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Harry Potter World fan? Hiking enthusiast? Like to travel? When it comes to exploring fun places, there are two main ways to do it. One option is to dive straight in and find your way around without any preparation. Use trial and error. Retrace your steps if you go astray. Another way is to do your homework first. Whether it is an amusement park, a national park, or a new locale, reading up on where you are going can help you navigate better. At minimum, reading what experts have said about the place and heeding the recommendations can help you make the most of your time and ensure you do not miss important features. Following a guide can also prevent you getting lost and reduce stress.

Life is significantly more complex than a walk in the woods but there is still a resource to help you navigate it—psychological science. That is the guide book for us all!

During my year as President of Psi Chi, I have one overarching goal. I would like to get psychology to more people. My goal is to accelerate the sharing of psychology and illustrate its relevance to daily life. Psychology is everywhere, and my theme puts this front and center: #PsychEverywhere. Psychology is everywhere but not enough people fully recognize this. Just like a well-written guide helps you make the most of your experiences, years of psychological science are a guide to life. Psychological science contributes to making every aspect of our lives better. Whether in our personal relationships, work productivity and satisfaction, mental and physical health, sports, or in the legal realm, psychology is there (Gernsbacher & Pomerantz, 2014).

For too long psychology has been shrouded by a host of misperceptions. We only learn when we are taught according to our preferred learning style—a myth. An association implies causation—incorrect. Expressing your anger helps you get rid of it—wrong again. Some of the other most common misperceptions include opposites attract in relationships, older adults are lonely, and memory is like a tape recorder (Lilienfeld, Lynn, Ruscio, & Beyerstein, 2009). The results of psychological research highlight the real story. But that’s not all.

Psychological scientists are sitting on secrets to a happy healthier life. Truth be told, the secrets are only secrets in that psychological research is not as widespread as it could be. I have taught psychology and done psychological research for over 25 years. I have worked on how we experience stress, what makes good teachers, what helps people learn better, automatic ways we form perceptions of others from clothes, and many other topics. That’s a good variety and that is just me. As a field, psychologists research EVERYTHING—learning, memory, language, intelligence, emotion, and motivation. You name it, psychological science has examined it. Now to get more of the research to more people.

When I tell someone I am a psychologist, the common question is “Are you reading my mind.” Then, Freud is mentioned. Psychology is a lot more than Freud, couches, and therapy. Yes, psychology does treat mental illness (and some therapy involves couches) and the majority of PhDs in psychology are clinical/counseling BUT psychology is much more. Psychology involves research in neuroscience, cognition, and personality. There are school, sports, and industrial/organization psychologists. Psych science is everywhere. Name a job. Any job. Psychology is in there. Military or police? Business? Politics? Healthcare? Psychology—it’s in there. Not only is psychology everywhere, it is also a central part of science. As John Cacioppo famously observed in his Presidential column for the Association for Psychological Science (2007), contemporary sciences no longer originate from a single source. There are seven hub sciences and psychology is one of them (the others are mathematics, physics, chemistry, earth sciences, medicine, and the social sciences). No wonder psychology is so pervasive in daily life.

Although taking a high school or college psychology course is one way to learn about how psychology is everywhere, not all who take the course fully grasp the utility of the discipline. Although over a million students take introductory psychology every year, many students have never been exposed to psychology. Furthermore, the majority of psychology majors do not go on to graduate study or have careers in psychology, but all majors go on to live lives that can be enhanced by the fruits of psychological science.

Continuing past Psi Chi initiatives, PsychEverywhere encompasses better mental health for all (Past-President Landrum’s Help Helped Me initiative). PsychEverywhere is for everyone, reminding us to be cognizant of people of different ethnicities, genders, sexual orientations, and abilities (Past-President Domenech Rodriguez’ Diversity Drive). PsychEverywhere provides a guide to content creation. What advice do we have to help cope with stress? How can parents raise healthier children? What will help us find meaning and satisfaction in our careers? How can we be better friends and relationship partners? What are ways to reduce unhealthy behaviors?

Psi Chi is well-positioned to lead a coordinated effort to demonstrate that psychology is everywhere. We all have a role to play. My hope is to have psychologists joining the effort to reveal the utility of psychological science. Whether a student (nonmajor or major), academic psychologist (educator and researcher), or psychologist in the workforce outside the academy, we can all do
our bit. Students can share what they learn in class with peers, friends, and family, together with applying what they learn in psychology classes to their own lives. Educators can work to help students connect class content to their lives and also make sure they are using the tools of psychology to teach psychology (Chew et al., 2018). Researchers doing basic research can translate it for the lay public via blogs, podcasts, or media releases. For my part, I shall be leveraging Psi Chi’s existing resources, creating new ones, and laying the groundwork for future content development, to provide educators with an array of ready-to-use material.

My goal is to gather content around some key areas and curate resources in multiple formats (short videos, podcast, *Eye on Psi Chi* articles). Topics will be organized into two main series. The optimizing series will help users make the most of different arenas and will include Making the Best of College, Making the Best of Your Psych Major (careers), and Psych Tools for Life. The survival series will help users navigate difficult challenges and topics and will include Smiling Through College, Smiling Through Research Methods, Smiling to Tenure, and Smiling Beyond Tenure. Our flagship journal will also have a special issue on applications of psychology to the real world (abstracts are due October 1, https://www.psichi.org/journal_callforabstracts).

If you have material on any of the topics listed above or would like to help in this drive to popularize psychology and demonstrate the everyday utility of psychology, get in touch. Do you have ways we can show psychology is everywhere? Would you like to contribute and collaborate on creating resources? E-mail me directly at Regan.Gurung@OregonState.edu.

- Students—get active with your chapters.
- Officers—challenge your chapters to spread psychology and let me highlight your work.
- Faculty members—share how you spread psychology.
- Active social media users—share psychological research and help to apply it, use the #PsychEverywhere hashtag.

The better the guidebook, the better the user experience. Over a hundred years of psychological research makes for a great guidebook. Let’s get it in more hands. #PsychEverywhere.

References
Contemporary Psychology:
“An Education in Educational Psychology”
or “A Good Excuse to Catch Up With an Old Friend”

Ethan A. McMahan, PhD, Western Oregon University
Maggie Renken, PhD, Georgia State University
Welcome back dear readers. At times, I am amazed by how small and intimate an academic community can be. If you spend enough time working in psychology, you will have met, know, or be friends with pretty much every other academic psychologist. And, if you don’t have a direct relationship with a particular individual, you will be associated with them in a convoluted “five degrees of Kevin Bacon” kind of way. I have personally interacted with some of the most well-known psychologists. This is not bragging, but rather a statement of fact and one that anyone who has worked as long as I have in this field can make.

“Oh, really?” you say in a nonbelieving and somewhat suspicious way, “Like who?” Okay, for example, the first person to visit me during a poster presentation was Henry Roediger III (who I am sure left very confused…my fault, not his), my academic grandfather is John Flavel, and I once had dinner with Phil Zimbardo, among others, who insisted that I eat a nearly lethal amount of deviled eggs. Additionally, I was fortunate enough to attend the same graduate program as Maggie Renken. This is fortunate because we will be covering educational psychology in this edition of Contemporary Psych, and I know next-to-nothing about this area. Although my profound ignorance in an area has never stopped me from pretending to be an expert, I figured that, for your benefit, I should contact my old grad school buddy, a real expert in educational psychology, for an interview. So, in what follows, Dr. Maggie Renken indulges my uninformed questions and, in doing so, provides you with key information about the fascinating field of educational psychology. Enjoy!

**EM:** Good to see you again Maggs! It has been a while! So, how would you define educational psychology?

**MR:** Educational psychology is the study of human learning and is often at the intersection of developmental psychology, cognitive psychology, social psychology, and applied education research. To study learning processes and outcomes, educational psychologists often study instruction and instructional interventions too. Educational psychologists are usually interested in ways to assess humans in learning environments to make inferences about how learning works or to draw conclusions about the effectiveness of some type of instruction. As an example, at Georgia State University, we have several faculty members (Drs. Carlson, Greenberg, Maglino, McCarthy) who focus on strategies associated with reading comprehension and learning from written text. Once we know the strategies learners use, we can design instruction that aligns with or improves upon these strategies.

**EM:** Very cool, but this sounds different from school psychology. Is educational psychology different than school psychology?

**MR:** I’ve been a program director for our graduate programs for a couple of years and this is a question I get a lot. The answer is an emphatic, YES, educational psychology and psychology are different. It’s confusing because they sound so similar. At universities, the fields can get lumped together in the same department, which confuses things further. **School psychologists** are typically interested in assessing specific students and working with teachers and specialists to cater to individual student needs. So, they are typically working directly with children in school settings. **Educational psychologists** are more concerned with testing and advancing general theories of learning and instruction. The fields are distinct, although both are concerned with learners, there’s definite overlap. In fact, a colleague and I just worked on a chapter for a book for school psychologists in which we describe theories of learning and teaching from the perspective of educational psychologists. It’s our hope that knowing about theories, like those of memory and cognitive load, can help school psychologists guide their decision making when working with students.

**EM:** That makes sense! Who are some of the major figures, key players, in educational psychology?

**MR:** As I mentioned earlier, educational psychology often intersects with cognitive science, developmental psychology, and applied education research. That intersection is evident as far as historical figures go. John Dewey had an impact on the field, and we tend to teach Piagetian and Vygotskian perspectives. There’s Bronfenbrenner’s ecological systems theory and more recent dynamic systems models. I’m beginning to notice an increasing impact of critical theory in the field. Margaret Spencer did this work with her phenomenological variant of ecological systems in the 1990s. Megan Bang’s emphasis on situative perspectives shifts the field in that direction as well. Information processing theories also continue to be important to educational psychologists. Increasingly, and as we see growth of the closely related learning...
EM: That covers some recent history, so what are the hot research topics and/or areas of application of this research?

MR: Science, technology, engineering, and mathematics (STEM) education research has been hot for a while. The National Science Foundation as well as many other private foundations are very interested in funding programs that prepare students to be successful in STEM college degree programs and careers. As a result, a large number of educational psychologists—including me—are interested in thinking about how students participate and learn in STEM classrooms and informal settings (like afterschool clubs, museums, etc.). Additionally, at GSU we also have a lot of researchers interested in literacy. And the Institute for Educational Sciences (a branch of the Department of Education) has funded educational psychology faculty to research adult literacy and methods of assessing reading comprehension. Our faculty are also asking questions about the experiences of underrepresented racial, ethnic, and gender minority groups in educational settings and exploring means of improving representation. Understandably, as adaptive technologies continue to improve rapidly, educational psychology researchers, including some of us at GSU, are also addressing questions about how people learn via technology and how technology can be implemented to assess learning.

EM: You have been talking a lot about research. Does that mean that most educational psychologists work in research-oriented institutions or organizations?

MR: Most of the graduates from our PhD program at Georgia State go on to be faculty, research scientists, or research program directors at universities or nonprofit organizations. And this is pretty typical for educational psychologists. Our recent graduates include a policy fellow for the Society for Research of Child Development, postdoctoral researchers at the University of Virginia and Morehouse University, a research scientist for the Georgia Department of Education, faculty in various psychology departments, and the director of research and policy for the Georgia Early Education Alliance for Ready Students.

EM: Wow! Those are some prestigious positions. What type of education/professional experience does one need to become an educational psychologist?

MR: Educational psychologists have a MS or PhD in educational psychology or a related field (like the learning sciences or developmental psychology). Prior to graduate school, it’s a good idea to get some experience in research labs and identify an area of research you’d like to study. Once you have a pretty good idea of what interests you, it’s useful to begin finding faculty who do related research and reaching out to them about pursuing a degree. Most programs, like ours at GSU, follow an apprenticeship model, where grad students work closely with their faculty advisors on their program of study. So, finding a good fit in terms of interest is key. That doesn’t mean you have to be locked in to that specific area of research forever. But it’s the best way to become a well-trained educational psychologist.

EM: What are some key, foundational readings for those interested in this field?

MR: The top journals in the field are the Journal of Educational Psychology, Contemporary Educational Psychology, Educational Psychologist, and Cognition and Instruction. These are good journals to start with for exposure to the latest in the field. The Educational Psychology Division of APA (Division 15) is an active group with a monthly newsletter and healthy social media presence. Check them out! I also recommend two fairly recent articles, one by Alexander and the other by Harris, that consider what educational psychology research has contributed so far and how it should proceed (note to readers: see below for references).

EM: Well Maggs, as always, it has been a pleasure. Thank you so much!

And, to my readers, I hope you enjoyed reading this interview as much as I enjoyed conducting it. Moreover, I hope you found it to be an informative introduction to the area of educational psychology. Until next time!

Further Reading and Resources:

Division 15 of the American Psychological Association—Educational Psychology.
https://www.apa.org/about/division/div15


Ethan A. McMahan, PhD, is an associate professor in the Department of Psychological Sciences at Western Oregon University where he teaches courses in research methods, advanced research methods, and positive psychology. He is passionate about undergraduate education in psychology and has served Psi Chi members in several ways over the last few years, including as a faculty advisor, Psi Chi Western Region Steering Committee Member, Grants Chair, and most recently, as the Western Regional Vice-President of Psi Chi. His research interests focus on hedonic and eudaimonic approaches to well-being, folk conceptions of happiness, and the relationship between nature and human well-being. His recent work examines how exposure to immersive simulations of natural environments impact concurrent emotional state and, more broadly, how regular contact with natural environments may be one route by which individuals achieve optimal feeling and functioning. He has published in the Journal of Positive Psychology, the Journal of Happiness Studies, Personality and Individual Differences, and Ecopsychology, among other publications. He completed his undergraduate training at the University of Colorado at Colorado Springs and holds a PhD in experimental psychology from the University of Wyoming.

Maggie Renken, PhD, is an associate professor in the Department of Learning Sciences at Georgia State University. She researches students’ scientific thinking in formal and informal settings that span pre-K through undergraduate populations. Her research also focuses on broadening participation and the role of mentoring in STEM fields for underrepresented gender and racial group members. Her work is intended to inform approaches in the classroom for assessing and improving scientific thinking, learning, and participation in STEM. She teaches courses in human growth and development, adolescent development, and cognitive development at the undergraduate and graduate level. She also coleads an EPIC (Experiential, Project-based, Interdisciplinary Curriculum) program for students at GSU. Maggie can be reached at mrenken@gsu.edu
SPECIAL ISSUE CALL FOR ABSTRACTS

Psychological Science in the Workplace and Life

Submit an abstract* for a potential empirical manuscript to be published in our upcoming Psi Chi Journal special issue. This issue will showcase psychological science in a variety of real-world settings such as human resources, teaching and learning, health services, industrial/organization, relationship counseling, and game design.

Abstracts are due to jhughes@agnesscott.edu by October 1, 2019. Selected manuscripts are due December 15, 2019. Publication for the issue is anticipated for Summer 2020.

This issue is in direct support of the new 2019–20 Psi Chi theme, #PsychEverywhere. Learn more at https://www.psichi.org/page/journal_callforabstracts

*Faculty and student authors are both eligible to submit. Only the first author is required to be a Psi Chi member.
And we’re back. When Bradley Cannon at Psi Chi floated the idea that we might get the trio back together and start answering students’ questions again from multiple perspectives, it took less than 24 hours for all of us to say “yes” to this reunion. There is something special in higher education about the ability to have collaborations with your dear friends, and these columns are evidence of this.

The theme for our Q&A in this column is “application materials.” Our three-headed approach this time ‘round was that Eric took the first attempt at addressing each question or concern, followed by Scott, then Mitch. What we discovered over time is that nuanced, more complex answers emerge to these important questions that students are asking—a complex question rarely has an easy answer (hence the need for critical thinking).

Question: How can I ensure that the letters of recommendation are well-written and useful? Is it acceptable to ask a reference to make a revision if I feel that an important detail is left out?

Eric: So let’s start with the assumption—as a student, you might not see your letters of recommendation before they are sent. The best way to make sure that your letter of recommendation is well-written, useful, and includes all the important details is to provide your letter writers with documentation (your curriculum vita/resumé, personal statement, unofficial transcripts, bullet-point summary of highlights and achievements). A conversation up-front with your letter writers can hopefully negate the need to ask for a revision. However, if you have a good enough relationship with your letter writers and if they have left out something important and if you get to see the letter before it is sent, then yes, ask for the revision. But that is a lot of ifs.

Scott: As usual, REL is right. Allow me to offer a slightly different take. Here’s my short answer: You can’t. Here’s my long answer: We can’t control others’ behavior, but we can control our own. On the day that I am writing this essay my oldest daughter is taking her Step 1 to continue on in medical school. Can she control her grade? Can a psychology major control a final exam grade in research methods? Can I control if my provost doesn’t want to renew me as dean for another year? No, no, and no. That’s the bad news. The good news is that, in all three cases, each person—the future doctor, the psych major, and the dean—has done much to prepare for the evaluation and thus has a high probability of succeeding. No guarantees, but they’ve done their best. By analogy, the letter-seeker, we hope, has worked smartly and well for the professor, has earned the professor’s trust, and has done much to cultivate a relationship and thus can be assured of a good letter. Do the work. Build the relationship. Trust your mentor. If you do those things, all will be well. The answer to the second question is simple: I don’t give copies of my letters to students, so if I make a mistake, the student would not know. So REL is correct—make sure you give professors full and accurate
information. We write based on the data we're given. Trust us to represent you well.

**Mitch:** As usual, REL and SVS present different perspectives and they’re both right. The themes running through both of them are (a) achieve excellence, (b) establish good relationships with your professors, and (c) refresh your recommenders’ memories with specific evidence of your excellence (more on this later), like the time your professor congratulated you on a particularly good piece of thinking (remember to mention what the thinking was!). Scott’s policy about not having students see his letters is a good reminder that having a recommender decline to show you a draft letter is not necessarily an indication that it has really bad stuff in it.

**Question:** What things do professors look for in letters of recommendation? How long are they usually, and how specific?

**Eric:** Very sneaky, because this is actually three questions. I would look for personal connections or stories that demonstrate a person’s skills, competencies, drive, commitment, dedication, and so on. The factual details (accomplishments, conference presentations, publications) are in the CV and do not need to be addressed again in the letter of recommendation. I want the letter writer to tell me about the applicant as a person. For me, the more specific, the better, and for me, the longer, the better—a longer recommendation letter signals to me that the letter writer knows the applicant better.

**Scott:** I do a lot of faculty hiring and see those types of reference letters and also read outside letters for tenure and promotion. REL is partially correct that longer is better. But some letters get too long and selection committees run out of time. The best letters have the most important material on the first page. And I hypothesize that a short letter is sometimes code for an unenthusiastic one. Maybe the writer is just lazy, but it’s more likely that either the relationship between mentor and mentee is shallow (in which case the mentee needs a different writer) or the writer doesn’t view this applicant as one of her top students but is trying to be less direct.

**Mitch:** We clinicians talk a lot about evidence-based practice, and we researchers talk a lot about evidence in general. Letters should provide evidence for assertions and generalities. The sentence: “John is a wonderful student” should be followed with a few sentences like, “For example: One time in class when we were floundering, he noticed and clearly articulated the nature-nurture issue underlying both my lecture and the students’ subsequent discussions.” The evidence in letters should include narratives and observations that nobody else can provide.

**Question:** Likewise, what things do professors look for during graduate school interviews? What characteristics would really impressed you?

**Eric:** From my experience in interviewing faculty applicants, I can tell you that how applicants treat staff members is often an important indicator to decision makers. And although some do not care for this term, it’s often during an interview where “match and fit” judgments and decisions can be made. My very generic advice here would just be yourself—don’t try to be someone you are not during an interview, because if you are accepted into that graduate program based on a false persona, then there will likely be a mismatch.

**Scott:** I interview many future faculty members from all areas of social sciences. And most of them are excellent by the time they reach me, so the discriminant validity of interview data is low, in my view. The same is often true of grad-school interviews—everyone at that stage is very good. A couple of pieces of advice to help you separate from the crowd: First, ask questions about the future mentor’s work. Faculty love to talk about their research. It shows you’re current in the area of psychology you want to study. Second, ask if there are things about your application that you think are not as strong as they could be, for example, lacking an internship, statistics and methodology, or the like. I’ve had a few applicants ask me this. At first I was taken aback. But after review, I actually like it. It shows a degree of self-awareness (i.e., “I know I’m not perfect”) and eagerness (i.e., “I want to grow professionally”) and respect (i.e., “I want to learn from the best”). I don’t know if Mitch thinks this is a good idea. I guess we’re going to find out right now.

**Mitch:** I’ve done my share of graduate school interviews (and maybe some of Eric’s and Scott’s shares, too). Scott’s recommendations are right on the money. For clinical and other applied programs, the variables of self-awareness and respect, and Eric’s notion of being yourself, feed right into “the ability to take supervision,” which is key. I look for evidence of achievement and professionalism.
The best way to prepare is to think about the areas of your application that aren’t as strong.

But most important might be evidence of being willing and able to learn. Whether there is incremental validity in the interview performance over and above the written parts of the application, Scott and I can debate and maybe design a study to measure. But for now, treat every interaction as part of the interview, adopt an attitude of confidence, and don’t be cocky.

**Question:** What are some questions that might be asked during graduate school interviews? And what type of answers would you look for?

**Eric:** If I conducted graduate school interviews, I think I would probably ask questions like (a) what makes you a good fit for our program, (b) tell me about the specific reasons you think you will be successful in our graduate program, and (c) I’m sure you have compared our program to other programs—how do we stack up, and where do you think we could improve our graduate admissions process?

**Scott:** Last year I taught a class called *Careers in Psychology*. We conducted mock interviews for jobs and graduate school. After watching those interviews I am now encouraging my students to be better acquainted with the scholarly content of the faculty in the program in which one is interviewing. As I noted above, faculty love to talk about their research and this could separate you from the group. Don’t worry so much about getting the personal questions right (what is your favorite class, what are you research interests). You know all that already. Focus on the program, the faculty, and how you can fit into them.

**Mitch:** In my interviews with applicants, I’ve always tried my best to get them “off script.” For example, I might ask about an ethical dilemma that might arise in a professional situation. I’m not looking for the “right” answer. Rather, I’m looking for evidence of self-reflection (e.g., “I might be biased because…”), which, again, might be related to the ability to take supervision and to be open. Apropos of my colleague’s suggestions, I often ask, “What questions do you have for me?” This question tells me (among other things) how well the applicant has prepared for the interview—which might be related to other skills.

**Question:** Are there any questions that applicants are more likely to struggle with?

**Eric:** I think there are some classic “trap” questions in interviewing situations to be careful with, such as “tell us about yourself.” Also, “tell us about your strengths and weaknesses” is often a difficult question, because interviewees are typically not rehearsing their list of weaknesses in their head prior to the interviewing process. Occasionally, I have heard stories of potential students asking questions during an interview that were too personal in nature; those questions are better left for after you have been admitted to your graduate program and have become better acquainted with both the faculty and current graduate students there.

**Scott:** I fear that occasionally interview committee members are not very well trained, which can prompt improper questions. Or committee members act like detectives trying to uncover or expose you. I don’t like that. I would rather have these interviews, like exams, give people a chance to show off what they know rather than expose what they don’t know. But others don’t agree, so be prepared for these tough questions. The best way to prepare is to think about the areas of your application that aren’t as strong. If you get asked about them, be honest. But also talk about a plan to improve. (For example, “I’ve only conducted survey research as an undergrad, but I’m excited about getting in a laboratory and I know that my coursework has prepared me well for a new methodological approach.”)

**Mitch:** Scott and Eric may think that my “off-script” questions are “tough” or “trap” questions, but I see them as opportunities for applications to show me how they face learning situations. I agree with them about being honest: When they ask you about your weaknesses, don’t give a disguised strength, like, “I work on so many research projects, so well, that sometimes I don’t have time to keep up my chess grandmaster title.”
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What do you think of when you reflect on Psi Chi? Your faculty advisor? Your induction date? Wearing your honor cord on your graduation day? In this, our 90th anniversary year, we want to reflect on 90 Years of Excellence. And we also want to look forward to the next 90 years and beyond. As your Psi Chi membership is a lifetime one, let’s collectively look forward to what your membership with Psi Chi can mean over the span of your career.

We wanted to do something unique for our 90th anniversary year. Hence, Psi Chi A–Z. Via this platform, we hope to celebrate, in 26 unique ways, the people and concepts that make Psi Chi a truly special Honor Society. To reflect on our past successes, we want to highlight:

- **In 1929** during the Ninth International Congress of Psychology hosted by APA, representatives from 11 colleges and universities signed the charter creating the new Honor Society.
- **In 2009**, Psi Chi made the transition from a National Honor Society to an International Honor Society. Also, Psi Chi inducted its 600,000th member.
- **In 2017**, Psi Chi proudly awarded its first graduate student scholarships. The first-ever annual Give Back to Psi Chi campaign raised funds for all member programs.
- **Now in 2019**, Psi Chi celebrates over 800,000 lifetime members and 90 Years of Excellence in psychology.

Along with taking the time to reflect, we choose to look forward. We choose to look forward by offering more benefits to our members, engaging more meaningfully with our members, and finding ways to make the lifetime Psi Chi membership of greater value. So why Psi Chi A–Z?

There are so many individuals who make up the Psi Chi community. From Distinguished Members like Drs. Florence Denmark, Albert Bandura, and Elizabeth Loftus, all the way to our student members who are just now embarking on their futures in psychology. There are also Psi Chi members who choose other professions like law, medicine, or any myriad of professions that a psychology degree qualifies one for.

Through our fundraising efforts, Psi Chi also looks forward to developing other possibilities for growth and what that can mean for our members. This year, Psi Chi A–Z celebrates many ways Psi Chi has already made a mark on the science as well as the many ways in which we will continue to be a force in the psychology field. We hope that as you go on the Psi Chi A–Z journey with us, you will be inspired to Give Back to Psi Chi with a financial gift.

What you can look forward to with our A–Z campaign: each of the 26 A–Z letters will be announced throughout the academic year ahead as we celebrate 90 years of recognizing and promoting excellence in the science and application of psychology. Today, I am delighted to share the first three letters below.

---

**A**

**Inspirational message from Psi Chi’s first psychologist Executive Director,**

Dr. Virginia Andreoli Mathie

https://www.psichi.org/page/PsiChi_90Anniversary

**B**

**A unique partnership**

Psi Chi has forged with the Born This Way Foundation

https://psichi.com/BeKind

founded by Lady Gaga and her mother, Cynthia Germanotta.

**C**

**Our Chapter Challenge fundraising campaign**

(https://psichi.com/Chapter Challenge) and how past Psi Chi student participants chose to fundraise on behalf of Psi Chi and why.
YES! I want to support students of psychology and help Psi Chi better serve members.

Please accept my donation of $______________ to the Give Back to Psi Chi annual giving campaign.

Donations can be easily and securely made at donate.psichi.org.

Or, you can mail your check to:

Psi Chi attn.: Give Back to Psi Chi
651 East 4th Street, Ste 600
Chattanooga, TN 37403

If you have questions about Psi Chi’s fundraising efforts, please contact: Cynthia Wilson, MPA, CFRE, Director of Membership & Development, cynthia.wilson@psichi.org

Psi Chi is not resting on our 90 years’ worth of laurels, but instead we are working harder than ever to bring benefits to members and to connect members with what they need in order to be successful. Whether that’s nurturing a lifelong mentor relationship or awarding a scholarship that helps a Psi Chi member graduate, we work hard to serve our members.

Join us this year as we celebrate 26 people and concepts that make Psi Chi special. Join us as we embrace our past and look toward to the future. Psi Chi A–Z runs the gamut of what Psi Chi has been and will be. You are the driving force of our focus on building sustainability. Via donations and other types of support, Psi Chi moves into its 90th anniversary year stronger and with a clearer vision. Help us grow. Help us serve more members. And help us bring psychology to everyone.
As I tell my students, psychology is just as applicable in airports as it in zoos and from the ocean into space. Wherever there is a behaving organism, psychologists have behavior to study (if not for Hollywood’s dire warnings about the dangers of extraterrestrials, I would love to be the first xenopsychologist). And that is so awesome! Unfortunately, similar to how we are geographically tied to an area (Arkansas, in my case), the realities of our work and studies limit us to a small slice of psychology. While I love my area of psychology, I cannot help but feel disappointed in all that I cannot see.

Psi Chi can help here! Through Psi Chi’s grants and awards (https://www.psichi.org/awards), we can help you explore the physical world. However, we can also help increase your exposure to the psychological landscape. And we want to invite your participation in doing so! Here is what we are going to do:

**Psychology in the Headlines**
Psi Chi members represent all areas of psychology and are spread across the globe. The breadth and diversity of experiences represented by our membership is a major strength of the organization. *Eye on Psi Chi* magazine would like to share the Headlines in your area of psychology.

We define “area” broadly. Area includes your research focus, scope of practice, industry, and geographic area. An easy way to determine your area is to think of both what you do and where you do it. That’s your area! As you think about the Headlines in your field, here are some questions you might ask:

- What new major findings are there in my area of research? For example, are there findings that all my peers are abuzz about?
- Has my area recently been applied to a major media event? (e.g., a solar eclipse, famous trial, school shootings)
- How do we think differently about an area of research now than we did in the past?
- What is new in my area of practice or work?
- Are there recent changes in how we apply psychology in our industry?
- What is important about psychology now for our region/country?

These are just some of the questions to help identify the Headlines that you could share with *Eye on Psi Chi* readers from your area of psychology.

**Guidelines to Submit**
I invite you to send me a 100-word summary of the significant and exciting advances in your area. Summaries are accepted from all members of Psi Chi and can represent advances in any area of psychology (science, practice, industry). As you share the Headlines in your area, we will publish a sampling of these in each issue of *Eye on Psi Chi*.

In preparing the summary of your area’s Headline, there are some ground rules you need to follow:

- Submissions are welcome from all Psi Chi members, regardless of current life or professional role.
- Focus on the Headline’s impact to your area, not your contribution to the Headline.
- Summaries are limited to 100 words, excluding references.
- Full references need to be included for all sources.
- Names and emails for all contributors must be included with the submission.
- Include a statement of release for Psi Chi to publish your summary, if selected.
- Submissions are accepted year round. Please send summaries to scharlton@uca.edu.

I am extremely excited about reading the Headlines for your area.
to Psychology in the Headlines

Shawn R. Charlton, PhD
University of Central Arkansas

I envision these summaries as equivalent to the sharing of favorite vacation photos from all over the world! Think about everything that is being done in psychology that we do not have the time or resources to personally experience. That’s what the Headlines will be (I hope)!

So, whether you are in school, practice, or industry, living in Africa, Brazil, or Canada, please accept our invitation to send us a summary of the Headlines in your area of psychology.

References

Shawn R. Charlton, PhD, earned a BA degree from Utah State University (2001) and a MS and PhD from the University of California, San Diego (2006). His research interests explore decision-making in a variety of contexts. Research on professional development in higher education is a growing emphasis for his Behavioral and Social Decisions Laboratory.

Example Submission

Psychology at the Border: Immigration and Positive Psychology

Cobb, Branscombe, Meca, Schwartz, Xie, and Zea (2019) invite readers to a “positive” approach to immigration research. Immigration presents a variety of social, political, economic, and psychological challenges. Despite the challenges, Cobb and colleagues review individual, family, social, and cultural factors that contribute to positive psychological outcomes for immigrants. They summarize their stance as, “A positive-psychology perspective promises to advance the field beyond a predominant focus on cultural stressors and pathology to consider immigrant flourishing.” (pg. 627). Cobb and colleagues present a new lens—positive psychology—for approaching a psychologically important topic.

Become a Recurring Contributor

We are also seeking faculty and other professionals willing to regularly represent their areas of psychology in Psychology in the Headlines. Recurring Contributors agree to identify and submit a 100-word submission for potential publication in each quarterly issue of Eye on Psi Chi. If you are interested, please say so with your first submission. A limited number of Recurring Contributors will be selected, each of whom I will provide with quarterly deadlines as needed and further instructions.
As many members are aware, the charter for Psi Chi was signed September 4, 1929, at Yale University (CT) during the meeting of the Ninth International Congress of Psychology. With that signing, the association was formally created. There are no archival records at Yale recording the event and it is probably safe to assume that the founders had no idea of the extraordinary history that would follow. In the 90 years since that day, the Society has gone through tremendous growth, not only in numbers but also in function. From a simple record-keeping association, it was transformed into a vital force in American psychology. Now, in its latest re-creation, it has become an international organization, engaged in an outreach that was undreamed of by its founders and yet one that is perfectly consistent with its beginnings.

The Congress at Yale in 1929 was a watershed event for American psychology as well as for Psi Chi. When modern psychology began, its center was in Europe—mostly in Germany, France, and England. The strongest European center was the laboratory of Wilhelm Wundt and his psychology program at the University of Leipzig (Germany). It is estimated that he participated in the doctoral preparation of at least 187 students, some of whom later became leaders of American psychology. Through his American students and their fertile home climate, psychology in the United States prospered. By the late 1920s, the United States was in the process of becoming the world center for psychology, a distinction it holds to this day.

The fact that the Ninth International Congress was held at Yale in 1929 was an outward sign of the new U.S. stature. And what an extraordinary Congress it was! The American Psychological Association (APA) cancelled its annual meeting in favor of the international meeting, the only time since its founding in 1892 that it did not hold an annual meeting. Almost three quarters of the APA membership attended the Congress as well as more than one hundred international visitors. Ivan Pavlov, the famed physiologist and psychologist, was one of the keynote speakers. He spoke in Russian with an interpreter at his side. All of the founders of Gestalt psychology—Max Wertheimer, Kurt Koffka, and Wolfgang Köhler—were in attendance. Even a young Jean Piaget came from Switzerland to New Haven for the convention.

It was in that environment that the Psi Chi charter was signed, an event that was long in planning. Edwin Newman and Frederick Lewis had been students at the University of Kansas in 1927 when they conceived the idea of a national honor society in psychology. It took two years of
meetings and letter-writing to bring their idea to fruition. Fourteen colleges and universities signed the original charter, several by proxy. Others were allowed to join in the months that followed. In the end, 21 colleges and universities were granted charter status. With Edwin Newman as the first president, the association was off to a good start.

As effective as the Society was, it did not begin to achieve its potential until 1959 when Ruth H. Cousins assumed leadership of the organization. Ruth agreed to the position as a favor to one of her graduate school teachers and planned to stay with Psi Chi for only a year. She ended up staying for 33. With the help of her husband, who had a background in accounting, she established a stable financial foundation for the organization. Under her direction, Psi Chi assumed a greater presence at both the annual APA meetings and regional meetings. Grant programs were created. Publications were initiated. And with her considerable personal charm, Ruth made friends with the most important psychologists in the United States, many of whom were more than willing to speak at Psi Chi sponsored events.

The organization continued to prosper after Ruth’s retirement, but it could not ignore how the climate for students around the world was changing. More and more U.S. students completed at least part of their studies abroad, and the number of international students increased at U.S. universities. Modern society demanded a more global outlook for its graduates. In 2009, with a two-thirds majority, the chapters of Psi Chi voted to modify the Constitution and become an international organization. It was a bold move, but one that was facilitated by the increased ease of world-wide communication as well as the push within psychology to develop a more global outlook.

The transition was not without problems. Academic cultures are different in different parts of the world. And not all Board members were enthusiastic about the new direction. Drs. John Davis (Psi Chi President 2006–07) and Virginia Andreoli Mathie (Executive Director, 2004–08) were particularly important players in the efforts to work through the differences and achieve a change in the Constitution. Dr. Davis initiated a task force to study the implications of an international direction for Psi Chi, and established a formal relationship between Psi Chi and the APA Committee on International Relations (CIRP). In his four presidential columns in Eye on Psi Chi, he wrote about the importance of becoming more international. His efforts were rewarded with the final vote in 2009.

With its new international status settled, Psi Chi began to explore other
initiatives. A Research Advisory Committee (RAC) was created to “advance the science of psychology,” a major goal of the organization. The RAC advises Psi Chi on new research projects and initiatives, initiates possible partnerships, and keeps abreast of emerging research and methodology, all designed to benefit the Society and its membership. Consistent with its international mission, and with increased sensitivity to the changing social climate, Psi Chi issued a robust statement on diversity and inclusion, reaffirming its commitment to recognize and value people of every background imaginable, including race, ethnicity, gender identity, sexual orientation, religion, and social class.

In 2017–18, Board President Dr. R. Eric Landrum devoted his presidential year to establishing a “help helped me” initiative in an effort to create a safe place where people who need help feel encouraged and free to ask for it. His goal was taken up by local chapters which inaugurated projects ranging from natural disaster assistance to helping victims of cancer. Also in 2017, the Society broadened its student research opportunities with the creation of the Network for International Collaboration Exchange (NICE), a potent resource for cross-cultural research.

Today, Psi Chi has more than 1,130 active chapters, 17 of them in 11 non-U.S. countries. Psi Chi Executive Director Martha S. Zlokovich travels to international conventions to advertise the activities and goals of Psi Chi. Job openings on the Psi Chi Career Center were viewed more than 700,000 times in the past fiscal year. Almost $400,000 in awards, grants, and scholarships were dispersed in 2017–18. Annual citations from the Psi Chi Journal continue to grow steadily, attesting to its vitality and increasing impact. After 90 years, the Society has changed in a multitude of ways—more international, more diverse, with many more opportunities. But it has always maintained its focus on students. And it has never been stronger.

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John D. Hogan, PhD, is Professor of Psychology at St. John’s University, NY. A past moderator of his local Psi Chi chapter and past Eastern Regional Vice-President, he was the keynote speaker at Yale University (CT) for three events celebrating the 70th, 75th, and 80th anniversaries of the founding of Psi Chi. He received his doctorate from Ohio State University in developmental psychology. Recently, his work has focused on the history of psychology and international psychology. From 2006–18, he was the history and obituary editor for American Psychologist. His most recent book, due to be published in the fall of 2019 is Twenty-Four Stories From Psychology (SAGE Publications).

The combined efforts of Drs. John Davis, above, (Psi Chi President 2006–07) and Virginia Andreoli Mathie, below, (Executive Director 2004–08) helped Psi Chi become an international organization.


Above: Rhea M. Watson, Psi Chi member and doctoral student at the University of Nevada, talking with Dr. John Davis (Texas State University-San Marcos; Psi Chi National Past-President) in the Psi Chi hospitality suite.

Right, Drs. Susie Amato Henderson (Psi Chi President, 2011–12) and Martha Zlokovich (Executive Director) with psychology faculty from India, Germany, and Russia tour the area while attending the International Association for Cross-Cultural Psychology meeting July 17-21, 2012, in Stellenbosch, South Africa.

Above: On October 21–30, 2016, Dr. Martha Zlokovich (Executive Director, back row on right) and eight Psi Chi members travelled to Havana in order to present research at the IX Encuentro Internacional de Estudiantes de Psicología at the Universidad del la Habana.
Above, Westfield State College students and Dr. Susan Dutch (top row, center) win the trophy at a local food drive chapter activity.

Above Left, Psi Chi Chapter Huston-Tillotson during a candlelight ceremony.

Above center, Psi Chi cofounder Edwin Newman, circa 1930.

Above, SUNY College at Geneseo (NY) professors at the first annual Psi Chi Student-Faculty paintball game.

Left, Psi Chi Distinguished Member Dr. B.F. Skinner.


INTERNATIONAL 21 FALL 2019 EYE ON PSI CHI

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Do you dream of a master’s or doctoral degree? Are you worried you might not be accepted into graduate school. Are you—or your parents—worried about employment after graduate school?

Like the secret life of bees, graduate school and the employment market has numerous unfamiliar facets. In fact, unknown to many, the American Psychological Association (APA, 2016) provides a helpful overview on master’s and doctoral degrees awarded by field. As example, within applied areas, 42% of doctorates are awarded in clinical psychology, but only 5% are awarded in school psychology, mirroring areas of strong supply as well as shortages. Similarly, data at the master’s degree level notes that counseling represents the largest master’s outlet at 39%, also reflecting an area with employment competition.

As we will note, although this data is daunting, it remains clear that selecting a graduate program can be challenging. In fact, what the data does not indicate
Although many graduate students and advisors have general notions about various fields of practice, many are missing critical data.

**Graduate School: Dreams and Expectations**

Graduate school? Undergraduate and graduate education are not similar. Undergraduate education involves coursework in multiple departments, from English or mathematics to psychology, but graduate education is largely focused on an area of specialization. In addition, just as law school or medical school can require an intense focus blending classroom with preprofessional and professional training, the applicant in applied psychology may be unaware of this blending of study with applied training experiences. In addition, teaching and/or research assistantships can add stress.

Graduate school? Initially, it is not uncommon to wonder if this is a good decision. What is the best school to select? Is my specialty a good selection? Will I secure a job? In addition, graduate students are competitive. Classes are demanding. And it is not uncommon to have undergraduate friends working and earning salaries while graduate students balance additional loans and intense study. Fortunately, assistantships can add a measure of funding while adding to both employability and strengthen experiential background.

Graduate school? Selecting a program which “best” fits your interests and needs is important. Finding a mentor can be equally important. Some graduate programs, similar to law school, have “cohort” groups where a select group of students enter as a group and proceed forward taking similar classes at similar times. Other programs are more individualized. To help, we have provided critical questions, and answers, as you begin to explore the options.

Let the questions begin!

**Perceptions and Realities: Inside the World of Work**

1. Is there a way to begin to sort the options?

   Yes. The experience of having acquired graduate and professional credentials and professional experiences between and across multiple specialties (e.g., licensed psychologist, certified school counselor, certified school psychologist, nationally certified school psychologist, licensed marriage and family therapist, as well as board certification from the American Board of Professional Psychology) complimented by advising students in areas ranging from school psychology to counseling psychology and from marriage and family therapy to forensic counseling has afforded the opportunity to conclude that many students lack key knowledge. Many students and faculty, as example, do not know the difference between a school counselor and school psychologist. Similarly, although forensic psychology involves the intersection of psychology and the law practice, opportunities can be confusing as students weigh employment from prisons to private practice. How to start? First look at multiple curriculum, gauge class titles for interest, and speak to graduates and faculty.

2. Who can help and offer insights?

   Faculty have acquired graduate degrees in diverse areas. These individuals can offer personal insights into their experiences. Fortunately, many universities post faculty resumés (i.e., vitaes) online. In addition, association websites such as the APA, National Association of School Psychologists (NASP), American Association of Marriage and Family Therapy (AAMFT), American Counseling Association, and American Board of Professional Psychology (ABPP) are helpful venues where salaries and job
data is often earmarked. ABPP is an especially interesting site because this group routinely profiles members in areas ranging from clinical psychology to neuropsychology.

3 Where can you go to hear speakers and ask questions?

Because of the importance of these issues, regional and national association conventions routinely have speakers who present talks on graduate education and employment. Over the past decade, as example, I have provided presentations and listened to presentations at conventions including the New England Psychological Association and Eastern Psychological Association. These have been well-attended with the rooms typically filled with interested students and faculty, and participants have opportunities to prompt questions. Often, multiple speakers provide material on key areas including polishing applications, master’s and doctoral options, and employment. Look at the websites for these conventions and consider attending these events.

4 Is university program accreditation important?

Yes. APA accreditation for those interested in becoming credentialed through a state Department of Health Service as a licensed psychologist, NASP program approval for those interested in becoming credentialed through a State Department of Education as a certified school psychologist, and AAMFT accreditation for those interested in credentialing through a Department of Health Service as a licensed marriage and family therapist are illustrations of program markers. Although individual states can vary in departmental names of boards and certification vs. licensure status, these markers are typical. Program accreditation and approval (e.g., APA, NASP, AAMFT) provides an assurance of external review on quality, offers credibility, and affords ease of entry for state credentialing for practice.

5 Why is individual licensure and/or certification important?

Although licensure and/or certification is not necessarily required for all positions, many positions require these designations. As an illustration, employment as a school psychologist or school counselor typically requires State Department of Education credentialing. Just as teachers must hold appropriate certification and are eligible for health care benefits, “sick time,” and retirement programs, school counselors and school psychologists are also eligible for such benefits. Elsewhere, private practice—a common goal for a clinical psychologist—typically involves credentialing as a licensed psychologist, licensed marriage and family therapist, or licensed professional counselor through a State Department of Health Services. Not all career paths require these designations. For example, teaching in a community college wouldn’t typically require such a marker. However, these designations are key to many positions.

6 Are there viable career options for master’s graduates?

Yes. As mentioned earlier, school psychology is facing a national shortage of practitioners. Moreover, entry credentialing as a Certified School Psychologist is typically described as a “Specialist Designation” marked by a master’s degree and a postmaster’s credential often referred to as a sixth year certificate (SYC), professional diploma (PD), certificate of advanced study (CAS/CAGS), or educational specialist degree (EdS). The majority of school psychologists working in the nation’s schools are educated and trained in three-year programs of study that offer these designations. Similarly, school counselors are trained at the master’s degree level as are marriage and family therapists. In short, there are multiple viable career paths for those not necessarily interested in pursuing a doctorate.

7 What are the career paths without licensure?

Careers in industrial and organizational psychology personify a viable option where certification and licensure is not necessarily required, and where association program accreditation is also not required. Still, this is not the sole employment arena which offers employment options without a need for program accreditation and individual licensing and/or certification. Many state positions including probation officers, for example, do not typically require these markers. In truth, from industrial and organizational psychology to probation counseling, there are careers which do not require certification or licensure. At the same time, many students and faculty are unaware of these options. Fortunately, individual study of jobs sites, meetings with knowledgeable career counselors, and conference presentations on graduate school can help deepen knowledge.

8 Does the acquisition of a master’s degree preclude later doctoral study?

No. Many individuals have acquired a master’s degree, enjoyed a viable career, only to later acquire a doctorate. An industrial and organizational MA consultant or a nondoctoral school psychologist might both pursue doctorates within their specialities or in new areas to offer new or additional career opportunities. This said, not all programs will necessarily “accept” all previous credits, and applicants should understand that a doctorate may require additional courses, experiences, and a new plan of study.

9 What are “combined” degree programs, and are these a viable option?

A number of universities offer “combined” programs where students complete a degree in multiple areas—counseling and school psychology as an example—theyby offering
expanding credentialing options and multiple career opportunities. In addition, specialized programs exist where students can also simultaneously acquire supplemental degrees with a PhD or PsyD such as a master of business administration degree (MBA) or juris doctorate (JD). Options can be broad for those with the inclination to choose and create educational programs suited for a diverse and a changing job market.

10 How many graduates are in the job market?

Although many graduate students and advisors have general notions about various fields of practice, many are missing critical data. Did you know as example that school librarians outnumber school psychologists? Did you know that, although there is a national shortage of school psychologists (with widespread opportunities for nondoctoral graduates), the graduates of school counseling programs face fierce competition. Similarly, employment of both master’s forensic counselors and doctoral forensic psychologists is strong! Consider the data on practitioner numbers:

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselors</td>
<td>110,970*</td>
</tr>
<tr>
<td>School Psychologists</td>
<td>41,880*</td>
</tr>
<tr>
<td>School Social Workers</td>
<td>31,030*</td>
</tr>
<tr>
<td>Marriage and Family Therapists</td>
<td>41,500**</td>
</tr>
<tr>
<td>Clinical Psychologists</td>
<td>148,000**</td>
</tr>
</tbody>
</table>


Decisions and Decision Making

Two years ago, a woman in her mid-40s asked me (the first author) if she was too old to pursue a graduate degree in school psychology. She confided that she’d dreamed of becoming a school psychologist for more than 20 years but knew she’d be almost 50 after our three-year program of study. I asked how old she’d be in three years if she didn’t pursue this program. Because she looked confused, I gently explained that my point was that she would be the same age in three years whether or not she pursued her dream! I also noted that, following graduation, she would hopefully be able to work and enjoy a conceivably 15, 20, or even 25 years of professional work she would not be able to enjoy if she did not pursue a degree. I asked the importance of her dreams. You too should weigh your dreams and options!

Graduate education offers the opportunity to pursue a career path, and a lifestyle, which can be unique. Certainly graduate school is not a goal for every undergraduate. Just as some people select law school—my wife Cheryl pursued a specialty in tax while in law school—so students interested in applied tracks must choose whether an area such as clinical psychology, school psychology, counseling psychology, forensic psychology, or an area including marriage and family therapy or school counseling best fit their interests and goals. Sometimes, too, “combined” programs combining two or three areas such as clinical and school psychology can best meet their interests. No one can see into the future. But because we can’t, the best we can do is consider these questions, talk to faculty, attend workshops on graduate education held at professional conferences, and talk to faculty and graduate students in programs you find appealing. Ask students and faculty questions:

What is positive about this program?
What is negative about this program?
Why did you select this program?
Would you choose this program again?
How long does it take for graduates to secure employment?
What is the success of a graduate securing certification and/or licensure?

Ask questions! Balance answers with your interests and needs.

Will graduate school make you happy? Truthfully, graduate school can be demanding. Are you someone who enjoys reading, studying, and writing papers? If you enjoy these tasks, graduate school can be a good fit! Most faculty enjoy these activities and successful graduate students often possess similar interests.

Master’s or doctoral degree? Only you can decide? Fortunately, graduate faculty are, for the most part, committed to helping students traverse from an undergraduate education to graduate school. At the same time, you will be the person reading papers and textbooks, writing papers, and completing applied training. As we noted, there are areas of shortage and areas of greater supply and competition. Graduate school is also stressful. We hope this information helps alleviate some stress as you begin to examine this important decision making process. We also hope to see you at one of our talks—or a talk by our colleagues—on graduate education.

References and Resources


Tony B. Crespi, EdD, ABPP, is professor of psychology at The University of Hartford in Connecticut. A licensed psychologist, licensed marriage and family therapist, certified school counselor, certified school psychologist, and nationally certified school psychologist, he is also a diplomate of the American Board of Professional Psychology and a Past President of Trainers of School Psychologists. He has published three books and more then a hundred journal articles and chapters.

Mikayla Alicandro is presently pursuing her master’s degree and sixth year certificate in school psychology, with a specialization in clinical child counseling, in the NASP Approved Program at The University of Hartford. Her interests include personality assessment with children as well as family counseling with high risk children. She is beginning a year-long practicum this year while still weighing her interests in possibly pursuing a PhD or PsyD in one of these specialties.
The goal of modern psychology is to understand human behavior and mental processes in all forms, yet from the years 2003–07, 82% of studies reported in the top APA journals were conducted in a Western nation and nearly 78% of those studies were conducted in the United States on Western Industrialized, Educated, Rich, and Democratic (WIERD) samples (Henrich, Heine, & Norenzayan, 2010). During the same years, 87% of all authors published in six of the top APA journals were from an English-speaking country with 74% of authors from the United States (Arnett, 2008). It is clear from these studies that one predominant form of human behavior and mental processes is represented in the current research.

These results raise a number of epistemic concerns around the goal of mainstream psychology and push cross-cultural psychological research to respond to these concerns by extending the breadth of psychological knowledge. The overarching problem with research being done almost exclusively in the West is that it excludes the possibility of the diverse ways of being a person in the world, thus, not helping to further the goal of psychology—to understand human behavior and mental processes in all its forms.

Western Worldview
One example of how an overrepresentation of Western scientists and subjects affects the epistemic value of research comes from its “Coloniality of Being” (Maldonado-Torres, 2007). Quijano (2001) defines coloniality as the long-term power relations that emerge as a consequence of colonization. These power relations manifest themselves in a variety of ways including redefining the culture, intersubjectivity, labor, and the production of knowledge. Western researchers come from a neoliberal individualistic view of what it means to be a “self-actualized” being (being able to take full advantage of their talents while being mindful of their limitations, Maslow, 1954). Although a legitimate view, it becomes pernicious when researchers assume that this is the true way of Being. These assumptions are not always explicit; they manifest themselves implicitly in the language.
choice researchers make when describing another culture, in the questions that are formed in the Western mind, and in the interpretations of cross-cultural findings.

One aspect of a Western (neoliberal individualistic) worldview is the primacy of liberty (the cognitive right to control one’s own mental processes, cognitions, and consciousness). Again, liberty is but one value among others to hold primary. If another culture’s highest value is group cohesion, then liberty will certainly be manifested in a different way and perhaps be less detectable when measured quantitatively. I see this demonstrated over and over again in my peer group at Creighton University. My Latinx and indigenous friends privilege family obligation and group cohesion over education. Their personal independent right to stay in school when the family is in need falls away. Students leave to help the family. In contrast, among my white friends, school seems to be the first and foremost goal.

**Coloniality of Being**

Are there cultural and psychological explanations for the West’s pervasive history of the coloniality of Being? Several explanations exist. For example, a Western understanding of time may be a suspect. In the West, time is viewed directionally. There is a past, and events from the past lead to the present, and these events push to the future. Which is true to an extent, however, the unwarranted assumption is that there is a definite arrow of progress (Hawkins, 2011). The West pictures itself as the furthest along this timeline naming Western nations developed while the majority of the world is called developing.

Researchers’ main goal cannot be toward conquest and progress alone. However, when data are collected and reported without examining the coloniality of Being, our assumptions paint a distorted image of what’s actually happening. If our goal is to understand what it means to be human, then basing our questions and observations through a distorted lens of coloniality of Being harms the epistemic enterprise. I love psychology and to point out the fundamental issue with Western mainstream psychology isn’t to say it is a pointless endeavor. Rather, it demonstrates the crevices that light shines through. This light allows a more holistic picture of the human condition. In fact, cultural outsiders are in the perfect position to discover crevices. Consider the following hypothetical exchange:

“That’s very interesting, why do you take hold of someone’s hand and move up and down when you meet them?”

“Do you mean shake their hand? Isn’t that what everyone is supposed to do when you meet someone? Do you not shake a person’s hand when you meet them?”

“No, I’ve never seen before.”

Shaking hands when meeting someone seems natural, but that’s only the case if we don’t know a world where that set of behaviors does not exist. More complex, subtle cultural beliefs and values work through the same mechanism but are even harder to identify from the position of the coloniality of Being. Researchers from the West who work in non-Western settings find themselves in a dilemma when doing cross-cultural research. On one hand, they are in a position where they can see aspects of a culture that someone enveloped in it would never be able to see. But on the other hand, they often do not fully understand what they are looking at.

This was the dilemma that was uncovered in a course I took, taught by the second author (JB) at Creighton University in the Fall of 2019. The resolution of this dilemma was found on the fringes of mainstream psychology and implemented in a rural village in Namibia, southern Africa. By honoring the research participants as humans who own the knowledge that psychologists want to understand, we learned about the coloniality of Being and what it might take to further the goal of psychology in all its forms. Let us explain.

**Our World is Bigger**

Up to this point in my undergraduate education as a psychology major, I have been learning about quantitative research techniques, ones that are both simple and sophisticated, validated and, at times, tested across cultures. This course opened my eyes to new ways of knowing and new methods of acquiring information that are not quantitative. From the fringes of psychology (I say fringes because I am a senior honors student and this is my first exposure), we attempted to decolonize our research endeavor.

The class was titled Decolonizing Psychology: Love, Family and Forgiveness in Southern Africa. This course, taught in the Fall of 2019, would culminate with a 2-week experience in rural Namibia (referred to by Namibians as “the bush”). We began with trying to understand the African worldview. Knowing that methods are driven by our worldview, we read about colonization and its psychological effects in southern Africa. Then, we looked at methods derived from a decolonizing perspective. This perspective “de-centers the focus from the aims of the [non-Indigenous] researcher to the agenda of the [Indigenous] people” (Prior, 2007, p.165), notably by adopting Indigenous perspectives, knowledge, and methodologies (Lipsey & Wilson, 2001; McGregor, Restoule, & Johnston, 2018).
Indigenous to southern Africa is the sharing of knowledge based in oral history and storytelling tradition (Armitage, Hart, & Weathermon, 2002; Smith, 1999; Stewart, Friesen, Keith, & Henderson, 2000) collectively, which is both an outcome and a way knowledge is obtained (Deloria, 2004). This worldview assumes that knowledge is transferred through oral history and story between people (Archibald, 2008) and that knowledge is cocreated within the relational dynamic of self-in-relation (Graveline, 1998). The relational dynamic between self, others, and nature is central.

**Decolonizing What We Do**

Decolonizing psychology has at least two goals. First, normalizing what has been considered deviance and, second, denaturalizing what has been held as the norm. Previous research has been done at arm’s length, establishing a real dimorphic power relationship—I gaze at you, you don’t gaze at me—unique behaviors become abnormal, deviant, archaic, and parochial. To reach these goals, decolonized methods were explored and used once we arrived in Namibia.

Glen Adams (2014) advocates for a technique called accompaniment. In accompaniment, researchers immerse themselves in the flow of community life and experience events alongside people in the context of everyday activity. Rather than ethnocentric conclusions common in research from geographical or personal distance, practices of accompaniment provide greater opportunity for researchers to understand reality from local perspectives. The point of these practices is not necessarily (or even primarily) to document patterns of behavior in other contexts. Instead, the point is to stand with people in other settings to come to a better understanding of the concept in general (Adams, 2014). Researchers begin to normalize what has been cast as deviant and slowly begin to dissolve their own cultural rigidity. By doing this, the researchers begin to acknowledge the multiplicity of modes of being in the world, and their own norms are likewise acknowledged as just one way of living; challenging the coloniality of Being.

A second strategy we used is locating the self. To locate the self, researchers share their own experiences with the participants, thus, building reciprocity, rapport, and trust (Kovach, 2010). Some approaches recommend that researchers locate and disclose their own cultural membership, and the epistemological background of the research. For example, locating oneself demands us to clarify our own worldview and honors the worldview that one can only interpret the world from one’s own experience—an African belief of knowledge (Nsamenang, 2005). In Western empirical research there is a dimorphic power relationship between the researcher and participants whereas participant is a means of extracting information often without full knowledge of why the information is needed. Locating the self aims to equalize this relationship by placing the researcher and participant on more equal ground. It is important to recognize that this is different from only talking about yourself. The researcher does not dwell on their own experience at the expense of participant voices. The most important aspect of locating the self is building a relationship, treating participants more like a human and less like a data point.

The above methodologies are in no way an exhaustive list of decolonizing strategies. Smith (2012) describes 25 other strategies. Testimonies are done in a very formal setting, where an individual tells events or series of events that are extremely painful (Smith, 2012). Testimonies are formal and the audience remains heavily engaged creating a more intimate environment. A benefit is that, because these are usually done in a public setting, data collection is made easy. Further, storytelling is an oral tradition in which elders tell stories in the hope that these stories are passed onto the next generation. These stories are used to help every indigenous person to discover their place in society (Smith, 2012).

Third, survivance celebrates how colonized peoples retain parts of their culture even through adversity by their resistance to colonization (Smith, 2012).

**Epiphanies**

When we arrived in the north of Namibia, students began to reach out to people who they would accompany. It was slow and at times did not feel like the research I was accustomed to. There were no organized time slots or data collection sheets. Instead, there were awkward greetings and time spent trying to communicate. We accompanied Tulafeni, who crossed the
border from Angola to herd cattle; Naledi, an eight-year-old girl; Mio, a teacher who went into exile in Cuba during the war; Foibe, an HIV+ activist; and Julia, a high school girl attending boarding school. I accompanied Franz. I met him on the road, and he gave us directions to a friend’s home. We started a conversation, and he told me he was on his way to play basketball and invited me to join. Each day, I would meet Franz, and we would walk to the court and play. In those hours, over days, his story emerged, slowly, step by step, shot by shot. I knew about the struggles of unemployment. I knew about his dreams of playing sports. He knew about my dreams of being a researcher. I know about his family constellation, from his early life in Windhoek to his high school days living with his uncle and aunt. He knows I have 10 siblings, my favorite sports and movies. I have shared meals with him, listened to his music, played on his team. I know more about how to become a man in southern Africa. I am closer to being able to form a research question that is meaningful to Franz.

I took the 40-minute walk to the basketball court and back with Franz each day. We spent hours playing and talking. I was not experiencing time the same way I do in the United States. In my conversations, people were astounded by how busy my days were. I never thought my days were busy. At the end of every day back in the United States, I could lay in bed looking up at the ceiling thinking and stressing about the United States, I could lay in bed looking up at the ceiling thinking and stressing about

when I could have been getting work done. Accompanying Franz made me ask myself, “Why am I in such a hurry?” My Western time-oriented way of being is only one way of being, and it is not relatable to those in the north of Namibia. I was denaturalizing the normative without trying. This might seem like a small epiphany, but it was my epiphany of the coloniality of Being. There are other ways of thinking about time, organizing your day, experiencing yourself moving through this life. Thank you, Franz, I am “woke” to it with a renewed interest in being in all its forms.

References
Psi Chi, in the simplest of terms, is the ultimate psychology club. That is what I learned when I was a psychology student at San Diego City College. I really enjoyed my experience at community college and the diverse student population I interacted with: teenagers who were working multiple jobs to care for their families, grandparents on the journey to start a new career, military veterans rejoining civilian society, homeless individuals who were actively living on the street, and students who for various reasons were unable to earn a high school diploma.

My own reason for enrolling in college was to get out of the house. I was a small business owner in San Diego when I began experiencing severe back pain that became debilitating, I quickly lost the ability to walk. I was diagnosed with degenerative disc disease and needed spine surgery. Spending almost a year bedridden, I had to close my business, and developed a Major Depressive Episode, Panic Disorder, and Agoraphobia. I began taking classes so I could be around people again. I was still recovering from surgery, some days I had to use a walker to get to class, other days I did my homework from the hospital because my legs had temporarily stopped working. Being in school in my late-20s is what helped me survive a dark time.

The best part of community college was joining Psi Beta, Psi Chi’s sister honor society in psychology for two-year colleges. It was the students in that group, who shared common interests and goals, that enriched my experience and pushed me to work toward transferring. That is when I first heard about Psi Chi and the Psi Beta/Psi Chi Collaboration Grant (https://www.psichi.org/collaborinfo), which was created to encourage cooperative activities between Psi Chi and Psi Beta chapters. The idea of doing something with a chapter of Psi Chi was really exciting, and our members were nervous sending out the email to invite San Diego State University (SDSU) to work with us. Thrilled they said yes, we had a fantastic experience working with them on a project in the San Diego community. For that project, we held drives on each respective campus, for personal hygiene and baby care items, to donate to the emergency night shelter.
for homeless women and children at San Diego Rescue Mission. Then, both chapters went to the shelter on two occasions to serve dinner, make beds, and spend time with the population. In the process, members of Psi Beta were able to learn about being a student on the SDSU campus and what it was like being in Psi Chi. It proved to be a very successful and led our chapters to be named the winners of the Building Bonds Award.

Fast forward, I transferred to the University of California San Diego’s (UCSD) in fall 2017. I was very nervous about joining Psi Chi. I wondered if I would be able to find the support and connection with others, as I did in Psi Beta. I was happily surprised when I met many other psychology Psi Beta alumni including five past presidents. Although many transfer students were on campus and interested in Psi Chi, the requirements for us to join was so high that it was almost impossible to apply until our senior year. As a transfer, I have to share how frustrating that was.

Community college students work diligently to compete for one of just a few transfer spots at a 4-year college. For example, UCSD only accepted approximately 200 psychology transfer students for fall 2018, and Cal Poly in San Luis Obispo reports on their website that they accept less than 1% of the psychology students who apply. Transfers enroll at their new school with an already extensive list of completed psychology coursework and competitive GPAs; a cause for disappointment if unable to join Psi Chi due to a chapter asking for transfers to complete a high volume of additional coursework as an application requirement. I saw this as an opportunity to create a better understanding of, and inclusion for, transfer students. After becoming active in UCSD’s chapter and stating inclusivity as my platform, I was elected president for the 2018–19 academic year.

I am proud of the work my chapter has accomplished this academic year of embracing transfer students. Changes we have made include lowering the requirements needed for transfers to join Psi Chi. Under the new requirements, they can apply after having completed just one quarter if they hold a 3.3 overall GPA, 3.0 psychology GPA, have completed at least one upper division psychology course, and are in the top 35% of class. Those are the lowest requirements Psi Chi will allow for transfers to join and, therefore, what we adopted.
We began doing outreach to prospective transfers by inviting them to ask us questions through our website and speaking to students directly at six different Psi Beta chapters. In March, we held our second annual Psi Beta Day. This is an event where we invite any interested community college psychology students to visit our campus for a UCSD and Psi Chi presentation, tour psychology research labs, and ask questions to current psychology students. This year, we hosted almost 100 community college students!

Something else we accomplished, to strengthen our relationship with transfer students, was taking part in a Psi Beta/Psi Chi Collaboration Project. Together with a chapter of Psi Beta, we wrote a grant proposal, were awarded money to implement our project, and had a lot of fun. I have included the details of our project and offer the recommendation to apply for it at https://www.psichi.org/page/collaborinfo.

I found, in my chapter of Psi Chi, the support and connections I was hoping for. The students I have met are some of the most kindhearted and hardworking I have had the chance to spend time with. We have been on a journey of working toward becoming stronger applicants for graduate school and transforming our chapter with sustainable programs and philosophies that I hope will carry on for the foreseeable future. My desire in sharing our story is for it to encourage other chapters of Psi Chi to evaluate their inclusivity of transfer students.

Psi Beta/Psi Chi Collaboration Grant

In spring 2018, my Psi Chi chapter made a motion to apply for the Psi Beta/Psi Chi Collaboration Grant with a local chapter of Psi Beta. At the time, most nontransfer students had not been aware of the project or even what Psi Beta was. Therefore, engaging in this collaboration became a great way to support prospective transfer students and educate nontransfers on the community college population.

So what is this grant opportunity all about? One chapter of Psi Chi and one chapter of Psi Beta can work together in an academic year on a proposal. Working together, they come up with an idea for a project—it can literally be anything. Some projects in the past have been hosting a research conference, a research study, and a community-based project. There really is no limit to the imagination, creativity is encouraged, and the only criterion is that it be a collaborative effort from the planning process to implementation.

There are two times a year an application can be submitted. If you want a grant to do a fall project, the deadline to apply is August 1, spring projects are due by February 15. If a proposal is denied, chapters are encouraged to reapply by the next submission deadline. A 600–800 word proposal with all details for the project including a budget, a letter of support from each academic advisor, and a letter of support from each chapter’s officer team is required for the application. Together Psi Beta and Psi Chi approve four projects each year and each receives a $500 grant. All approved grant projects are then automatically entered for the Building Bonds Collaboration Award (https://psibeta.org/awards/building-bonds/). Participating chapters have until June 1 to submit a Final Report to be considered for the national Psi Beta award, including a summary of how the project went, pictures, and evaluations.

The Project

Our chapter worked with Psi Beta’s San Diego Mesa Chapter (SD Mesa). Committees from each organization met during the month of May to brainstorm, choose, and plan a project. The process of generating creative ideas, selecting, and then planning a project brought
both chapters closer together. What we attribute to the success and enjoyment of the collaborative process was being open to all idea suggestions and receptive to constructive criticism.

In the end, the project outline was to work with San Diego’s homeless youth population at a night shelter called The Storefront. We applied for, and obtained, the Psi Beta/Psi Chi Collaboration Grant. Our application for funding emphasized a desire to help the teens by spending quality time with them as positive role models and offering activities that would provide age appropriate, unskry educational experiences.

The two organizations went to the Storefront once a week for a month to offer art and cooking classes. Art projects needed to be practical things the youth could use and keep, while the recipes made in the cooking class needed to be healthy. Classes alternated each week, so Week 1 was an art class, Week 2 was a cooking class, etc.

The youth were encouraged to participate, but it was not a requirement. Some of the volunteers from each chapter were assigned to teach the class while others were asked to offer alternative interactions such as playing board games, helping with homework, or talking about being a college student. The main focus was for every teenager at the shelter to feel that we were there for them. We did not go because it was a job or because we were getting paid. We were there because we wanted to be in their company and that was the most important message we wanted to leave them with.

**Strategies for Collaboration**

So how do two large groups of students, not on the same campus, plan a project like this? Each chapter formed a committee of students who wanted to volunteer. Of those students, there was a Chair who led the group. Due to so many students wanting to volunteer, the Chair was the same each week to provide continuity for the staff and kids, while the other student volunteers rotated. The Chairs of each chapter were responsible for communicating with one another regularly.

As projects changed each week, so did the chapter that planned it. In Week 1, the UCSD committee planned the art class, the UCSD Chair taught the SD Mesa Chair how to do the activity, and the SD Mesa Chair taught it to their own committee. The following week the SD Mesa chapter planned the cooking class and the same stream of communication occurred. This repeated over the course of four weeks. Each chapter planned two of the classes; one art and one cooking. The Chairs were also responsible for gathering the supplies for the activities. With the $500 collaboration grant, $125 was budgeted for each week.

A lot of time was spent communicating between chapters to ensure that everyone involved was on the same page. The process was streamlined, it was not difficult to do, nor did it require an unreasonable amount of effort. The reward was seeing how excited the kids were to see us return every week and how enthusiastic they were for the projects we had planned.

Chairs were also responsible for training all student volunteers on how to engage with the youth, why it is insensitive and inappropriate to bring in cell phones, why we cannot take images of the youth, and why certain clothing and topics of conversation are off limits.

**Examples of the Classes**

An example of one of the art classes was tie-dye making with canvas bags, an item the youth could have for practical use. The materials purchased were good for initiating the project, but soon we ran out of canvas bags. When we told the youth that they could be creative and tie-dye any of their own items, they began tie-dying their own shirts, pants, shoes, and even hats!

The project was a success and engaged everyone involved. Aside from this, it helped facilitate the interaction between the youth and the volunteers. Some projects offered such as journal making came with additional donations of pencil cases filled with writing utensils for every child.

While at the Storefront, it was noticed that one of the children had tried to make a grilled cheese sandwich, in a standing toaster! There was melted cheese burnt all over the inside and outside of it. This inspired the next week’s cooking class on how to make an artisan grilled cheese sandwich, with additional ingredients including avocado and tomatoes. Prior to arriving, we wrote out the recipe on index cards so every youth at the shelter could have a copy.

**Final Thoughts**

Working with the youth at the Storefront was an incredible opportunity. It gave students of both SD Mesa and UCSD a chance to work with and gain new perspectives for a population who are in a unique and disheartening situation.

We overcame challenges in planning and successfully executed a long-term intricate project by collaboratively blending together a wide array of different thinkers.

During the course of the project and beyond, UCSD has supported SD Mesa in answering questions about the transfer process, our psychology program, and being in Psi Chi. SD Mesa participants reported this as beneficial in increasing their interest to join the sister honor society. In March, SD Mesa invited UCSD to continue working with them at the 2019 San Diego Festival of Science and Engineering, where they offered neuroscience games to children.

Both chapters report they will be advocating for another collaboration grant next year.

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**Issanna Loughman** is a senior at UC San Diego, president of the university’s Psi Chi chapter, and mother. She is about to graduate as a Chancellor’s Associates Scholarship Program (CASP) scholar with a BA in psychology, and will be starting an MSW program this fall. Issanna transferred from San Diego City College where she was the president of Psi Beta. She continues working with Psi Beta as an intern for the National Council. Loughman was the 2016 New Century Scholar for the state of California and on the 2016 All-USA Academic Team of the top-20 community college students in the nation. She is an advocate for children in psychiatric care and was a featured speaker on that topic at the WPA Convention and a TEDx talk, both in spring 2019. Her career plans include providing therapy, implementing treatment policy change, and continuation of avocational work for children in psychiatric care.

**Kunal Patel** is a junior at the University of San Diego. In the past, he served as president of the Psi Beta Honor Society at San Diego Mesa College. He is currently pursuing his degree in behavioral neuroscience and is working toward a career in the pharmaceutical sciences and plans on going into research for drug-related addiction. As a new transfer student, he plans on joining the Psi Chi chapter at USD. Kunal also spends his time volunteering at various NGOs across the San Diego area and focuses mainly on working with children. When not working on a school deadline, he enjoys reading, cooking, staying healthy, and listening to music.
Responsible Science: A Brief Primer

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Author note: I would like to thank Stephanie Anglin and Adrianne Edlund for helpful comments on earlier drafts.
When I teach research methods, one of the things I always explain is that there are multiple paths to good research ideas. Naturally, I tell my students that excellent studies can come from new theories, applying an existing theory to a novel domain, or even something as simple as looking at a published study’s limitations and future directions. I also tell my students that some of the most influential studies have come from personal observations that make you go “hmm.” Indeed, a similar sentiment was uttered by Issac Asimov, “The most exciting phrase to hear in science, the one that heralds new discoveries, is not “Eureka!” (I found it!) but “That’s funny…”

My interest in responsible science came from two sets of “Hmm” moments. The first occurred when I was working on my master’s thesis. In this research, I had a confederate discover evidence of crosstalk (where past participants talk to future participants revealing undisclosed study information and my contact information), and I promptly had every study bounced from the IRB due to the construction of the consent form itself. The IRB chair kindly pointed me to federal guidance that suggested that first-person prose should be avoided as first-person prose is commonly associated with legal documents (and hence, potentially seen by participants as more coercive). This surprising rejection led me to directly explore issues related to consent in psychology (Edlund, Hartnett, Heider, Perez, & Lusk, 2014) and in medicine (Edlund, Edlund, & Carey, 2015).

Of course, nothing in psychology happens in a vacuum. As I was discovering my interests in researching how we do research, the field of psychology was forced into a very careful look at its own research. First, multiple instances of researchers faking their data (e.g., Tillburg University, 2011)—the cardinal sin of science—were uncovered. Then, it was discovered that researchers were engaging in questionable research practices (like $p$-hacking and selectively reporting results; John, Loewenstein, & Prelec, 2012), and that the replication rate of studies published in major journals was surprisingly low (Open Science Collaboration, 2015).

Questions about the integrity and reproducibility of psychological science have led myself, as well as others, to explore and document the best ways to engage in responsible science. For the field of psychology, in my eyes, there are three major areas you need to pay attention to in order to be a responsible scientist. Importantly, these are meant to cut across all of psychology and all of the methods employed across the various subdisciplines (indeed, these cut across all of the behavioral and social sciences: Edlund & Nichols, 2019). As such, these ideas and suggestions aren’t likely to help you design your study itself, but will help you in designing a responsible study. The three major areas are: treating participants well, engaging in responsible statistics and communication, and embracing solutions to the existing problems in the field.

To me, one of the scariest things that we have realized as a field is the incredibly dangerous power of $p$-hacking

Treating Participants Well
It is no coincidence that treating participants well is the first section that I cover. More so than anything else we do
PROMOTION OF RESEARCH

as scientists, we need to think about our participants first. From a practical and ethical standpoint, we need to think about everything that will impact our participants from the moment they are exposed to our study (as even the advertising of the study can impact who signs up for the research: Jackson, Procidano, & Cohen, 1989; Sutton & Edlund, 2019). Research has shown that many participants will show up looking to potentially confirm the researcher’s hypotheses if they are able to discern them (Nichols & Maner, 2008).

Typically, the first formal interaction we will have with our participants is the consent process. Many people think of consent as simply handing a form over to a participant to sign (or an electronic acknowledgement of reading the consent form). Numerous sources discuss the minutia of what should be in a consent form but it ultimately boils down to the simple fact that you need to give the participants enough information to decide for themselves if they want to participate. Sometimes, you won’t be able to tell participants everything (for instance, if telling participants the goals of the study would change their behavior, Milgram, 1963). Certainly, I personally believe that deception can be warranted in some cases. In these cases, your IRB will have a protocol for modifying aspects of the consent process to protect the participants. There are also other cases where the consent process will be modified to protect your participants (for instance, if your participants are under 18 you will need both a parental consent and an assent process).

After your participants are done with the study, you will need to ascertain how the study went. This can be as simple as a single text-based question in an online study (asking if they had any further questions or want more information about the study). This can also be a more involved suspicion probe and debriefing process (which is especially important if the study involved deception or was potentially aversive to participants). My recommendation is that every study have a brief suspicion probe (see Blackhart, Brown, Clark, Pierce, & Shell, 2012, for options on suspicion probes) and an educational debriefing (at a minimum telling participants why they went through the research). This debriefing should also include a brief request that participants not discuss the study with other potential participants (crosstalk: Edlund et al., 2009).

Another aspect of treating participants well is ensuring that you are not wasting participants’ time. You should calibrate your study to be addressing your scientific question in the most reasonable manner. You shouldn’t ask a bunch of questions just for asking questions and seeing what happens (indeed, this opens issues with responsible statistics). This does not mean that I am not a proponent of exploratory research—in fact, some of my studies I am most proud of started as purely exploratory research. However, you need to ensure that a relevant scientific question is being posed and that you don’t waste your participants’ time (indeed, this is another reason why you should be concerned about crosstalk and suspicion as this leads to wasted time). One simple solution can be to pilot test your study.

Responsible Statistics and Communication

Another aspect of being a responsible scientist is being responsible in your use of statistics and how you communicate your work to the world. To me, one of the scariest things that we have realized as a field is the incredibly dangerous power of p-hacking (Simonsohn, Nelson, & Simmons, 2014). P-hacking encompasses a number of different things a researcher can do to achieve a desired p-value (often p < .05), including selective decisions about when to delete participant cases, collect extra data, and stop data collection, etc. These behaviors greatly increase the false positive rate of research studies, reducing the extent to which we can trust the findings. One of the things that can make this particularly dangerous is that it is relatively easy for a well-intentioned scientist to engage in p-hacking without having nefarious intentions (driven in no small part by our normal human cognitive processes).

Another common issue encountered in the field is the use of multiple analyses without accounting for type I error inflation. When I talk about this issue, I ask my students if they would believe a single t test that found a difference between two groups that was a p < .05 (and this was the only test done). Without fail, the students all are willing to believe it. I next ask them whether they would believe five reported t tests that were a p < .05. If anything, they are more confident in saying yes. Finally, I ask them if they would still be confident in the results if they learned that there were really 100 tests done and only five were significant (but the researchers didn’t disclose the other tests). Many students become very uneasy as they implicitly recognize the issues with error inflation. This leads to being responsible in communication. I have always been in favor of providing as many details as possible in a study. As a scientist, I have always included details on everything I did: the effects that were significant, nonsignificant, and everything in between. More than once, I have been asked to cut some of the details by an editor or reviewers; however, in my first pass, I always aim for full transparency. Certainly, there are reasons to drop participants from analyses (that no one will question). Generally speaking, you are safe in any decisions you make before you start analyzing your data—dropping participants after you start data analysis is
much more problematic. I have dropped participants who have come to the lab clearly in an altered state of consciousness, participants who have answered “7” on every response, and participants who skipped the vast majority of items. Importantly, I make these decisions before I start any of the analyses. Regardless of how you approach this, you should provide details on everything you did (and why!).

**Embracing Solutions**

So what do we do about these problems? Some of the solutions I have already detailed. However, there are more solutions that will lead to better and more responsible science. One of the solutions is to move away from an exclusive focus on \( p < .05 \). The \( p < .05 \) heuristic is still useful, but there are better options. One option is to focus more on effect sizes. Effect sizes tell you how big the difference between the groups are. In many ways, this is the most important thing anyway.

Statistics teachers have long noted that getting people to understand effect sizes is challenging. In my experience, the best way to get students to think about effect sizes is to get them to think about bacon and cancer. Not that long ago, a study made international news when the study linked the consumption of red and processed meats to colorectal cancer (Bouvard et al., 2015). Given the average person’s love of bacon, this study presents a major challenge to their worldview. Then, they quickly realize that while the relationship is certainly statistically significant, the amount of bacon one would need to consume to likely be afflicted with cancer is much higher than the typical person eats. Another solution is the embracing of preregistrations. All PhDs and many MS trained researchers have already needed to do this at least once (as everyone “preregisters” their thesis and dissertation as part of the proposal process). The information needed to preregister a study is relatively minimal and is largely not wasted effort (as most of the work in preregistering can then be translated to an eventual publication). Ultimately, preregistering your study reduces subjective analytic decisions that could inflate the false positive rate. The OSF (osf.io) is one resource that is available to facilitating preregistrations.

Perhaps the most important change that is happening in the field is adoption of open science. Open science generally speaking means increasing transparency in communication about all steps of the research process. Currently, there are several badges that many journals award for adopting open science. You can get badges for preregistration (yet another benefit of preregistration), open materials (posting your materials in a publically accessible repository), and open data (posting your anonymized data in a publically accessible repository). Early research (Kidwell et al., 2016) has suggested that journals awarding badges is actually leading to science being more open. Ultimately, sharing makes for better science because weaknesses and strengths can be more easily discovered and replicated.

Finally, it is exciting to see the field being more open to replications. Even though the social and behavioral sciences have long known about the file-drawer problem, little appetite existed for facilitating replications even though replication is the cornerstone of science. Recently however, many journals (such as the *Pai Chi Journal*) have explicitly issued a call for high-quality replications and many more journals are open to it. Even further, some journals have moved to reregistered submissions where you submit an introduction and proposed methods section to the journal, which will go through peer review before any of the data is collected.

**Coda**

Certainly, when I started in graduate school, I would never have imagined the directions my research would take me, nor would I have imagined the challenges the field of psychology would soon be encountering. Some in the media have taken to calling psychology (and science more generally) as being broken and the crisis of confidence is suggesting that we shouldn’t believe anything that psychology has to say. I don’t think that could be farther from the truth! Certainly, some of our methods have been irresponsible and have led to incorrect conclusions. However, as a field, we are looking at ourselves and becoming better. To me, this means we are living in an exciting time where we can truly make ourselves and the field better.

**References**


In the first three installments of this series, I have done my best to make the point that psychology majors can prepare themselves for a successful career in business by introducing and explaining the following aspects of their employability.

- **Actual Employability**: Many psychology majors actually are employed in business careers.
- **Specific Employability**: Psychology majors can enter many different areas of business such as management, sales, finance, advertising, marketing, and public relations.
- **Potential Employability**: The knowledge, skills, and characteristics (KSCs) necessary to successfully prepare for and enter these specific careers are the same as those that psychology majors can acquire.
- **Strategic Employability**: There are a series of strategies psychology majors can use to develop these KSCs by taking full advantage of both the curricular and extracurricular opportunities their undergraduate education in psychology provides.

In this installment, I am going to introduce you to what I call **Promotional Employability**, which refers to the methods you can use to promote yourself during the job search process that will enable you to convince potential employers that you possess the KSCs they value in new college hires.

How can I promote my knowledge, skills, and characteristics (KSCs) during the hiring process so a potential employer will decide that my KSCs are a better match for the position for which I am applying than the KSCs of any other applicant?
The word *promotional* in Promotional Employability refers to the self-promoting strategies you must use during the hiring process to convince potential employers to hire you. A good way to begin to understand the importance of this employability concept is to read a very informative article titled “I Majored in Psychology—Now What?” (I Majored in, n.d.). The following section of this article conveys a very important message that job-seeking psychology majors have probably never heard in any of their psychology classes, unless they have taken a class like my B103 Orientation to a Psychology Major.

**Until You Are Employed, You Are in Sales**

With a bachelor’s degree, getting one’s proverbial foot in the door of most institutions requires connections or creativity; usually both. Although the notion that your first job is to sell yourself to potential employers is not academically driven, it’s a fact of life. Get used to it and embrace it. Your future depends upon it.

Promotional Employability involves an “advertising” stage, in which you bring your qualifications to the attention of an employer in a positive manner, and a “sales” stage, during which you do your best to convince an employer to hire you because your qualifications are better than any of the other applicants for the job for which you are applying. I would like to increase the relevance of these two processes for you by asking you to imagine that you and 99 other people have applied for a particularly attractive job. All of you have completed the first stage of this process by sending the employer a cover letter and resumé to advertise your qualifications. The employer has evaluated these 100 documents and used the results of her evaluation to eliminate all of the applicants except the four she believes are the most qualified “on paper” for the job—and you are one of these four.

Congratulations, you have accomplished the first stage of the two-stage promotional process by using your cover letter and resumé to “advertise” yourself so successfully that she has decided you are more qualified for the job than 96% of the other applicants. Now you must begin the second stage of the hiring process by preparing yourself for the interview during which you will attempt to “sell” yourself to her so successfully that you are the only one of the remaining four candidates whose interview ends with the words “You’re hired.” I hope this imaginary scenario—in which I fully expect you will find yourself in the future—helps you grasp the crucial importance of your ability to both advertise and sell yourself during the hiring process so you can maximize your Promotional Employability.

Unfortunately, I have neither the expertise—not the space in this article—to provide you with all the information and guidance you will need to write an effective cover letter, create a strong resumé, and provide effective answers to challenging interview questions. However, I can give you some good examples of the first two of these three promotional strategies and refer you to those whose professional expertise makes them far more qualified than I am to help you with all three of these strategies. The others to whom I am referring are the professional academic advisors in your department and the career counselors in your career center.

But first, I want to provide you with a piece of advice about how not to approach these experts when you need their assistance. **Do NOT** wait until the last minute to seek their help with these promotional strategies. To help you fully comprehend the tragic consequences of this kind of procrastination, I want you to imagine the expression of utter horror on the face of the career counselor into whose office you have entered for the first time at 4:00 p.m. on a Friday afternoon with the following request.

Hi! I’m Chris Jones, I’m graduating next week, and I just found the PERFECT job. But the application deadline is tomorrow, and I just discovered I need a cover letter and resumé to apply. I know you’re busy, but do you have a few minutes to help me write them? I REALLY want this job!

My best advice to you is to make an appointment with both a professional academic advisor and a career counselor when you are a first-year student so you can (a) become aware of the ways in which they can help you prepare for a career in business and then (b) use the rest of your college career to work with them to avoid putting yourself into the same unfortunate situation that Chris Jones experienced. If you are no longer a first-year student, make these appointments as soon as you can because you are already behind schedule. The farther behind you get, the less time you will have to become aware of, understand, and successfully create the promotional strategies you will need to succeed in the job market. Please use the information in the following three sections to help you with each of these three strategies.

**Your Cover Letter**

No matter how impressive your resumé is, you cannot send it without some sort of introduction, which comes most often in the form of a cover letter. This letter should be succinct and to the point, but should also provide those who read it with very clear answers to the three following questions.

1. Who are you?
2. What specific job are you seeking?
3. Why does the information contained in your resumé make you a very strong candidate for the particular job for which you are applying?

I have created an online career advising poster that contains a sample cover letter and resumé (https://psichi.com/CareerAdvisingPoster) with the expert assistance of Dr. Lance Erickson (the
An Important Heads-Up

Be absolutely certain that your letter contains no spelling, grammar, capitalization, or punctuational errors. This is crucially important because, as you remember from Part II of this series on Potential Employability, one of the “Attributes of Primary Importance for Psychology Majors Who Are Preparing to Enter a Career in Business” is knowledge of the English language, which was reported as important for success in 96% of the business careers I listed in the Specific Employability section. Because this attribute requires you to know the “meaning and spelling of words, rules of composition, and grammar,” it is obvious that your inability to demonstrate this knowledge in your cover letter will immediately doom your application to the rejection pile. Your cover letter provides you with a wonderful opportunity to demonstrate your competence. Do not allow it to become a disastrous demonstration of your inability to communicate in a professional manner.

Director of Idaho State University’s Career Center and Rashanda Cook (an experienced Human Resources Consultant and Job Coach) to help you get started on this challenging process. Please feel free to use them as templates to begin the process of creating your own cover letter and résumé by capturing their contents and then replacing Kristen’s name, contact information, education, work experience, and skills with your own. As you do this, be sure to choose a specific type of job for which you would like to apply in your cover letter and then use the information I have provided you thus far in this series to begin the process of creating a résumé that contains the KSCs required for that specific type of job, the ways in which you will acquire these KSCs, and any positive outcomes these KSCs produced. This process will provide you with a way of evaluating how close you are to:

- identifying a specific job you would like to enter,
- possessing the KSCs you will need to enter and succeed in this job, and
- being able to persuade a potential employer that you are the best qualified person for this job.

BTW: If you prefer to receive my cover letter and résumé as Word documents, please send me a request at dappleby@iupui.edu.

Your Résumé

The word résumé comes from the French word for summary, and that is exactly what it is, a summary of your career objectives, your educational and work experiences, and the KSCs you have acquired from these experiences that qualify you for the particular job for which you are applying. If you have never written a résumé before, it may seem unnatural—and perhaps even a little uncomfortable—to write about yourself. Keep in mind that you are not bragging in your résumé. You are simply attempting to give a person who does not know you an honest, accurate, and realistic idea of who you are, the job you want, and the reasons why you believe you are qualified for that job. If you focus on your goals and objectives as you begin the résumé writing process, you will be fine. You may even discover you enjoy writing about yourself as you reflect upon what you have accomplished so far in your life.

You should be aware of the many important details of the résumé-writing process before you send your first résumé to an employer for whom you want to work. Your professional academic advisor and career counselor are your most important partners in the creation of this crucial document. They can provide you with guidance about writing an objective statement, formatting, word choice, length, and all the other important aspects of a successful résumé.

If you would like to get a head start on this process before you meet with your advisor or counselor, I suggest you read the very useful and very comprehensive Guide to Résumés available from the University of Missouri Career Center (n.d.) at https://hiremizzoutigers.missouri.edu/wp-content/uploads/guide-to-resumes.pdf. The first page of this resource distinguishes between the two most common types of résumés in the following manner:

The chronological résumé is the most traditional type of résumé people use. The Work Experience section is set up so that the most recently held position is listed first. The jobs then are listed in reverse chronological order, ending with the least recent job held. The advantages of using this format are:

- It allows you to directly show what you did in each position.

The functional résumé highlights the skills and abilities that you have gained from not only your work experience, but also any extracurricular activities and volunteer involvement. This format does not focus on dates or positions, but on accomplishments and skills you have acquired.

Unless you have been employed in a number of jobs that are related to the position for which you are applying, the functional (i.e., skills-based) résumé will be more appropriate for you. This format allows you to highlight the skills you have acquired during both the curricular (e.g., classes) and extracurricular (e.g., internships) components of your undergraduate education as well as those you acquired during your work experiences.

The academic advising poster I mentioned in the previous section also contains a sample functional résumé to accompany its cover letter. A good strategy would be to replace all of Kristen’s information with your own, and then e-mail both documents as attachments to your advisor or counselor at least a week before you have your first meeting about cover letters and résumés. I can almost guarantee that you will be greeted with a great big smile, instead of the horrified expression that Chris Jones received.
if you include false information in your résumé or during your interview in order to be perceived as the best candidate for a job. I used this distinction to help my students understand that there is no fault in displaying authentic pride, which requires you to know what you must do to prepare for your future, be willing and able to do this, and then communicate what you have done in a honest and accurate manner to those who can help you to enter the career you want. Hubristic pride is another story entirely. If it involves providing potential employers with false information about yourself, it can lead to some very serious consequences (Kreps, 2015).

Your References

References Available Upon Request is the last line on Kristen’s résumé. Some employers will request references and some will not, but it is wise to give them the opportunity to do so. If they do want to contact your references, be ready to provide them with your references’ full names and titles, their complete contact information (i.e., phone number, e-mail address, and mailing address), and their relationship with you (e.g., your former teacher or internship/work supervisor).

I have served as a reference for hundreds of my job-seeking students, most often in the form of a telephone conversation, next most often by completing an online evaluation form, and least often by writing a letter of recommendation. As you think about how to choose the people who will serve as your references, please keep the following questions in mind.

1. How well do they know you?
2. Will what they say about you be perceived as credible and objective?
3. Can they provide strong evidence that you possess the KSCs that are necessary for the job for which you are applying?

These three questions should bring your attention to the importance of doing everything you can to help your potential references provide you with strong recommendations. Choose them carefully, e-mail them a copy of your résumé so they can have it in front of them when they are called to provide a reference, and then believe an employer will contact them, give them a heads-up so they can be prepared to provide you with the strongest recommendation they can. Do not be shy about asking them to provide support for your possession of the specific KSCs that are particularly important for the job for which you are applying. They want to help you get that job, so give them all the help they need to do so.

Your Interview

The creation of a well-written cover letter and résumé—and strong support from your references—can help you to be included in the small set of most highly qualified applicants for a job, but these documents cannot guarantee that you will be hired. The final stage of the hiring process is a face-to-face conversation with a potential employer during which you will attempt to promote (i.e., “sell”) your KSCs in such a clear, confident, and convincing manner that this person decides to hire you.

This conversation, of course, is an interview and, for the vast majority of job applicants, it is the most anxiety-producing part of the entire application process. Once again, my advice is to utilize the expertise of both a professional advisor and a career counselor as you prepare yourself to become a successful interviewee. These individuals can provide you with valuable advice about (a) how to dress for and behave—and how not to dress for and behave—during an interview, (b) the types of questions you may be asked and the best ways to answer these questions, and (c) interview follow-up strategies to increase the probability that you will be hired. They can also provide you with the opportunity to engage in “mock” interviews and provide you with critiques of your performance so your real interview is as successful as possible.

It is my firm belief that you can use the information I have shared with you thus far in this series of articles to provide clear, correct, and convincing answers to the questions you may be asked during an interview. I believe this because the people who are going to be interviewing you will be very interested in why you chose to use a psychology major to prepare yourself for a business career rather than taking the more usual route of majoring in business. Do you remember the following information that appeared in Part I of this series?

If the activities and outcomes contained in the Merriam-Webster Dictionary...
Advice From Successfully Employed Psychology Majors

Many years ago, I created and hosted the Central Indiana Jobs in Psychology Conference to which I invited the chairpersons of the psychology departments from all the colleges and universities in the Indianapolis area. I asked each of them to bring one of their alumni who had used a bachelor's degree to obtain a successful career. I took very careful notes as each of these alumni spoke to a large audience of highly appreciative job-seeking psychology majors. After the conference, I summarized these notes into the following suggestions.

- Try to define your specific career goals as early as you can so you have the rest of your undergraduate education to develop the KSCs you will need to accomplish them.
- Don't be a loner. Develop a network whose members can help you learn about and obtain the job you want.
- Use all the resources available on your campus to help you prepare for and enter your career.
- Start to think about what you want your resumé to look like when you are a first-year student.
- Engage in volunteer work or internships to gain experience and make contacts.
- If you are shy, do everything in your power to overcome your shyness.
- Develop statistical and computer skills.
- Become involved in extracurricular activities, like joining Psi Chi, that will enable you to assume leadership roles such as an officer position.
- Don't learn things just to pass tests. Learn things so you will be able to apply what you have learned in the job you want to obtain.
- Develop the ability to write and speak in a clear and persuasive manner. The only way you can learn these skills is to practice, so take advantage of every opportunity that will enable you to write or speak, especially those that will provide you with feedback to strengthen these crucial skills.
- Learn how to successfully manage both your stress and your time.
- Do things that will convince others you are enthusiastic and motivated so you can rely on them to communicate these valuable characteristics to potential employers in the future.
- Don't expect a good job to fall into your lap after graduation. Good jobs result from hard work, persistence, and planning.
- Learn to embrace diversity by realizing that the world is full of people who are very different from you. You must learn to work well with different kinds of people if you want to be successful.

If these suggestions from former psychology majors who have successfully obtained jobs with a bachelor's degree sound familiar, then you have begun to use what I have written in this series to begin the process of transforming yourself into a savvy job-seeking psychology major.

definition of business (i.e., “the activity of making, buying, or selling goods or providing services in exchange for money.”) sound interesting and rewarding to you, I would like to introduce you to six important “employability concepts”—and their defining questions—so you can begin to understand how each of these concepts will play a crucial role in your ability to attain a successful and rewarding business career. Your next step should be to use the information in this series to create persuasive answers—both for yourself and important others in your life (e.g., parents, spouses, teachers, advisors, and potential employers) to their corresponding questions about your future “employability” in a particular field of business. Once you construct your answers, your next step should be to practice them until you develop the confidence to give them in a clear and convincing manner when you are challenged by those—including yourself—who may sometimes doubt the wisdom of your choice of psychology as your major and business as your intended career (para. 9).

Although it will probably not happen during all your interviews, it is safe to assume that you will also be challenged by at least some of your potential employers because they may doubt the wisdom of your choice of psychology as your major and business as your intended career. They may do this by asking you one or more of the following challenging questions.

1. If you want to pursue a business career, why didn’t you major in business?
2. How did you use your psychology major to prepare yourself for a business career?
3. If you had to do it all over again, would you still decide to major in psychology?

Do you believe that you are now in a better position to provide clear, confident, and convincing answers to these questions than you were before you began reading this series? If your answer to this question is yes, then you have made me feel that the time and energy I have expended in the creation of this series has been well-spent.

References


Drew C. Appleby, PhD, earned his BA from Simpson College in 1969 and his PhD from Iowa State University in 1972. He chaired Marian University’s Psychology Department, was the Director of Undergraduate Studies in the IUPUI Psychology Department, and served as the Associate Dean of the IUPUI Honors College. He used his research on teaching, learning, advising, and mentoring to help students develop academic competence and achieve their career aspirations. He published over 200 books and articles; made over 600 professional presentations (including 29 invited keynote addresses); received 44 institutional, regional, and national awards for teaching, advising, mentoring, and service; and was honored for his contributions to psychology by being named a fellow of the American Psychological Association and the 30th Distinguished Member of Psi Chi. Over 300 of his students earned graduate degrees in a wide variety of professional fields, and he was designated as a mentor by 777 IUPUI psychology majors, 222 of whom indicated that he was their most influential mentor by selecting the following sentence to describe his impact: “This professor influenced the whole course of my life and his effect on me has been invaluable.” Dr. Appleby retired from IUPUI with the rank of Professor Emeritus in 2011.
In This fall, the Undergraduate Research Conference.

**EAST**

Buffalo State College, SUNY

**CONVENTION/CONFERENCE:** A research team worked together on a study examining screen time on social media and well-being, which was presented at the SUNY Undergraduate Research Conference on April 27. The main hypothesis was that an objective measure of screen time (iPhone activity log) would correlate positively with depression, anxiety, and procrastination. Survey results showed that, contrary to predictions, estimated screen time (not objective screen time) was positively correlated with anxiety and depression. Also, women felt less anxiety the more they used social media, while men felt more anxiety and depression. Overall, perception of screen time plays an important role, and possibly content women and men view.

**INDUCTION CEREMONY:** The chapter welcomed 10 members and recognized meritorious members at the induction ceremony on April 18, with a buffet dinner preceding. They also honored 16 graduating seniors who received honor cords, underwritten by the Psychology department. Family, friends, and faculty enjoyed the celebratory evening.

Central Connecticut State University

**MEETING/SPEAKER EVENT:**

Given the overlap between criminal justice and psychology, the chapter collaborated with the Criminal Justice Club to host Forensic Psychology Night. This event helped bridge the gap between the departments by providing students with an invaluable opportunity to learn more about what a job in this field involves. Students heard from two professionals currently in the field: Dr. Stephanie Leite, a practicing forensic psychologist, and Dr. Damon Mitchell, a criminal justice professor. There was also time at the end of the event for students to ask questions.

**FUND-RAISING:** The chapter recognized that some disadvantaged students may not join Psi Chi because of the application fee. Therefore, members created a model of sustainable fund-raising that would support three new members, one for each membership drive in the summer, fall, and winter. This sustainable fund-raising took on many forms such as a spring-themed bake sale, which featured sunflower cupcakes, yellow and pink cake pops, dirt cups complete with gummy worms, and rice crispy treats all made by Psi Chi officers.

**CONVENTION/CONFERENCE:** The chapter’s Psychological Science chapter hosted a Q&A panel where five alumni returned to the University’s Spring Sale. The event helped bridge the gap between the departments by providing students with an intellectual, research-based talks as well as workshops and presentations of practical importance (such as finding the best grad school for themselves).

**MEETING/SPEAKER EVENT:** The chapter hosted a Q&A panel where five alumni returned to the campus in order to answer student questions. Topics discussed include careers and grad school options. Students were able to ask questions about the graduate school application process, the job market, and advice on how to prepare for the PSYCH 2010 exam.

**FUND-RAISER:** This fall, the chapter held its first fund-raising event, a paint-your-own-pumpkin sale and cookie/apple cider sale at the annual homecoming fair. It was a great success!

**MEETING/SPEAKER EVENT:** In coordination with the campus Career Center, the chapter cosponsored an annual GRE workshop, open to all Psi Chi members, as well as other students. It was well-attended.

**COMMUNITY SERVICE:** The chapter hosted a drive for Laurel House, a local agency that assists individuals who have experienced domestic violence, collecting clothes, money, and other items needed to support their work.

Lehman College (NY)

**CONVENTION/CONFERENCE:** Several students attended the EPA convention in New York this year. Attendees benefited from intellectual, research-based talks as well as workshops and presentations of practical importance (such as finding the best grad school for themselves).

**MEETING/SPEAKER EVENT:** The chapter hosted a Q&A panel where five alumni returned to the campus in order to answer student questions. Topics discussed include careers and grad school.
in clinical psychology, and various types of therapy and counseling.

New Jersey City University

INDUCTION CEREMONY: The chapter celebrated 32 inductees with family, friends, and faculty on April 25. Alexia Russo (president) and her chapter officers, Alison Pfleger, Luis Cedeno, and Cheryl Ignacio, welcomed the inductees with formal NJCU ceremony rituals. A keynote speech was delivered by Dr. Peri Yuksel (advisor). Inductees held candles and acknowledged the rituals. Dr. Frank Nascimento called each inductee's name. Inductees walked to the stage, handed in their candles, signed a "Declaration of Excellence," and were presented their certificates. After a group photo, all members mingled and enjoyed appetizers. The chapter includes 42% bilinguals, 40% parent students, and is one of the most diverse chapters in the United States (44.4% European American, 25.9% Hispanic, 18.5% African American, and 11.1% Asian). The chapter held its first official chapter meeting on May 2 and discussed preparations for celebrating 90 years of Psi Chi!

MEETING/SPEAKER EVENT: One popular student-driven psychology activity that chapter officers help organize is Pedagogy Day, which is a yearly interdisciplinary event that celebrates critical and creative work by students and experts in the field. This year's topic, Stories of Growth, ran a workshop on "Stories of Trauma and Posttraumatic Growth." Expert panelists Anthony Pabon (graduate student in education psychology), Dr. Frank Nascimento (assistant professor, psychology) and Dr. Ann Wallace (associate professor, English) discussed ways to foster resilience in the wake of trauma, and reported the science behind stories of posttraumatic growth. This intimate workshop humanized the field of psychology and inspired the audience to engage in a vibrant Q&A period.

MEETING/SPEAKER EVENT: College is tough. Parenting while in college is even tougher. But it is possible. Psi Chi inductee Luis Cedeno along with fellow graduate student Aja Bennet ran a workshop on how to be a successful parent and college student, called "The Art and Science of Parenting: Raising Children While in College." A panel of student parents discussed challenges, opportunities, and strategies of raising children while in college grounded in psychological science. Psi Chi inductee Alison Pfleger reported qualitative interview data on maternal stress raising a typical vs. atypical child. For the event, the chapter was excited to invite keynote speaker Dr. Lauren Brayton, DC, CACCP, who gave a talk on "Conscious Parenting: Parental Growth Opportunities Reflected From Your Child." Dr. Brayton discussed mindful parenting and epigenetics, and introduced the Brayton Method to a curious audience. The audience was thrilled by the experts, shared their own stories of balancing college with children, and engaged in an exciting Q&A period.

Rochester Institute of Technology (NY)

COMMUNITY SERVICE: The chapter and Psychology Club members ran the goat themed station at Lollypop Farm's Tails and Treats Fund-raiser on October 27. At this annual fund-raiser, children came to learn about their favorite animals while also trick or treating and playing fun games such as pin the tail on the goat at Psi Chi's table. The chapter was lucky
enough to have a very special guest—Slate the goat!

**COMMUNITY SERVICE:** The chapter helped support the second annual departmental midterm stress relief event for psychology students, faculty, and Psi Chi members. Activities included yoga classes, chair massages, coloring, and creating plant terrariums in addition to information about biofeedback, nutrition, and relaxation techniques.

**Towson University (MD)**

**MEETING/SPEAKER EVENT:** Twice last year, the chapter held Get Psyched About Your Future. At these meetings, faculty across different subfields of psychology (e.g., physiological, social, clinical, school) presented on their fields. Faculty members shared their experiences in the field, the possible avenues a specific degree offers, career opportunities in that subtype, and opportunities that students can take advantage of to get involved in faculty research and/or research labs. Their goal with Get Psyched was to bring the information about the different fields of psychology to members who might not be actively seeking out these options or might not know exactly which field they are interested in pursuing. The chapter also hosted a second part to the Get Psyched meeting in the fall, which was geared toward exploring graduate school options.

**COMMUNITY SERVICE:** The chapter has held a Peanut Butter & Jelly Drive at least two times per semester for the past 5 years. Students came together on the designated days and worked together as a team to make sandwiches, seal them, and pack them for the hungry. During their drives, they made more than 100 sandwiches and donated the sandwiches to Our Daily Bread, one of Maryland’s largest programs that serves more than a quarter million meals to those experiencing hunger in Baltimore City each year.

**MEETING/SPEAKER EVENT:** Last semester, the chapter held an event in which members learned more about various internship opportunities. In spring 2019, they invited Sheppard Pratt and Villa Maria to talk about their organization, the basics of their programs, and possible job/internship opportunities for students. To emphasize the importance of undergraduate psychology degree candidates having internship experiences, this event was offered during every semester. For the past two years, the chapter has invited Kennedy Krieger Institute Neurobehavioral Clinic to host a meeting for members interested in a clinical internship. The internship event was one of their most well-attended meetings, and multiple members inquired about possible internship positions.

**Union College (NY)**

**COMMUNITY SERVICE:** On March 15, the chapter hosted a fund-raiser for Things of My Very Own, the Schenectady non-profit that provides crisis intervention services to children impacted by extensive abuse and/or neglect. The chapter sold raffle tickets for a variety of basket prizes as well as baked goods.

**COMMUNITY SERVICE:** The chapter hosted a successful Gift of Life drive, where potential bone marrow donors were swabbed and registered to help those with blood cancer.

**Wilkes University (PA)**

**COMMUNITY SERVICE:** The chapter sponsored a free farmer’s market that was accessible to all students and faculty. The chapter partnered with the Al Beech Food Pantry to obtain fresh produce, canned goods, and boxed foods. The goal of this event was to raise awareness pertaining to food insecurity among many college students. The chapter was able to provide food to more than 125 individuals during a period of two hours.

**MEETING/SPEAKER EVENT:** The chapter partnered with the Red Sand Project, an organization that uses artistic expression to raise awareness about human trafficking. The Red Sand Project uses sidewalk interventions to spread their message. The chapter opened the event to all university students and held it in a public square to encourage community members to reflect on its meaning. The large turnout of participants were provided with information...
about the vulnerabilities, risks, and prevalence of human trafficking as well as how to take action. The chapter used red sand to fill in the cracks on the sidewalk with the help of volunteers.

**INDUCTION CEREMONY:** The chapter held its annual induction ceremony on April 2. Makayla Sarnosky (president) and Keira D'Agostino (vice-president) inducted new members alongside Dr. Jennifer Thomas (advisor). For the 2018–19 academic year, the chapter inducted a total of 14 members.

**MIDWEST**

**Grand Valley State University (MI)**

**FUND-RAISER:** The chapter hosted Tie Dye for Charity. This event involved students buying a white Psi Chi shirt and coloring it with tie dye kits made available by the chapter. Students of all majors were welcome to participate. Psi Chi officers and participating students listened to music, socialized, and had fun while contributing to a worthy cause. Proceedings from this event went to Be Nice: The Mental Health Foundation of West Michigan.

**Michigan School of Psychology**

**COMMUNITY SERVICE:** The chapter hosted an event that promoted community activism and citizen psychology by encouraging individuals to vote in the midterm elections. Students submitted images of themselves with their “I Voted” stickers to be submitted to a drawing of two $50 Amazon gift cards. A total of 26 individuals participated, making it a successful event at a school with a small student population.

**The Ohio State University at Newark Campus**

**COMMUNITY SERVICE:** Members attended multiple first-year classes to discuss mental health awareness. The science behind stress was explained, and students learned and practiced multiple relaxation and stress management techniques.

**University of Kansas**

**SOCIAL EVENT:** On March 28, the chapter hosted a Professor/Student Social. This was the first event of its kind for psychology students at the university. The goal of this event was to encourage students with the opportunity to network with professors and learn about research opportunities. Approximately 40 students attended. The chapter was joined by Drs. Monica Biernat, Nyla Branscombe, John Colombo, Christopher Cushing, Tera Fazzino, Paula Fite, Stephen Ilardi, Jason Matejkowski, Tim Pleskac, and Michael Vitevitch.

**MEETING/SPEAKER EVENT:** On February 14, the chapter hosted Kristin Vernon, LSCSW, the Director of Counseling Services from Headquarters Counseling Center. Headquarters is the leading National Suicide Prevention Lifeline Crisis Center serving all of Kansas, and calls are almost completely answered by volunteer counselors. Kristin spoke to the chapter about the Headquarters volunteer program, how to talk to someone who is thinking about suicide, statistics on suicide prevention and intervention, as well as how to become a volunteer counselor at Headquarters.

**MEETING/SPEAKER EVENT:** On March 7, the chapter hosted Dr. Stephen Ilardi for a presentation on careers in psychology and neuroscience. This event was a collaboration with the University of Kansas chapter of Nu Rho Psi, the National Honor Society in Neuroscience. Dr. Ilardi first covered opportunities for those who have earned a bachelor’s degree, such as postbaccalaureate programs, research jobs, and medical sales. Then, he covered the opportunities, benefits, and costs of earning a master’s degree in psychology for those interested in becoming counselors. Lastly, Dr. Ilardi discussed many different pathways for doctoral programs in psychology and neuroscience.
University of Missouri–Columbia

MEETING/SPEAKER EVENT: The chapter brought in speakers to discuss various areas of psychology, including professors, graduate students, and community organization leaders.

COMMUNITY SERVICE: The chapter held numerous events to serve local community organizations such as the Central Missouri Humane Society, Truman Veterans Administration Hospital, and True North (a local domestic violence shelter).

SOCIAL EVENT: The chapter hosted several events for members to get to know one another. One event involved playing bingo at the Heidelberg, a local restaurant that is popular with university students.

ROCKY MOUNTAIN

Adams State University (CO)

FUND-RAISER: In October 2018, the chapter held a Butter Braids fund-raiser. The purpose of the fund-raiser was to raise money for chapter expenses. In February 2019, the chapter held a See’s Candy fund-raiser to support travel grants for members to attend RMPA 2019 in Denver, Colorado.

SOCIAL EVENT: On March 5, the chapter hosted its annual induction ceremony. Five members were inducted into the chapter. Attendees were invited to enjoy snacks and refreshments after the induction ceremony took place. On April 24, the chapter hosted a pizza recruitment event. The purpose of the event was to spread information about Psi Chi to interested students. Attendees of the event enjoyed pizza, chicken wings, and salad while learning about Psi Chi and requirements to be inducted in Psi Chi. This was the second social event hosted by the chapter this year.

COMMUNITY SERVICE: This year, the chapter decided that it wanted to help fund as many students as possible to the RMPA convention in Denver, Colorado. To do this, the chapter created psychology T-shirts to sell in order to fund-raise from October through December. The shirts were advertised to faculty and students through e-mail, social media, and in-class announcements.

CONVENTION/CONFERENCE: Thanks to the chapter’s fall fund-raisers, the chapter was able to assist in funding a group of psychology students who wanted to go to the 2019 RMPA convention in Denver, Colorado. They coordinated together to arrange hotels, travel, and dining.

Florida State University

COMMUNITY SERVICE: The chapter participated in a yearly community service/fund-raising event called #MSPVotes.

Left: The Michigan School of Psychology Chapter donated 240 books to the Children’s Center of Detroit.

Below: The Michigan School of Psychology Chapter’s voting event banner.

Left: Students participating in the Grand Valley State University (MI) Chapter’s Tie Dye for Charity event. Students had fun singing and “competing” for the best tie dye shirt.

Above: The Grand Valley State University (MI) Chapter’s Nikki Alcini (left; treasurer) and Cally Gooch (right, secretary) joined in on the fun. Nikki forwent using gloves, with Cally teasing her that her hands would be red for the rest of the week.

Left: The Michigan School of Psychology Chapter donated 240 books to the Children’s Center of Detroit.

Below: The Michigan School of Psychology Chapter’s voting event banner.
Relay for Life. Psi Chi members signed up for incremental shifts and volunteered at the Psi Chi table to help raise funds for cancer research. This community service event was a successful 12-hour event in which members honored cancer survivors and helped raise funds for those still battling cancer.

INDUCTION CEREMONY: In the spring semester, many excelling students were inducted into Psi Chi. During the induction, inductees signed the member book and received a pin as well as a certificate. Afterward, the new executive board was announced for the following year. Psi Chi then celebrated the inductees with cake and refreshments.

SOCIAL EVENT: At the end of the year, the chapter hosted a banquet for members who showed a true dedication to their involvement within Psi Chi. At this banquet, awards were handed out to those who excelled in their participation at events such as community service events. Then, members were able to chit chat and enjoy a variety of foods.

University of Mary Washington (VA)  
COMMUNITY SERVICE: The chapter hosted Mental Health Awareness Week in order to enhance students’ knowledge about mental health issues and encourage them to fight the stigma that surrounds mental illness. The chapter set up a table outside of the university’s dining hall, and invited students and faculty from all disciplines to paint rocks with encouraging words, phrases, and pictures to spread around campus. The chapter also set up a table for students and faculty to sign a banner to pledge their support in ending stigma, and asked for donations to help fund a local mental health organization. Additionally, the chapter hosted a keynote speaker, Brandon Hassan, to talk about the effects of music therapy on mental illness. This year’s campaign was successful, and the chapter hopes to continue it next year!

MEETING/SPEAKER EVENT: In March, the chapter hosted its annual Career Forum. Volunteers with a bachelor’s degree in psychology were recruited to serve on a panel and to discuss career options available to majors after graduation. This event allowed students to ask questions and find answers about starting their careers and getting advice from the panelists. This event also gave them the opportunity to make connections with professionals in their field of interest.

CONVENTION/CONFERENCE: Every year, the chapter runs a research symposium for the entire psychology department. This two-day event allows research methods, research seminar, and individual research students to get real-world experience in presenting their research either in a talk or poster format. The chapter had a keynote speaker by Dr. Dionne Dobbins (Child Care Aware) who spoke to students and faculty about the importance of being a leader and supporting those who need help advocating for themselves. The event was a success, and helped students learn about the research conducted by fellow students during the past year.

West Virginia University  
COMMUNITY SERVICE: The chapter Psychology Club welcomed the families of over 300 Scouts, both boys and girls, from six different states for a day of classes at Merit Badge University. Chapter members served as student guides across campus, teaching assistants at classes, and provided a refreshment booth for parents and Scout leaders.

FUND-RAISER: The chapter, in conjunction with the Psychology Club, held a Valentine’s Day bake sale. The chapter sold Valentine’s cupcakes, cookies, and brownies. Proceeds
from the bake sale benefited Psi Chi membership scholarships, West Virginia Grief Center dinners, and a Suicide Prevention Walk under the auspices of the American Foundation for Suicide Prevention.

**Winthrop University (SC)**

**MEETING/SPEAKER EVENT:** The chapter held a resume building workshop where Tom Injaychock, a representative for the university’s career and civic engagement, came to discuss how students can build and polish their resumes and CVs. In addition to informing students on how to showcase their campus involvement, leadership activity, and volunteer experience, the representative specifically discussed how students can market the skills they learned in statistics and research methods. Students left the meeting with new ideas of ways to showcase their knowledge and skills to potential employers and graduate school admissions committees.

**CONVENTION/CONFERENCE:** The chapter held a meeting to discuss how to prepare for the SEPA convention. Faculty member Dr. Darren Ritzer came to discuss presenting research, how to formulate elevator speeches for students’ research, and a conversation starter. Additionally, Emma Harris (officer) discussed her past experience with presenting at SEPA. Students were able to learn about what to expect when attending and presenting at the convention as well as ask questions of both the faculty member and the student.

**RECRUITMENT:** The chapter held an information recruitment meeting for students who had been invited to join the society. Psi Chi officers spoke about the benefits they had taken advantage of while in Psi Chi such as submitting to Psi Chi Journal and participating in Psi Chi meetings and mixers at SEPA. Officers also reviewed the website with potential members to showcase the many resources that students could have access to.

**SOUTHWEST**

**University of Central Arkansas**

**CONVENTION/CONFERENCE:** The chapter helped plan, coordinate, and execute the Psi Chi/Psi Beta Chapter Exchange at SWPA 2019 along with Psi Beta members from Collin College and South Texas College. The theme of the event was “What’s Your Problem? Exploring Professional Development in Psychology.” This theme was based on an article that appeared in Eye on Psi Chi in Winter 2015. About 50 SWPA attendees participated in this interactive workshop. The workshop included mock interviews, financial planning, individual development plans, and career explorations. Chapter members worked during the spring semester to develop the workshop. Through the use of Google Apps and conference calls, the chapters were able to coordinate their planning, despite being geographically dispersed. The workshop included a number of learning activities presented on paper, via Kahoot, crossword puzzle, and interactive discussion. Participants in the workshop left with increased knowledge, skills, and insights to allow them to explore their passions and apply them to their future professional goals.

**CONVENTION/CONFERENCE:** On April 20, the chapter hosted the 2019 Arkansas Symposium for Psychology Students, a state-wide research conference for undergraduate researchers in and around the state of Arkansas. Just under 200 students and faculty participated in the Saturday morning event, presenting both papers and posters. The keynote speaker was Dr. R. Eric Landrum (Boise State University and Psi Chi President, 2017–18). Dr. Landrum presented on skills development for psychology majors. Attendees at his event learned about leveraging their personal stories and experiences when seeking new professional
opportunities. Dr. Landrum engaged the audience, creating a feeling of confidence and excitement about their future. Prior to presenting, the chapter hosted Dr. Landrum in a workshop for faculty—both in the psychology department and across the university—on skills development in their classrooms. Fifteen participants attended this workshop, which included an open forum for faculty to discuss strategies for incorporating professional skills into their curriculum.

WEST

San Diego State University (CA)

MEETING/SPEAKER EVENT: The chapter continually hosts guest speakers from various subfields of psychology. This semester, the chapter was incredibly lucky to have the opportunity to learn about a very niche subfield in psychology: biopsychosocial psychology. The chapter was very excited to learn and discuss the interesting topics and concepts of biopsychosocial psychology from Francesca Paretta of the California Institute of Human Science. A current graduate student, Francesca summarized the main ideas behind biopsychosocial psychology and highlighted its fascinating real-world applications. After the presentation, multiple members asked questions to further learn about her field of study and reached out to her. Overall, the chapter hosted a successful speaker event, which featured a fascinating topic and a very engaged audience.

SOCIAL EVENT: One of the main objectives for the chapter is to develop a strong sense of togetherness within its members and the psychology community. To develop this type of bond, the chapter organized a social hiking event at the local Cowles Mountain hiking trail. The event had an excellent turnout of members eager to familiarize themselves with fellow Psi Chi members while simultaneously promoting an active healthy lifestyle. Although the hike was a little more difficult than expected, it was amazing to witness the camaraderie within the members and support for those who were falling behind. Ultimately, all the members finished the trail and greatly enjoyed the exercise with some good company. The social event continued to a local restaurant for a post-hike brunch.

INDUCTION CEREMONY: The chapter was delighted to invite a number of new members into the chapter and celebrate their academic accomplishment at the chapter’s induction ceremony. The ceremony was an intimate gathering of family, friends, and faculty to warmly welcome the new initiates to the chapter. A jovial environment was established with sociable music, delicious food, and an inviting photo booth. The ceremony featured a keynote address by Dr. Barber, a Psi Chi member, who spoke about her inspiring life story as a first-generation college student and lessons learned. The candlelight ceremony was a moving experience for all. The ceremony concluded with the traditional recitation of Plato’s Allegory of the Cave. Initiates, family, and faculty alike formed memorable festive experiences.
CHAPTER ACTIVITIES

Top left: Non-profit fundraiser at Union College (NY).

Top right: Union College (NY) chapter’s non-profit fundraiser.

Center: Union College (NY) chapter officers and a Gift of Life student ambassador team up for the drive.

Left: Getting swabbed at the Union College Chapter’s Gift of Life drive.

Above left: Rocks that students and faculty painted during the University of Mary Washington (VA) Chapter’s Mental Health Awareness Week, placed around campus.

Above: A few of the inducted members of the Bradley University (IL) Chapter’s spring Celebrate Psychology event.

Left: Members of the Bradley University (IL) Chapter WHO volunteered with Service on Saturday at the Coal Hollow Park in Peoria. Together, they rebuilt a stairway on a popular path in the park.

Above right: The University of Mary Washington (VA) Chapter’s Chloe Morton (treasurer) pictured with the Mental Health Awareness banner. Students and faculty from all disciplines signed the banner to pledge their support in ending the stigma that surrounds mental health.

Above: Psi Chi’s Florida State University 2018–2019 officer team at an end-of-the-year banquet.
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Supplies are limited. Check back often for new items and discount codes on our store's main page. T-shirts and additional products available online.