

69th SEPA Annual Meeting Program Highlights

**Society for the Teaching of Psychology (STP) Invited Address – Thursday, April 6,
1:00 – 1:50 pm**

Title: What the Best College Teachers Know

Presenter: Stephen L. Chew, Samford University

The current trend in teaching is to focus on “best” or “high impact” practices. In other words, we focus on what teachers do. Good teachers use best practices, which should then lead to maximum student learning. I contend that this is an unproductive approach to teaching that has led to teaching becoming fad driven. I argue that teaching should focus on student learning, not on teacher behavior. I propose a framework of nine cognitive challenges that teachers and students, working together, must successfully address in order for students to learn. In this framework, teachers must know how to recognize and navigate each challenge. The cognitive challenge framework focuses on what the best teachers know. The framework has important implications of the framework for pedagogical research, teaching practice, and teacher training.

Learning objectives:

At the end of this session, participants will be able to:

- Describe the context-dependent nature of learning and how that is at odds with the current emphasis on “best practices” in teaching which are supposed to work equally well across all educational settings.
- Describe a comprehensive, research-based framework of nine cognitive challenges that teachers and students must address for students to learn.
- Identify strategies that teachers can use for addressing each cognitive challenge
- Describe how to use the framework for planning, implementing, assessing, and modifying teaching practice to optimize student learning

Level: Introductory

Target Population: Appropriate for all attendees

*If seeking continuing education credit for this session, an additional registration fee of \$25.00 is required.

Rosecrans I Address – Thursday, April 6, 4:00 – 4:50 pm

Title: Ostracism: Psychological Consequences of Being Ignored and Excluded

Presenter: Kipling D. Williams, Purdue University

Because social relationships are vital for human existence, Williams has been fascinated by what happens when individuals are deprived of even the most superficial social connections. Ostracism—being ignored and excluded—is a behavior that exists in all social animals. It turns out that humans are highly sensitive to any cues that signal social disconnection. As an experimental social psychologist, Williams primarily employs a short-term ostracism episode to examine its effects on activation of pain regions in the brain, as well as emotional, cognitive, and behavioral reactions. The impact of long-term exposure to ostracism will also be discussed.

Learning objectives:

At the end of this session, participants will be able to:

- Identify the three stages of reactions to ostracism
- Describe how ostracism is studied in the lab
- Identify how ostracism affects thinking, emotions, physiology, and behavior
- Describe healthy responses to ostracism

Level: Introductory

Target Population: Appropriate for all attendees

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SEPA Presidential Address – Thursday, April 7, 5:00 – 5:50 pm

Title: It Began with a Kiss: The Fate of Shared Memories

Presenter: John N. Bohannon, Butler University

Memory is a biological compromise allowing animals (also humans) to benefit from experience. Memory could never be 100% accurate nor unchangeable. However, some memory researchers challenged confidence in Flashbulb memories of shocking events (e.g., 9/11) by observing some flashbulb recollections change over time and assume all changes are errors. The rare, selective corroboration of shared discoveries often differ supporting a faulty memory view. However, kisses are also emotional and important events which by definition are shared by at least two people. Not surprisingly, kiss memories share the longevity and confidence of traditional flashbulb recall. What makes kiss recall interesting is the agreement in details twixt the kissers and how that increases with frequent recounts. The faulty memory view assumes any discussion leads to errors and an inaccurate shared reality. Experimental work in “collaborative inhibition” or “CI” argued that recalling a shared experience inhibits accurate recollection. Some 40 articles in the best journals struggled to find the cause of CI with no clear winner. However, CI was due a methodological artifact and had nothing to do with memory. A view of memory as an evolutionary compromise will be offered to settle the issue.

Learning Objectives:

At the end of this session, participants will be able to:

- Identify the difference between memory standards in forensic settings versus scientific investigations and discuss the implications for applying those standards
- Identify immutability and corroboration as accepted measures of real-life memory accuracy
- Describe the advantages of studying memories for kisses over other flashbulb-type memories
- Define collaborative inhibition and describe possible causes of it that can account for discrepancies in research findings

Level: Introductory

Target Population: Appropriate for all attendees

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**Society for the Teaching of Psychology (STP) – Harry Kirke Wolfe Lecture –
Friday, April 7, 1:00 – 1:50 pm**

Title: Sinking, Swimming, or Treading Water: What – and How – Should we be Training Teachers of Psychology?

Presenter: Melissa Beers, Ohio State University

Despite decades of scholarship, research, and practice relevant to effective teaching, training and skill-building in graduate programs and among early career faculty remains inconsistent and lacks structure. This talk addresses what is missing in current training models and what it will take to achieve a paradigm shift in teacher training and development.

Psi Chi Invited Address – Friday, April 7, 3:00 – 3:50 pm

Title: The (online) Future of Sex Ed: How Can we Support Adolescent Sexual Health Through Digital Health Approaches?

Presenter: Laura Widman, North Carolina State University

In this talk, Dr. Widman will use a sex-positive framework to briefly review the state of adolescent sexual health and the current recommendations for sex education in the US. Then she will define digital health and explore several ways that adolescents are receiving sex education through these digital sources. She will provide examples from her own empirical research and meta-analyses in this area. Dr. Widman will conclude the talk with a discussion of some key challenges and future opportunities for research on adolescent sexual health.

Learning Objectives

At the end of the session, participants will be able to:

- Define a sex-positive framework to adolescent sexual health.
- Define and provide examples of digital health.
- Identify at least 3 challenges of digital health as it applies to sex education.
- Identify at least 3 opportunities for more research on digital health approaches to sex education.

Level: Introductory

Target Population: Appropriate for all attendees

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Seigel-Wallston Address – Friday, April 7, 4:00 – 4:50 pm

Title: A Fragile, But Critical, Alliance: Facilitating Communication Between Psychiatrists and Psychologists in the Clinical Setting

Presenter: Craig Clark, MD, NNPA

Psychiatrists and psychologists bring unique, but complementary skills to the clinical setting which when integrated consistently have been repeatedly demonstrated to improve patient outcomes and provide more durable results. Both seek to improve the mental health and well-being of their patients, but certain differences in conceptualization of mental illness and the lack of common vocabulary (as well as relatively limited practical means by which they may communicate) are barriers to the collaborative delivery of the best possible care for their mutual patients. Efforts to actively learn from one another, a persistent application of intellectual curiosity, and utilization of electronic means of secure communication (with proper HIPPA consents in place) may all help to bridge what at times seems to be an ever widening gap between these two professions.

Learning objectives:

At the end of this session, participants will be able to:

- Describe the differences between, but perhaps more importantly, commonalities among, how psychologists and psychiatrists conceptualize mental health and mental illness and therefore their approach to addressing/treating it.
- Describe how to seek mechanisms to actively collaborate in the day-to-day care of their patients.
- Identify some of the unique challenges presented by the current managed care environment and evolving models that tend to create a “myopic” approach to patient care, breeding a set of circumstances ripe with opportunities to overlook the broader, more “human” aspects of our professions.
- Describe a series of practical concrete suggestions to facilitate collaborative communication, while respecting HIPPA privacy laws and ethical considerations.

Level: Introductory

Target Population: Appropriate for all attendees

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Rosecrans II Address – Friday, April 7, 5:00 – 5:50 pm

Title: Working with Anxiety in Youth: Less Talk, More Action

Presenter: Philip Kendall, Temple University

This presentation will provide an initial description of the theory that guides intervention for anxiety in youth and an overview of the nature, symptoms, and experience of anxiety in youth. Cognitive, behavioral, family (parenting) and contextual factors will be mentioned. The bulk of the presentation will address intervention strategies (e.g., coping modeling, changing self-talk, affect education, exposure tasks) and a summary of the findings of numerous studies (e.g., outcomes, predictors, moderators, mediators) and follow-ups evaluating the treatment of anxiety in youth. Research outcomes that inform clinical decisions regarding the provision of services for anxious youth will be considered and these findings highlight both (a) what we know and (b) what we do not yet know about the treatment of disorders in youth.

Learning Objectives:

At the end of this session, participants will be able to:

- Identify anxiety disorders in youth
- Describe the developmental, cognitive, and familial forces on anxiety disorders in youth
- Identify the features of empirically supported interventions for youth suffering from anxiety disorders
- Describe what we know and what we do not yet know about effective treatment of anxiety disorders in youth.

Level: Introductory

Target Population: Appropriate for all attendees

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