

Keynote Speakers

17 Tools for Teaching Evolutionary Psychology

David M. Buss

Teaching evolutionary psychology can be daunting, yet highly rewarding. It is daunting because students often enter the class with misconceptions about evolutionary psychology. It is rewarding because many students experience a profound intellectual transformation. Over many years, I have developed 17 tools for increasing the effectiveness of teaching evolutionary psychology. These include (#1) conveying a sense of deep time; (#6) describing the interactionist nature of evolutionary psychology; (#8) explaining that humans were not designed to understand the causal processes that created them; (#9) using analogies to the human body; (#11) using illustrations central to student lives such as mating, cooperation, and social conflict; (#12) using thought experiments; (#13) dealing with controversial topics such as sexual conflict and homicide openly and honestly; and (#17) showing how the meta-theory of evolutionary psychology conceptually unites the different branches of psychology and integrates psychology with the life sciences. Discussion focuses on effective ways to implement these teaching tools.

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Bridging the Divide: Strengthening Marriage, Welcoming Gays

David Myers

David Myers will draw from his recent book with Letha Dawson Scanzoni (*What God has Joined Together? A Christian Case for Gay Marriage*) as he summarizes research indicating that marriage benefits adults and children, that sexual orientation is a natural, enduring disposition, and that the world would be a happier and healthier place if, for all people, love, sex, and marriage went together. He will also review Americans' rapidly changing attitudes, and what they suggest for the future of same-sex marriage and the ordination of gays and lesbians to church office. Finally, he will welcome questions and comments about his information and conclusions, and about the engagement of contentious issues within the church.

For a recent article on this topic, please visit

<http://online.wsj.com/article/SB10001424052970203706604574372772855461440.html>

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Moving Beyond Serial Killers and Their ilk: Engaging Students Without Overreliance on the Extraordinary and Abnormal

Laura King

Following a month of what seemed to be a highly successful introductory psychology course, I was approached by a student who innocently asked, "Dr. King, when are we going to get to psychology?" Somewhat taken aback, I assured her that we

had been talking about psychology all semester long. She shook her head, “When are we going to get to psychology? So far this has all been, you know, *science*.” Turning to her notebook and flipping to the very first page, there was the definition of psychology as the science of human behavior, copied down dutifully. What went wrong? Many students come to intro psychology filled with expectations—that psychology is the study of mental illness, that psychologists spend their time treating individuals with problems, and (especially recently) that psychologists are primarily occupied with profiling serial killers. Surely, one way that psychology instructors can keep students awake and engaged is to use high profile vivid examples of criminals and others. While this may work in the short term, it risks leaving students with the impression that psychology is not about them, their lives, their struggles or their strengths. In this talk, I will share specific ways to keep students engaged in and excited about all of psychology, including what are some of the most difficult, complex aspects of our science (e.g., biological foundations, learning principles, and personality psychology). I will review the ways that vivid, self-relevant, and even disgusting examples rooted in the science of psychology can keep students actively engaged in the broad array of topics that make up psychological science.

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Opening Workshops and Sessions

Finding the FUN in Fundamentalism: Assisting Students in Seeing Beyond the Belief Systems of the Subcultures in Which They Were Raised

Christy Price

GLBTIQQ...LMNOPXYZ ☺, let’s face it, the landscape of diversity issues has become quite complex! As teachers of psychology, one of our greatest challenges is to educate and sensitize students to a broad range of diversity issues such as ableism, ageism, classism, racism, genderism, heterosexism, and theism. During this engaging session, participants will benefit from the presenter’s seventeen years of experience teaching undergraduates in the “Buckle of the Bible Belt.” At the core of students’ negative attitudes toward difference is an identity that has been developed on the constructed realities of their subculture. Innovative methods for “de-constructing students’ constructed realities” will be demonstrated. A strategy for beginning this process with the less threatening issue of gender diversity will be presented.

A framework for linking all diversity issues, and resistance to them, will be provided. Numerous powerful video segments and simulations will be shared. Although a variety of diversity issues will be touched upon, the workshop will culminate with ideas on how to successfully address the clash between student belief systems or theism, and the diversity of sexuality.

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Controversy in SoTL: Are IRBs Needed for Research?

John Habel

An underlying principle of Institutional Review Board (IRB) regulations for the use of human participants in research is that the subject's participation is voluntary. In the scholarship of teaching and learning (SoTL) we inquire into *what* and/or *how* our students are learning. Our students are our participants/subjects. Thus, the relationship of instructor and student is inherently one that raises both the issue of "voluntariness" and the possibility that we could abuse our power by using our students for our personal gain. While it is extremely unlikely that we would subject our students to any risk of physical or emotional harm, our SoTL work could introduce psychological, legal, or social concerns in our teaching, including: confidentiality, liability, withholding learning opportunities, grade assignment, and informed consent. The objectives of this presentation are to assist instructors who wish to use their own students as subjects in research and describe how our exercise of our unseen or unrecognized power in the classroom could lead to abuses.

Controversial Topics and Controversial Techniques

Blaine F. Peden, David W. Carroll, & Allen H. Keniston

In this symposium, we discuss controversial teaching topics and techniques. We will exemplify both and provide tips on how to use each to facilitate student learning. We begin by discussing how instructors may address controversial topics. One approach is to have students participate in classroom debates on controversial issues. We will discuss how to set up and assess student debates. Next, we will examine how teaching techniques may themselves be controversial. We will review over 30 years of Teaching of Psychology for controversial teaching techniques. For example, an instructor may begin class by sitting down, saying nothing, and waiting for a class response, in order to teach students to take ownership of their learning. Our review will set the stage for the third presentation and discussion. Finally, we will consider ethical issues in dealing with controversial topics and controversial teaching methods. Controversial topics and controversial techniques may elicit emotions in students that may be catalysts to learning. We will examine how to use emotions to facilitate teaching and learning. We conclude the symposium with a discussion with the audience.

Less is More: The Use of Cognitive Dissonance Theory to Persuade Students to Adopt Enlightened Attitudes Toward Controversial Topics

Dave Porter & Megan Rodgers

Cognitive Dissonance Theory suggests that positive attitude changes are most likely to occur when the amount of pressure applied is just sufficient to induce particular behaviors. If the pressure is excessive, the desired behavior may be displayed but no change in attitude is likely. Worse yet, if pressure is insufficient to achieve compliance, subjects' attitudes are likely to become even more negative toward the subject. Thus a significant challenge in teaching controversial topics is to apply just enough pressure to persuade students to do something educationally appropriate (e.g., accept their own biases, denounce sexism or racism, or appreciate evolution). Introduction to the Behavioral Sciences (GST 235) is a course that covers a variety of controversial topics. The use of a variety of structural and social influence techniques have been applied and developed within this course to promote increases in student

knowledge of the material, improve social and intellectual skills, and promote the development of attitudes consistent with a liberal arts perspective. These include the use of frequent low-stakes testing of controversial assigned readings, regular small group re-testing, experiential activities, participation in electronically-mediated discussions, group presentations, and individual learning reflections. Both anecdotal and aggregate data demonstrate the effectiveness of these approaches.

Conference Workshops and Sessions

Critical Thinking and Values: Conceptual Issues and Classroom Practices

Janet Kuebli, Challis Kinnucan, Natalie Homa, Ursula Sanborn, Brien K. Ashdown, Carrie M. Brown, & Bryan Sokol

Values, almost by definition, involve the things that people care most about. It is not surprising, then, that a common “hot spot” in psychology involves instructing students to critically approach value-laden topics and to dispassionately weigh evidence that bears on closely held beliefs. The purpose of this symposium is to provide professors and teachers with a roadmap to help explore and offer clarity on the psychological study of values. Some of the conceptual heuristics that will be useful in this exploration include distinctions between: 1) types of values, such as moral or social-conventional values; 2) descriptive versus prescriptive claims, or the famous “is-ought” divide; and 3) culturally relative and universal forms of morality. Contributors to the symposium will show how these distinctions may be applied in several different content areas. We will use the resulting roadmap in order to survey three common, but controversial, topics that arise in developmental psychology courses.

Diversity in Developmental: Opening the Classroom to Differences

Kathy Adams, Karen Tinsley, & Karen Hayes

This symposium will include ways in which we have invited students to explore diversity (race, class, and gender) from a developmental perspective. We will be presenting selections of activities from a one semester introductory lifespan developmental course and other developmental themed special topic courses. Activities challenged students to integrate scholarly work (journal articles and scholarly book chapters) with popular materials (books and movies) to arrive at a more comprehensive look at development at various stages across the lifespan. Issues of race, class and gender have long been Hot Topics in Psychology. Our talks will present how students in these courses have examined diversity that is often not addressed in traditional textbooks. Students were encouraged to reflect on how information affected their perspective of others.

Using Just-in-Time Teaching for Controversial Topics

Kevin J. Apple, James O. Benedict, & Monica J. Reis-Bergan

Just-in-Time Teaching (JiTT) is an instructional strategy in which students submit answers electronically to their professor before a class meeting. Novak, Patterson, Gavrin, and Christian (1999) called this approach Just-in-Time Teaching because students submit their answers just before class. Although Novak and his colleagues began using this strategy for a physics courses, we will present variations of their technique that works well for controversial topics within psychology. Before classroom instruction begins, the professor reads the students' answers to understand their initial reaction to the controversial topic. The professor can then use the students' reactions to facilitate a meaningful discussion. There are several benefits to using this technique. JiTT assignments encourage students to begin thinking about controversial topics outside of class. Students who are not comfortable sharing their opinions during class may feel more comfortable writing their thoughts online. The professor can then anonymously share some of the students' thoughts as seeds to develop meaningful class discussions. Students are thus able to react to each other's ideas, instead of only reacting to experts. During the presentation, we will discuss suggestions for implementing JiTT in a variety of Psychology courses. We will also present data addressing the effectiveness of JiTT.

Group Work, APA Style, and the “F” Word

Drew Appleby

Three strategies will be presented that have been created to decrease the negative emotions that psychology students often display when we require them to (1) engage in group work, (2) write in APA style, or (3) create concrete plans for their post-baccalaureate futures.

Animals in Psychology: Lessons from Teaching Comparative Psychology and Psychology of Learning

Suzanne C. Baker & Sherry L. Serdikoff

The courses we teach, Comparative Psychology (Animal Behavior) and Psychology of Learning (Experimental Analysis of Behavior), both involve extensive research on non-human animals. However, these two fields have different orientations toward the use of animals in research. We will discuss our approaches to teaching about animal research in these classes, present data on student attitudes, and provide examples of how we deal with ethical issues related to animal research within the context of these two classes. We will also provide suggestions for best practices in dealing with these issues in the classroom including acknowledging the diversity of opinions on this issue, explicit education about ethical principles and guidelines and their use, and providing concrete examples of specific research studies that illustrate the practical outcomes of research using non-human species.

Using Current Events to Promote Class Discussion of Controversial Topics

Mandy Cleveland

The purpose of this workshop will be to present a teaching technique designed to promote student discussion of controversial topics through the use of current events. The exercise involves having students find a current event that is relevant to a controversial topic being discussed in class. The current event can be from a variety of different media sources including; TV, online, radio, newspaper, magazine, ect. The student must bring a copy of the article about the current event to class (if it is an event from radio or TV the story can be printed from the website of the radio or TV station). The student must then type a brief summary of the article. They must explain how the story connects to the class and they must also prepare relevant discussion questions for class. The student then take turns presenting their events in an informal fashion (no need to dress up or get up in front of the class) and leading discussion about their topics. The professor may also assist in leading the discussion when necessary.

The purpose of the exercise is to promote student led discussion about controversial topics. Because the students are providing the current events the bias (or perceived bias) of the professor is limited. One goal of the exercise is for the students to achieve a deeper understanding of the many issues and perspectives that surround controversial topics. Another goal is to demonstrate how current events are connected to the topics that they are learning about in class. The exercise encourages the students to reflect upon their own personal beliefs about controversial topics. An additional benefit of this exercise can be that it helps to promote a norm of contributing to class discussion that lasts throughout the semester.

Practical instruction about how to conduct the exercise will be provided. Examples of current events related to a variety of controversial topics relevant to the teaching of psychology will be given. These examples will contain the topics of gay rights, religion and sexuality. This workshop will also discuss the limitations and possible problems associated with this exercise. These include how to create a safe atmosphere for students to share their views and how to handle strong emotions. There will be a discussion of ways in which this presentation can be adapted for different types of classes. Any experiences that others have had using similar methods will be welcomed.

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Teaching Multicultural Issues in Psychology: A Model for Increasing Both Teacher and Student Cultural Competence

Jean Cobb, Leslie Jackson, & Page Anderson

The APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, approved in 2002, directly acknowledges the benefit and importance of multiculturalism and diversity in education. However, competently teaching multicultural issues in psychology requires unique skills, training, and support. Topics raised in multicultural classes inevitably evoke emotional responses in both students and instructors alike. With proper facilitation and consultation these emotional responses can be used positively to increase cultural awareness about whom we are as cultural beings and how that influences our interactions with people who are culturally different.

The symposium would describe an experiential, discussion based approach to teaching diversity to undergraduate and graduate students of psychology. We will also discuss the

necessary skill set of the instructor(s) and the usefulness of a co-teaching model. Additionally, we will describe the implementation of vertical supervision/consultation model among the undergraduate and graduate instructors. These components form a model for increasing both teacher and student cultural competence through a multicultural psychology course.

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The “Real” Reality Show: Teaching Sensitive Topics through Documentary Film

Jennifer Rose Daniels

Documentary films need not be relegated to filling class time while the instructor is away at a conference. They convey powerful information on sensitive topics, both concretizing and personalizing potentially abstract concepts. Documentary films can be preferable to fictional films for practical and pedagogical reasons: shorter running time, harder to disregard as “only a story,” novelty of format, several different topics in one film, connects classroom to “real world.”

During this interactive workshop, participants will learn how to select and incorporate documentaries touching on a variety of topics, from modern American racism to peace and forgiveness to sexuality. The individual use of documentaries will be closely tied to the needs and learning objectives for each class. Specifically, we will discuss how to either incorporate a single film into a course as well as highlighting three films in particular (“The Great Happiness Space,” “Blossoms of Fire,” and “Southern Comfort”) that can be used across the course of a semester to organize and structure a Psychology of Gender course. In addition, this workshop will address creating writing assignments and alternate assessments that establish an appropriate framework for each film. Finally, methods for managing the emotional nature of the material will be discussed.

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Debates: Effective for Teaching Controversial Topics in Developmental Psychology?

Michelle A. Drouin & Lesa Rae Vartanian

Controversial topics in developmental psychology (such as maternal employment, the necessity of fathers, and effects of divorce) often elicit strong reactions from students. Frequently, these student reactions are strong, one-sided, and based more on opinions than facts. To address our students’ needs for a broader knowledge base, more objectivity, and understanding of scientific evidence, we implemented a debate activity in an introductory child development course. Using the “Taking Sides” book (Del Campo & Del Campo, 2008) as a starting point, students engaged in a debate activity where they found external scientific support for their positions and then participated in a debate with the opposing group during class time.

According to the pre- and posttest analyses, students performed better on content questions related to debate topics, felt that they knew more about debate topics, and felt a greater sense of community with their classmates as a result of the activity. Further, most students agreed that the debate helped them understand positions that were contrary to their viewpoints. In this workshop, we will describe the debate (including ideas for expanding and improving the activity), the controversial topics covered, and the knowledge and attitude changes that occurred.

Let's Talk About Sex...REALLY!

Candice S. Faulring

Anyone that has taught an introductory course in psychology knows that there are many topics within this subject that students have difficulty grasping: classical conditioning, research design, and the relationship between the brain and behavior. In addition to these subjects are topics that are difficult for the student because they incite an immediate emotional reaction. No topic is more emotionally laden than sexuality.

Our job as teachers is to provide a venue where empirically tested information is presented and open dialogue is encouraged. In the proposed workshop, I will discuss and demonstrate how my background in biological psychology has allowed me to remove the emotion and dare I say, the “drama” (even if temporarily) from such topics as homosexuality and gender identity. Presenting “just the facts” allows for critical and correct information to be presented to a large population of students in a calm and exciting manner.

Self-Made Knowledge: Engaging Experience and Emotion in a Psychology of Gender Course

Alicia Francis

Psychology of Gender, as with many courses, has the potential to incite significant emotional reactions. The proposed session will discuss the ways in which the book *Self-Made Man: One Woman's Journey Into Manhood and Back Again* (Vincent, 2006) can be utilized to challenge students to consider the source of their emotional reactions. The session will draw upon the presenter's experience as an instructor, student writing, and course evaluation data to discuss the effectiveness of the process. In addition, the session will incorporate participant dialogue.

My approach to the Psychology of Gender is based on the theory that the content itself is a small component of the emotion-arousing stimulus. The more significant portion is the discrepancy between the content and the student's experiences. As scientists, we are well-versed in the pitfalls of utilizing personal experience as the sole source of knowledge. It can be difficult, however, to suppress that frame of reference and remain completely objective.

Self-Made Man is a dramatic example of knowledge generated by personal experience, offering a unique case study. The author's personal disclosure and sensational perspective offer students numerous reasons to declare the conclusions invalid. Those declarations offer the opportunity to question whether the conclusions drawn from their experiences are more valid. In that process, we can reevaluate the value of both empirical evidence and the validity of personal experience. Ultimately, the discussion of the role and impact of experience in knowledge generation has the potential to diffuse the emotional reactions created by the content-experience discrepancy.

Using Monopoly to Teach the Systemic Nature of Oppression

Amy Garczynski & Richard Harvey

Oppression Monopoly (OM) is a class activity in which students play monopoly with modified rules. The purpose of the game is to demonstrate the systemic nature of oppression, specifically structural discrimination in income and housing. More importantly, it illustrates the need for more than equal protection legislation to remove historically established inequities. Students are assigned roles that denote varying levels of oppression or privilege (e.g., not being able to buy property, or earning double salary when passing ‘go’). OM is played in two parts: the first half of the game is played with the modified rules. In the second half, the regular rules are restored for everyone. A key lesson is that gains and losses from the first half are always maintained throughout the second half, even when it is played for a longer duration. The debriefing of the game focuses on empathizing with targets of discrimination, recognizing the residual effects of oppression even after equal opportunities have been established, and addressing why purposeful actions must be taken to truly remedy the consequences of oppression. Qualitative and quantitative data will be presented on student reactions, opinions, and experiences. Suggestions will be made for readings to supplement OM.

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Engaging Students on Controversial Issues with Free Web-based Tools

Charles M. Harris & Mary Ann Chappell

This symposium is based on use of the following free Web-based tools: (a) Google Blogger and (b) Google Docs, specifically Spreadsheets/Forms. Web-based tools include a variety of viable technologies for engaging students in dialogue about controversial issues. Students in a Life Span Human Development course were presented controversial, course-related topics through a blog. By requiring comments on the blog to be anonymous, students’ comments were issue oriented and not expressions of agreement or disagreement with other members of the class. Linking to brief surveys from the blog further facilitated an expanded discussion of the following controversial issues: (a) the effect of promoting feminist philosophies on campus, (b) the extent to which contemporary political actions are consistent with James Madison’s Federalist 10, (c) evaluating the role of dating versus hooking up in the social life of college students, and (d) contemplating a universal human “right to die.” Such open, issue-oriented dialogue exemplifies the ideal educational experience for student development of substantive, task-related critical thinking. Data will be presented on levels of student participation and attitude change. Discussion will be encouraged throughout the presentation.

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Reading Psychopathologies: Teaching Difficult Topics through Literature

Holly A. Haynes and J. Mark Davis

Psychopathology and trauma are two topics that often lead to difficult topics in class. Ideally, a professor prepares ahead of time to respond to questions and self-disclosure by students. Sometimes, we are faced with students who “present” in class, or want to discuss their

latest diagnosis openly. Sometimes this alienates other students or polarizes a classroom. So, how do we help all of our students feel comfortable discussing uncomfortable topics like suicide, child sexual abuse, and cutting? How do we raise issues of trauma and mental health in classrooms without eliciting unwarranted “stories” from students? We provide our students the “stories” from the very start of class as a way of teaching/talking trauma and psychopathology. In this workshop, we seek to demonstrate how literature (fiction and non-fiction) can serve as a way to teach students about difficult topics and diverse perspectives. We present examples from three classes (Gender and Sexuality, Trauma Across the Lifespan, and Psychopathology) of non-traditional texts used to encourage student dialogue. In addition to the presentation of texts, we include a discussion of activities that help support critical dialogue inside and outside the classroom. It is our hope that workshop attendees will be able to share their ideas for non-traditional texts for use in courses that cover sensitive topics.

Using Controversial Issues to Teach Critical and Scientific Thinking in Psychology

Jeffrey D. Holmes

This symposium will be based on my six years teaching a senior seminar entitled, “Controversial Issues in Psychology.” The presentation will illustrate how instructors can use controversial topics to teach students to appreciate empirical evidence and to apply scientific thinking. Some issues are controversial because of a shortage of relevant research; more frequently however, an abundance of research is available but controversy remains because the scientific findings are interpreted or ignored within the context of what people already “know” to be true. This presentation will include many suggestions for specific topics, as well as ideas about how coverage of these topics can enhance students’ analytical skills by helping them to identify cognitive biases that can affect interpretation of evidence. These topics are inherently interesting to students and because many of the issues activate strong emotions, they provide students an opportunity to understand how difficult it can be to suspend one’s emotional and motivational biases when considering supposedly objective information. Those attending this symposium will be invited to share their own suggestions for specific topics, and also to discuss potential advantages and pitfalls of addressing some of the most important and contemporary, yet emotionally laden, areas of inquiry.

Controversy in the Classroom: Thinking Critically about Controversial Issues in Psychology

Karen Y. Holmes

The teaching of controversial issues in psychology is an innovative strategy for developing critical thinking skills in college students. Research that examines the intellectual development of students suggests that students progress through several stages before they are fully capable of challenging information and developing an ethical perspective of their own--- skills necessary for debating controversial issues. Accordingly, this workshop will discuss strategies used to create a classroom environment that engages students in discussions of controversial issues that promote higher order thinking. This session will be discussed within the

context of three courses that I currently teach: a traditional introduction to psychology course, an online psychology of racism course and a graduate level social psychology course. Workshop activities will include a review of Perry's schemas for understanding intellectual development of college students, a discussion of methods and approaches to discussing controversial issues at each level of development, and strategies for teaching controversial topics in large classes and web-based courses. Special emphasis will be given to the use of technology to teach sensitive topics.



Evolution and human sexuality: Two controversies for the price of one

Jake Jacobs & Beth Kirsner

United States citizens reject evolutionary theory in numbers unprecedented among Western countries (Miller, Scott, & Okamoto). Nonetheless, a thorough understanding of the theory of evolution is essential for making sense of human nature and behavior, particularly the nature of human sexual behavior. This theory helps us make sense of the possibilities and constraints faced by men and women as they navigate the rocky terrain of romantic and sexual relationships.

This symposium will examine outcomes of teaching human sexuality from an evolutionary perspective. Data will be presented showing that, upon entering a course, students' negative attitudes toward evolution and positive attitudes toward creationism predict poor performance on an ungraded test of their mastery of course material at the end of the semester.

Despite the apparent obstacles extant attitudes may create, results from feedback provided at the end of the semester suggests that many students remained open-minded enough to derive intellectual benefits from the course. They appreciate the differential impact of our evolutionary history on sex-specific strategies regarding mate selection, attraction, and retention. Many appear to come away prepared to make more informed mate choices, and they are less judgmental of the choices others make.



Provocative Methods and Courses to Reach and Teach our Students

Saera Khan, Ed Munnich, Violet Cheung, Maureen O'Sullivan, & June Clausen

Preparing undergraduates for life after graduation with a psychology degree presents unique challenges. For some students, majoring in psychology is a stepping stone in their long-term psychology career whereas for others it represents a strong liberal arts degree with no clear future direction in psychology. Our goal is to teach our students to be well-rounded and scientifically-minded while pursuing their choice of career. Our courses and approach to reaching our students reflect these diverse goals and often lead us to engage our students in ways that may increase potential for controversy and negative reactions among our students. The proposed symposia will discuss several teaching methods and courses that are potentially controversial in their way of reaching our students. The first presenter will discuss his method for helping students understand the correct use of base rates and other statistical information. The second topic will explore how to successfully use group projects in the classroom. The last two

topics examine specific courses designed to help students in their future careers. A course focusing on identity and professional development for the psychology major will be discussed. Lastly, the utility of requiring service learning as part of the psychology major will be examined.

When Ethics and Teaching Collide: Should the Ethics of Teaching be more Controversial?

Eric Landrum, Blaine F. Peden, Allen H. Keniston, Joe W. Hatcher , Joan Warmbold Boggs, & Maureen McCarthy

This symposium frames and brings to the forefront the oft-neglected topic of the ethics of teaching. The decisions that educators make on a daily basis can be laden with ethical dilemmas, whether overt or covert. Three unique presentations form the centerpiece of this symposium. First, in a retrospective look, we frame the broad ethical issues of teaching by comparing changes in attitudes over a 16 year span, with particular attention to giving our students a “voice” in helping shape our understanding of the ethics of teaching. Second, comparisons and contrasts will be offered between the ethics of therapy and the ethics of teaching. Whereas clinicians receive a great deal of specific ethics training, most psychology educators do not, even though many issues impact both clinicians and educators (e.g., boundaries, confidentiality, competency, student welfare). Third, the ethics of teaching are examined from the perspective of student assessment, and how assessment choices not only influence the study strategies of students, but that these assessment choices may not coincide with the ultimate educational goals that we aspire to with our undergraduate majors. This symposium concludes with an analysis of common themes, key points for further consideration, and audience discussion.

Taboo Topics in Advising

Natalie K. Lawrence, Kevin J. Apple, Monica J. Reis-Bergan, & Tracy E. Zinn

Should academic advisors encourage the student who failed statistics three times (but loves psychology) to search for another major? Should we gently burst the bubble of the C-student who thinks she can get into a clinical psychology Ph.D. program? This session will focus on the topics or conversations that might be taboo in advising. We will explore the characteristics of today’s college students that shed light on their behavior, expectations of an academic advisor, and hopes for the future. We will also discuss advising scenarios and offer suggestions for dealing with the taboo topics in advising.

Evaluation of a Classroom Exercise on Social Distance & Discrimination

Trent W. Maurer

Proposal Summary: In 1998, the APA Task Force on Diversity Issues proposed several classroom exercises for educators to use to incorporate the topic of prejudice into their introductory classrooms. One of the exercises called for instructors to have students

anonymously complete the Bogardus Social Distance Scale for a given group within society, collect and shuffle the responses, redistribute them to the class, then sort the class into groups on the basis of their scores on the scale. The class would then discuss how they feel about their placement and students would be challenged to think about corresponding issues of diversity and the development of group distinctions. This presentation discusses an empirical evaluation of the pedagogical effectiveness of using this activity to teach about: (a) diversity, prejudice, and discrimination with respect to sexual orientation; (b) the Bogardus Social Distance Scale itself; and (c) the false consensus effect, in an introductory course on marriage and family. Students completed a pretest and posttest assessment with the class activity between them. Results indicated students reduced their desired social distance to homosexuals at posttest and perceived the campus environment to be less welcoming and more threatening to homosexuals than they originally had thought.

**Innovations in Teaching and Learning About Drug Addiction:
Biopsychological and Clinical Approaches**

Murry G. Mutchnick & Rachel Peltier

Issues surrounding drug addiction have been of great interest to students, as evidenced by observed emotionally laden in-class discussions and high enrollment in which substance use issues are taught. Further, the prevalence of substance use disorders is alarmingly high in this same cohort. This workshop will combine the innovative teaching methods of two distinctively different faculty that address these issues. Dr. Peltier, holding a M.S. in psychology and a Ph.D. in pharmacology will offer her experience and techniques in teaching the disease model and the role of students in facilitating understanding and change. Dr. Mutchnick, a clinical psychologist, will offer his classroom innovations in teaching about substance use disorders through student self-exploration and experiential learning of recovery.

Teaching Evil: Obstacles, Activities, and “The Fairy Tale” Project

Karen Naufel

Instructors can face several problems when teaching material about the psychology of evil. Students may have pre-existing (and sometimes incorrect) notions about who is evil, what constitutes evil, and what causes evil. Additionally, students may find certain topics, such as rape, prejudice, and murder, to be upsetting and difficult to discuss. Such preconceived notions, especially when paired with sensitive material, can stunt class discussion and student learning. This workshop will present activities for overcoming such barriers in teaching the material related to the psychology of evil. More specifically, the workshop will introduce methods for implementing a “The Fairy Tale” project, a project in which students write and present their own fairy tale. The project emphasizes the application of course concepts, the discussion of course material, and using scientific evidence to support the fairy tale’s plot. While the project was designed for a Psychology of Evil class, many of the components can be implemented in other classes, such as General Psychology and Social Psychology.

Critical Thinking through Films

Beth Nelson & Maureen O'Brien

Through films, students have the opportunity to experience topics not otherwise available to them and increase their awareness of issues outside of their worlds. Films also provide the opportunity to broach a topic in a more comfortable and structured environment. The symposium/workshop will show participants how our use of film in the classroom helps students engage in critical thinking by stimulating discussion and through writing. We will present materials (e.g., study guides) used for particular films and discuss their construction. Participants will have the opportunity to discuss and suggest application of materials to other topics/films. Discussion will include how films can be used to promote attitude change and how to assess such change. Presenters will provide materials used in their classes, including study guides, paper topics, measurement materials, film lists according to issue, and samples of students' responses that reflect learning and critical thinking.

I will present clips of films I use in class, such as *Fire*, *Real Women Have Curves*, *In Cold Blood*, *When the Levees Broke*, in order to engage the participants in a discussion of relevant topics that emerge from these films. I will share assignments from various courses (Psychology in Film, Capital Punishment, and Dynamics of Gender) that deal with controversial issues such as lesbianism, minority stereotypes, capital punishment, and racial prejudice. I will provide materials to the participants (e.g. study guides) and present examples of student work.

A contemporary social issue that has received a great deal of media attention as of late is gay marriage. My contribution to the symposium/workshop will focus on my approach to sparking dialogue with students on this topic as well as assessing attitude change through the use of films and documentaries on this issue in classes such as Social Psychology and Psychology of Stereotyping and Prejudice. While the ideal includes promoting pro-social change, the presentation will include discussion of the challenges of such change, particularly in the context of a religious institution such as Christian Brothers University. I will present participants with materials related to my approach to measuring attitude change. Additional materials, such as discussion questions and student responses, will also be shared. The applicability of these materials to other psychology courses will also be discussed.

Remember the Data: Teaching Critical Thinking about Controversies through Research-Based Assignments

Alicia H. Nordstrom, Charles Lajeunesse, & Wind Goodfriend

According to critical thinking textbook author Keith Stanovich (2007), "...the first and most important step that anyone must take in understanding psychology is to realize that its defining feature is that it is the data-based scientific study of behavior" (p. 7). The primary goal of many psychology courses is for students to gain a base knowledge and understanding of psychological concepts and principles underlying controversial issues, and practice the critical thinking, analysis, and research skills necessary when evaluating perspectives within a controversy towards the goal of making belief decisions using the scientific method. However,

these goals can be easily thwarted by competing social and cognitive forces including societally reinforced myths and misconceptions, thinking fallacies, and powerful testimonials that perpetuate pseudoscientific beliefs. This symposium describes three empirical approaches to helping students cultivate a mindset of scientific, skeptical, and critical thinking in the psychology classroom. By using research as the foundational tool for learning and decision-making, these assignments provide students with a framework to examine claims and controversies and make data-based decisions about their beliefs. Controversies from the paranormal, popular psychology, and prejudice will be discussed as examples.

Incorporating Diversity Topics Throughout the Psychology Curriculum

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Overall Summary: In response to the increasing U.S. racial and ethnic diversity, the American Psychological Association has given greater attention to content related to diversity, social justice, and cultural dynamics throughout the lifespan. Quite often psychology programs address these topics in free-standing multicultural courses. It has been documented that when such courses are taught in Traditionally White Institutions the dynamics are complex and noteworthy. There continue to be discussions on the need to have diversity topics infused throughout a psychology program's curriculum and not just in free-standing multicultural and diversity courses. Of the applied areas in psychology, counseling psychology has provided leadership in developing multicultural training. The presentations in this symposium will provide a forum to examine how controversial diversity topics can be incorporated in three specific psychology courses. The presentations will focus on two undergraduate and one graduate course in a psychology curriculum. Challenges, issues, and best practices will be discussed.

Graduate Training in Clinical Psychology: Promoting Realistic Educational and Career Planning

Daniel T. Rogers, Jeffrey L. Helms, & Dan M. Niederjohn

Due to the large percentage of students expressing a desire to be a clinical psychologist, providing guidance regarding the graduate training process in this subfield is vital. In fact, the topic frequently emerges in relevant courses and during advising and mentoring interactions. Relaying the stark truth about preparing for and participating in graduate training in clinical psychology frequently evokes strong responses within students. The combination of their fervent interest in this career and the realities of graduate training often creates a difficult situation. Some students feel disheartened about obtaining their goal. Others feel angry about perceived injustices in the process. Still others discount information about the process by deriving ways to believe that the realities (e.g., entrance data) do not apply to them.

This symposium presents information to assist teachers, advisors, and mentors in working with these students and their sometimes strong responses to being informed about graduate training in clinical psychology. Our approach centers on providing students with sound, empirically-supported information that can guide realistic education and career planning. However, we argue this is best accomplished through developing an appreciation for students'

perspectives and utilizing various strategies for helping students accept this information and plan accordingly.



Using debates and small group discussions to promote critical thinking and appreciation of diversity.

Jeff Stowell

Instead of focusing on a particular controversial topic, this workshop is designed to demonstrate how student debates and small group discussions can promote critical thinking and expose students to viewpoints that are different from their own. In a course on controversial topics in psychology, I assign students to be part of a 2-3 member debate team that presents the main arguments from their side of an issue taken from the McGraw-Hill text “Taking Sides.” Debate team members bring additional supporting evidence from other sources to present in the debate. During the 10-15 minute debate, I have students in the audience use “clickers” to provide ongoing feedback about the persuasiveness of the presenters’ arguments. The average opinion of the audience is plotted over time on a PowerPoint slide, similar to visual representations of group opinions during televised political debates. Following the formal classroom debates, students participate in small group discussions to answer additional questions posed by the instructor. Students’ assessment of the course suggested that they felt the course helped them to develop their critical thinking skills, improved oral presentation skills, and increased their ability to understand and appreciate alternative viewpoints that differed from their own. Participants in the workshop will experience the application of these pedagogical techniques in a mock debate and discussion.



A Growth Perspective on Teaching Controversial Issues

Anne E. Stuart & Sandra Segó

What professor hasn’t planned a great class discussion only to be met by students’ blank stares and confused faces? Who hasn’t been frustrated by a discussion that goes well in an upper-level course but fails miserably in a lower-level course?

Faced with the situations above, many professors avoid teaching controversial issues. However, students may shut down because they do not know how to approach such topics or may be uncomfortable voicing unpopular opinions. Our workshop aims to empower instructors to challenge students by approaching controversial topics in a manner appropriate for the students’ intellectual level (Pierce, 2007), thus making discussions less threatening. We will explore activities targeted to the different intellectual levels and will discuss a variety of learning objectives, such as exposing students to issues, developing active listening skills, and challenging students’ assumptions. Workshop participants will be challenged to create plans for teaching a wide variety of controversial issues in different courses. Our emphasis will be on using active learning strategies to engage students in the discussion process.



Academic Integrity in Psychology Writing

Laura Underwood, Beth Kirsner, & Michael Goodwin

Demanding academic integrity of your students can create negative emotions in the classroom. Not surprisingly, when students are required to paraphrase and cite appropriately, but lack confidence that they can do so and face negative consequences for failure, they experience significant anxiety. This anxiety may stem from many sources, including low self-efficacy for paraphrasing (“I can’t say it as well as the author did”) and citing (“There is too much to learn”), and fear of the consequences of failure. Being overextended in their work, school, and family lives exacerbates these concerns by leaving students with little time to devote to ensuring ethical conduct in their writing. Regardless of the causes of their anxiety, that anxiety may interfere with the ability of students to perform required writing tasks in psychology courses.

The proposed workshop will address: (a) how students react to expectations for a high level of integrity in their writing, (b) how best to train students to paraphrase and cite their sources, and (c) how to respond when students turn in work that does not meet the standards required at your institution. The workshop will emphasize the controversy engendered by focusing on ethics, in addition to content, in the classroom.

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