

**Douglas Bernstein** - <http://www.douglasbernstein.com/>

Doug Bernstein was born in Pittsburgh, Pennsylvania on December 27, 1942. He attended public schools there before completing his bachelor's degree in psychology at the University of Pittsburgh in 1964. He received his masters and Ph.D. in clinical psychology at Northwestern University in 1966 and 1968, respectively. From 1968 to 1998, he was on the psychology faculty at the University of Illinois at Urbana-Champaign, where he taught classes ranging from 15 to 750 students, and served both as Associate Department Head and Director of Introductory Psychology. In the early 1970s, he spent three years as a visiting faculty member in the Department of Psychology at Western Washington University in **Bellingham, Washington. He is currently Professor Emeritus at the University of Illinois, Courtesy Professor of Psychology at the University of South Florida, and Visiting Professor of Psychology and Education Advisor to the School of Psychology at Southampton University.** He is a fellow of the Association for Psychological Science (APS).

His research career, which initially focused on the modification of smoking behavior and later on the measurement and treatment of anxiety, was supported for several years by the National Institute of Mental Health and the National Institute of Dental Research. From 1986-1992, he was a member of the State of Illinois Clinical Psychology Licensing and Disciplinary Committee.

Over the years, his interests have turned increasingly toward the teaching of psychology, and toward efforts to promote excellence in that arena. These efforts began in 1978, when he spoke at the First Annual National Institute on the Teaching of Psychology. He joined its program committee in 1979, and eventually became committee chair. In 1994, he founded the APS Preconference Institute on the Teaching of Psychology, and in 2000, he helped plan the First Annual Summer National Institute on the Teaching of Psychology. From 1989-1991, he served on the steering committee for the APA National Conference on Enhancing the Quality of Undergraduate Education and, in 2001, on the advisory panel to the APA Board of Educational Affairs Task Force on Undergraduate Psychology Major Competencies. Most recently, he served for two years as the founding chairman of the Steering Committee for the APS Fund for the Teaching and Public Understanding of Psychological Science, and he remains a member of that committee.

His teaching awards include the University of Illinois Psychology Graduate Student Association Teaching Award and the University of Illinois Psi Chi award for excellence in undergraduate teaching, both in 1979, the Illinois Psychology Department's Mabel Kirkpatrick Hohenboken Teaching Award in 1993, and the APA Distinguished Teaching in Psychology Award in 2002.

He has co-authored textbooks in Introductory Psychology, Abnormal Psychology, Clinical Psychology, Criminal Behavior, and Progressive Relaxation Training, and he has co-edited books in Applied, Developmental, and Introductory Psychology. He has also contributed chapters to *Teaching introductory psychology: Theory and practice* (edited by Robert J. Sternberg, 1997), *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer* (edited by William Buskist and Stephen Davis, 2002), and (with Sandra Goss Lucas) *The complete academic: A career guide*, edited by Henry Roediger, John Darley, & Mark Zanna, 2002). With Sandra Goss Lucas, he wrote *Teaching Psychology: A Step by Step Guide*.

He occasionally offers workshops on teaching techniques and on textbook-writing for prospective authors. As a hobby, he collects student excuses.

### **IF I'D ONLY KNOWN: TEN IMPORTANT THINGS NO ONE TOLD ME ABOUT TEACHING**

*This talk focuses on a list of important teaching goals, methods, and attitudes that I think teachers should be told about by mentors, but usually have to learn for themselves. These include, among others, the importance of being prepared, caring, genuine, flexible, and supportive--but also demanding--when dealing with students. (For: PhD students, faculty)*

**Room:** AVC (5<sup>th</sup> floor) 16.00-18.00 **Monday: 16. 3. 2009**

### **TEACHING CRITICAL THINKING THROUGH ACTIVE LEARNING DEMONSTRATIONS IN PSYCHOLOGY COURSES**

*In this presentation I will offer a range of high-interest, sometimes dramatic, demonstrations that promote active learning and critical thinking in introductory psychology, and in other classes, too. I will also provide instruction sheets to make it easier for audience members to do these demonstrations in their own classes. (For: PhD students, faculty)*

**Room:** Aula (3<sup>rd</sup> floor) 14.00-17.30 **Tuesday: 17. 3. 2009**

### **Doris Vasconcellos**

Doris Vasconcellos has been Associate Professor at the **Institut de Psychologie of the Université Paris Descartes (Sorbonne)** since 1993. Her thesis on the Defense Mechanisms of 27 HIV homosexuals patients (1992) received the Social Sciences Award at the University Paris Descartes. She has been conducting research on Health & Sexuality with grants from the the French National Agency for Research on AIDS, the National Institut of Research on Health, and the Brazilian National Committee of Scientific Research. She teaches classes for graduate students on Sexual Health, Gender, and Methods of Interviewing, and she is in charge of the postgraduate specialization on Psychosomatics.

### **DIRTY LITTLE SECRETS: WHAT FATHERS CAN'T TELL ABOUT FATHERHOOD**

*Since the 1970s, many authors and researchers in many cultures have argued that fathers should be present at the birth of their children, not only to support their wives during labor, but to promote bonding with their newborns. This argument has created a culturally accepted role for fathers that has also become a behavioral prescription. However, the effects of fulfilling this role--on the fathers' gender identity conflicts, and on the quality of the marriage or partnership--has not been well explored. The aim of this research is to change that situation by stimulating new explorations of men's experiences in becoming fathers. Participants in this pilot project were 10 Brazilian and 10 French men who were given 45-minute semi-structured interviews and two projective tests (Rorschach and TAT) between the 4th and 8th months of their wives' planned pregnancies. Twelve of these men had already had children and 11 had already attended a previous birth. Results revealed evidence of significant psychological conflicts in these men which are linked to the kind of male identity anxieties that prevent some men from adhering to the participant fatherhood model expected in many cultures nowadays. The implications of these findings for delivery practices, and their impact on marriages and parenting, will be discussed.*

(For: MA students, PhD students, BA students, faculty members)

**Room:** Aula (3<sup>rd</sup> floor) 12.15-13.45 **Wednesday: 18. 3. 2009**