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ABBREVIATIONS

APA	American Psychological Association
APS	Association for Psychological Science
EPA	Eastern Psychological Association
MPA	Midwestern Psychological Association
NEPA	New England Psychological Association
RMPA	Rocky Mountain Psychological Association
SEPA	Southeastern Psychological Association
SWPA	Southwestern Psychological Association
WPA	Western Psychological Association

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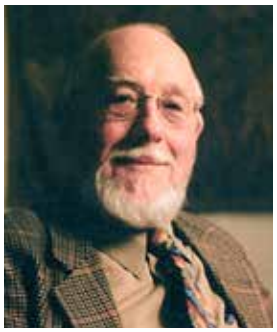
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Can Admitting You Don't Know It All Improve Your Competence?

Martha S. Zlokovich, PhD
Executive Director

Are you "unskilled and unaware of it" in some way? On December 8, 2022, two social psychologists received the 2023 University of Louisville Grawemeyer Award in Psychology for their work on a cognitive bias known as the Dunning-Kruger effect (Association of Psychological Science). This cognitive bias occurs when people who have little experience, skill, or knowledge about an area are asked to consider their competence in that area—they tend to overrate their abilities. Hence, "unskilled and unaware of it."

When the Dunning-Kruger effect comes into play, "not only do these people reach erroneous conclusions and make unfortunate choices, but their incompetence robs them of the metacognitive ability to realize it" (Kruger & Dunning, 1999). Furthermore, cognitive biases such as this could occur in any area and result in health problems (Baca-Zeff, 2021), difficult relationships, serious misjudgments, or undermining one's career trajectory, to name a few unfortunate consequences.

In this issue of the *Eye on Psi Chi*, you will find articles on organizational and consulting psychology, mentoring, and entering the workforce after graduation. All of these areas of psychology (and many more) are relevant to the Dunning-Kruger effect.

You might immediately think of ways that this bias could apply to students—falling prey to it would not incentivize them to study harder for an upcoming exam! In their original study, Dunning and Kruger found that people who scored the worst on various tests also vastly overestimated their test performance. Indeed, their work has been cited over 8,500 times and applied to a wide range of people and areas of knowledge.

Soon-to-be graduates will be answering questions in interviews for jobs or graduate school programs, and a common question is some variation of "tell me about a weakness of yours and how you address it." Such a question requires not just knowing yourself and being honest with yourself, but also an accurate assessment of your own skills and knowledge. Keeping all this in mind might help induce self-reflection and improve the quality of your answer.

On the other side of the coin, very knowledgeable and experienced people—like organizational or consulting psychologists, mentors, professors, or executives—often find themselves in positions where they must teach or mentor people suffering from this bias. Here, humility on the part of the expert might be required to gradually improve the learner's knowledge and skills, which in turn should increase accuracy of the student's, mentee's, or employee's self-assessment. "Paradoxically, improving the skills of the participants, and thus increasing their metacognitive competence, helped them recognize the limitations of their abilities" (Kruger & Dunning, 1999). To teach or mentor well, the expert must remember what it is like to be in the student's shoes, must reflect on the experience of having become an expert, and at times must recognize topics about which they do not know much themselves. After all, it is unrealistic to believe anyone could be an expert in everything!

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Upping Our Game: Advancing Psychology's Role in Mental Health Advocacy

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The COVID pandemic was a catalyst for change in our world. One positive COVID change we have seen in the United States (as I am based in the United States, I am limiting my observations to what I experience here) was a shift in the discussion regarding mental health challenges (Optum, 2022; a negative impact was the increase in the number of mental health challenges; Nealon, 2021). Although much of the stigma and misunderstanding of mental health remain unaddressed, the United States is experiencing increased openness to disclosing mental health challenges. For example, professional athletes are becoming more open about their challenges, such as NBA players DeMar DeRozan and Kevin Love of the NBA publicly discussing their mental health (Parrott et al., 2021) and Rory McIlroy of the PGA teaming with Active Minds to discuss mental health at "The Match" in December 2022 (Ramos, 2022). We see a similar increase in openness among actors and media personalities, including those who volunteer as Active Minds Ambassadors, such as Lindsey Morgan, Yvette Nacer, and Zachary Levi (as my wife and I are huge fans of *Chuck*, I'll give Mr. Levi a name drop any time).

The increased public discussion of mental health provides psychology a renewed opportunity to demonstrate the importance and relevance of our science and technology. Regardless of where your interests fit in psychology, you are in a position to develop an informed, evidence-based, scientific voice in this discussion. As an integrated system, all the factors that shape our behavior—biological, environmental, cognitive, social, and cultural (Charlton et al., 2022)—influence and are directly relevant to understanding our mental health. Using the expertise and experience you have in your area of psychology to join in the mental health conversation enriches the quality of these conversations and helps others recognize the critical role of psychology in addressing the world's major challenges.

Psi Chi recently increased their support for mental health advocacy by launching of the fundraising campaign for the Christian Ladd Hall Scholarship for Mental Health Advocacy (**click here for more information or to donate to the campaign;** Mr. Levi, helping spread the word about this campaign would be an awesome thanks for the *Chuck* shout out in the first paragraph). Once funded, this scholarship will provide $3,000 to a Psi Chi member interested in mental health advocacy who is currently enrolled in or accepted into a graduate training program with support for their professional advocacy interests. Recipients will also have the opportunity to apply for up to $1,000 to support developing and enacting a community, regional, national, or international mental health advocacy program. Fundraising for and awarding the Christian Ladd Hall scholarship provides Psi Chi an opportunity to recognize and promote excellence in psychology in the context of mental health and to support the voice and impact of the next generation of mental health researchers and practitioners.

You will see mental health advocacy highlighted throughout this edition of Psychology in the Headlines, including the role of psychology in cancer treatment, understanding how COVID impacted the psychology of voting behavior, gaslighting as a psychological concept, and the need to understand cultural context when developing mental health advocacy programs. We hope that reading these headlines will motivate you to look for how you can use your place in psychology to be a voice in the mental health discussions in your families, schools, workplaces, communities, and nations. Each additional voice matters.

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Psychosocial Oncology: An Emerging Field to Combat Both Physical and Psychological Aspects of Cancer

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On May 1, 2022, the first Psychological Support Centre (PSC) for cancer patients in Abuja, Nigeria, opened their doors to patients (Eromosele, 2022). The PSC, funded by Project PINK BLUE and ABC Global Alliance, provides various counseling services, support groups, and training for healthcare professionals. This PSC reflects a need for psychological support in oncological care.

In speaking to this need, Dr. Michael Angel Jimenez-Rioz, a urologist, commented to *Nature News* in September 2022, that physicians need to change their "approach to treatment and outreach" to encapsulate treatment of the psychological burdens of cancer (specifically in regards to prostate cancer; Vargas-Parada, 2022). Similarly, Dr. Hardeep Sing, Department of Mental Health, Fortis Hospital Mohali, India, commented (*Express News Service*, 2022) that cancer affects all aspects of health, the physical and the psychological/emotional—including challenges such as grief, denial, depression, anxiety, changes in self-image, and changes in social-connections and intimacy.

Psychology has tools and technologies to address the mental health needs of oncology patients through the emerging field of psychosocial oncology. The American Psychosocial Oncology Society (APOS, 2020) defines the occupation as a, "cancer specialty that addresses the variety of psychological, behavioral, emotional, and social issues that arise for cancer patients and their loved ones." Dr. Natalie Kelly commented that trained neuropsychologists working with oncology patients are "crucial in oncology because across the lifespan, neurological complications can occur across many cancer types and it is important to evaluate neurocognitive function" (Southall, 2022).

Psychosocial oncology is predicted to continue growing as more research is produced showing the effects of cancer on an individual's mental health. For example, Austin Kim and colleagues (2019) documented an increased risk of suicide among European Hodgkin's Lymphoma patients. Dr. Jana Bolduan Lomax commented to the ASCO Post (the #1 oncology newspaper in the field) that she hopes for more attention toward posttraumatic stress disorder in cancer patients. Dr. Lomax says, "A fundamental change that needs to happen in oncology care is to put more time and place more value in understanding the unique psychosocial needs of patients in order to help them holistically" (Piana, 2019).

Readers interested in knowing more about the interaction between psychology and oncology might start here:

- **APOS—The American Psychosocial Oncology Society**
- **Psycho-Oncology—The Journal of the Psychological, Social, and Behavioral Dimensions of Cancer**
- **The American Cancer Society: Psychosocial support options for people with cancer.**

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COVID Wasn't on the Ballot, but It Was on the Minds of Voters

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With the conclusion of the 2022 midterm elections in the United States, as well as the publication of a significant amount of research regarding the psychological effects of COVID, researchers are growing more interested in the psychological impact of the COVID pandemic on voting behavior. For a sample of this research, consider these three studies:

1. **Constantino and colleagues (2021)** explored data from a 2020 Brazilian election. The authors posited that voter turnout would be lower in areas where there was a recent outbreak of COVID, as voters would be concerned about their own health and well-being when voting. On the other hand, if there were a recent, but geographically more distant, outbreak of COVID, the authors hypothesized that voters would come in greater numbers as the pandemic crisis mobilized voters and encouraged them to have their voices heard. The authors found exactly these results and noted that the temporal and geographic proximity of COVID incidences to election days significantly interacted to influence voter turnout.
2. **Park and colleagues (2021)** explored the impact of feelings toward COVID on voter opinions during the 2020 general election in the United States. The researchers found that participants who reported the most neutral attitudes toward the COVID pandemic tended to favor Trump while disfavoring Biden. At the same time, participants who reported a neutral attitude toward COVID reported lower voting intentions, but a greater intent to vote for Trump if they did vote. In a follow-up study, Park and colleagues found that participants with neutral attitudes toward COVID reported less support for impeaching Trump.
3. **Owens (2021)** explored the data surrounding how the usage of absentee ballots in Texas during the COVID impacted 2020 general elections in the United States. Voters surveyed for this study showed that concerns about the safety of in-person voting increased support for absentee voting and government reform allowing greater access to absentee ballots. Voters exposed to public officials questioning the veracity of absentee ballots were both less likely to cast an absentee ballot and more likely to oppose expanded access to absentee voting.

As indicated by these studies—selected as a "tasting" of the growing body of research on COVID and voting/political behavior—COVID influenced voter turnout, opinions, and attitudes. This growing area of research demonstrates how the interplay between psychology and political behavior/decisions provides a rich area of inquiry as we experience COVID aftershocks in our lives, communities, and public policies.

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Gaslighting as the Word of the Year Is a Subtle Nod to the Importance of Psychology

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The "Word of the Year" is always one of our favorite end-of-the-year traditions as the selected word aims to encapsulate the overall zeitgeist of the year. From our psychological worldview, it was particularly interesting that "gaslighting" earned the honor of the Meriam-Webster 2022 Word of the Year (Feldman, 2022; Oxford Dictionaries gave this honor to "goblin mode," James, 2022).

According to Merriam-Webster, gaslighting has two definitions: (1) "psychological manipulation of a person usually over an extended period of time that causes the victim to question the validity of their own thoughts, perception of reality, or memories and typically leads to confusion, loss of confidence and self-esteem, uncertainty of one's emotional or mental stability, and a dependency on the perpetrator" and (2) "the act or practice of grossly misleading someone especially for one's own advantage." According to Leanne Italie (2022): "Gaslighting is a heinous tool frequently used by abusers in relationships—and by politicians and other newsmakers. It can happen between romantic partners, within a broader family unit, and among friends. It can be a corporate tactic, or a way to mislead the public. There's also "medical gaslighting," when a health care professional dismisses a patient's symptoms or illness as "all in your head."

Although Merriam-Webster's definitions of gaslighting and the general use of the term apply it across context and relationships, Nicole Hemmer (2022)—one of the first individuals to use the term "gaslighting" to describe the political context in the United States in 2016—argues that the term should not lose its connection to domestic violence. As the word originally referenced *Gas Light*, a 1938 play about a husband psychologically abusing his wife for financial gain, the term carries with it not only a connotation of psychological manipulation but also the asymmetrical distribution of power present in abusive and inequitable relationships.

The interest in gaslighting is a subtle nod to the importance of psychology and psychological science. As a form of "psychological manipulation," understanding the structure of gaslighting and developing technologies to reduce its occurrence and impact are directly within the scope of psychology. For example, Johnson and colleagues (2021) argued that gaslighting is a type of secondary microaggression, connecting it to the rich psychological literature on aggression. As gaslighting continues to be an area of interest—and a growing tool in social, political, and economic interactions—consumers and citizens would benefit from psychologists being actively involved in identifying, addressing, and minimizing the impact of gaslighting.

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Factors That Advocate Mental Health Across Cultures and Contexts: How Can We Do Better?

Seungyeon Lee, PhD
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Positive mental health—cognitive, psychological, and emotional well-being—is critical to creating healthy, resilient communities. In advocating for mental health promotion, researchers and practitioners must be sensitive to the local cultural context.

Hann et al. (2015) investigated contributing factors and obstacles associated with mental health advocacy in a low-income country. Their interviews with focus groups showed that possible contributing factors are networking with stakeholders, close interaction with government policymakers, mobilizing relevant resources, and raising awareness. The authors indicate that individuals who live in low-income countries experience limited resources for mental health services. Making their voice heard is crucial—as well as promoting evidence-based approaches to existing mental health professionals and actively engaging in policy reforms.

Positive mental health promotion requires assessments, resources, proper training, and advocacy. Campion et al. (2022) suggest that public mental health (PMH) requires attention to preventive care as many existing mental health problems are preventable by facilitating relevant resources. Risk factors during the prenatal period, bullying, and child adversity account for approximately 30% of adult mental health disorders, so identifying those factors are important to minimize risks for mental health disorders in later life. Prevention also saves associated economic costs and promotes community well-being and resilience.

Campion and colleagues (2022) view prevention as occurring at primary, secondary, and tertiary levels. At the primary level, healthcare providers identify possible risk factors and act to address these. At the secondary level, providers engage in early treatment to minimize the effects of mental health disorders. The findings show that improved outcomes were made during the first two levels; thus, early intervention is key for preventing the future development of mental health disorders. The tertiary level requires possible intervention and treatment efficacy for those with current mental health disorder diagnoses. The tertiary level focuses on evidence-based treatment to reduce health-risk behaviors. This systematic three-level approach, advocated across settings, promotes resilience, well-being, and PMH policies (Campion et al., 2022). Still, challenges remain, such as a lack of government health expenditure and mental health staff across the globe.

Mental health advocacy requires time and effort, which governments find challenging. When we look at this issue globally, cultural and socioeconomic differences that influence mental health complicate issues. Therefore, a deeper understanding of local cultural practices and existing policies is important to create a possible explanatory model that serves as a roadmap for future advocacy.

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Envisioning the Legacy of Inez Beverly Prosser—100 Years From Now!

Bradley Cannon
Psi Chi Headquarters

Eighty-eight years since her passing, Inez Beverly Prosser's legacy continues to inspire generation after generation of people in new and meaningful ways. Dr. Prosser is considered to be the first African American women to receive a PhD in psychology, a significant achievement that would have important implications for her future students and the field of psychology. In 2019, her legacy inspired Drs. Jon Grahe, Rihana Mason, and Melanie Domenech Rodríguez to lead a fundraiser campaign for an annual Psi Chi/Inez Beverly Prosser Scholarship for Women of Color in her honor. Due to many generous supporters, the program was fully funded only three short years later, allowing the first-ever recipient of this prestigious program to be selected in 2022: Courtney Cabell from Michigan School of Psychology (Psi Chi, in press).

With the support of this scholarship, one can only imagine the amazing new ways that Prosser's legacy will continue to bring hope, and now financial support, to countless future recipients of this prestigious scholarship. A Junior Student Representative for APA Division 32 (The Society for Humanistic Psychology), Courtney Cabell's goals are "to become a competent, compassionate, clinical psychologist who breaks barriers and raises awareness to the injustices and historical traumas of marginalized populations. This scholarship reduces the financial burden of continuing my education and pursuing these goals." Will the next recipient's goals be to research discrimination, teach others about psychology, or simply to become the first in her family to achieve a college education? Only time will tell!

As evidenced many times in Benjamin et al. (2005), Dr. Prosser showed remarkable determination and skill throughout her life at advancing to new professional and academic heights. In addition to the accomplishment of her PhD in psychology, here are several examples provided in that article: When her parents could only afford to send one of their 11 children to college, they intended to send their oldest son, but he said to send Inez instead because she had always demonstrated such strong interest in advancing her education. Years later, after achieving her two-year teaching certificate, she taught at a Black elementary school before soon advancing to the position of an assistant principal at a vocational school. When she later became a faculty member at Tillotson College, she assisted with admissions; incredibly, in only her second year there, she was already listed in the school's catalog as second to only the president of the college in terms of administrative authority. Nothing could stop her from her goals. When earning a graduate degree in Texas as a Black woman proved nearly impossible, she even transferred to the University of Colorado, where fewer barriers existed.

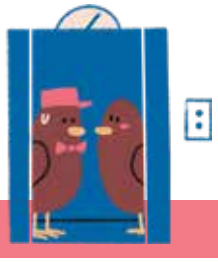
Dr. Prosser's legacy means different things to many people, and these views will only continue to strengthen and diversify as additional scholarship recipients are supported each year in achieving their unique aspirations. As an example of how one person perceives Prosser's legacy, Dr. Melanie Domenech Rodriguez says:

> The diversification of the psychology workforce has been slow and arduous. Prosser was a pioneer who began the work of forging a path

Timeline of Prosser's Life

1895: Inez Beverly Prosser was born in Texas on December 30, the second of 11 children in her family.

1912: Her journey into higher education began at Prairie View A&M University. She finished its two-year teaching certificate program in 1912.



1916: She married Allen Rufus Prosser on June 4, 1916, in Austin, TX. Allen was an elevator operator and they met in a department store.

1920: Because achieving a graduate degree as a Black person in Texas was unlikely, if not impossible, Prosser transferred instead to the University of Colorado, where fewer barriers existed.

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We thank all donors who helped us reach the $100,000 endowment goal so that we could grant the first annual Prosser scholarship in 2022. We are excited to announce that this fundraiser has now been reopened so that donors can fund additional scholarships for women of color. To make a gift to this program, visit **https://www.psichi.org/page/giving**

> for diverse scholars and for broadening scholarship in psychology. Uplifting her through this scholarship is a powerful acknowledgement of where we have been and who helped get us there.

With the completion of endowment for the Prosser Scholarship, one $3,000 scholarship will be awarded each year in perpetuity—even one hundred years from now! Altogether, donors raised $50,000, and then Psi Chi matched this amount, officially allowing the scholarship to be awarded annually in perpetuity. Of this support, Dr. Jon Grahe says, "By matching the donations from the community to support women of color in graduate school, Psi Chi demonstrated an important commitment to diversity, equity, and inclusion." Regarding those who supported the scholarship, he also offers the following words of appreciation:

> This scholarship was funded by many small donations from dozens of donors ranging from students to retirees. They came from diverse economic and cultural backgrounds, and were not all from the psychology field. This scholarship would not be possible without the support from all of them. We cannot overstate our thanks to the donors' generosity for helping to fund this scholarship in perpetuity.

The third Prosser scholarship endowment chairperson, Dr. Rihana Mason, also shares her gratefulness to all donors, stating, "I am very appreciative and humbled to see donors gave liberally toward this named scholarship. The way in which small and large gifts accumulated provides a blueprint that other fundraising committees can follow to rally support."

One of Dr. Prosser's passions was in creating equal education opportunities for all. As examples: During her first full year in doctoral school at the University of Cincinnati, she conducted research that would lead to better teaching in elementary and high schools (Benjamin et al., 2005). She taught education and psychology courses for three years at Tillotson College (Bazar, 2010). She also offered to pay for her brothers' and sisters' college educations, five of whom went on to earn college degrees. After Dr. Prosser's untimely death in a car crash, her dissertation addressing desegregation issues would eventually become central to the Supreme Court 1954 Brown v. Board of Education decision (Benjamin et al., 2005).

Disadvantages for women of color persist in social, educational, and other areas. Dr. Prosser's work and achievements set us on a path to create more equity, and this endowed Psi Chi scholarship in her name continues to build on her critical impact to the field. We thank her and all donors of the scholarship for their role in motivating and supporting young women who are dedicated to learning and improving the world around them.

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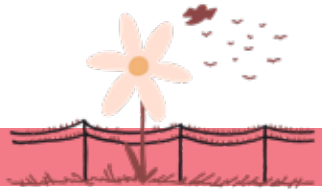
1927: With her new MA, Inez Beverly Prosser became a faculty member at Tillotson College, teaching and assisting with admissions.

1930: Inez transferred to Tougaloo College in Mississippi, which had a stronger commitment to liberal arts education and 4-year degree plan. There, one year later, she applied to pursue doctoral study in educational psychology.

1933: Inez became the first African American woman to receive a PhD in psychology.



1934: Dr. Prosser died in a tragic car accident.

Note. See Benjamin et al. (2005) for a more in-depth review of Dr. Prosser's life.

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Questions (and Answers) About

Acquiring Research Experiences Before Applying to Graduate School

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Penn State Milton S. Hershey Medical Center

Your very first deep dive into the pages of a journal of psychological science may seem daunting, especially if you are an undergraduate student who has not yet taken a research methods course. However, if you read the journal's articles carefully, you will gradually discover a consistent Method to the madness of empirical research (as well as consistent Results and Discussion sections!). As will become clear, a series of steadfast practices exists across psychology journals, which together make reading each new article a bit easier and, quite possibly, more enjoyable than the last.

In the same way, many students who seek out research experiences will gradually gain a profound appreciation for the process of scientific research and the infinite ways that it can be used to help us learn about ourselves and the world around us. These students may even go on to eagerly seek out research-related careers after graduation. Could you be one of these students too?

To help you find out, our Three Heads ARE Better Than One graduate school experts answer popular questions below on how to go about acquiring your first research experiences. Pay close attention to their enthusiasm and guidance, because the skills gained from research experiences can be effectively applied to graduate school applications and even careers outside of academia. By the time you finish consuming their ideas, even the most hesitant student may begin to feel excitement about the plentiful opportunities to leap headlong into the warm waters of research!

First up, the most obvious question: Who should I contact, on campus or off, to seek out local research experiences appropriate for undergraduates?

Jocelyn: I would encourage you to start with your instructors or faculty in your department. Faculty are a wonderful resource. If your university has a Career Development Center or Office of Undergraduate Research, that's another point of contact to find out about on-campus and local research opportunities.

Mitch: Getting research experience is a terrific idea, especially if it helps you understand the kinds of research questions you are most interested in. Contact faculty in your department (one at a time, not in one mass email) if they are doing research in an area that interests you and ask if you can volunteer, or get course credit, for helping them with their research.

Julie: I agree with my colleagues. Identify individuals doing research in your department, though it can also be okay if this work leads you to collaborate with those in other specialties (e.g., biology, anthropology). Have some idea about the current research the faculty member is currently engaged in to know if it is a topic for which you have some interest and so the faculty member knows you strive to approach endeavors being prepared.

How early in my undergraduate years should I seek out research experience?

Jocelyn: It's never too early to seek out research experiences. Some funded research programs, such as the Leadership Alliance program, offer research opportunities for rising sophomores. The sooner you start, the more likely you will find out about your interests and what you wish to do with your degree in psychology. Don't wait until your senior year.

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Mitch: It may be wise to wait until your second year, since research experience can take significant time. Your first year GPA is likely to be your worst as you adjust to college, so hold off until you are settled and performing well. You want to ensure you are focusing less on the quantity of your research experiences, and more on using those experiences to help you better understand how scientific questions are posed and examined. Be sure you are focusing on how you can begin to think like a scientist.

Julie: The earlier the better, but not so early that you can't fully commit to the work. Seeing projects through all stages (e.g., IRB, data collection) takes time. I'd encourage you to think about what you can be producing over the course of a project (e.g., posters on the research process and proposed hypotheses, conference presentations on related topics), so you can get multiple benefits from your work.

Are there any free online courses or resources I can use to gain research knowledge and/or experience outside of my university?

Jocelyn: Yes. There are several free Massive Online Open Courses (MOOC) such as Coursera. I took a free online course in COVID-19 contact tracing through Coursera and received a certificate of completion. Many students are taking advantage of free online courses to obtain badges or microcredentialling to show evidence of skills, knowledge, and abilities or competencies developed or strengthened in specific areas. The American Psychological Association also offers free resources such as their Online Psychology Laboratory where students can participate in research studies as well as learn about research via interactive demonstrations.

Mitch: Yes, there are many opportunities to learn about research, but perhaps the best is to read journal articles themselves. You may begin by not understanding much about the Methods or Results sections, and that is ok, but the Intro will be critical for you to learn about prior research in each area, and the discussion sections will help you see how you can appropriately interpret findings.

Julie: In addition to what has already been shared, there may be research opportunities available through volunteer positions and/or committee work at your school and community associations.

How important is it to find a faculty mentor before beginning to conduct a research project as an undergraduate?

Jocelyn: It's very important to find a faculty mentor to assist you with your research project. Ideally, you should find a mentor whose interests are in alignment with yours. Faculty members are extremely busy, so if your research matches theirs, they may be more likely to work with you.

Mitch: I'd say it is mandatory. This must be a faculty-mentored research experience or it will not provide much for one's education or to benefit one's application.

Julie: I have a hard time imagining how a graduate student could navigate all the steps of a research project without mentorship. There are many hidden tasks to research (e.g., IRB, consent forms, funding) that can be challenging, beyond the challenge of identifying a good research question/hypothesis and creating a sound/ethical study. Of additional importance is that your research mentors get to know you, your work ethic and abilities, and are then able to write you letters of recommendation for graduate school.

Which areas of the research process should I seek out during my undergraduate education (e.g., IRB, data collection, data analysis, writing, presenting)?

Jocelyn: All of the above. Some of these experiences may be obtained through your coursework, such as research methods and statistics. At Morgan State University, as part of the degree requirements, our students complete a senior thesis or evaluation study of a community-based mental health organization. Their projects are presented at our annual undergraduate research conference. The more knowledge and experience you have, the stronger your graduate school application. Of note, these experiences are also helpful if you elect not to attend graduate school. These are skills that many employers are looking for in employees.

Mitch: These are all terrific experiences to obtain, but the focus really should be on learning how to think like a scientist, critically evaluate the literature, and generate hypotheses. Many of these other skills will be taught during graduate school anyway.

Julie: All levels of experience is good experience. So, I would encourage you say "yes" to being involved at all the stages of research that you can, while maintaining a balance with your other responsibilities.

Jocelyn Turner-Musa, PhD, is a Professor and Chairperson of the Department of Psychology at Morgan State University (MSU) in Baltimore, MD. She is the Director of student training in the MSU ASCEND Center for Biomedical Research, funded by the National Institutes of Health. She is also a member of the American Psychological Association and is Past-President of Division 1, The Society for General Psychology. Her research focuses on understanding the role of psychological and social factors on disease management and health promotion. Dr. Turner-Musa has received numerous awards including an American Fellows Award from the American Association of University Women.

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Julie Radico, PsyD, ABPP, works as a behavioral health specialist and associate professor in Penn State Milton S. Hershey Medical Center's Family and Community Medicine Department. She is Board Certified in Clinical Health Psychology. She earned her doctoral degree in clinical psychology and master's degrees (clinical psychology & counseling and clinical health psychology) at the Philadelphia College of Osteopathic Medicine. Dr. Radico completed her postdoctoral fellowship in the department of Family Medicine at the University of Mississippi Medical Center. Currently, Dr. Radico serves on the American Psychological Association's (APA) Council of Representatives and Committee on Division/APA Relations (2022–2024).

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Embarking on Career Exploration? Start a Career Conversation

Diane A. Safer, PhD
Albert Einstein College of Medicine

The holiday season is over. You probably enjoyed the parties, received presents, and were asked the inevitable question: "What do you want to do when you graduate?" The parties and presents were probably fun. This seemingly innocuous question, however, might have been quite stress-inducing for you, or any student, if you are not sure what you want to do!

The bachelor's degree in psychology helps build skills, such as interpersonal, problem solving and communication skills, which are "highly valued by employers" (Haskell, 2012) and the "psychology bachelor's degree qualifies a person for a large number of jobs." But at the same time, a degree in psychology does not "uniquely qualify a person for any particular job" (Landrum, 2018). Without a direct path toward a specific career, how do you decide on a career path? Furthermore, how can you choose a career path when you do not even know the options available?

Enter the Informational Interview

An informational interview is an opportunity to learn about the real-life experience of working in a position, company, or field that interests you. However, the term "informational interview" is frequently misunderstood. First, there is a misconception that only people who are actively seeking jobs do these interviews. Second, the phrase is a misnomer. This is not an actual interview. The purpose of this meeting is not to get a job. It is a dialogue to gather information. A better phrase to use is **casual career conversation** and these conversations can be helpful in several ways.

Get exposed to new career paths. Informational interviews can introduce you to opportunities you may never have considered or even heard about.

Get an insider's view of the field. You can hear specifics about a typical day, learn what strengths are valued in this field, and find out if you have the necessary skills to determine if this career is a good fit for you.

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Get career planning guidance. You can discover what steps to take for a particular career path, learn where jobs are posted, and get insight to help you market yourself more successfully when you are ready to apply and interview.

What Is the Hidden Job Market?

This is not the time or place to ask for a job, but it may lead to a more successful job search down the road. Importantly, these conversations can help you tap into the hidden job market.

The phrase *hidden job market* refers to jobs "found through networking rather than traditional job searching" because these jobs are unadvertised or not yet advertised. These opportunities may not be available to the public for several reasons, such as the job is not open yet, a company may be considering an internal candidate, or the company prefers to use employee referrals (Doyle, 2022).

Tapping into the hidden job market is beneficial because there is an advantage to being first to reach the recruiter. Companies typically receive 250 applications per job listing, with larger companies receiving even more. Of these, only four to six people will be invited for an interview (Economy, 2015). The earlier you send in your application, the more likely your information will be reviewed and hopefully considered for the position.

What's Your Goal?

Before you ask anyone for an informational interview, there are preparatory steps you should take to make the career conversation more useful. First, identify what information would be useful to you ***at this time***. Are you looking for information about careers to consider, or do you need specific information about a particular path?

Second, identify people to help you achieve your goals. To find these individuals, start with your personal contacts: family and friends, current and former colleagues, and LinkedIn contacts. Other places to find people include your college alumni office, professional associations, conference speakers, and even people in the news. Look for people who are doing something you would like to explore further.

I have had many conversations with students and postdoctoral scholars concerned about contacting someone with whom they have not spoken in years. If this is a hurdle for you, change your mindset. Caryn Siegel Moss, MEd, Manager of Professional Development Design at Amplify (an education curriculum and assessment company) always welcomes requests for informational interviews and encourages students to not be afraid to make the request.

> Most people are happy to share their experience or knowledge with you and to pay it forward for support they received along their own career paths. If they can't make the time, they'll tell you. (C. Siegel Moss, personal communication, December 8, 2022)

If you approach someone professionally, you are likely to be surprised by their willingness to speak with you. And, if they are not willing to help, do not be discouraged. Remember you are not asking for a job; you are asking for information.

Another worry I hear is concern about wasting someone's time. An analogy may help change your mindset. Consider being approached by an old acquaintance, who is moving to your town and who wants advice. It is likely you would willingly share

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information about your experience and even be excited to tell them anything they would like to know.

How Do I Request and Prepare for Informational Interviews? Send a request in a brief but professional email. Steve Dalton, in his book *The 2-Hour Job Search* (Dalton, 2020), offers guidelines for writing these requests, suggesting emails that are 100 words or less and that have no mention of "jobs" anywhere in the request. Someone is more likely to respond if you have a connection to that person, so make sure to mention the connection in the first sentence.

Do your research. Once you have lined up an informational interview, conduct advance research. An informational interview is a networking opportunity. Consider your goal and what information you would like to get. Then research the person, company, and field to prepare questions that would be most useful for you. Study the industry lingo, be up to date on news in the field, and gather anything else to make sure you are ready for this conversation.

Come prepared. Create an agenda and share it in advance to manage expectations and let the interviewee understand what you are planning to ask.

Keep your intro short. My students often worry about what to say about themselves. In the informational interview, I suggest you follow the **80/10/10 rule**—80% of the time listen, 10% of the time ask questions, and 10% share information about yourself. John Lees, author of *The Success Code* says, "What frustrates busy people is when they agree to an informational interview, and then the person seeking advice spends 15 minutes talking about himself and his job search" (Knight, 2016). You are not there to market yourself. Simply, prepare a brief introduction about yourself—your goals, your background, and most importantly what information you need.

Be an active listener. Be present and really listen to answers during an informational interview. Show interest by nodding, keeping eye-contact, and asking thoughtful follow-up questions. As the conversation progresses, try to go with the flow. Do not worry about getting answers to every one of your questions. The conversation may lead into productive, but unanticipated, areas of information.

No phones. Not only make sure to turn off all notifications, do not have your phone out at all. Have a pen and paper with your list of questions and bring printed copies of your agenda.

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Think like a researcher. The goal of an informational interview is to get information. Shoba Subramanian, PhD, Principal Program Manager of University Partnerships at Amazon, who recently made a major career transition, really appreciates the wealth of information you can gain from these informal career conversations.

> Informational Interviews allow you to collect data, much like scientific research. The more data you have from talking to multiple professionals and the more rigorous you are in analyzing common themes from the dataset, the more prepared and aware you will be to launch your career! (S. Subramanian, personal communication, December 10, 2022)

Prepare questions. Brainstorm questions about what the person is doing now, how they got there, where they are heading, and for any guidance to help your career exploration or job search. Here are questions to consider:

- What do you see as the potential for growth in this industry, this field?
- How did you get started? Can you tell me about your experience interviewing for your first job?
- Where do you see yourself in 5 years?
- What are the most rewarding and difficult aspects of your job?
- What advice do you have about leveraging a psychology background to get a job in this area?
- Do you recommend any books to read?
- Can you tell me a little bit about a project you are working on right now?

What not to ask. You should not ask questions whose answers could be found by a quick online search (e.g., company mission, products, or office locations). Also, inappropriate are personal questions, such as questions about salary or age.

Wrap up on time. If you asked for 20 minutes of a person's time, stick to it. A terrific way to end is to ask to be in touch again ("You gave me a lot of great information. I would like to review what we discussed and do a little more research. Can I get back to you with questions?") or tap into their network ("Can I connect with you on LinkedIn?"). The last question I suggest you ask is for another name ("Is there anyone else with whom you suggest I meet?").

This is Your Network—Build and Maintain It!

The value of these personal and professional connections is tremendous (Freeland Fisher, 2019). Remember, this is not a one-off conversation. You are trying to build a relationship. So, after the informational interview, make sure to send a thank you note within 24 hours. Write a thoughtful and personalized note that shows gratitude but do not ask for favors or other requests. Consider sending an actual handwritten note. A recent article in *The New York Times* (Vora, 2022) discusses the power of hand-written thank-you notes. Because so few people write them, they have even more impact.

You are playing the long game with these informational interviews with the goal of developing a network and building relationships that might develop into future mentors and supporters. So, follow through on anything you promised, recap progress, and find ways you could be of value to them, such as sharing relevant articles or useful resources.

The time to start is now. It is the start of a new year. Consider doing more informational interviews as your new year's resolution so the next time someone asks about your plans after graduation, you have an answer! Happy interviewing!

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Cultivating Brave Spaces

Gabrielle P. A. Smith, PhD
Texas Woman's University

Setting the Stage

"What do you need in order to feel supported in your tenure process?" As I was rounding out my first year in a new position, a colleague posed this question. I was in the midst of my third year on the tenure track. At many institutions, including mine, the third year is critical. The third-year review is the quintessential check-in stage, where the question "Are you making concrete, meaningful steps forward?" is answered by your work and your strategic plan for the future. I considered this question carefully, pondering my current trajectory and projecting elements of the next phase of my journey. Although I was on track to meet the standards for tenure and promotion as written, I still needed mentorship, community, and peer guidance to avoid stagnation. I needed community. I answered, "an affinity group for Black faculty," and the process of cultivating a space for this purpose began. I naively thought that creating the space would be a simple process. Still, I quickly realized there were many necessary considerations in constructing this space, and decisions would not always be straightforward.

The Decision

The decision to formally pursue an affinity group for Black faculty did not occur in a vacuum. Before this question, I had many discussions with others in academia, and several peers mentioned the meaningfulness of affinity groups. Affinity groups are considered brave spaces where people who share a salient identity convene and engage in a community (Myers et al., 2019). The term "brave" is sometimes used in place of the word "safe" space to acknowledge the inability to guarantee that *ANY* space can truly be a safe haven without recourse (Arao & Clemens, 2013). Thus, creating, supporting, and accessing these spaces is a brave act that entrusts that those you share space with will value you and the space enough to protect it and honor its purpose. In creating this space, I knew this could not be a solo venture, so I set out to create thought partnerships with change agents that could make it happen. In collaboration with *MANY* colleagues, we met, conducted listening sessions, expanded the idea to include Black staff, conducted surveys, held brainstorming sessions and planning meetings, investigated affinity groups at other institutions, and created that protected space. Eventually, with much help from several incredible thought partners, it happened, and I am proud to still serve as the president of what is now the Texas Woman's University Black Faculty and Staff Association (TBFSA) at my institution. The best part of this TBFSA journey is the collaboration and the existence of a thriving group that continuously exceeds all of my expectations. However, an unexpected addition was the ongoing question of "who and what purpose should you serve?" which is often present in the justice, equity, diversity, and inclusion (JEDI) space.

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But What About…?

The journey to create TBFSA was met with enthusiasm across the board (I am at an AMAZING institution), but a puzzling query/request/charge emerged. Occasionally in conversations about the need for the group, someone would chime in, "Wouldn't that be nice to have for everyone?" or "How about we have a group that does this for ALL racial/ethnic 'minorities?' " or "Won't this be exclusionary?" or "What about this or that group? What are you doing for them?" While well-meaning, these requests were pitching triple the workload while simultaneously reducing the specifically intended impact on Black faculty and staff.

Honestly? Yes, everyone would benefit from community and support in their spaces (e.g., the workplace). Still, these spaces often only naturally exist for groups of individuals who do not identify as members of historically marginalized or underrepresented groups. It is crucial to address the organizational climate or the extent to which everyone feels welcomed and included to see if there are areas in which some demographics are not being fully served. Even outside of the organization, if the field or society has exclusionary structures and policies, it is also imperative to consider the impact of that exclusion within your organizational space. Thus, it is necessary to do equity work to create brave spaces while addressing preexisting gaps. Real equity considers the prior uneven distribution of resources when making decisions about current or future resource allocation (Akbar & Parker, 2021). This differs from equality or giving everyone access to the same resources because equality will continue to sustain disproportionate access by not considering the historical or current inequity.

Thus, when I, or anyone else, ventures to create brave spaces, it should be done with consideration of both societal and organizational culture and climate, with weight given to both current conditions and the historical conditions that cultivated the current community. You cannot simply welcome a formerly excluded or underrepresented group into a space without engaging in meaningful steps to ensure that the culture and climate are inclusive. Also, although shared diversity spaces are sometimes necessary, work well, and produce productive and meaningful conversations, an all-encompassing diversity group is not the only answer (Abdullah et al., 2016). However, shared diversity spaces often serve a different, albeit meaningful, function than a specific affinity group can (e.g., multigroup dialogues).

Although it is important to note that multiple groups of people may benefit from cultivating a protected space for their in-group, it's also important to acknowledge that not all groups have similar needs. It is also essential to understand that brave spaces should serve the intended group in areas related to inclusion and community, not simply diversity. To be clear, although diversity is essential, it is not the only thing that needs to be considered when cultivating these brave spaces. The American Psychological Association (APA) defines diversity as "*n*. the wide range of variation of living organisms in an ecosystem. When describing people and population groups, diversity can include such factors as age, gender, sexuality, race, ethnicity, nationality, and religion, as well as education, livelihood, and marital status" (APA, n.d.). A more apt definition to consider is the APA definition of diverse provided in the Equity, Diversity, and Inclusion Framework

> Involving the representation or composition of various social identity groups in a work group, organization, or community. The focus is on social identities that correspond to societal differences in power and privilege, and thus to the marginalization of some groups based on specific attributes—e.g., race, ethnicity, culture, gender, gender identity and expression, sexual orientation, socioeconomic status, religion, spirituality, disability, age, national origin, immigration status, and language. (Other identities may also be considered where there is evidence of disparities in power and privilege.) There is a recognition that people have multiple identities and that social identities are intersectional and have different salience and impact in different contexts. (Akbar & Parker, 2021)

Thus, while knowing the demographics is essential, it is also important to acknowledge that being aware of the diversity in the group is only meaningful when paired with significant progress toward JEDI work. We are not immune, and the Psi Chi Diversity Advisory Committee (DAC) is currently working to reassess our name, our charge, and our work to ensure that we are continuously operating in the best practices in the JEDI space. Thus, I am not charging you with actions I am not personally engaging in. So, when you begin or continue to advocate for these brave spaces, be sure that you are being intentional about the climate at your organization and how to best serve those not currently engaged in the fabric of your community.

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The Path Forward

If you are in the process of cultivating brave spaces for your organization, here are a few tips to get you started:

Determine who you are trying to serve.

Is the goal to make a space specifically tailored to a group not currently being served by the organization or to create a forum for everyone to engage?

Decide what the mission and purpose of the group are.

Crafting a mission statement can assist with this step. Are you centering group efforts on building community, engaging students or community members, advocacy work, social justice initiatives, or combining all of the above? Having a clear vision can help direct the establishment and sustainment of the group you create.

Acknowledge that doing everything at once is not realistic.

Although we want to make sure that we have spaces where everyone can find a point of entry, it is unreasonable to assume that we can go from lacking inclusive spaces to an all-inclusive climate overnight. While you tackle multiple issues, you cannot fix everything simultaneously with a single solution. A multitude of strategies are likely necessary, and this is ok.

Do not overload those individuals willing to do the heavy lifting.

If you have someone doing JEDI work and doing it well, let them continue to engage reasonably. There is a tendency to overload those who volunteer to do some aspect of social justice work with all of it. Try to avoid doing this and provide some reasonable means of compensation for the work they are doing.

The work is not done when the group(s) begins.

Revisit, revise, and relearn to ensure that you continuously operate in the best practices possible for the JEDI space.

Lastly, consider the words of Audre Lorde:

"If I didn't define myself for myself, I would be crunched into other people's fantasies for me and eaten alive" (Lorde, 2007, p. 134).

Ensure you are engaging those you desire to serve in the conversation as early and as often as possible. Despite best efforts and intentions, no one knows the wants and needs of their community better than those who belong to it.

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Psychological Theory Can Explain Why the College Experience Is So Good for You

Ronald Stolberg, PhD
Alliant International University

Coursework, grades, and degrees are all important but one of the best experiences in college life is being subjected to things that are different than how you grew up. It is likely that you went to high school in a rather homogenous environment. Most high schools represent a small area of a community where the families are of similar socioeconomic status, share many of the same values, and recognize similar traditions. That is definitely not the case on college and university campuses around the country where people come from all over the world to study and learn.

It should come as no surprise that the general education courses you are often required to take are designed to subject you to a wide array of topics and perspectives that you probably wouldn't come across in your major studies. Your faculty come from all over the nation and world with the expressed intent of subjecting you to a wide variety of perspectives, opinions, and traditions. In fact, your instructors are likely to take you on a journey outside your comfort zone by asking you to see things from several different lenses.

There is a lot going on outside the classroom as well. Ethnic, political, and cultural differences are the norm on campuses across the country. Campus clubs offer something for everyone and can number into the hundreds. Dining halls offer cuisine from all over the globe, and you are likely to overhear dozens of different languages being spoken just walking across campus. Being exposed to all of this in college is really good for you, but why do we think so?

Fortunately, **psychology can explain how these behaviors occurring at a critical period in your development is very healthy.** Three major contributions to psychology can help us understand the process better. First, McCrae and Costa present five factors that describe human personality characteristics critical to you being responsive to all the new ideas and views. Second, Erik Erikson examined the impact of social experiences throughout an individual's life and theorized that development occurs in eight sequential steps, including one that occurs in late adolescence and early adulthood. Finally, Carl Jung wrote extensively about the individuation process and the architypes which make up your self-identity.

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The Five Factor Model of Personality

Personality researchers generally agree that that there are five core personality types that are present in everyone regardless of age, gender, ethnicity, or nationality. They include ***Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism***. We often use the acronym OCEAN to represent the five factors and to help us remember them. The personality factor that explains your willingness to attend college, join clubs, make new friends, and want to learn new things is called ***Openness to Experience.*** It is important to remember that each of the five primary personality traits described by McCrea and Costa (1999) represent a continuum between two extremes. In this case, being high on ***Openness to Experience*** refers to being intellectually curious, eager to learn new things, and enjoy new experiences. People who score high on this trait are also adventurous and more willing to take risks. It should come as no surprise that people attending college often score high on this trait. It is a perfect personality dimension to have during the college experience. New ideas are everywhere if you are open to experiencing them. This might take the form of attending a political rally that isn't exactly in line with your traditional family political beliefs or you might go listen to a lecturer who is on campus to share their controversial views on culture or social justice. The idea isn't that your beliefs will change because you went to meetings on campus but that you are open to considering new ideas and perspectives at this critical time in your development.

If you would like to read more about the ***Five Factor Model of Personality*** the following link from verywellmind.com is a great starting place (https://www.verywellmind.com/the-big-five-personality-dimensions-2795422).

Erikson's Eight Stages of Human Development

Psychologists, physicians, and a wide array of researchers have been studying the process of human development for decades, if not centuries. You have probably studied Piaget, Kohlberg, and Mahler's developmental models. One researcher, Erik Erikson (1980), believed that personality develops in a predetermined order and that at each stage a person experiences a psychosocial crisis which needs resolving before moving on to the next stage. The fifth stage of Erikson's theory is called ***Identity vs. Role Confusion*** and occurs late in adolescence, just in time for the college experience. This important stage is the process by which people transition from childhood to adulthood. At this stage, individuals are developmentally drawn to becoming more independent, and they search for a sense of self and personal identity. They undergo an intense exploration of their personal values, beliefs, and priorities. We often see young adults searching for political beliefs that may differ from their parents or views on society that are not entirely consistent with their upbringing. At this stage, the goal is to examine one's identity. Those who overcome this psychosocial stage in a healthy manner end up with a roadmap for who they want to be. They set goals, make changes, and develop a "path" to who they will be as an adult. There might not be a better place to figure out who you want to be than a college or university campus. Being subjected to such a wide array of new perspectives and beliefs is the perfect environment to begin defining your own values, beliefs, and priorities.

To learn more about Erikson's stages please see a wonderful summary on https://www.healthline.com (https://www.healthline.com/health/parenting/erikson-stages).

Jung's Archetypes

Carl Jung (1991) wrote extensively about the three stages to the individuation process. Jung claimed to identify a large number of archetypes but paid special attention to four. He labeled these archetypes ***the Self, the Persona, the Shadow, and the Anima/Animus***. Again, exploring one's own archetypes is a process that is well-suited to the college experience. The most important aspect to examine at this phase of life is known as the ***Shadow Archetype.*** According to Jung, this concept represents all the personality traits that we aren't cognitively aware of. They are often ignored, denied, or even repressed from our conscious awareness. College is a great atmosphere to have the freedom to explore aspects of your personality that, for various reasons, might not have been allowed to surface previously. Once you are comfortable enough to allow the ***Shadow Archetypes*** to be examined, they can either be integrated in a healthy manner with ***the Self*** or ***the Persona*** or discarded in such a way that they are no longer simply repressed. This process results in a healthy sense of identity allowing you to become your idealized self. New career goals, meaningful relationships, and a belief in your destiny are common. Maybe there has been pressure on you to join the family business or enter the traditional workforce but once you have really examined your own archetypes you may find that your passion lies in a totally different path. Or you may find that you still hold similar goals but that they come from within you rather than from pressure exerted from family or society.

To learn more about the architypes and how they relate to Jungian theory https://www.simplypsychology.org/ has a wonderful summary (https://www.simplypsychology.org/carl-jung.html).

Summary

This phase of your life is a wonderful time to purposefully examine who you want to be, what your values are, and what kind of people you want to surround yourself with. Taking chances and stepping outside your comfort zone is a healthy developmental process that is supported by being open to new experiences (MaCrae & Costa's Five Factor Model of Personality), the transition for adolescence to adulthood (Erikson's Eight Stages of Human Development), and examining the parts of your identity that had previously been repressed (Jung's Archetypes). Finally, if you really want to experience different cultures and influences on your identity, you might consider participating in a study abroad program. Living in an entirely different country can be a life-changing experience at the perfect time in your life.

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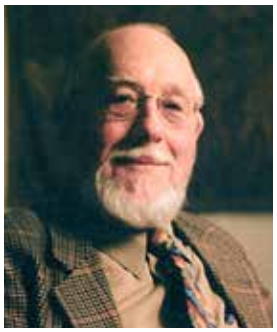
2023 Distinguished Members of Psi Chi

We are excited to congratulate Dr. Martha S. Zlokovich and Dr. Paul Hettich for their selection as the 2023 Distinguished Members of Psi Chi, the International Honor Society in Psychology! Drs. Zlokovich and Hettich were chosen by Psi Chi's Board of Directors in recognition for their professional achievements in psychology and in the areas of research, service, teaching, and advancing the mission of Psi Chi.

This is truly the highest award available in our organization. In Psi Chi's 93-year history, it has only been bestowed upon 46 individuals. Other Psi Chi Distinguished Members include Drs. Albert Bandura, Alice Eagly, Elizabeth Loftus, B. F. Skinner, Philip G. Zimbardo, and more.

View the complete list at www.psichi.org/?Dist_Members



Paul Hettich, PhD

Paul I. Hettich, PhD, Professor Emeritus at DePaul University (IL), received degrees in psychology at Marquette University, New Mexico State University, and Loyola University Chicago. He served as an Army personnel psychologist at an Armed Forces Entrance and Examining Station, program evaluator in a federally funded education R&D lab, and a corporate applied scientist with a focus on driver behavior research. These positions created a "real world" foundation for his career in college teaching and administration as a department chair, academic dean, grants writer, and related responsibilities at Barat College (IL), and subsequently as program chair at Barat College of DePaul University, retiring in 2005. He has spoken in numerous international, national, and local venues, authored or coauthored several journal articles, coauthored five books and three book chapters about study skills and college-to-career concerns, and performed community service. He was inspired to write about workplace readiness issues based on his nonacademic experiences and by graduates and employers who complained of the disconnect between college and workplace cultures, expectations, and practices. He enjoyed writing 38 columns since 2010 for *Eye on Psi Chi* and coediting an eBook with Susan Iles and Bradly Cannon about career related topics for baccalaureate psychology graduates.

Martha S. Zlokovich, PhD

Dr. Martha S. Zlokovich, developmental psychologist, was a faculty member at Southeast Missouri State University for 17 years. There she served as Southeast's Psi Chi and Psychology Club faculty advisor, her chapter won the Ruth Hubbard Cousins National Chapter Award, she earned full professor, served as Psychology Department Chair, Chair of Faculty Senate, and as Interim Director of the Center for Teaching and Learning and Office of Instructional Technology. She mentored students who presented and won research awards at MPA and published in Psi Chi's research journal. She was elected to the local school board, as Midwestern VP and President of Psi Chi's Board, President of Society for Psychologists in Leadership, President of Association of College Honor Societies, and she is currently treasurer for APA's Division 52, International Psychology.

"Dr. Z" joined Psi Chi's staff in 2008 as second Executive Director (as currently defined, with a doctorate in psychology) and has overseen growth of Psi Chi's non-U.S. 50 state chapters from one to 31 chapters in 22 different countries/US territories. She was also instrumental in developing Psi Chi's Network for International Collaborative Exchange (NICE): Crowd, an annual, crowd-sourced, global data collection project, and Psi Chi's four Advisory Committees.

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Adjusting Expectations

for Recent Graduates Entering the Workforce

Staci L. Parker, PhD
President, Maryland Career Development Association

It was 1969. I was five years old and about to embark on what I would imagine to be the best day of my life: my first day in public school. I had watched my oldest sister go to school and return with fascinating stories and samples of what she had been learning while she was there. She said it was "Homework"—lessons she practiced at home. "Goody," I thought. I would help her do some of the practice lessons and, when the time came for me to go to school, I would be ready!

Fast forward to my first day of school. I had one of my best dresses on, black patent leather shoes, and laced socks that folded down to drape over them. My mother styled my hair just the way I loved it and as a gift, she gave me a blue patent leather briefcase—I looked like a miniature professor. Mission accomplished. My goal was to become a teacher one day. After all, I loved learning, so it was befitting to have such an ambition.

The big moment came. I walked in the room that would literally define my career decades later. My expectations were much higher. My idea of going to school had been a fantasy for years, as a young student. I thought that school was a place for students to learn, where teachers engaged and opened young minds to endless possibilities in education. Instead, I walked in a classroom of shear chaos. I thought in my five-year-old mind, "This cannot be right! I must be in the wrong class."

There were children running around recklessly. "Where's the teacher?" my mother asked another parent walking in with us. I thought to myself, "Please don't leave me here with them," but once the adults sorted everything out, they left us … me, in this environment. This was not what I expected in those early years of preparing myself to enter school. This was the moment that I decided that I no longer

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wanted to be a teacher. No one seemed to be prepared in the classroom, and because of the chaos I saw, I made a declaration at the age of seven to become a psychologist instead. After elementary school, junior high, and high school, I went to college and received my undergraduate degree in psychology. Some years later, I attended a graduate dual degree program in organization psychology. I kept the promise to my seven-year-old self and achieved a PhD.

I'm sharing this story because we all have expectations. This particular story illustrates expectations surrounding education, what to anticipate after we have graduated, and creating a plan that ensures the outcome we expect. Let's take a moment to discuss the expectations one might have as a recent graduate entering the workforce and how to apply the theories of an academic career so that your expectations come to fruition.

Key Elements

There are three key elements for adjusting the expectations that one may have as a graduate entering the workforce. One begins at the beginning of your academic career. The second is experienced throughout your studies. And the third element begins after graduation.

The Beginning: *Preparing a Strategic Plan*

I have often said to my clients when providing consultation services, whether in the academic arena or in other industries, that how you begin your journey is very important for meeting your goals. Preparing a strategic education plan that provides a roadmap for meeting your expectations is essential when you are a student and is your responsibility as well. It is also wise to begin with that reference because it will be the reminder of why you made the choice for higher education in the first place. Therefore, it is imperative that the institution with which you choose to partner has similar expectations of your own. This is important because this knowledge and partnership will likely produce the experience you want. In other words, do your homework like I did as a five-year-old, think beyond graduation and how you plan to use what you learn, then prepare for the real thing. According to the theory of person–environment fit, it is important that the needs of both the individual and the organization be fulfilled, based on what both bring to the professional environment (Edwards, 2008). You are merely forming a symbiotic relationship before your academic career and maintaining it through the duration of your time with the organization. This relationship also describes your academic experience and will define your professional experience as well.

The Middle: *The Difference Between Theory and Real-World Experiences*

Today, many higher education programs require internships as part of the criteria for graduation. Some provide experiential learning, in the way of mentorship programs, as a bridge to transitioning the student to the teacher or the ability to apply theory through practice. According to a study I conducted, "the last 25 years have examined the benefits of mentoring. Research has shown that mentoring improves career outcomes for individuals and that mentoring produced a substantial influence on career outcomes" (Parker,

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Understand that the **achievements you accomplish in your academic studies translate to your success in the workplace.**

Do your best and there will be little adjustment in your expectations that you'll need to make.

2019). Understanding the difference between theory, real-world experiences, and the utilization of both is what you should learn to distinguish. We all learn differently. Some of us prefer to learn by theory, others prefer to learn through application; however, the most effective method for preparing for the workplace is utilizing both. A plan that provides the balance of what you learn with how you will apply it in the workplace is something that should be cultivated throughout your educational experience so that your transition is seamless.

The End: *Preparing For Your Transition*

When the plan has been followed and the work has been completed, preparation to transition is necessary. I have witnessed students nearly tearing their hair out by the roots because of the inevitable transition into the workplace, as if it was not expected. If the truth be told, the end of your program is the time to wrap up the phase of your academic career so your professional career can be ushered in. Unless you are planning to continue on to achieve other academic endeavors, my advice is to do the following from start to finish. To reiterate, research the college or university that provides you with the kind of experience you want as well as the program you wish to pursue for your intended career. You should also conduct prior research on the industry that you plan to pursue after graduation. It could be a great mistake if you choose an academic program that does not have a professional future.

Periodically check your intended career choice for changes in employment. According to a study conducted by Indeed (2022), "there are a few skills that employers look for in job candidates no matter what the open position is, and having these skills can make you more marketable to recruiters. These skills include communication, problem solving, and teamwork."

Over the course of your academic studies, industries can change, but not expectations of what the employer requires—COVID taught us this. As a result of the pandemic, how we conduct business and how we work was heavily influenced. Therefore, certain types of jobs were phased out; however, others were created. It is always ideal to be aware of tipping points so that you are able to pivot, when necessary, rather than perish.

Once you have started your academic journey, become familiar with officials who can guide you through the process. I would recommend that you share your own plan with your counselor or mentor, for clarity and practicality. You never want to feel that you are in the wrong place because your expectations are too high, too low, or unrealistic.

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A fall lab meeting with Dr. Sabrina Thurman (*fourth from left*) and Dr. Maureen Vandermaas-Peeler (*far right*).

Supporting Students in Uncertain Times Within a Mentoring Constellation Model

Maureen Vandermaas-Peeler, PhD, and Sabrina Thurman, PhD
Elon University

In higher education, strategies are needed to combat deleterious effects of uncertain times on students' mental health and well-being. Many college students experienced increased stress, anxiety, and depression during the pandemic (Wang et al., 2020). In addition to augmenting mental health services, what are strategies for supporting students in these uncertain times? Having one or more mentors in college may help. A Gallup poll (2014) of over 30,000 U.S. college graduates found that alumni who had a mentor in college were more likely to be engaged in their jobs and "thriving" in their well-being. In this study, however, only one in four students identified a mentor. The results of a more recent poll with nearly 2,000 college graduates are more promising, with 69% reporting meaningful relationships with peers and 55% with faculty and staff (Moore et al., 2022).

Mentoring relationships can be powerful sources of support and enhance students' success and well-being. Research has documented many benefits of being

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in a mentoring relationship, including students' persistence toward their degree, higher academic achievement, greater sense of belonging, and the development of professional identities and career goals (e.g., Crisp et al., 2017; Felten & Lambert, 2020; Vandermaas-Peeler et al., 2018). Institutional cultures that prioritize high-quality mentoring relationships offer professional development and sustained support for mentors and reward excellence in mentoring (Behling et al., 2017).

What constitutes a high-quality mentoring relationship? Interestingly, scholars and practitioners do not agree on one definition of mentoring. In their recent review of the literature, Mullen and Klimaitis (2021) found that most definitions include a developmental, relational component; mentoring relationships enhance learning through guided reflection and adaptation to new contexts, skills, and identities.

Although we commonly imagine a traditional model of mentoring with one "expert" mentor and one "novice" mentee, mentoring relationships can be imagined as a whole constellation (Johnson et al., 2013; Vandermaas-Peeler, 2021). A mentoring constellation has been defined as the set of relationships an individual has with multiple people who support and advance their personal and professional development (Higgins & Thomas, 2001; Sorcinelli & Yun, 2007). The constellation can include near-peers, faculty, staff, and community members, among others, who provide support for personal, social, cultural, and academic development, among other areas.

How can mentors working within a constellation model help support students in uncertain times? The following strategies were developed from an **institutional self-study,** existing research, and our own experiences as mentors.

1. Encourage students to develop a diverse constellation of mentors.

A diverse mentoring constellation includes multiple mentors with varied roles and social connections (Higgins & Kram, 2001). Developing multiple mentoring relationships can help students build unique strengths and competencies in various domains. It also eases the pressure of one mentor having to fulfill all the mentoring roles a student may need. As one student in a recent interview study noted, "I think the benefit is just that when you have multiple people, it's like no one has to be an expert on everything that you're interested in." Another identified the benefits of a constellation of mentors as follows:

> Different perspectives and different things that I can go to people with, like, you know, I can go to (professor) for like research and academic questions … And then I go to (staff) when I have like really deep philosophical questions and religious and spiritual questions. And then I go to (staff) when I want to talk about my Latinx identity or I want to speak in Spanish. … humans are such multifaceted beings that expecting one person to be the end-all, be-all for you … it's just unrealistic. And, if you confine yourself to having just one mentor then you would miss out on so much that you could get with having this whole constellation.

Mentors play a significant supportive role in one or more areas, but no one mentor should be expected to serve all mentoring functions. Cultivating a diverse constellation of mentors can help students develop agency in learning how to build relationships for different needs.

Having a diversity of roles and identities of mentors in the constellation may be especially important for students from historically underrepresented or marginalized communities who may struggle to find identity-linked mentors within their academic institution. Successful first-generation college students and Black academics often report having multiple mentors, with some mentors representing their own group affiliations and others who do not share identity characteristics (Demetriou et al., 2017; Dixon-Reeves, 2003). A unique benefit of the constellation model is that multiple mentors can provide different types of support.

2. Build community within and across constellations.

Helping students envision themselves as part of a larger community can help them build confidence and personal and professional identities (Shanahan et al., 2015; Vandermaas-Peeler, 2016). In an academic community of practice, newer students are introduced to the group through engagement in joint, sustained activities with formal and informal guidance by experienced near-peer, faculty, and staff mentors. Through shared knowledge and

Dr. Thurman (*center*) with two students.

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Top photo: All smiles at a lab meeting at Elon University!

Bottom photo: Research lab students grab a bite to eat with Dr. Maureen Vandermaas-Peeler (back left) and Dr. Sabrina Thurman (back right).

experiences, they gradually become part of a collaborative, social community (Lave & Wenger, 1991).

In psychology, our work is highly dependent on collaboration and teamwork (Thurman & Vandermaas-Peeler, 2022). On multiple occasions, we have made concerted efforts to join our labs together to build community through larger themed discussions. For example, we read Brené Brown's (2010) *The Gifts of Imperfection* and discussed this text in light of our own feelings of imposter syndrome. During our institution's summer undergraduate research program, we fostered "walking mentoring meetings" designed to facilitate comradery across research labs. In addition to updates on the research projects, our conversations included topics ranging from selecting graduate programs and planning future pathways to growing, cooking, and eating summer produce. These cross-constellation mentoring meetings afford multiple opportunities for students to gain greater support, encouragement, and solidarity from each of us, as well as from their peers through discussions around academic challenges, uncertainty about the future, and their established and developing conceptions of their personal and professional identities.

Fostering honest conversations and embracing vulnerability are critical aspects of building community (Thurman & Vandermaas-Peeler, in press). Although more than 80% of people experience imposter syndrome, or feelings of inadequacy, students can fail to realize that others are struggling with similar issues (Bravata, 2020; Jaremka et al., 2020; Palmer, 2021). Facilitating candid conversations in which multiple mentors and mentees discuss fears, self-doubts, and challenges may offer pathways for building trust and demystifying "hidden" aspects of academic culture. Together, mentors and mentees can identify areas where further support is needed or mentoring functions that are missing from the constellation. Students can be encouraged to seek help from other mentors or add new relationships to their constellation. As one mentor in our interview study noted,

> I think it's useful to have a number of people who serve different needs, and it helps people develop a sense of belonging, it helps people develop a sense of, "I can problem solve, I can figure out who I need to talk to or what I need to do next in order to address whatever issue is going on in my life.

3. Support student engagement with hope and optimism.

In uncertain times, hope is one of the most important ways for adults not only to cope, but to flourish. Despite the challenges

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of these times, including a pandemic, widespread racial and social injustices, dire signs of climate change, political and economic tensions, and much more, we must remain hopeful and imagine a positive future for ourselves in order to thrive in our professional and personal lives (Jensen, 2022). Hope and optimism have a demonstrated positive impact on mental health and are associated with positive student engagement in school (Gallagher & Lopez, 2009; Gallup, 2017).

During uncertain and stressful times, mentors can support mentees in maintaining hope and identifying positive steps forward in their work together. This can be done through efforts to build the mentees' confidence by focusing on their past achievements and reframing the uncertainty as a tool for positive change (e.g., "what good has already come out of this situation, or what could still be unfolding in time?"). Mentors can provide social support and act as positive role models. They can promote their mentee's help-seeking behaviors and thereby connect mentees to other potential mentors in the students' constellation. Working with a mentee to set small goals and aiming to progress toward them incrementally can help mentees take control of a situation in ways that feel more manageable.

It is important to remember that while mentoring relationships take significant time and investment, mentors also derive benefits from mentoring relationships. The following quote from a mentor in our interview study depicts the optimism derived from mentoring relationships with students.

> I really draw energy from student interaction, in terms of trading ideas and possibilities and helping programs grow. So ultimately for me, working with students is by far one of the most fulfilling aspects of my job. And I really think about myself as somebody who helps … develop and cultivate the students I work with as leaders and as human beings, both personally and professionally.

Conclusion

Students face myriad challenges in times of uncertainty, such as difficulties in their academic studies, fears of inadequacy or imposter syndrome, or even isolation or marginalization due to their identity characteristics. Building diverse constellations of mentoring relationships can support students in navigating personal and academic obstacles across multiple contexts. In high-quality mentoring constellations, mentors balance emotional support and challenge, help to build community, embrace vulnerability, foster honest conversations, and identify positive steps for advancing students' learning and well-being.

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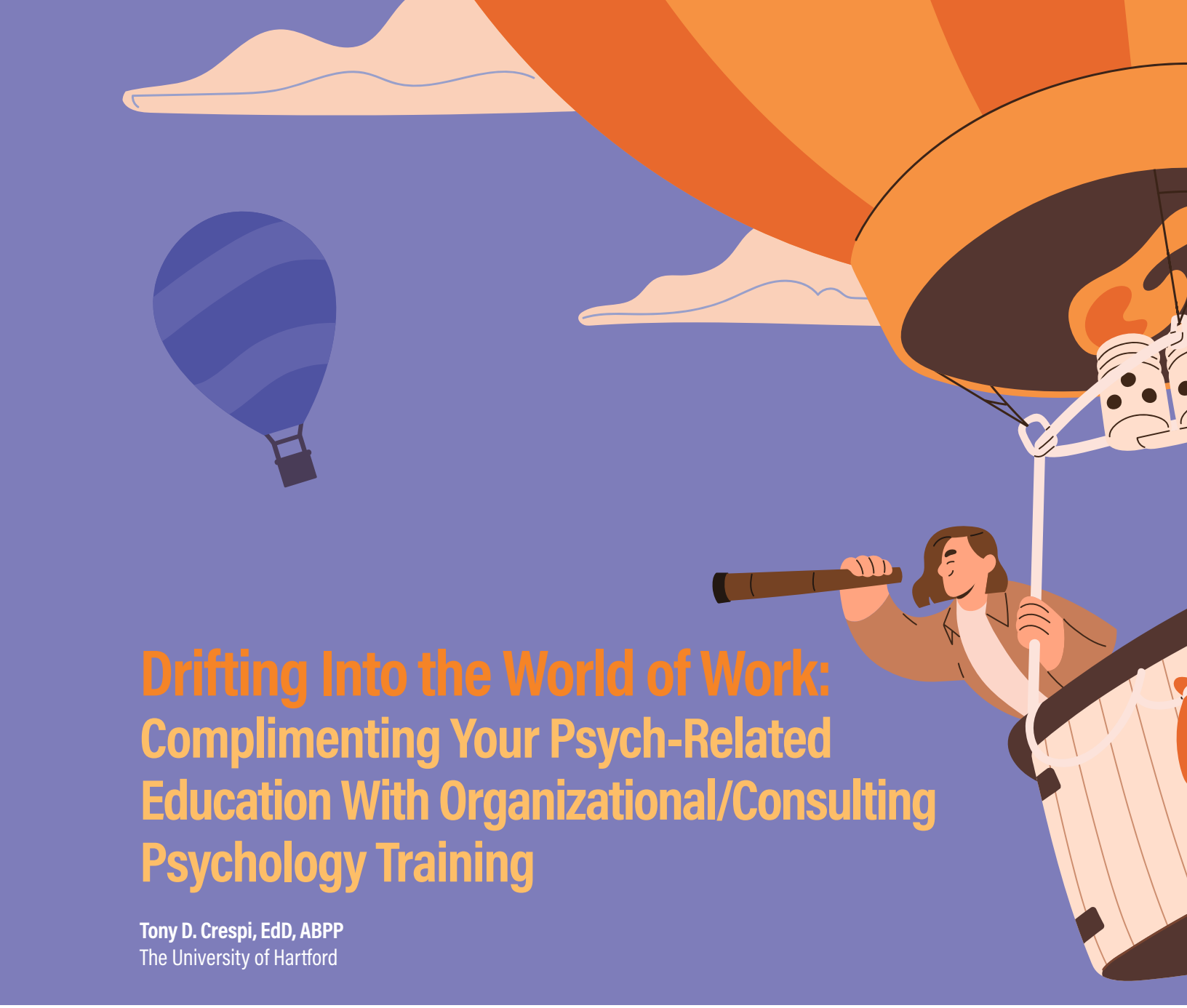

Drifting Into the World of Work: Complimenting Your Psych-Related Education With Organizational/Consulting Psychology Training

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Fred Rogers—Mister Rogers—approached life with a guiding philosophy. He referred to this as "guided drift." For Rogers, life involved moving from opportunity to opportunity, drifting as different opportunities became evident. In his case, he seemed to feel that the drift was guided by some central purpose. In aviation, an aircraft can drift with the force of the wind, whereas boats drift with currents: both use a rudder to maintain course. There are times, though, when a set course may encounter turbulence in aviation or perilous weather on the water. So, although passengers on commercial flights or ships may cringe at a course deviation, it is often because passengers are unaware of the perils of a planned routing, which may encounter turbulence or stormy weather. Sometimes a planned course is not ideal. Sometimes, too, a gentle drift opens a new and positive alternative.

In his book, *Life's Journeys According to Mister Rogers*, Fred Rogers suggested that we may travel one street only to find an area of interest leading us onto a new roadway. Sometimes this drift sets our rudder on a new course. In his case, that avenue led to more than three decades on television and a positive impact on countless children and families.

Within career psychology, finding a life course is not always clear-cut. Fortunately, college offers an ideal opportunity to explore new academic and life choices as it is a wonderful occasion to drift, study, explore, and investigate new fields. In fact, new and novel classes in and out of psychology can help solidify one person's plan while setting another person on a new and unexpected academic and career adventure. One class to consider may involve a dip in organizational psychology.

According to the U.S. Bureau of Labor Statistics (2021), the median national

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annual salary for organizational psychologists is $105,310.00. In fact, although pay can vary with geography, experience, and education, annual income for the top 10% topped more than $168,300.00!

For this article, I will discuss what might happen if you dip your toe into organizational psychology training. Along the way, I'll share examples of people who have successfully "drifted" across multiple traditional psychology pathways into the world of organizational psych. And I'll answer top questions you may have about perceptions and potential salaries that could result from making this transition.

Background

Historically, business students have often viewed the MBA as a pinnacle of educational success. Business schools are not, though, the only avenue to study organizations! Organizational and consulting psychologists use psychology to study multifaceted areas, including human resources, employee recruitment, training and development, and an overall wellspring of human variables. Working in diverse corporations, hospitals, the military, aviation, the travel industry, as well as non-profit enterprises, psychologists can have dramatic impacts on the work world. Further, new curricula in organizational psychology, organizational development, and consulting psychology have unveiled new passageways and broken new barriers in our understanding of organizational dynamics.

Educationally, although some believe a meaningful career blueprint will miraculously appear, it is also true that, through a guided drift in class selection, students can explore different thoroughfares of possible interest. In this way, ultimately selecting a graduate degree and program can involve a more enjoyable, leisurely, approach.

Understandably, although a doctoral degree such as a PhD, EdD, or PsyD, as well as an MS or MA, in such areas as organizational psychology, organizational development, or consulting psychology can offer a traditional career trajectory, it is also true that graduate degrees in such areas as clinical, counseling, or school psychology can be complimented with an MA/MS in organizational psychology or an MBA to offer "multiple" career pathways. Interested in team building or employee retention? Interested in employment recruitment? Interested in education and training? From recruitment to training, from team building to conflict mediation, and from marketing research to employee selection, organizational psychology offers an array of opportunities.

Consider these job titles:

- Executive coach
- Management consultant
- Organizational consultant
- Human resources associate
- Organizational psychologist
- Change management consultant
- Industrial-organizational psychologist

Fundamentally, navigating the choice of graduate school and academic degree can pose a major life and career challenge. Would your interests be best served by a traditional MA or PhD degree in organizational psychology or is a combination of degrees preferable? Looking at the latter, would a PhD in counseling or clinical psychology coupled with an MA in organizational behavior be your ideal? Would an EdD in organizational development linked with an MBA be your preference? Profoundly, what degrees best suit your menu and life course?

Certainly, the question of type of university also looms. Should you pursue a traditional "brick and mortar" campus-based degree or a nontraditional, distance, option? Would a combination involving both a traditional and hybrid degree be preferable? Although the former remains most known, Lederman (2018) reported that more than two-thirds of public university students were enrolled in distance learning courses, and Seaman et al. (2018) reported that more than 6 million students in the United States were engaged in distance education with approximately one half solely enrolled in online courses. Relative to the study of organizational psychology and/or organizational behavior (unknown to many), while many students see clinical psychology as most engaging, APA (2016) indicated that only 42% of doctorates are actually awarded in clinical psychology! The salaries in organizational psychology alone suggests the area as viable and valuable. This in hand, the career narratives which follows are drawn from conversations with students and professionals at multiple conference during presentations on graduate education. Read their stories. Plan your career.

Individual Educational Narratives

The PsyD in Clinical Psychology With a Supplemental Organizational PhD

At one conference, one fellow in attendance with a PsyD in clinical psychology from an APA-approved program was working in private practice as a licensed psychologist and pursuing a PhD in organizational behavior. Interested in reflections on his resumé, he noted that, with high expenses in his practice

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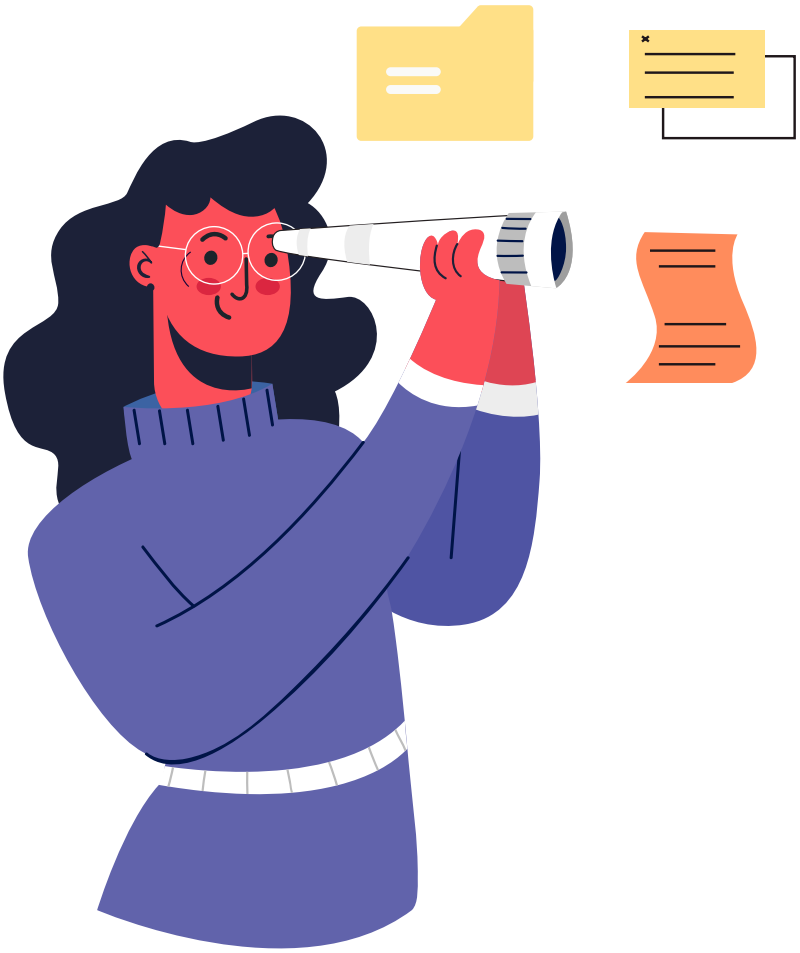

including office overhead, malpractice insurance, and licensure fees, he was interested in a career as an organizational consultant. Following the receipt of his PhD, he planned to augment his practice as he transitioned into a corporate career. He wondered whether an internship in business might enhance this transition. Certainly a viable plan, I asked if he had explored part-time consulting and if he had engaged in employee assistance work. He noted that this was not a path he had considered and left the talk planning to explore this option and to add training in new areas including implicit bias.

The PhD in Educational Leadership With a Supplemental MPA

One woman we met had followed her MA in school counseling and a decade of experience with a PhD in educational leadership with a supplemental MPA (masters in public administration). Vocationally, she had transitioned from her position as a school counselor to an administrative position in school administration, earning a six-figure income. Envisioning early retirement, she was interested in learning why the state had indicated that she was not eligible for credentialing as a licensed psychologist. She knew I had authored a text on licensing and hoped I might add insight. It was noted that, generally, without a doctorate in psychology, she lacked eligibility to complete a "respecialization program." Although a PhD in social psychology, as an example, could pursue a respecialization program, this required a doctoral degree in psychology. Her PhD was not in psychology. Still, I noted that, with her degree in counseling, she might explore credentialing as a licensed professional counselor. I also asked if she was interested in a second doctorate in clinical psychology or if she had considered an MA degree in a related area such as marriage and family therapy. She left feeling she had new areas to research.

The EdD in Clinical Psychology With a Supplemental MBA

One woman at one conference blended a rare EdD in clinical psychology, that she had earned decades previously, with a supplemental MBA earned more recently while working in private practice. She explained that, although she enjoyed her practice and held board certification in clinical psychology—ABPP—she was invested in developing a new career trajectory in consulting psychology and, after hearing our talk on college teaching, was now considering exploring affiliate (adjunct) teaching. She noted that she was pleased to learn about part-time college teaching opportunities, which might augment her practice. I asked if she had explored employee assistance opportunities, which might sit at the intersection of clinical psychology and organizational development and asked whether she had considered college counseling posts as she had mentioned that her practice included a large client base of students attending nearby colleges. She left with new possibilities.

MA/MS Degrees With Supplemental Certificates

In conference talks, attendees have included multiple nondoctoral individuals with diverse graduate credentials interested in organizational psychology. One professionally certified school psychologist with her MS degree subsequently pursued a post-degree certificate and school-based administrative certification. Subsequently she was offered a school-based leadership position earning a six-figure salary! Although not an organizational consultant, she was working in leadership, earning a wonderful salary, and building key skills and experience.

Quite compelling, there are multiple employment options for those with an MA From business and university positions in areas of human resources to myriad positions across diverse areas of business, these tales suggest that degrees and professional certificates are solid. As an illustration, an organizational certificate in executive coaching or leadership can often add employer appeal, while certificates and licenses as a licensed psychologist or licensed professional counselor—through degrees in clinical, counseling, or school psychology—might

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be seen as enhancing versatility when coupled with a degree or certificate in this area. Equally notable, corporate philosophies can often guide education given that not all companies have the same mission.

Options and Opportunities: Dreams and Realities

As Mr. Rogers once suggested, take a moment and let your mind drift.

When Union Pacific Railroad Chairman Averell Harriman opened the Sun Valley Ski Resort in Idaho in the 1930s, profit was not the motive! In fact, he hoped to build an ideal resort to attract the jet set. With guests including the likes of Hollywood stars ranging from Lucille Ball and Errol Flynn to well-known author and adventurer Ernest Hemingway, the resort was intended to be a "perfect place" able to compete with the finest mountain resorts in Europe. Imagine attracting employees to an organization not focused on profit!

This narrative is notable understanding that, although some college students are driven by a goal of high salaries, some are driven less by financial goals and more by personal interests, lifestyle, and overall career aspirations. Some, too, do not always have the firsthand knowledge and wherewithal to choose their ideal advanced degree nor ideal employer. With some career guidance—and often coupled with an internship—choices can seem less overwhelming. A college student who attends college in the Gunnison Valley in Colorado and who spends weekends skiing the steep lines at Crested Butte Mountain Resort might find that working part-time in the mountain leisure industry offers different opportunities than an undergraduate in New York City working part-time on Wall Street. In contrast, the undergraduate working on a private yacht in Florida gains a different perspective than a student working at the airport on the island of Martha's Vineyard in Massachusetts. From Colorado to New England and from Florida to New York, carefully blended internships and part-time jobs can stimulate new ideas which can be coupled with unexplored classes and degrees. In one class, I met a student working as a Ferry Boat Captain in Block Island Sound. With her schedule, she was stymied as to how to pursue an MA degree! Another student was employed at a casino working as a "croupier"—a dealer! She noted that, with training in organizational development, she could envision a career in human resources within the casino environment

It's a bigger neighborhood than many realize.

Organizational psychology appealed to both individuals as this lens provides a different lens than traditional business school. As psychologists know, happiness is not classically derived solely from financial compensation. Although compensation is important, work-life balance, employee benefits, leisure opportunities, and relational dynamics all impact work-life satisfaction. Simultaneously, workplace conflict, implicit bias, gender inequities, and motivational dynamics illustrate areas challenging businesses.

Fundamentally, the neighborhood of organizational development has changed and is changing. For some, these changes bring new opportunities. The questions and answer section which follows is intended to help readers sort through this extraordinary area. Often not fully considered by students who think a business school the sole arena to study business, departments of psychology also are a fertile platform for career mobility. Consider the issues.

Questions and Concerns

1. Can an MA or PhD in I-O psychology earn a salary of approximately $90,000?

Yes! I-O psychology is a lucrative area with broad applications. From positions in human resources and corporate recruitment to executive coaching, the options are wide. In fact, I-O psychology graduates can certainly compete with MBA graduates. As noted, the U.S. Bureau of Labor Statistics indicates the median national annual salary for industrial-organizational psychologists is $105,310.00. Although salaries vary with geography, experience, and education, salaries for the top 10% can top more than $168,300.00!

2. Can an MA or PhD in I-O psychology work without a license or certification?

Yes. Although a clinical or counseling psychologist must typically hold a license as a licensed psychologist to secure employment, completing an APA-approved curriculum typically including a year-long internship and year-long post-doctoral residency. Industrial and organizational consultants need not necessarily be licensed and training need not meet APA requirements. Although training experiences are encouraged, requirements vary markedly and many MA students will compliment work experiences with classwork to enhance employability.

3. Can a student in clinical, counseling, or school psychology "shift" to a career in organizational psychology or organizational behavior?

Yes. Although many students will pursue a traditional masters and/or doctoral program in industrial-organizational psychology or organizational behavior, those with credentials as a licensed psychologist, professionally certified school psychologist, licensed marriage and family therapist, or licensed professional counselor might compliment such credentials with an MA/MS or a second doctorate. In fact, with the increasing proliferation of online programs, the diversity of program menus has increased markedly. This has included menus offering both synchronous and asynchronous classes, as well as distributed education models and curricula using residential retreat formats. This offers adult learners and professionals shifting career tracks enhanced flexibility in degrees and offerings. For students and professionals the choices are widespread.

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4. Will employers value traditional and nontraditional MAs and PhDs?

Yes. Although there is a "pedigree" factor (or bias) about university status, the Covid-19 pandemic crisis has created a moment wherein virtually every university in the U.S. provided online education. Thus, the acceptance and validity of distance education may be shifting as schools offer greater numbers of online courses and better see the flexibility of this learning modality. Still, not all faculty and employers may perceive degrees equally. Similar to how the MD degree is sometimes viewed as superior to the DO degree in medicine, so each individual must craft choices based on individual goals and beliefs. This in hand, degrees can open certain gateways while not all portals. Within university faculty searches, there is sometimes a "pedigree factor," which can impact attractiveness. Just as that MD may have perceived status over a DO degree, so applicants to a PhD, EdD, PsyD, or DMFT program should weigh status recognizing certain employers may gauge traditional and nontraditional programs with different perceptions. A year past, a certified school psychologist confided that, after completing the bulk of a PhD in an APA-approved program, he needed to move geographically. With few credits potentially accepted by universities in his new locale, he elected a distance education PhD. Although he realized this could not lead to credentialing as a licensed psychologist, he noted his employer granted a notable raise—approximately $10,000.00—for his PhD. In his case, the financial gain for his PhD amplified the value of his nontraditional degree.

5. Can an industrial-organizational psychologist acquire licensure?

Yes. A doctorate in industrial-organizational psychology, whether a PhD, EdD, or PsyD, can acquire licensing with the requisite supervisory experiences. Those with a PhD, EdD, or PsyD in clinical, counseling, or school psychology with an appropriate internship and post-doctoral residency meeting licensing standards qualify for licensure and may work in organizational arenas, as noted, by expanding skills with training often through a complimentary master's degree. That in hand, many simply see no need for a license identifying themselves as an organizational consultant or similar designation.

6. Is a PhD preferable to an MA?

Yes and No! Just as a PA (i.e., physician assistant) can enjoy a rich career without holding an MD, so an MA can enjoy a satisfying career without completing a doctorate. As a comparison, school psychologists, marriage and family therapists, and licensed professional counselors all can enjoy satisfying careers and compete effectively without a doctoral degree. On the other hand, many university faculty posts require a doctorate and positions with a university largely expect a doctorate.

7. Are practica and internships truly important?

Yes. So often individuals seeking a position lack specific experiences which might enhance employability. Building experiences suited to future employment can only strengthen an application. That in hand, building experience through a practica is only one venue. Paid training positions can be invaluable as can volunteer experiences. Military experience and Peace Corps experiences are illustrative examples of experiences which can strengthen a resumé. The ideal candidate has a range of experiences that can impart a foundation suitable for a particular employment experience. One individual we spoke with who served as a captain on a small ferry off the East Coast engaged in responsibilities which included supervision and conflict management, while she had also acquired boating licenses not acquired by a typical boater. Certainly the unique nature of this work could have appeal to multiple employers.

8: Can an MA in I-O psychology teach undergraduates without a doctorate?

Yes. Many part-time faculty hold masters degrees, and in many community colleges, the majority of faculty do not hold a doctorate! With approximately 70% of faculty in non-tenure track positions (American Association of University Professors, 2018), part-time university teaching positions are plentiful! In fact, Woodruff (2018) indicated that the Bureau of Labor Statistics projected employment for those interested in community college teaching to grow 15% from 2016–26. For those interested part-time teaching in multiple colleges including community colleges offer opportunities. These kinds of positions can nicely augment salary and add unique contacts.

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Reflections

Don't stagger under the belief that a successful career will miraculously unfold. Don't avoid the opportunity to explore classes in areas which may open new career and life routes. Just as Fred Rogers—Mr. Rogers—suggested that we can drift in life to discover new pathways and avenues, so, for many, the world of business may offer a path of appeal and education in organization behavior and industrial-organizational psychology may be of interest. Toward this end, I often encourage undergraduates to sample a diversity classes including classes in industrial and organizational psychology and in business. This "guided drift" can be positive. Just as a boat may need to be guided around a rocky shoal, and similar to how aircraft may shift direction to "deviate" around traffic or a storm, so students can see these classes as positive deviations and the pursuit of multiple degrees and certificates not necessarily anything but positive.

Consider how and in what way you might propel your career (and your life) in a trajectory that can support the life to which you aspire. For many, we often cobble together a career with less planning than ideal. I have met multiple individuals—often in conference workshops—who have gradually shifted career trajectories. From a professionally certified school psychologist who developed a career in administration within a department of correction to a clinical psychologist with a PsyD who subsequently earned a PhD in organizational behavior and developed a career within industry, organizational psychology offers a rich palate from which to contemplate the work world.

As we all explore life changes due to Covid-19, hopefully this material may help stimulate your thinking and these narratives and questions will help you expand your thinking as you plan your courses, your possible degree options, and your career. Career psychology offers an exciting array of options and opportunities.

Welcome to the neighborhood. May your path be enjoyable.

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Submission Guidelines

With more than 1,180 chapters, Psi Chi members can make a significant impact in their communities. Reviewing Chapter Activities in Eye on Psi Chi is a great way to find inspirational ideas for your chapter and keep in touch with your chapter after you graduate.

Activities are listed in the following categories:

- COMMUNITY SERVICE
- CONVENTION/CONFERENCE
- FUND-RAISING
- INDUCTION CEREMONY
- MEETING/SPEAKER EVENT
- RECRUITMENT
- SOCIAL EVENT

Share your chapter's accomplishments with others in the next issue of Eye on Psi Chi! Chapter officers and advisors are encouraged to visit https://www.psichi.org/page/eye_activity

Submission deadlines*

Fall: June 30
Winter: September 30
Spring: December 15
Summer: February 28

*Reports received (postmarked) after the deadline will appear in the next issue of *Eye on Psi Chi*.

ABBREVIATIONS

ACHS	Association of College Honor Societies
APA	American Psychological Association
APS	Association for Psychological Science
EPA	Eastern Psychological Association
MPA	Midwestern Psychological Association
NEPA	New England Psychological Association
RMPA	Rocky Mountain Psychological Association
SEPA	Southeastern Psychological Association
SWPA	Southwestern Psychological Association
WPA	Western Psychological Association

EAST

University at Buffalo, SUNY

SOCIAL EVENT: The chapter kicked off the fall semester with a welcome-back event during the second week of classes. The event featured pizza and a panel of psychology upperclass students, graduate students, and faculty. The goal of the event was to expose students to the variety of psychology fields and career/higher education options that they could pursue after completing an undergraduate degree. Panelists were prompted with questions on how they discovered their career goals, how to take advantage of opportunities as an undergraduate, and other advice.

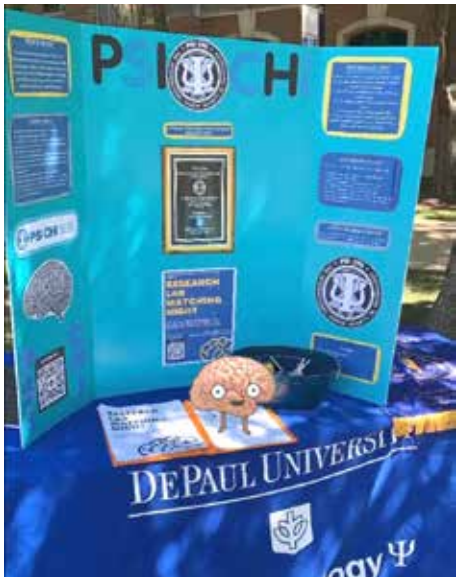
MEETING/SPEAKER EVENT: The chapter hosted a mental health event that included a therapy dog and information on mental health management. The chapter invited a senior graduate student in the department's clinical psychology PhD program to present on mental health, which included symptoms of depression and anxiety, information on suicide risk, and mental health resources on campus. The chapter's officers also created a mental health resources pamphlet, which they handed out to attendees along with stress balls.

MEETING/SPEAKER EVENT: In conjunction with the Career Design Center on campus, the chapter hosted a workshop on job and internship search strategies. In particular, this event focused on how to use LinkedIn. Students were encouraged to bring their laptops so that they could create an account and follow along. This workshop also covered how employers use LinkedIn to search for potential candidates, how to use LinkedIn to establish connections and network with others, and how to find valuable job and internship opportunities on LinkedIn.

Wagner College (NY)

FUNDRAISER: The chapter hosted a bake sale in October to raise money for the JED Foundation. JED, which is a nonprofit organization, helps teens and young adults with their mental health by building specific life skills and support through placing programs in their school systems. The event was a great success.

MEETING/SPEAKER EVENT: The chapter held an alumni panel in November. Psychology students were able to gain insight on a variety of psychology careers from four practicing professionals in the counseling field.



(*Above*) A "Sweet Day" sponsored by the **Wagner College (NY)** Chapter.

(*Above right*)The **DePaul University (IL)** Chapter recruiting new members at the university's fall involvement fair.

(*Right*) **DePaul University (IL)** members learning about psychology research lab opportunities at an annual matchmaking event.

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MIDWEST

DePaul University (IL)

RECRUITMENT: The chapter participated in their university's student organization fall involvement fair. The chapter set up a table to recruit new members and answer questions about the organization. Chapter officers handed out candy and flyers, while discussing qualifications with prospective members. Thirty-five interested students signed up to receive emails about upcoming Psi Chi events and meetings, and several students clicked on a QR code to follow the chapter's Instagram page. The chapter was able to connect with several research labs and other campus organizations during this event, which was useful in the planning of future events.

MEETING/SPEAKER EVENT: On September 28, 2022, the chapter hosted a research lab matchmaking event, where graduate students and faculty had the opportunity to present their research lab's aims and current projects. The goal was to help match students with labs that fit their research goals and interests. Each speaker presented about the research they conduct in their lab, opportunities for research involvement, and what they are looking for in potential research assistants. It was a great way to network with other students and faculty, learn about research being conducted at DePaul, and pursue undergraduate research opportunities.

MEETING/SPEAKER EVENT: On October 26, 2022, the chapter hosted a panel of psychology graduate students, both in-person and on Zoom, to share their experiences related to graduate school. The panelists introduced themselves and their program and discussed topics related to different types of programs, the application process, funding higher education, school and life balance, and how to find a program and mentor that fits one's goals. Throughout the event, the audience had the opportunity to ask questions, and it was a great way for current psychology students to connect with their peers and mentors.

Emporia State University (KS)

COMMUNITY SERVICE: What better than to spread kindness? The chapter created kindness kits during one of the regular meetings this fall. The kits contained all kinds of things that encouraged and reminded students on campus to be kind to others and be kind to their minds as they got closer to the end of the semester. The chapter encouraged members to create a kindness kit and either place it somewhere on campus or to give it to a student personally. The idea was to promote positive mental health and positive behaviors during stressful times. The members wrote personal notes of encouragement and placed them in the kits as well.

Minnesota State University Moorhead

COMMUNITY SERVICE: The chapter hosted a second annual Thanks-for-Giving donation drive to help restock Dragon Pantry that serves students struggling with food insecurities. Over the course of four days, members collected over 300 food times. In addition to the donation drive, members donated their Tuesday evenings to keeping the pantry open after business hours during the fall and

(*Far left*) **Emporia State University (KS)** members with their completed kindness kits!

(*Below left*) **Emporia State University (KS)** Chapter's president and secretary deciding what to put in their kindness kits!

(*Left*) **Minnesota State University Moorhead** members Amber Roerick and Bryonna Schumacher!

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spring semesters.

St. Ambrose University (IA)

COMMUNITY SERVICE: To increase awareness of the mental illness and decrease stigmatization, the chapter and Psychology Club raised money and organized a group of students to walk on NAMI Walks. Students raised $2,140 for the organization and had 80 students be part of Team Ambrose.

INDUCTION CEREMONY: This year's induction ceremony was held on November 2, 2022. Thirteen students were inducted. Family members, friends, and psychology faculty attended. The keynote speaker was Dr. Jan Wessel from the University of Iowa who presented on "From Action-Stopping to Thought Suppression: The Universal Role of Inhibitory Control in Flexible Behavior and Cognition."

COMMUNITY SERVICE: As part of Suicide Awareness Month, members hosted a table with statistics about suicide on college campuses. They provided information via pamphlets and handouts with resources on how to seek help.

SOUTHEAST

Agnes Scott College (GA)

SOCIAL EVENT: The chapter hosted a "regression party" for the psychology department. Students were given the option of playing with many toys (i.e., board games, puzzles) and if they did, they received raffle tickets to bid on fun psychology prizes. Fun was had by all. It was a great way to start the semester.

SOCIAL EVENT: The chapter hosted a bingo night for students in the psychology department. Students ate candy, and those who won received prizes. The students had a lot of fun and plan to do this event again next year.

Northern Kentucky University

MEETING/SPEAKER EVENT: On September 28, 2022, the chapter featured 1N5, a non-profit organization that seeks to prevent suicide, reduce the stigma of mental illness, and promote mental health. The name 1N5 refers to the fact that 1 in 5 teens and adults suffers from mental illness. Tarin Cook, alumna of NKU, and Jessica Hartley, alumna of Gordon College, described the history, goals, and activities of 1N5, as well as how people can get involved. It was educational and fun!

COMMUNITY SERVICE: The chapter also promoted the Warrior Run: The Race for Life, which is sponsored by 1N5. The 5k run (or mile walk) took place on October 8, 2022. Several chapter members participated in the run/walk and/or helped with a donation, including all Psi Chi officers. Proceeds benefitted a mental health program at Cincinnati Children's Hospital Medical Center as well as mental health programs in local schools.

The University of Alabama in Huntsville

COMMUNITY SERVICE: The chapter banded together to fight the war on trash around campus on Halloween. Clean-up supplies—including buckets, trash bags, gloves, and litter grabbers—were graciously provided by the campus facilities department, and Psi Chi provided a pizza lunch and volunteers. Both new and veteran members came

(*Above*) **Agnes Scott College's (GA)** 2022 Regression Party.

(*Top right*) Jessica Hartley teaching about ways to reduce the stigma of mental illness at **Northern Kentucky University.**

(*Right*) The **Agnes Scott College (GA)** Chapter hosting a bingo night.

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together in the battle for a cleaner campus. The best part of the event was that participants were encouraged to wear a Halloween costume, and it was fun seeing spooky characters roaming the grounds as they cleared the campus of litter. The chapter looks forward to supporting the community in more fun ways next semester.

COMMUNITY SERVICE: Jenna Cotter (secretary) organized a team for the 2022 Walk for Alzheimer's in Huntsville, AL. This was the chapter's first in-person event since the start of the COVID-19 pandemic. The team raised $880 for the event and made friends along the way. The event featured heartfelt stories told by passionate people whose lives had been touched by Alzheimer's or dementia. Hearing these stories gave the team perspective on how important Alzheimer's research is and filled everyone with pride for their contributions to the cause!

SOCIAL EVENT: In November, the chapter held its first annual Best Cookie competition. Psychology department faculty members volunteered to bake their best cookie recipes, and students stopped by to sample and vote on their favorite cookie. Psi Chi was able to interact with many students in the College of Arts, Humanities, and Social Sciences. Even the Dean, Dr. Sean Lane, stopped by! The cookie competition proved to be the most well-attended event of the semester. In the end, the Interim Chair of the Department, Dr. Carolyn Sanders, won with her delicious "Magic Cookie Bars."

University of Mary Washington (VA)

MEETING/SPEAKER EVENT: Every year, the chapter holds a Personal Statement Workshop. This event provides students with the opportunity to learn how to construct a personal statement for their graduate school applications.

MEETING/SPEAKER EVENT: In addition to the personal statement workshop, the chapter hosts a CV Workshop. For this event, students learn how to properly structure a curriculum vitae, including content and format. The faculty advisor for Psi Chi led both the Personal Statement and CV Workshops.

COMMUNITY SERVICE: For the Fall Semester Service Project, the chapter chose to crochet hats and scarves for their local Fredericksburg community. Several students had crocheted before, and taught their peers who did not know how to crochet. All completed projects will be given to the University of Mary Washington's Center for Community Engagement. They will then be put into "care packages" for guidance counselors to hand out to students at the local schools.

West Virginia University

MEETING/SPEAKER EVENT: Doctoral students within the Department of Psychology took questions from Psi Chi members in a panel discussion about graduate school. Panelists represented each of the areas of emphasis offered at West Virginia University, including behavior analysis, behavioral neuroscience, clinical, and life-span development.

WEST

California Lutheran University

(*Far left*): **Northern Kentucky University** Psi Chi officers at the 1N5 Warrior Run (with Norse horns).

(*left*): Tarin Cook teaching that fear can hinder wise decisions for students at **Northern Kentucky University.**

(*Far left Middle*) Cooper Smitherman (*left*) and Addison Bright (*right*) grab some trash at the Halloween litter pickup at The **University of Alabama in Huntsville**.

(*Below left*) The **University of Alabama in Huntsville** officers poll cookie tasters at the first annual Cookie Off!

(*Below*) The **University of Alabama in Huntsville** members (and Ruby the dog!) pose for a photo following a Walk for Alzheimers.

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MEETING/SPEAKER EVENT: On October 11, the chapter held its annual GradNight for the first time since 2019! Guest speaker Dr. Ryan Sharma, Director of Clinical Training in the PsyD Program in Clinical Psychology at Cal Lutheran, spoke about what graduate schools are looking for in applicants and offered tips for filling out applications and for interviewing. Dean Gribbons (MS), doctoral student in the PsyD program in clinical psychology, offered advice to help students find the right program for themselves.

Lakehead University (Canada)

COMMUNITY SERVICE: The chapter continued its mentorship program this year. This program is dedicated to supporting psychology students in their professional development by pairing them with upperclass undergraduate or master's students based on similar interests in psychological concepts, research topics, and career aspirations. The guidance of the mentor is governed by the needs of the mentee, but will typically include advice on healthy study practices, CV/resumé building, networking opportunities, and finding a thesis supervisor. The student and their mentor choose how they meet (i.e., online or in person) and how often.

COMMUNITY SERVICE: Last school year, the chapter started its annual Feminine Product, Diaper, and Toiletry Drive. This program entails collecting feminine and infant supplies, and then sending them to one of Canada's remote northern First Nation's communities. Many of these communities have difficulty accessing these specific products. The chapter is currently collecting this year's donations, and in partnership with Wasaya Airways, will be sending them to a voted upon community.

SOCIAL EVENT: On September 10, the chapter hosted its annual Psych Hike at the Sleeping Giant Provincial Park. For this event, students who signed up got to tag along with Psi Chi and a psychology faculty guide to hike one of the park's beautiful trails. This year, they hiked the Lehtinen's Bay trail, a four-hour hike. Students who chose to do so were given the opportunity to continue with the faculty guide to the summit of the Sleeping Giant Mountain, an additional two to four hours. Many attended and had a great time spending the afternoon in nature.

Pacific Lutheran University (WA)

SOCIAL EVENT: This winter, the chapter hosted a free yoga night for all students to help alleviate stress during finals week. The chapter recruited Kara O'Toole, a PLU yoga instructor, to lead a mellow yoga flow that focused on rest and relaxation. Attendees were able to engage in guided physical exercise and mindful meditation as an act of self-care. The chapter used funds to pay

(*Above*) University of **Mary Washington (VA)** Psi Chi copresident teaching a member how to crochet.

(*Above right*) Dr. Ryan Sharma speaking at **California Lutheran University** about what admissions committees look for in applicants.

(*Right*) **West Virginia University** psychology doctoral students participate in a panel-discussion about graduate school.

(*Far right*) **Pacific Lutheran University (WA)** advertising for finals week candlelight yoga event.

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for the yoga instructor to provide a free yoga class that was financially accessible to all attendees.

University of California, San Diego

MEETING/SPEAKER EVENT: The chapter was able to learn a little more about the complexities of writing a CV with help from the university's writing hub tutors. The session involved an in-depth look at the differences between a resumé and CV, followed by a series of writing prompts that helped members get a start on their own CVs. An emphasis was placed on how one can show their strengths in an application, rather than simply tell what they are. Those in attendance felt as though they learned vital information that will assist them with locating internships and eventually careers.

SOCIAL EVENT: The chapter took a break from their daily tasks to sip on some boba tea and talk about life both inside and outside of Psychology Club. Both officers and nonofficers who participated had the opportunity to get to know more about each other's goals and past accomplishments. The conversation bounced from the fears of applying for graduate school to which Mario character each person felt best represented by. The newer members were able to feel warmly welcomed in a more casual setting, and everyone buzzed with the prospect of more events to come later in the year.

MEETING/SPEAKER EVENT: The university's Professor Chapman was invited to speak to the Psychology Club about the key differences, as well as pros and cons, of obtaining a PsyD versus a PhD. Many members felt enlightened by this event as they discovered more about both degrees than they knew previously. An important take-away was that a PsyD involves a larger load of practicum experience, whereas a PhD focuses on research. The chapter was eager to hear about Professor Chapman's background, having involved both master's and PsyD programs, and could voice their questions during a Q&A session after the talk.

University of Nevada, Las Vegas

SOCIAL EVENT: The Research Matching Event featured representatives from nine psychology research labs at the university. Students were able to meet lab representatives, graduate students, and directors to learn more about their research and the process of how to become a research assistant. Students were free to roam around to different research lab tables as they pleased. This fun and interactive event provided students an opportunity to meet others who have similar educational and career interests. It was a great networking opportunity and allowed students to get their foot in the door of research.

(*Top left*) **University of Nevada, Las Vegas** students visiting the various research lab tables and talking to lab representatives.

(*Top right*) **University of California, San Diego** Writing Hub CV Workshop.

(*Above*) Inside the PsyD with **University of California, San Diego's** Professor Chapman.

(Left) **University of California, San Diego** Psychology Club at Wushiland Boba.

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Smile, SENIORS!

You might be surprised by how fast one of your graduation photos could appear on your mom's hearth. Will it also find a home on social media and maybe your dresser too? Wherever it goes, look your best with Psi Chi Graduation Regalia!

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