PTN invited Hope College professor David Myers to share—from his recent presentation at the National Institute on the Teaching of Psychology—some exciting and teachable new findings from the world of social psychology.

“So much new research and so little time to teach it!”—that is the shared experience of those who teach (and also those who write about) psychology. As I screen new content for students of psychology, I find it helpful to ask myself three questions:

1. **Importance**: Is this finding significant for psychology—and also for human understanding? Do educated people need to know this?

2. **Accessibility**: Are students likely to understand and remember this?

3. **A place**: Does our course structure offer a branch on which to hang this? If not, is it important enough to merit a new branch?

With these criteria in mind, here are some of my favorite social psychological studies from the last 2 years—findings that illustrate important ideas, are simple to explain and remember, and that could find a home in most instructors’ teaching of social psychology’s big ideas.

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PTN Design by Liz Woodcock, Graphic Designer, APA Editorial and Design Group

CODITORS

Martha Boenau
mboenau@apa.org

Emily Leary Chesnes
eleary@apa.org

Caitlin Crowley
ccrawler@apa.org

Robin Hailstorks, PhD
rhailstorks@apa.org

CONTRIBUTING EDITORS

PT@CC
Craig Cowden, PhD
ccowden@tacomacc.edu

TOPSS
Michael Hamilton, MA
mhamilton@hopkinton.k12.ma.us

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ADDRESS EDITORIAL CORRESPONDENCE TO:

PTN
APA Education Directorate
750 First Street, NE
Washington, DC  20002-4242
(202) 572-3013

Address inquiries regarding membership or affiliation to the APA Membership Office at the same address.
NFL FANS’ ILLUSORY OPTIMISM
The unrealistic optimism that biases people’s perceptions of their future health, relationships, and time needed to complete tasks extends to their perceptions of their groups. Throughout a National Football League season, reported Cade Massey and colleagues (2011), fans of all teams correctly guessed that other teams would win about 50% of the time. But they incorrectly guessed, on average (across teams and weeks), that their own team stood about a 2 in 3 chance of winning. This optimistic and illogical bias persisted despite monetary incentives for accuracy and despite their team’s experience.

ISRAELI JUDGES’ COGNITIVE DEPLETION
Like a muscle, self-control (willpower) temporarily weakens after exertion, but replenishes with rest and nourishment (Baumeister & Tierney, 2011). Self-control requires energy. This was dramatically apparent in the discovery by Shai Danziger and colleagues (2011) that Israeli judges were much more likely to grant parole requests at the beginning of the day and after the day’s two food breaks. Hungry equaled harsh. See figure 1.

INCREASING INDIVIDUALISM IN BABY NAMES
A dramatic demonstration of increasing American individualism appears in the 325 million baby names that Jean Twenge and her coworkers (2010) mined from Social Security archives. In recent years, the percentage of American babies receiving one of that year’s 10 most common names has plunged. See figure 2.

SOCIAL INFLUENCE ON REFEREES
Several recent studies have revealed striking social influences on people’s willingness to floss (Schmiege et al., 2010), undergo cancer screening (Sieverding et al., 2010), or even give yellow cards for soccer football infractions (Unkelbach & Memmert, 2010). In the latter case, the referees in 1,530 German soccer matches gave an average of 2.35 yellow cards to away teams, but only 1.89 to home teams. Moreover, the difference was greatest in the noisiest stadiums and was replicated in the lab (where fan noise again influenced the decisions of referees).

GROUP POLARIZATION IN THE BLOGOSPHERE
The Internet facilitates group polarization, as like minds network. Blue liberal blogs link mostly to one another, as do red conservative blogs (Lazer et al., 2009). The size of each blog reflects the number of other blogs linked to it.

GAY PREJUDICE LIVES
Three independent experiments submitted fictitious pairs of resumes, one gay-identified (for example, of someone who had volunteered in an LGBT organization), and one not. These were submitted to 613 Austrian job openings, 1,713 Greek openings, and 1,789 American openings (Drydakis, 2009; Tilcsik, 2011; Weichselbaumer, 2003). In response, callbacks were much less likely to the gay-involved applicants. In the American experiment, for example, 7.2% of applicants whose activities included being “Treasurer, Gay and Lesbian Alliance,” received replies, as did 11.5% of those associated with a different left-seeming group (“Treasurer, Progressive and Socialist Alliance”).

HEAT AMPLIFIES AGGRESSION—ON THE BASEBALL FIELD
In the laboratory, and also in the real world, uncomfortable heat increases aggressive behavior. Richard Larrick and his colleagues (2011) offer a hot example: In their analysis of 57,293 Major League
PERSUASION RESEARCH NEEDED!

Human-caused climate change is occurring, say 97% of published climate scientists (Anderegg, Prall, Harold, & Schneider, 2010) and 38% of the American public (Pew, 2011). Meanwhile, carbon dioxide is accumulating in the atmosphere, the predicted planetary warming is occurring, the ice caps are melting, species are migrating northward, spring is coming earlier, and extreme weather is increasing. Surely, tomorrow’s social psychology will be contributing to education and opinion change that supports a sustainable future.

There is more good news, including wonderful new data archives for students and teachers to explore, such as the massive Gallup World Poll and daily Gallup-Healthways USA survey, Google’s ngrams.googlelabs.com, and the easy-to-access General Social Survey archives. But those stories are for another bedtime.

REFERENCES


ABOUT THE AUTHOR

Hope College social psychologist David Myers is a researcher and communicator of psychological science to college students and the general public. His writings have appeared in three dozen academic periodicals, four dozen magazines, and 17 books. At the upcoming APA convention, he will deliver an August 4th Psi Beta Lecture on “A Quiet World: The Psychology of Hearing and Hearing Loss.”
According to the National Center for Education Statistics, in 2009 (the most recent year of available data) nearly 30% of graduating students earned credits in a psychology course during their 4 years in high school (U.S. Department of Education, 2009). With more than 3,000,000 students graduating from high school in 2009, 30% means close to 1,000,000 high school graduates in 2009 completed a psychology course. In 2011 nearly 198,000 students took the Advanced Placement psychology exam (College Board, 2011), and more than 16,000 International Baccalaureate Psychology exams were taken worldwide (M. Wilson, Global Management Information Associate Manager at the International Baccalaureate Organization, personal communication, June 16, 2011). Psychology’s popularity is an indicator of high interest in the course content.

Three years after Ernst and Petrossian’s (1996) appeal for “great urgency” (p. 257) in the creation of national learning and teaching standards for high school psychology, the APA Council of Representatives approved the National Standards for the Teaching of High School Psychology in August, 1999. The Council revised the standards in August 2005 as the National Standards for High School Psychology Curricula and approved the second revision in August 2011 (APA, 2011).

In support of the National Standards, APA’s Board of Educational Affairs established the Working Group on the Certification and Training of High School Psychology Teachers in 2009. The working group members included Mary M. Brabeck, PhD, New York University; Jane S. Halonen, PhD, University of West Florida; Arthur M. Horne, PhD, University of Georgia; Debra E. Park, Rutgers University and West Deptford High School, West Deptford, NJ (retired); Michael J. Ray, Verona Area High School, Verona, WI; and Kenneth A. Weaver, PhD, Chair, Emporia State University.

The BEA Working Group was charged with developing a new policy document that outlined the recommended education and training a high school psychology teacher should have in order to teach the introductory psychology course. The American Psychological Association expects high school psychology teachers to have the preparation to teach the course properly as specified in the National Standards for High School Psychology Curricula and advocates for the development of a teaching credential endorsement for psychology in all states. As a result, the working group crafted the guidelines for state departments of education and teacher preparation programs to use or adapt to prepare high school psychology teachers.

Examining state credentialing procedures across the nation, the working group identified two approaches used by states whether they certify or license. One approach uses course-based strategies, and the other approach involves a set of standards. Incorporating both approaches into the guidelines was crucial to enable the guidelines to be useful to every state.

The working group based both approaches on completing at least 30 credit hours of psychology coursework to adhere to the federal definition of a highly qualified teacher. In addition, both approaches are complemented by a capstone: supervised student teaching clinical experience in a high school psychology class for at least one semester.

COURSE-BASED APPROACH
Nationally, colleges vary in their adoption of a three-credit versus four-credit model, and the two course-based models are proposed to reflect this difference. The model based on 10 courses earning three credits per course is as follows:

- Four required core courses include Introductory Psychology, Research Methods, Statistics, and one content-specific laboratory course.
- Four courses, one from each of the following three domains in the National Standards for High School Psychology Curricula:
  - Applied Psychology: Psychology in the Law, Psychology in the Workplace, and Psychology in Education.

continued on page 6
School Psychology Curricula: Biopsychology, Development and Learning, and Cognition, and one course from either the Sociocultural Context, Individual Variations, or Applications of Psychological Science domains.

- Two elective courses are geared to application/pedagogical development. Recommended courses include Teaching of Psychology, Social Psychology, Psychological Assessment, Motivation & Emotion, Educational Psychology, Ethics, and Applied Behavior Analysis.

The model based on eight courses earning four credits per course is as follows:

- Four required core courses include Introductory Psychology, Research Methods, Statistics, and one content-specific laboratory course.
- Four courses, include one from each of the following three domains in the National Standards for High School Psychology Curricula: Biopsychology, Development and Learning, and Cognition, and one course from either the Sociocultural Context, Individual Variations, or Applications of Psychological Science domains.

STANDARDS-BASED APPROACH

A standards-based approach to teacher preparation requires a set of standards that identify the knowledge and skills to teach the course effectively according to the National Standards for High School Psychology Curricula. The guidelines include three standards:

Standard 1. The teacher of psychology knows and can explain the major theoretical approaches, research findings, and historical and contemporary trends in the science of psychology.

Standard 2. The teacher of psychology demonstrates how psychologists use major research methods including design, data analysis, and interpretation.

Standard 3. The teacher of psychology applies the major theoretical approaches in psychology to reality-based educational, emotional, ethical, motivational, organizational, personal, and social issues.

ASSESSMENT

For both approaches, the guidelines include examples of indicators to provide state departments of education and teacher preparation programs suggestions for how a preservice teacher can demonstrate mastery of the content. In addition, APA recommends to states one of the following assessments of overall content knowledge: Receiving a qualifying score on the Educational Testing Service Praxis II Psychology (0390) test, receiving a qualifying score on the Pearson Education National Evaluation Series Psychology test, or earning a grade point average of 3.0 or higher in psychology courses.

USING THE GUIDELINES

The guidelines represent the first opportunity for the American Psychological Association to reach out to state departments of education (and the District of Columbia), engage them about the importance APA places on preparing highly qualified and highly effective psychology teachers, and suggest an approach for establishing a teaching credential for psychology in terms congruent with how the state credentials its teachers. The guidelines also contain curricula for departments of psychology considering a program for preparing high school psychology teachers. Psychology faculty and departments interested in pursuing a teacher preparation program should consult with the leadership of their departments/schools/colleges of teacher education about state requirements for starting a program.

Perhaps most importantly, the guidelines support one of the most cherished tenets of APA—advocating on behalf of the discipline to improve the quality of life. Whether through psychology departments, local/state/regional psychological associations, or another individual or group of psychology teachers, the guidelines promote advocacy with state policymakers for adding the psychology teaching endorsement to states’ teaching credentials.

CONCLUSION

Given the prevalence of high schools without full-time psychology teachers, APA recommends that preservice teachers complete a second teaching field or endorsement to enhance their employment prospects. For current high school psychology teachers who do not have credentials in psychology, APA recommends the teachers in conjunction with their school district or state department of education develop an education plan of workshops, conferences, in-service, and/or course work that will culminate with passing the Praxis II Psychology or National Evaluation Series test. APA understands the importance of credentialing professionals at the state level and supports states’ efforts to prepare high school psychology teachers who are highly qualified and highly effective.

REFERENCES


There are two questions that most teachers ask themselves every time they sit down to plan their lessons:

1. How am I going teach ALL the concepts that are important in this chapter?

2. How will I incorporate activities into the lesson plan to help my students apply the theories and concepts presented in the textbook?

Deciding what to teach and how to teach it is no longer a problem because of the tremendous resources available through the TOPSS website (http://www.apa.org/ed/precollege/topss/index.aspx). Since TOPSS was created (20 years ago!!), teachers of psychology have had access to unit plans, activities, the Online Psychology Laboratory, journals, and so much more available to them through the TOPSS website. The most important resource available to TOPSS members is the National Standards for High School Psychology Curricula (APA, 2011). This is the policy document we should all use to begin the curriculum planning process, develop the content of our lesson plans, and decide which active learning strategies to use in our classrooms.

A good way to start the curriculum planning process for your introductory psychology course is to consider the essential questions behind the National Standards for High School Psychology Curricula (hereafter referred to as the Standards). However, it is important to become familiar with the newly revised Standards before considering essential questions. The Standards suggest three levels of understanding for psychology content: Domains, Standard Areas, and Content Standards. The Domains represent overarching thematic areas that encompass broad areas of psychological knowledge, and the Standard Areas are unit topics that represent closely related theories and findings regarding more specific knowledge. The Content Standards are specific topics teachers can use as beginning points to build lessons. Within each Content Standard, students should receive instruction that would enable them to meet specific Performance Standards. To learn more about the Standards, please visit http://www.apa.org/education/k12/national-standards.aspx.

Grant Wiggins and Jay McTighe explain what essential questions are in their work Understanding by Design (Wiggins & McTighe, 2011). An essential question is one that is open-ended and requires thought and justification. It might have more than one answer and is meant to be discussed and investigated. It can be controversial, pose a dilemma, and/or raise other questions that need to be investigated further. Essential questions can be used throughout a unit and may cross over units. Some essential questions are general, yet they are important enough to be asked over and over again. Others are more specific to a discipline, pointing to the big ideas that are debated by the experts in that field of study. The essential questions should be referred to when writing objectives and may be used as focus questions for discussion or writing assignments.

Daily lessons, and the specific objectives for those lessons, might be related to a single essential question or more than one; the activities you use will help students think critically about these questions. When developing essential questions, refer to the Performance Standards for the content you are teaching. The essential questions should focus your students on what they really need to think about and understand to reach the goals of your unit.

According to Wiggins and McTighe, essential questions should be related to an enduring understanding. These are major conclusions or generalizations that relate to the Standards. They can cross disciplines and should be related to the goals of our units. What do we want our students to understand and be able to do long after we teach our lessons? What are the big issues and/or themes that reoccur as you teach about the scientific discipline of psychology? You might want these visible on posters in your classroom and to use them as a focus activity when introducing new units. You can also have the students come up with their own examples of enduring understandings that represent conclusions they have developed after they complete units of study.

The goals we identify and the enduring understandings and essential questions we develop

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should be aligned with Standards. The teaching strategies you use should help your students think critically and better understand the psychological concepts you are introducing them to in your classroom.

So how do you get started? The newest revision of the National Standards contains overarching themes teachers of high school psychology should adopt as the foundation for developing their courses. You could start here to develop enduring understandings that would relate to all of your units. Here are a few examples, gleaned from some of the Overarching Themes:

- Students will understand that psychologists utilize scientific attitudes and skills in their research.
- Students will understand that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made.
- Students will understand that a multicultural and global perspective is important to understanding psychology.
- Students will understand that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels.

Whether you are designing a new course or revising one you have been teaching for years, you should develop your goals to highlight each of the seven domains found in the Standards (i.e., Scientific Inquiry, Biopsychology, Development and Learning, Sociocultural Context, Cognition, Individual Variations, Applications of Psychological Science). This exposes students to the diversity of scholarship in psychology. Each standard area refers to a major topic or unit in psychology. For each unit, I recommend you brainstorm essential questions and enduring understandings before you start planning your individual lessons—and think about how you will assess your students upon completion of the unit before you plan those lessons. Backward design is an instructional design method developed by Wiggins and McTighe and is part of their larger Understanding by Design framework (Wiggins & McTighe, 2011). It begins with the end in mind: What do I want my students to know and understand upon completion of this unit?

Let’s take a look at the standard area of Intelligence (see sidebar on next page), which is in the Cognition domain of the Standards. See some examples of essential questions and enduring understandings that relate to this unit in the box below.

Referring to the Standards, you would next think about how your students will be assessed. What will the students do to show you what they have learned? What do you want the students to be able to do with the information you are going to teach? At what level will they perform? As you teach your lessons, you will be focusing on the objectives that are aligned to each standard and to the assessments. Traditional assessments might include essays, multiple choice tests, quizzes, class discussions, questions for homework. Students might be reading their textbooks, discussing articles, writing reviews of research journal articles, or researching

### EXAMPLES OF ESSENTIAL QUESTIONS AND ENDURING UNDERSTANDINGS THAT RELATE TO THIS UNIT

#### ENDURING UNDERSTANDING(S)

Students will understand that:

Psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made.

Psychological knowledge can be related to everyday life.

There are multiple perspectives by which psychologists study and explain human behavior.

Heredity and environment interact in the development of an individual across the life span.

Scientific evidence is used to explain all findings in the field of psychology.

Intelligence is more than a score on a test.

A multicultural and global perspective recognizes how diversity is important to understanding intelligence.

#### ESSENTIAL QUESTION(S)

How is intelligence defined and measured?

How should intelligence testing be used?

How can the results of various measures of intelligence be applied in the real world?

How can we define and measure intelligence in such a way that the results are valid and culturally fair?

How is our thinking/intelligence affected by the information provided by our culture and environment?

Can decision-making skills be developed to overcome poor judgment and problem-solving abilities?

Is intelligence more than being smart in school?
continued from page 8

a topic related to the Intelligence unit. Performance assessment requires students to actively demonstrate what they know and may be a more valid indicator of students’ knowledge and abilities. It can increase students’ understanding of what they need to know and be able to do. We all know that when students actively construct their own understanding of concepts, they exhibit greater interest and higher levels of learning.

The Intelligence Standard Area contains three Content Standards and Performance Standards that you can refer to in planning how you will assess your students. You might divide the class into small groups to prepare presentations on what is known and unknown about intelligence. They could conduct a review of the literature, read and discuss the research that has been done, and prepare a presentation on what they discovered to present to the class. In this presentation, they would discuss what the experts concluded in their research as well as determine their own conclusions about what they believe still needs to be discovered. An excellent resource for this activity was developed many years ago based on the conclusions of the APA’s Board of Scientific Affairs (BSA) Task Force report (Neisser et al., 1996) on research findings related to intelligence (a summary of the report is available on the APA website at http://www.apa.org/education/k12/intelligence.aspx). The task force focused on five specific questions and indicated what is known from scientific evidence, what is currently in dispute, and what is still unknown. The original article detailing the task force’s findings appears in the February 1996 issue of American Psychologist. In the February-March 2012 issue of the American Psychologist, there is an excellent article (Nisbett et al., 2012) that could be used by students that updates the biological and contextual research and examines environmental factors that may moderate heritability of intelligence.

When I used this assessment with my students, they learned more from this project than they would have learned from just reading the chapter in a textbook and writing out an essay question or completing a multiple choice test. The level of their analysis and evaluation of what they researched was impressive. They suggested that this information be presented to the teachers and administration of the school district. They were very concerned with the issues of fairness in testing, and the suggestions they made about what researchers need to continue to focus on impressed me. When I look back at the enduring understandings and essential questions that I prepared for this unit, I knew that the goals I set for my students were achieved.

As stated in the Standards, my “vision of what students should know and be able to do after completing the high school psychology course” (p. ii) was accomplished. I believe that by using the National Standards, you will find that your course will be more focused, more active, and more memorable for your students—and you will be impressed by the questions they ask and the understandings that will endure long after they leave your classroom.

If you would like examples of essential questions and enduring understandings for all of the Standards Domains, contact debrapark@msn.com.

REFERENCES

STANDARD AREA: INTELLIGENCE

CONTENT STANDARDS WITH PERFORMANCE STANDARDS

CONTENT STANDARD 1: Perspectives on intelligence
Students are able to (performance standards):
1.1 Discuss intelligence as a general factor
1.2 Discuss alternative conceptualizations of intelligence
1.3 Describe the extremes of intelligence

CONTENT STANDARD 2: Assessment of intelligence
Students are able to (performance standards):
2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness
2.2 Identify current methods of assessing human abilities
2.3 Identify measures of and data on reliability and validity for intelligence test scores

CONTENT STANDARD 3: Issues in intelligence
Students are able to (performance standards):
3.1 Discuss issues related to the consequences of intelligence testing
3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence

PREPARING STUDENTS FOR WORKING WITH OLDER ADULTS

Manfred Diehl, PhD
Colorado State University and APA Committee on Aging

One of the ongoing “silent” developments is that our society is getting increasingly diverse. This process of diversification proceeds not only along lines of racial/ethnic background or national heritage, but also along lines of the age structure of the U.S. Specifically, in the year 2050, adults over the age of 65 will represent about 25% of the U.S. population, including growing numbers of older adults in minority groups. A little known fact is that older adults represent the most diverse segment of the U.S. population. This diversity is expressed in terms of older adults’ overall life experiences, professional competencies, levels of functioning and health care needs, financial status, and overall potentials and limitations. The bottom line is that older adults are not a homogeneous group of individuals, but a very diverse one, probably more so than other age groups, and psychologists, in particular psychologists who are trained in gerontological issues, can play a crucial role in addressing this diversity.

A major challenge for society, in general, and for high-school and college students, in particular, is to overcome the generally negative myths that our society holds about aging and older adults. Three of these myths are:

1. Growing old is mostly associated with loss and decline;
2. Little can be done to optimize the aging process; and
3. Age-related losses tend to be permanent and irreversible.

These myths are deeply ingrained in the public opinion about aging, and changing them certainly takes time. However, there is growing scientific evidence, much of it generated by psychologists, that the human aging process is not all negative but is open to positive changes and characterized by a great deal of plasticity. This growing evidence base provides teachers in the field of psychology with a solid foundation to describe the opportunities and challenges that exist and are emerging for students who are interested in working with older adults. In general, the message to students should be the following: “An aging society provides opportunities and challenges for psychologists. These opportunities and challenges should be embraced to show what psychologists can contribute to improving and sustaining individuals’ healthy and successful aging.”

Let’s first talk about some of the opportunities that exist for employment of students with training in psychology. These opportunities, by the way, do not only apply to students with training in clinical psychology, but also apply to students in many subdisciplines of psychology. For example, focusing on the needs and abilities of young-old adults (individuals age 60-75), psychologists can fill gaps in the following areas.

Career and retirement transition planning for the third age. Often this involves counseling with regard to arrangements for a gradual withdrawal from a full-time occupation, but also the planning for how to continue to use one’s lifelong professional expertise in creative ways in later life.

Optimizing healthy aging. Psychologists with training in health psychology can contribute to educating older adults about the role of lifestyle factors—such as the role of physical activity, healthy nutrition—or social engagement—in optimizing their aging. However, even frail or ill older adults can benefit from efforts to optimize healthy aging in the context of rehabilitation programs or in settings such as assisted living.

Health literacy and telehealth. Psychologists with training in cognitive psychology can contribute in the design of programs that can improve older adults’ health literacy or in programs that provide medical care and counseling via new technologies, such as telehealth. This expertise may be particularly important for delivering
health care services to older adults in rural areas of the U.S.

Aging in place. Psychologists with training in ergonomics and human factors can provide knowledge and expertise that permits older adults to age in place and stay in their home as long as possible. Psychologists can also be instrumental in assisting with the design of aging-friendly communities, and not only communities for older adults, but communities where multiple generations live side by side.

Cognitive health and lifelong learning. Cognitive and educational psychologists have the knowledge and expertise to set up (a) programs of continuing education and lifelong learning, (b) memory training programs, or (c) other programs that have a positive effect on older adults’ cognitive abilities.

Volunteering and community involvement. Psychologists can also play an instrumental role in setting up programs that get older adults involved in volunteering activities in the community, such as mentoring programs in schools or other activities that create settings for intergenerational exchange and learning.

Overall, these are just a few examples of areas where psychologists have unique theories and skill sets that allow them to work with older adults in creative ways, and in ways that no other profession can. Working with young-old individuals also has the great advantage that psychologists can play a crucial role in optimizing successful aging.

Although active life expectancy (i.e., the number of years that a person can expect to live without major physical or psychological impairments) has been greatly extended over the past decades, there is also a time when older adults’ quality of life is threatened by greater vulnerability to disease and frailty. This often occurs during old-old age and provides psychologists with opportunities and challenges to apply their knowledge and expertise. During the so-called “fourth age,” psychologists’ role often focuses on issues of assessment and treatment in terms of health and functioning. Thus, in the following we list areas and settings where psychologists can play a crucial role.

Assessment of competency and capacity to live independently. Geropsychologists (psychologists who specialize in clinical work with older adults) can play a crucial role in the assessment of older adults’ capacity to live independently by focusing on performance-based assessments in the area of instrumental activities of daily living or the capacity to make sound decisions. This also includes assessment of capacity to engage in legally binding decisions, such as signing contracts, decisions regarding medical procedures, or end-of-life issues.

Neuropsychological and cognitive assessment to determine cognitive status. Like no other profession, psychologists who are trained in neuropsychological and cognitive assessment are equipped with the knowledge and the diagnostic tools to assess older adults’ cognitive status and whether their cognitive functioning might be impaired by an underlying disease process, such as a dementing illness.

Family counseling and planning for the future. Psychologists who are trained in clinical and counseling psychology can provide valuable services to families with older family members, especially when it comes to decision making and planning for the future.

Counseling and treatment planning in long-term care settings. When older adults can no longer live independently and have decided to move into a more sheltered environment, psychologists can play an important role in planning the transition to these new environments. In addition, psychologists can work with older adults in terms of providing counseling and developing treatment and activity plans.

End-of-life planning and grief counseling. Finally, psychologists can provide valuable knowledge and services in the context of end-of-life planning, hospice care, and grief counseling with older adults approaching the end of life and their families.

The settings described above represent a small subset of job opportunities for psychologists. Clearly, it is important that students of psychology acquire specific knowledge and training in basic and applied issues of aging research as part of their education. In addition, they also need to be prepared to become members of interdisciplinary work teams. Understanding that it is important to be a member of an interdisciplinary team is important because the field of gerontology is inherently multidisciplinary due to the complexities and the great diversity of the human aging process. However, students who are motivated to engage in these endeavors are often surprised by how rewarding the work with older adults can be; they may get hooked for the remainder of their careers.

The American Psychological Association provides a number of resources that can be accessed from the Office on Aging website:


Teachers who want to address gerontological issues in their psychology courses also have a number of other resources to choose from. For example, the book Integrating Aging Topics Into Psychology: A Practical Guide for Teaching Undergraduates by Cavanaugh and Whitbourne (APA, 2002) provides a variety of practical tips continued on page 12

Additional materials are provided by the Association of Gerontology in Higher Education (AGHE), which has a number of resources available for students who want to develop a career in aging (http://www.aghe.org/500215), and the Gerontological Society of America (GSA), which offers a website, Agework: Your Key to Jobs in Aging (http://www.agework.com/agework/).

REFERENCES

PT@CC

INVITING YOUR STUDENTS TO PARTICIPATE IN 2012 PT@CC STUDENT PRESENTATION CONTEST

The APA Committee of Psychology Teachers at Community Colleges (PT@CC) invites you students to participate in the 10th annual PT@CC Student Presentation Contest! Supported through funding by the APA Education Directorate, the Student Presentation Contest recognizes innovative and high-quality electronic presentations. PT@CC looks forward to receiving presentations such as original videos, websites, and electronic presentations.

The PT@CC Student Presentation Contest aims to promote active learning through the submission of psychology student presentations developed 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.

Nearly any class project that can be put into a PowerPoint, video, website, or similar electronic format is acceptable.

The competition is open to students currently enrolled at a community college or other 2-year school. Students are eligible for the contest if they are community college students who have not previously completed a bachelor’s degree. Faculty sponsors must be members of the APA Psychology Teachers at Community Colleges (PT@CC). If you have students who might be interested in entering, please tell them about this opportunity and urge them to begin work on their presentations right away. The entry deadline is June 1, 2012.

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

The contest guidelines and entry form for the 2012 PT@CC Student Presentation Contest are on the web at www.apa.org/ed/pcue/ptatcchome.html. For more information about this competition or PT@CC, please contact Martha Boenau at MBoenau@apa.org.

ATTEND THE 2012 NCSS NATIONAL CONFERENCE

The 2012 National Council for the Social Studies (NCSS) National Conference will be held November 16-18, 2012, at the Washington State Convention Center in Seattle, WA.

For details, visit http://www.socialstudies.org/conference.
APA REPORT: LACK OF WILLPOWER MAY BE OBSTACLE TO IMPROVING PERSONAL HEALTH AND FINANCES

New APA report explains the science behind willpower and self-control

APA Practice
Public Relations Staff

According to a survey (PDF, 827KB) released by APA in February, 93% of Americans made a resolution to change some aspect of their behavior in 2012. Yet people consistently report that a lack of willpower is the top reason they fall short of their goals to lose weight, save more money, exercise, or make other lifestyle changes.

The survey, conducted online on behalf of APA by Harris Interactive among 566 adults in December 2011 is a continuation of APA’s annual Stress in America™ poll, which found that many Americans report lack of willpower as a significant barrier to achieving their goals.

A companion report released by APA reveals that people can enhance their willpower if they can learn to deploy it more effectively. What You Need to Know About Willpower: The Psychological Science of Self-Control (http://www.apa.org/helpcenter/willpower.aspx) explores leading research into the nature and consequences of people’s ability to exert self-control. This research suggests that willpower is correlated with positive life outcomes such as better grades, higher self-esteem, greater financial security, and improved physical and mental health.

The capacity for self-control appears to persist throughout a person’s life. Research shows that those with better self-control as preschoolers tend to have better control as adults. And, just as muscles are strengthened by consistent exercise, regularly exerting self-control may improve willpower strength over time, recent studies suggest.

The most frequently reported goals that people set for 2012 were those aimed at improving health (57% reported a goal to lose weight, 50% reported a goal to eat a healthier diet, and 41% reported a goal to start exercising regularly) or financial status (52% reported a goal to save more money, and 37% reported a goal to pay off debt), according to the follow-up survey.

For adults trying to make a lifestyle change, however, willpower is an important factor. According to APA’s 2011 Stress in America survey (www.apa.org/news/press/releases/stress/2011/final-2011.pdf) released in January 2012, one in four reported that willpower (27%) or time (26%) prevented them from making the change they were trying to achieve. Despite difficulties with willpower, a majority of those responding to the survey (71%) believe that willpower can be learned, which is good news since psychological research demonstrates that this is true.

The willpower report and survey are a component of APA’s Mind/Body Health campaign, which educates the public about behavioral science, the connection between psychological and physical health, and how lifestyle and behaviors can affect overall health and wellness.


(Portions of this article originally appeared in the February 23, 2012, issue of Practice Update.)
Why should high school psychology teachers (and community college teachers) seriously consider attending the annual convention of the American Psychological Association? Is the cost of the convention beyond a teacher’s financial resources? Is the convention filled with complex research and theoretical presentations that have no relevance to our students? These are common misconceptions that could not be further from the truth. The annual APA convention offers high school teachers the opportunity to gain greater content knowledge as well as new activities and demonstrations to enhance teaching.

The APA convention offers a large number of sessions specifically geared for teachers of psychology and the opportunity to hear presentations by leaders in the field. Sessions include lectures from world-famous psychologists, addresses on cutting-edge research and its implications, panel discussions, film screenings, and a myriad of other choices. Featured sessions from the 2011 convention included a keynote address by Claude Steele, PhD, regarding his work on stereotype threat in his book *Whistling Vivaldi*. Social psychologist Phil Zimbardo, PhD, gave presentations reflecting on the Stanford Prison Experiment and on his new work on the psychology of heroism. Scott O. Lilienfeld, PhD, author of *50 Great Myths of Popular Psychology*, presented on public skepticism regarding psychology and how these concerns could be addressed. Martin Seligman, PhD, addressed his groundbreaking research in the field of positive psychology and his latest book, *Flourish*. Barney Beins, PhD, addressed how psychology can serve as the gateway to critical thinking and scientific literacy and provided practical ideas for improving classroom instruction. Documentary film screenings followed by panel discussions with experts addressed a wide range of topics such as positive psychology, prejudice, childhood obsessive-compulsive disorder, and individuals with disabilities, and feature films, such as *The King's Speech*, were aired.

Each year, the TOPSS (Teachers of Psychology in Secondary Schools) and PT@CC (Psychology Teachers at Community Colleges) Committees sponsor several sessions especially for teachers (the 2012 TOPSS and PT@CC convention sessions are announced in this issue of PTN). Many other sessions feature top researchers and experts in educational psychology. During the evening, receptions and social events provide opportunities to meet with other high school and college psychology teachers. Frankly, there are always more sessions applicable to teacher interests and pedagogy than one person could possibly attend.

One of the highlights of the convention is the opening keynote speaker. Previous keynote speakers have included Malcolm Gladwell, author of the bestselling books *Blink*, *The Tipping Point*, and *Outliers*; Daniel Gilbert, PhD, noted Harvard psychologist and author of bestselling book *Stumbling on Happiness*; and Claude Steele, PhD, an eminent psychologist from Stanford University. Speakers are often available after their presentations for book signing events. Watch the APA's website for announcements on this year’s keynote speakers and program: [http://www.apa.org/convention](http://www.apa.org/convention).

The American Psychological Association encourages high school psychology teachers to participate in the annual convention and offers an incredible discount for this 4-day conference, charging only $95 for high school teacher affiliates who register by June 30. The conference is held in a different exciting city each year.
The 2012 conference will be in Orlando, FL, and the 2013 conference will be held in Honolulu, HI! For individuals who choose to attend the conference when it is held at a distant location, hotel accommodations and transportation costs can be reduced through booking hotels that are a farther distance from the convention site and using public transportation. New funding opportunities to help with travel and registration costs are now available through the American Psychological Foundation.

Should high school teachers of psychology attend the 2012 American Psychological Association convention on August 2-5 in Orlando, FL? Absolutely, YES! This is an incredible professional development opportunity to learn about current trends and research in psychology, gain strategies and activities to enhance curricula, network with other psychology teachers and college professors, and acquire a plethora of knowledge in this ever-changing field. You will leave the convention reenergized and armed with countless new ideas to improve your classroom instruction. No doubt about it, you’ll describe it as the greatest professional development opportunity of the year. I hope to see you there!

2012 TOPSS CALL FOR NOMINATIONS

The mission of the APA Committee of Teachers of Psychology in Secondary Schools (TOPSS) is to:

- Promote introductory and advanced high school psychology,
- Meet curricular needs of secondary school teachers, and
- Provide opportunities for high school students to be recognized and rewarded for their academic excellence.

If you would like to become more involved in TOPSS and are interested in gaining leadership experience and having a positive impact on the teaching of high school psychology, we encourage you to consider serving on the TOPSS Committee. TOPSS is especially interested in encouraging individuals from diverse backgrounds (including diversity in race/ethnicity, gender, ability/disability, sexual orientation, age, and religion) to consider running for TOPSS office.

In 2012, the following two elected positions will be filled:

- One Chair-Elect (3-year term)
- Two Members-at-Large (2-year term)

The TOPSS Committee meets twice a year in spring and fall in Washington, DC. The APA covers travel and accommodation expenses. Please consider nominating a colleague you feel would make a positive impact.

Self-nominations are also welcomed.

Nominations are due by July 1, 2012.

Nomination Materials

Nominees for the 2012 TOPSS election are asked to submit the following materials/documents:

- Vita or resume
- Platform statement

Platform statements must include three sections (Education and Professional Experience, Professional Activities, and Honors) as shown in the samples. Sample platform statements and position descriptions can be found online at http://www.apa.org/ed/precollege/topss/call-for-nominations.aspx.

Please send nominations and materials to:

Emily Leary Chesnes
APA Education Directorate
750 First Street, NE
Washington, DC 20002-4242

Electronic submissions will be accepted. Please send electronic files of nomination materials to Emily Leary Chesnes (eleary@apa.org).
Every spring you see an announcement asking you if you are interested in running for a position on the APA TOPSS Committee. This year, I hope you will seriously consider it.

Being on the TOPSS Committee has been the most rewarding professional experience I have ever had. The committee meets twice a year in Washington, DC. It includes nine members: the past chair, current chair, chair-elect, three members at large, the membership coordinator, and two college or university faculty advisors. For 2.5 days, members go through an extensive agenda, discussing and making decisions on everything from a student poster contest to whether or not psychology should be taken for science credit in high school. We work with other APA boards and committees on issues of common interest. Since 1992, TOPSS and various working groups affiliated with TOPSS have developed the TOPSS unit lesson plans, the National Standards for High School Psychology Curricula, and a new policy document on what the recommended training should be to teach high school psychology. For the biannual meetings, the APA covers your transportation, hotel, and meal costs.

Being on the TOPSS Committee has been the most rewarding professional experience I have ever had.

When I ran for the TOPSS Committee, I thought that my chances of being elected were slim. I did not know any of the current members and had done nothing on a national level. Much to my surprise, I was elected.

One of the most important parts of the application process is your platform statement. This is your chance to tell members about yourself and what you might contribute. On the TOPSS website (see http://www.apa.org/ed/precollege/topss/call-for-nominations.aspx), there are platform statements from past elected officers so that you can see what others have said.

Some current members of the TOPSS Committee were not elected to TOPSS on their first attempt as a candidate on the ballot. So, even if you have run before, please consider running again. If you are elected, you will have the opportunity to work with a terrific group of people who are committed to, and enjoy, teaching psychology.

Jann Longman, MA, TOPSS Chair
Liberty High School, Renton, WA

SOCIETY FOR THE TEACHING OF PSYCHOLOGY 2012 APA CONVENTION PROGRAM

The Society for the Teaching of Psychology (STP; APA Division 2) will offer many sessions at the 2012 APA Convention. For updated session information, visit the STP website at http://apadiv2.org/conferences/apa/index.php.
PT@CC PROGRAMS
AT THE 2012 APA CONVENTION

ORLANDO, FL • AUGUST 2–5, 2012

The APA Committee of Psychology Teachers at Community Colleges (PT@CC) is pleased to announce programs that will be held at the APA 2012 Convention in August (www.apa.org/convention). Please check the PT@CC website (http://www.apa.org/ed/precollege/undergrad/ptacc/index.aspx) for more information.

FRIDAY, AUGUST 3

12:00 noon–12:50 p.m.
Convention Center Room W304D

PT@CC Invited Address: The Diane Halpern Lecture

Chair: Ladonna Lewis, PhD, Glendale Community College

Presenter: Elizabeth Yost Hammer, PhD, Xavier University

Meta-Studying: Teaching Metacognitive Strategies to Enhance Student Success

1:00–1:50 p.m.
Convention Center Room W304E

PT@CC Symposium: Contemporary Issues on Lesbian, Gay, Bisexual, and Transgender Concerns

Chair: Craig Cowden, PhD, Tacoma Community College

Presenters:
Ladonna Lewis, PhD, Glendale Community College

Creating Inclusive Environments for LGBTQ Faculty, Staff, and Students: Safe Space at a 2-Year College

Michael Mobley, PhD, Rutgers University

Sociocultural and Ecological Issues Experienced Among Racial and Ethnic LGBTQ Youth/Students

2:00–3:50 p.m.
Convention Center room W304A

PT@CC Symposium: A Focus on Introductory Psychology: Models, Formats, Learning Outcomes, and Assessment

Cosponsored by the APA Board of Educational Affairs and the APA Committee of Psychology Teachers at Community Colleges; co-listed by the Society for the Teaching of Psychology (APA Division 2)

Chairs:
Regan A. R. Gurung, PhD, University of Wisconsin-Green Bay; Sue Frantz, MA, Highline Community College

Presenters:
Regan A. R. Gurung, PhD, University of Wisconsin-Green Bay

What Do We Know About Teaching Introductory Psychology?

Carrie Brown, Agnes Scott College; Ursula Sanborn, Erin Solomon, and Rachel Tennial, Saint Louis University

Learning Outcomes in Introductory Psychology: A National Survey

Jana Hackathorn, Murray State University; Amy Garczynski and Natalie Homa, Saint Louis University

The Content of Introductory Psychology: Variations on a Theme

Scott Bates, PhD, Utah State University

Coauthors:
Eric Amsel, Weber State University; Grant Corser, Southern Utah University; Lauren Fowler, Weber State University; Karen Kwan, Salt Lake Community College; Nicolas Marsing, Snow College; Kristin Whitlock, Viewmont High School

Implementation of a Statewide Strategy for Supporting General Psychology: Barriers, Catalysts, & Lessons Learned

Christy Price, PhD, Dalton State University

Epic Fail! If We’re Teaching, Why Aren’t They Learning? Applying the Learning-Centered Approach to Enhance Achievement of Learning Outcomes in the Introduction to Psychology Course

R. Eric Landrum, PhD, Boise State University

Challenges to Meaningful Assessment: Intro Psych and APA Undergraduate Guidelines

SATURDAY, AUGUST 4

2:00–2:50 p.m.
Convention Center Room W304E

PT@CC/Psi Beta Symposium: The Community College Experience

Chair: Lillian McMaster, PhD, PT@CC Chair

Presenters:
Amy Marin, PhD, Phoenix College

Meeting Challenges With Innovation: How Community College Instructors Are Transforming the Psychology Classroom

Kathleen Hughes De Sousa, PhD, Pasco-Hernando Community College, FL

Teaching the Community: The Rewards and Challenges Faced by Psychology Professors at Community Colleges

Melanie Lantz, University at Albany Community College Student Experiences

Discussant: Melanie Arpaio, MA, Sussex County Community College

continued on page 18
Special Challenges Facing College Students: First-Generation Status and Poverty

Co-chairs: Salvador Macias, PhD, University of South Carolina at Sumter and Avis Donna Alexander, PhD, Rappahannock Community College

Presenters:
Cynthia Hudley, PhD, University of California, Santa Barbara

Is History Destiny? High School Experiences and College Adjustments for First-Generation College Students

Linda Petroff, PhD, Central Community College

Poverty Among First-Generation College Students

Discussant: Melba J. Vasquez, PhD, Vasquez & Associates Mental Health Services, Austin, TX

5:00–6:50 p.m.

Peabody Orlando Hotel
Celebration Room 11

PT@CC and Psi Beta Awards Ceremony and Reception

PT@CC Co-chairs: Lillian McMaster, PhD, PT@CC Committee Chair, and Kathryn Clancy, MA, PT@CC Committee Member

Psi Beta Co-chairs: Robin Musselman, EdD, Psi Beta National President, and Kris Leppien-Christensen, PhD, Psi Beta National President-Elect
TOPSS INVITED ADDRESSES AT THE 2012 APA CONVENTION

The APA Committee of Teachers of Psychology in Secondary Schools (TOPSS) is pleased to announce the TOPSS Invited Addresses for the APA Convention, August 2-5, 2012, in Orlando, FL.

The addresses will take place at the Orange County Convention Center on Friday, August 3rd, and Saturday, August 4th. Please check the TOPSS website (http://www.apa.org/ed/precollege/topss/index.aspx) for exact dates and times later this spring.

2012 TOPSS INVITED ADDRESSES
Talking About Race and Ethnicity: Crucial, but Difficult
Elliot Hammer, PhD, Xavier University of Louisiana; Kimberly Patterson, MS, EdS, Cypress Bay High School, Weston, FL; and Beverly Daniel Tatum, PhD, Spelman College

Microaggressions in the Classroom: Manifestation, Dynamics, and Impact
Derald Wing Sue, PhD, Teachers College, Columbia University

The Lee Gurel Lecture: Connecting the Dots: How Race in America’s Classrooms Affects Achievement
Beverly Daniel Tatum, PhD, President, Spelman College

The Hidden Curriculum: Nonacademic Determinants of Academic Success
Frank Worrell, PhD, University of California, Berkeley, Presenter (I Did Not Know That I Did Not Know); Heather Bullock, PhD, University of California, Santa Cruz, Presenter (Classism in the Classroom: Identifying and Reducing Class-Based Exclusion); Laura Smith, PhD, Teachers College, Columbia University, Discussant

Pitfalls and Opportunities for Growing up in the Digital Age
Michele Ybarra, MPH, PhD, Internet Solutions for Kids, Inc.

Additionally, we invite you to join us for a TOPSS reception to celebrate the TOPSS 20th anniversary on Friday, August 3 at 5:00 PM.

2012 PT@CC CALL FOR NOMINATIONS

Call for APA Committee of Psychology Teachers at Community Colleges Members

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

- Promote, within the 2-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 1, 2013, for 3-year terms of office. The PT@CC Committee meets twice a year in Washington, DC. APA covers travel and accommodation expenses.

Consider self-nominating for a position on the PT@CC Committee or nominate a colleague who would make a positive impact. Nominations are due by June 1, 2012.

Nominees for the 2012 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 St., NE, Washington, DC 20002-4242. Please e-mail electronic files of nomination materials to Martha Boenau (mboenau@apa.org).
APA Center for Psychology in Schools and Education to Examine Educational Disparities

The Center for Psychology in School and Education is staffing a presidential task force examining educational disparities in schools. Though the topic covers a wide array of demographics, the task force will focus on racial/ethnic disparities, looking at issues that affect academic achievement such as: immigration, bilingual education, school composition, social identity, and early childhood education. Task force members and CPSE staff appreciate receiving feedback on the report from the TOPSS community. To find out about other CPSE initiatives and activities, please visit our website at http://www.apa.org/ed/schools/cpse/index.aspx.
Psi Beta has scheduled four events for the upcoming APA convention in Orlando, FL. All events take place on Saturday, August 4. The first event is a symposium on assessing student learning outcomes in psychology. Next, David G. Myers will present the Ruth Hubbard Cousins Distinguished Lecture. The third annual student research poster session follows. The day ends with the PT@CC/Psi Beta Awards and Social Hour. Students who wish to present a poster should register by visiting the Psi Beta website at http://psibeta.org and clicking on the poster session link on the top right of homepage. Further details on Psi Beta’s events are below. See you there!

**SATURDAY, AUGUST 4**

10:00–10:50 a.m.
Convention Center Room W309A
**Symposium on Excellence in Teaching and Learning: Assessing Student Learning Outcomes in Psychology**

Chair: Kathleen Hughes De Sousa, PhD

Presenters:
Katherine Wickes, PhD
*Developing and Assessing Student Learning Outcomes at the Program Level: Finding Common Ground Across Psychology Courses*

Eric Landrum, PhD, and Maureen McCarthy, PhD
*Assessing the APA Undergraduate Guidelines: Aspirational Goals, Unmet Challenges, and a Clarion Call*

Linda Petroff, PhD
*Assessment of Course-Level Learning Outcomes in Psychology*

Discussant: Kris Leppien-Christensen, PhD

1:00–1:50 p.m.
Convention Center Room W309B
**Ruth Hubbard Cousins Distinguished Lecture**

Chair: Robin Musselman, EdD

Presenter: David G. Myers, PhD
*Quiet World: The Psychology of Hearing and Hearing Loss*

3:00–3:50 p.m.
Convention Center West Hall A4-B3
**Psi Beta Student Research Poster Session**

5:00–6:50 p.m.
Peabody Orlando Hotel, Celebration Room 11
**Psi Beta / PT@CC Awards and Social Hour**

PT@CC Co-chairs: Lillian McMaster, PhD, PT@CC Committee Chair, and Kathryn Clancy, MA, PT@CC Committee Member

Psi Beta Co-chairs: Robin Musselman, EdD, Psi Beta National President, and Kris Leppien-Christensen, PhD, Psi Beta National President-Elect
ACTIVITY
TEST YOUR STUDENTS’ KNOWLEDGE WITH PSYCHOLOGY JEOPARDY!

Susan Krauss Whitbourne, PhD
University of Massachusetts Amherst

Now in its 27th season, Jeopardy! is one of the longest-running game shows on television. But here’s a question—or shall I say answer—for you:

**ANSWER:** Psychology

**QUESTION:** What is one of the top categories of knowledge regularly featured on Jeopardy!?

Whether it is structures in the brain, aspects of Freudian theory, or terminology of odd forms of phobias, Jeopardy! regularly taps into a contestant’s mastery of this all-important subject matter.

This realization dawned on me a few years ago while watching an episode featuring a contestant who would later go on to win top dollars in the Tournament of Champions. The question appeared in the category, “It’s all black and white to me”:

“Famous for his black and white images used in psychology, as a youth he was nicknamed ‘Kleck,’ German for ‘inkblot.’”

Any introductory psychology student can tell you that the answer was Hermann Rorschach.

The next day, I posed the question to my own introductory psychology class. As luck would have it, this was the day I was covering projective testing, the category in which the Rorschach inkblot test falls. The students loved hearing this interesting factoid. It wasn’t too long before I was on the lookout for other good questions to put before my students. I now have a collection of at least 100 questions relevant to psychology from almost all areas of the field. Many of these questions also pertain to my specialty, which is the psychology of aging.

Let’s put you to the test. Here are 10 of my favorite Jeopardy! psychology questions. See how well you can score. After you get to the “STOP” point, you’ll get to score your answers. Be sure to write them down in the form of a question!

1. In this type of illness, the physical ailment (such as peptic ulcers) is real, but the cause is believed mental.
2. This Freudian term refers to all the instinctual desires and energies from the id, not just the sexual ones.
3. Shock researcher Walter Cannon coined this word for an organism’s ability to maintain internal equilibrium.
4. Linguist who says the United States is a brutal imperialist state: Mona Chomsky (from the category scrambled eggheads).
6. Psychologist Otto Rank ranked this trauma as the Number 1 cause of neurosis.
7. Papyrophobia is the fear of this—touching it, seeing it, being cut by it.
8. These false beliefs might be of grandeur or of persecution.
9. People 18- to 25-years old are vulnerable to mental illnesses like this, a term used in place of “manic depression” to describe those whose moods cycle between extremes.
10. In 1943, Drs. Leo Kanner and Hans Asberger each used this word for the then-unnamed disorder they were studying.

**STOP…**

…Don’t read further until you’ve completed each of the above questions. Here are the questions/answers:

continued on page 23
1. What is psychosomatic?
2. What is libido?
3. What is homeostasis?
4. Who is Noam Chomsky?
5. Who was Pavlov?
6. What is birth?
7. What is paper?
8. What are delusions?
9. What is bipolar disorder?
10. What is autism?

Many teachers make up their own Jeopardy! games to test knowledge of their subject matter, but the actual questions exist right there in the show itself. You can find these questions online, as I explain below, but if possible, the exercise can be much more compelling if you were to bring in actual clips from Jeopardy! that you have recorded yourself (see the sidebar).

Once you have the “answers” ready to show, you can work them into your class in one of several ways. I find the most effective way is to show the “answer” (which I precede with a “Daily Double” slide) and announce that the winner must not only be the first to raise his or her hand, but must also write down (with correct spelling) the corresponding question.

One concern you might have is whether you are violating the show’s copyright. However, as this is a one-time classroom-use situation, this is not considered piracy. There is, in fact, a Jeopardy! archive website (http://j-archive.com/). Not affiliated with the official show or its website, this archive website reproduces all the questions and answers in text form.

If you would like more background and actual Jeopardy! questions, check out my Psychology Today blog posting (http://www.psychologytoday.com/blog/fulfillment-any-age/201111/lets-play-psychology-jeopardy) and other related posts on teaching tools for introductory psychology including movies, quotes, surprising facts, and test-taking tips. 

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**STEPS FOR REPRODUCING VIDEOS INTO YOUR OWN SLIDESHOW**

**STEP 1:** Record Jeopardy! on your local TV station by setting your DVR to save it automatically (you can set this up with the “record series” function so you don’t have to remember to do it every day.)

**STEP 2:** Watch each night’s episode in real time or at your own convenience. Note whether there were psychology-related questions.

**STEP 3:** This is the most difficult step, but once it’s done, you’ll be set for years. Buy a DVD recorder that you can attach to your cable box. You need to set it so that it records the feed from your box, not the TV (in my TV, it’s “Line 1”). Depending on your system, you may need a few extra cables or switches, but a Geek Squad specialist, or the like, can set this up for you relatively inexpensively.

**STEP 4:** Insert a DVD-R (NOT +R) and push “record” on the DVD recorder while you replay the segment of the game from your DVR (make sure the segment has started before you hit the record button). Make sure the entire answer and question are recorded. You’re better off recording more than the length of the segment and then clipping it later. Because each segment is only a few seconds long (or a minute at most), you can record many segments on a single DVD.

**STEP 5:** Process the DVD itself; on some systems you have to go through a “finalize” step that will render the DVD incapable of future recordings but will save the segments you want as “VOB” files.

**STEP 6:** Convert the VOB files into .avi (for Mac) or .wmv (for PC). You can easily do this with Windows Movie Maker (or a Mac counterpart). While converting the files, you can also clip them to the exact length you need.

**STEP 7:** Make a screen shot of the “answer” and paste it into a PowerPoint slide. You can add the “think music” to the slide to play while the slide is being shown. Then insert the converted video into the next slide.
CELEBRATING TOPSS AND PT@CC

Robin Hailstorks, PhD
Associate Executive Director and Director, Precollege and Undergraduate Education

This year marks the 20th anniversary of TOPSS and the 10th anniversary of PT@CC. The TOPSS Interim Steering Committee was established in 1992, and in 1993, the APA Council of Representatives officially approved the TOPSS Committee. The PT@CC Committee was established in 2002 by the APA Council of Representatives. Both of these committees have produced signature products and have proudly represented APA Teacher Affiliates nationally and internationally. We greatly appreciate the hard work of our TOPSS and PT@CC committee members to promote psychological science.

In March 2012, APA announced the anniversaries of these two committees at the association’s Spring Consolidated Meetings. We will celebrate these milestones throughout the year, and we look forward to working with you to highlight the major achievements of these two committees. We also look forward to learning about how the work of these two committees has impacted your life as a teacher. Much of this information is being gathered as I write this column, and more testimonials will be given at various points in the year. We plan to publish this information in a variety of venues so that you can share in these celebrations.

If you plan to attend the APA convention in Orlando, FL, this summer, we strongly encourage you to attend the TOPSS and PT@CC sessions, including receptions that will be held in celebration of the anniversaries. Much excitement awaits us this summer and fall as we gather to celebrate the committees’ accomplishments.

In the meantime, please visit the TOPSS Committee website (http://www.apa.org/ed/precollege/topss/index.aspx) and the PT@CC Committee website (http://www.apa.org/ed/precollege/undergrad/ptacc/index.aspx). Let us know if you find the information presented there useful. We would also like to know what else you think we should include on the websites to help advance the teaching of psychology. We encourage you to take a look at the resources and professional development opportunities available to you as an APA Teacher Affiliate. We want you to use the resources and tell us if they are meeting your needs as a psychology teacher.

As you reflect back on wonderful moments in the history of the TOPSS and PT@CC committees, please pause to think about how much work has been produced in support of the teaching of introductory psychology. It’s simply amazing to read the names of the pioneers (too many to mention in this column) in the teaching of high school psychology who shared a common vision for teaching this course with the rigor of any high school science course. It’s equally amazing to see how the National Standards for High School Psychology Curricula have evolved and are used to promote psychology as a STEM discipline.

With more than 1,500 Community College Teacher Affiliates, PT@CC has also reached new heights in its 10-year history. The Adjunct Faculty Resource Guide and the IRBs: A Community College Planning Guide are important resources for community college faculty. The PT@CC Committee continues to make great strides in promoting the professional development of psychology teachers. From its beginnings as the Community College Working Group to the Psychology Teachers at Community Colleges, the PT@CC Committee has been diligent in elevating the role of community colleges. Given the national spotlight on community colleges, PT@CC’s timing could not be better.

Please join us in celebrating the accomplishments of these two committees and thanking those who have worked hard to bring these projects and products to fruition. Congratulations to TOPSS and PT@CC members! Best wishes for achieving your goals in the years ahead.

From the Associate Executive Director of Education