduate students, and $150 for each additional faculty member from the same institution. A block of rooms at the Marriott Northwest Hotel is available at a special conference rate of $85.

For additional information contact Bill Hill (bhill@kennesaw.edu or 770-423-6410) or visit the conference web page at http://ksumail.kennesaw.edu/~bhill/setop/index.html.

Best Practices in Teaching Research Methods & Statistics in Psychology
October 1-2, 2004
Marriott Northwest Hotel, Atlanta, Georgia

The Society for the Teaching of Psychology (STP), the National Institute for Teaching of Psychology (NITOP), and the Kennesaw State University Center for Excellence in Teaching and Learning (CETL), are excited to announce the third “Best Practices in Teaching Psychology” conference. Following the successful Assessment (2002) and Teaching Introductory Psychology (2003) conferences, the focus of the 2004 conference will be on teaching research methods and statistics in the psychology curriculum. The two-day conference will be held at the Atlanta Marriott Northwest. Modeled after the format of the previous conferences, the meeting will include keynote speakers, concurrent sessions, and a poster session. Our target audience includes teachers from high school, two-year, and four-year college/university settings. A formal call for proposals will be mailed in early January 2004. The call and additional conference information is available online at http://ksumail.kennesaw.edu/~bhill/methods/index.htm. For inquiries about the conference, please contact Bill Hill at bhill@kennesaw.edu.

Teaching Institute
I/O Psychology in the High School Curriculum

The Society for Industrial/Organizational Psychology and APA want to assist high school teachers in introducing I/O Psychology to students. A four-hour teaching institute for high school teachers of Psychology will be offered in Chicago on Saturday afternoon April 3, 2004. I/O Psychologists will provide an overview of the history and core topics in the field along with examples of activities and demonstrations to spark student interest and learning.

Further information and registration forms are available by contacting Dr. Alice Stuhlmacher (astuhima@depaul.edu, 773-325-2050) or Dr. Jane Halpert (jhalpert@depaul.edu, 773-325-4265), DePaul University.
Western Psychological Association Meeting (WPA)
April 22-25, 2004
Phoenix, Arizona

**WPA looks forward to welcoming you to Phoenix for its 2004 convention in April**

*at the Hyatt Regency Phoenix at Civic Plaza.*

The APA Education Directorate, Teachers of Psychology in Secondary Schools (TOPSS), and Psychology Teachers at Community Colleges (PT@CC) are pleased to offer a special workshop on

**Teaching Introduction to Psychology**
Sunday, April 25, 2004,
9:00 am to 12:00 noon

*Featuring*

David Myers, Hope College
Thirty-Five Years Professing Psychology: Lessons I Have Learned
and
The Powers and Perils of Intuition

Ly Tran-Nguyen, Mesa Community College
Denise Preisser, Mesa Coommunity College
Gayla Preisser, Mesa Community College

Using the Brain to Learn: Applying Brain Research in the Teaching of Introductory Psychology

A separate enrollment fee for this program will be assessed to those individuals who are not registered for the WPA Meeting.

Faculty who teach at four-year universities and colleges, community colleges and high schools should also consider attending the Lewis M. Terman Western Regional Teaching Conference scheduled the day before the full WPA Convention on Wednesday, April 21, 2004 from 9am-5pm at the Hyatt Regency, Phoenix at Civic Plaza. The Terman Conference includes useful and interesting information directly related to the teaching of psychology, and also affords the opportunity to see award-winning teachers in action. Please note there is a separate registration form for the Terman Teaching Conference.

Learn more about the WPA Convention and the Terman Teaching Conference on WPA’s Web site at [http://www.westernpsych.org/](http://www.westernpsych.org/).
TOPSS Elect Members to its Executive Board

Members of the APA Teachers of Psychology in Secondary Schools (TOPSS) elected three of their colleagues to the TOPSS Executive Board. Effective January 1, 2004, Amy Fineburg, Chair-Elect (Spain Park High School, Hoover Alabama); Alan Feldman, Secretary-Treasurer-Elect (Perth Amboy High School, Perth Amboy, New Jersey); and Laura Brandt, Membership Coordinator (Adlai E. Stevenson High School, Lincolnshire, Illinois) will begin their respective terms on the Board. Congratulations!

Encourage Your Colleagues to Join PT@CC!

After many years of working to create a home for community college teachers at the American Psychological Association, we are delighted to share news about the APA Psychology Teachers at Community Colleges (PT@CC).

The PT@CC Executive Committee has identified a number of priorities including: (1) promoting, within the two-year college community, the highest professional standards for teaching of psychology as a scientific discipline, (2) cultivating a professional identity with the discipline of psychology, (3) developing leadership qualities among psychology teachers at community colleges and increasing their participation in professional activities and organizations, (4) establishing and maintaining communication with other groups involved in the teaching of psychology, and (5) encouraging psychological research on teaching and learning at community colleges. Visit our Web site to learn more about PT@CC at www.apa.org/ed/pcue/ptatcchome.html.

If you are interested in joining PT@CC through the APA community College Teacher Affiliate program, look for an application on the APA Web site at http://www.apa.org/membership/ccteachers.html or call APA at 1-800-374-2721. If you are already an APA Member and would like to join PT@CC, contact Martha Boenau in the APA Education Directorate at 1-800-374-2721, ext. 6140 (email: mboenau@apa.org).

Our goal is to identify and respond to the needs of community college teachers as much as possible. Don’t miss out on this opportunity to be involved with PT@CC in 2004!