-002 Are descriptions of support for students with special needs in the individualized education plans student centred and promote active participation?
Tina Vrsnik Persex, University of Maribor
Marta Licardo, Faculty of Education, University of Maribor, Slovenia
Katja Kosir, Faculty of Education, University of Maribor, Slovenia

The analysis of professional support in the IEP in upper secondary schools doesn’t reflect student centred IEP process. Active participation of students and parents/families in the IEP process is very rare. Important indicators like annual goals for professional support, active participation of the parents or student are weak or inadequate.

(Teaching, Other - Educational Psychology)

-005 Between the poles of personality - Medical Psychology, Psychosomatic Medicine and Psychotherapy have different perspectives and theories
Ursula V Wisiakx, Medizinische Universität Graz
Franziska Matzer, Medizinische Universität Graz
Christian Fazekas, Medizinische Universität Graz

The curriculum is based on the bio-psycho-social model. One module addresses the biopsychosocial perspective and is titled: Between the poles of personality. The curriculum provides lectures, seminars and group work to improve basic knowledge related to the consequences of the biopsychosocial model and to acquire basic skills.
**-009 Cognitive Behavioral Intervention in Enhancing Achievement Performance, Study Habits and Self-Concept**  
*Alexis G. Ramirez*, *Central Luzon State University*  
No secondary authors

The study was conducted to determine the improvement in achievement performance, study habits and attitudes and self-concept of selected college freshmen at Araullo University – PHINMA, using Cognitive Behavioral Intervention through Student Success Curriculum. 20 respondents participated in the intervention conducted. These respondents underwent eight-week sessions of delivery of lessons with highlights for cognitive, social and self-management skills.

**(Teaching, Cognitive Psychology - Educational Psychology)**

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**-010 Cognitive Science Presentations: Effects on Faculty Teaching**  
*Todd A. Joseph*, *Hillsborough Community College*  
*Kelley M Torregiante*, *Hillsborough Community College*  
*Deborah J Barr*, *Hillsborough Community College*

Faculty often receive directives concerning best teaching practices, with little explanation or background, leading to little buy-in or implementation. Regular sessions on the "Cognitive Science of Teaching and Learning" at a college in Florida, USA have led to more acceptance of best practices and changes in classroom perspectives.

**(Behavioral Economics - Cognitive Science)**

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**-015 Efficient Technology Approaches that Maximize Student Learning**  
*Mathew Mulvaney*, *Syracuse University*  
No secondary authors

Technology approaches can be utilized to allow for efficient approaches to engaging students with presented material. Barriers to the implementation of technology include the amount of effort required to engage with new technologies. In this work, two strategies requiring minimal teacher effort that can have a large impact are described.

**(Behavioral Economics - Teaching of Psychological Science)**
This study explored the nature of pre-service teachers’ learning in educational psychology, with a focus on their epistemic beliefs and use of learning strategies. One hundred and eighty-four pre-service teachers participated in this research. The findings have important educational implications and would be of great interests to psychological researchers.

(Teaching, Other - Educational Psychology)

We present a set of free web-based tools that can be used to facilitate the development and evaluation of teamwork skills. Although the tools were developed to help instructors manage teams, we demonstrate they can also facilitate research on students' learning and document outcomes related to learning and quality of team experiences.

(Teaching, Behavioral Economics - Teaching of Psychological Science)

The level of satisfaction with academic experience and psychological adjustment among university students play an important role in retention at Universities. 211 university students voluntarily participated in the study. The results indicated that perceived social support and campus connectedness mediated the relationship between psychological distress and satisfaction with academic experience.

(Teaching, Behavioral Economics - Educational Psychology)
-021 Have High School Students Cognition and Memory Undergone Changes Over the Last Decades?
Jesper Jorgensenx, Marie Kruse High School
No secondary authors

The poster presents a study on cognition and memory in Danish high school students related to their teaching in psychology. The poster discusses the findings and discusses the aetiology of this decline in cognitive functions.

(Teaching, Behavioral Economics - Cognition & Emotion)

-023 Integration of Interprofessional Education Utilizing Simulation into the Psychiatric Mental Health Baccalaureate Nursing Curriculum
Susan L. Huehnx, St. Olaf College
No secondary authors

Effective collaboration as part of interprofessional teams has been shown to improve patient outcomes, yet academia has been slow to implement interprofessional education in baccalaureate nursing curriculum. This project promoted interprofessional education for mental health nursing students utilizing social work and chaplain services in the care of a suicidal patient.

(Teaching, Other - Mental Health)

-030 Psychology of Religion in Global Perspective
Raymond F. Paloutzianx, Westmont College
No secondary authors

Psychology of religion existed modestly until 2000, and skyrocketed after 9/11/01. Now of broad interest across psychology (neuro-cognitive, developmental-personality-clinical, and social-cultural), it is global. Research is done around the world, and is multilevel and interdisciplinary. This presentation includes data and trends, and explains ways to research and teach the topic.

(Behavioral Economics - Religious Practices and Beliefs)

-031 Rethinking Student Presentations
Amber Garciax, The College of Wooster
Ann E. Hoover, University of South Carolina Upstate
Student oral presentations can be frustrating assignments for both students and instructors. In psychology courses, instructors often do not have the resources necessary to develop outstanding student presentations. In the current study, we examined the effectiveness of replacing traditional oral presentations with digital presentations.

-032 **Statistics Final Exam Scores and Anxiety towards Statistics**  
  **Turkan Ocalx**, *University of Minnesota Duluth*  
  No secondary authors

Statistics is one of the hardest classes for students to tackle. Often we assume that students struggle because of anxiety towards statistics. Is that the whole story? In this study, other factors, besides anxiety, were considered. Repeated measures design was utilized to test if attitude towards statistics could be manipulated.

-033 **Study Abroad: Opportunities for Student Learning in International Psychology**  
  **Gregory Canillas**, *Pepperdine University*  
  No secondary authors

Research supports the importance of field based and service learning (FBSL) in the training of mental health professionals. International FBSL gives students the opportunity to apply theory learned in the classroom to real world practice issues (e.g., trauma). Poster will highlight previous study abroad trip and student outcome data.

-035 **Testing promotes cognitive skill acquisition**  
  **Tobias Tempel**, *University of Trier*  
  **Katrin Kaufmann**, *University of Trier*  
  **Johanna Kranz**, *University of Trier*  
  **Andrea Möller**, *University of Trier*
We investigated retrieval-based learning of experimentation skills. Participants initially studied a text explaining the control-of-variables strategy (CVS). Subsequent retrieval of the content of this text in combination with restudy significantly increased performance in a final CVS test compared to repeated restudy without retrieval. Hence, retrieval practice can enhance conceptual comprehension.

(Teaching, Cognitive Psychology - Educational Psychology)