

eye ON PSI CHI

THINKING
OUTSIDE OF
THE BOX

Student Internships
in Psychology:



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ABBREVIATIONS

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

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Interview With Executive Director Martha S. Zlokovich, PhD

Bradley Cannon
Psi Chi Central Office

Psi Chi Past President
Dr. Martha S. Zlokovich (2003-04)

How did you get involved with Psi Chi? And more specifically, please tell us about your experience becoming Psi Chi's Executive Director.

I first became involved with Psi Chi as a new faculty member at Southeast Missouri State University—not as a student. During my first year as a tenure-track faculty member, the new department chair, Dr. Rick Burns, was faculty advisor to both Psychology Club and Psi Chi. The previous department chair, Dr. Paul Lloyd, had originally chartered the Southeast Psi Chi Chapter in 1978 and served as Midwestern Regional VP and President of the Board of Directors, then called the National Council.

My second year, Rick recommended that I take on both advisor roles, which I did. I was advisor for Psychology Club for the next 11 years, but stayed on as Psi Chi advisor the rest of my time at Southeast—until coming to Psi Chi as Executive Director. I thoroughly enjoyed working with the chapter and did not want to give it up!

Being a faculty advisor was a great way for me to keep in touch with my students as they progressed through the major because my course load was primarily Intro Psych for majors and minors, and Child, Adolescent, and Lifespan Development courses. Most psych majors only needed one Developmental Psych course, so I rarely had them in more than two or three classes or after their sophomore year. In addition, it was a pleasure to mentor students about all the benefits of Psi Chi and to encourage them to present research, apply for awards and grants, and submit to the *Psi Chi Journal*.

The Southeast Psi Chi Chapter had started an interdisciplinary campus-wide research conference when Rick Burns was the advisor, and I continued that conference. Psi Chi and Psychology Club sponsored it every year but invited a different honor society on campus to join them each year. It grew from eight biology and psychology presentations over two hours into a two-day event with posters, research talks, and a keynote speaker, and received over \$125,000 in grants supporting it. Unlike some university conferences, every aspect of the conference was managed by students, not faculty. The conference probably contributed quite a bit to the Southeast Chapter winning the Psi Chi Ruth Hubbard Cousins National Chapter of the Year Award in 1996.

That national chapter award led to our chapter officers presenting at APA and MPA, and meeting Dr. Becky Stoddart, the Midwestern Regional VP, which led to her inviting me to

join her steering committee—and run for VP. Winning that election naturally led to running for Board President. I won that election, making Southeast Missouri State University the only campus to have had two Psi Chi Presidents elected to the Board—so far, anyway!

I was President-Elect when Psi Chi's Executive Director at the time, Kay Wilson, passed away. After much contemplation, the Board decided to completely redefine the Executive Director position from a focus on managing the staff of 4–5 people and the Central Office to a broader focus on promoting Psi Chi among psychological and academic organizations and serving as a leader to the Board and the organization as a whole by strategizing about Psi Chi's future.

That timing meant that I was on the Executive Committee when Psi Chi created my current position and hired the first “new” Executive Director, Dr. Virginia Andreoli Mathie. I'm the second person in the redefined ED position. I remember thinking at that time that I would love to apply for it when Ginny retired, but I was then applying for full professor and thought she would likely stay as ED for about 10 years.

When she decided to retire after four years, that created quite a dilemma for me! By then I had earned full professor and the psychology department chair position had opened up at Southeast. I applied for both positions and was selected as department chair well before Psi Chi interviewed for the ED position. When Psi Chi offered me the ED position, as you can imagine it was a very difficult decision to consider giving up my career as a tenured full professor and department chair.

Looking back, I really do wish I had joined Psi Chi as a student—ironically Paul Lloyd would have been President of Psi Chi at the time! I don't think being a transfer student after my sophomore year explains all of it because I should have been invited to join before transferring. I wasn't even aware of Psi Chi until after transferring to UCLA, and let's just say my first quarter there was quite challenging. To join would have meant retaking some classes and prolonging my graduation even more, so I chose not to do that. Later, in graduate school, I was reluctant to become involved because I had not been able to join as an undergraduate. So, I definitely encourage chapters to pay attention to inviting all eligible students, especially transfer students and graduate students, because they are often overlooked when invitations go out.



On October 21–30, 2016, Dr. Martha S. 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.

In what ways has Psi Chi changed during the past 10 years?

Psi Chi has changed in so many ways over the last decade!

- After 80 years Psi Chi became international. This change was initiated during my first Board meeting as ED, then approved a few months later when the chapters voted to officially change our name in the Constitution.
- Inducted 245,770 new members since June 1, 2008
- Installed 136 new chapters, 23 of them outside the U.S. 50 states, since June 1, 2008
- *Journal* changes were:
 - Welcomed graduate student and faculty first authors to submit to the *Psi Chi Journal of Undergraduate Research*
 - Renamed it *Psi Chi Journal of Psychological Research*
 - Began supporting Open Science by awarding Open Science badges
 - Created a replication badge
 - Accepted by APA for indexing in PsycINFO
 - Created two special issues (first on open science and a second on diversity)
 - Added five Associate Editor positions to assist the Journal Editor
 - Began accepting and reviewing all submissions online
- Initiated at least two major updates to the website
- Changed the website to a mobile-friendly format
- Started a blog, podcast, and webinars
- Started providing online training for Advisors and Officers
- Moved new member processing from mailed paper forms to entirely online processing
- Awarded the first four Psi Chi scholarships, for undergraduate students only, in 2016
- Awarded the first Psi Chi graduate student scholarships in 2018
- Doubled the number of scholarships awarded, resulting in scholarships to 8 undergraduate students and 8 graduate students annually.
- Increased awards and grants budget from about \$240,000 per year to \$400,000
- Psi Chi worked with graduate students at APA to establish the APAGS Jr. Scientist Fellowship for first-year graduate students. Submission to this jointly funded fellowship gives graduate students first-hand experience with how the application will work if they apply later for an NIH grant.
- Used exhibit booths at conventions to disseminate information
- Established a Diversity Director to lead a Diversity Advisory Committee
- Established a Research Director to lead a Research Advisory Committee
- Established an International Advisory Committee
- Travelled to Havana, Cuba on the first international group trip for Psi Chi members
- Conducted strategic planning in 2011 and 2016, updating the plan in 2018.
- Shortened the mission statement in 2016 to ***Recognizing and promoting excellence in the science and application of psychology.***
- Instituted a Membership Assistance Fund for Faculty Advisors to request free membership be awarded to a deserving but financially strapped student
- Joined social media—Facebook, Twitter, LinkedIn, and Instagram
- Central Office Staff:
 - Doubled staff members from 7 in 2008 to 14 today
 - Reorganized Central Office staff and hired our first Director of Finance and Director of Membership and Development
 - Started hiring local college students as part-time workers and interns
 - Hired Ginny and me as the first two Executive Directors with a doctorate in Psychology and experience teaching psychology at the university level
- Began fundraising for the first time ever.

Could you talk a little about Psi Chi's progress with becoming an International organization? Why is this so important?

Psi Chi was established at an international convention in 1929 and has always had some international focus. Of course, with the advent of the Internet, online education opportunities, and universities focusing on diversity, the imperative to consider international issues only grew.

When the Board approved changing the Constitution to make Psi Chi an international rather than national honor society, we had one international affiliate chapter. That was Victoria University in Canada. Since then, the Board has approved 24 chapters outside

the U.S. 50 states. We currently have 22 chapters (two universities closed): seven chapters in Canada, two in Puerto Rico, and one each in Barbados, Cyprus, Ecuador, Egypt, Guam, Guatemala, Ireland, Malaysia, New Zealand, Russian Federation, Trinidad & Tobago, United Kingdom, and the U.S. Virgin Islands.

Since you became Executive Director, which Society accomplishments are you most proud of?

That is difficult because there are so many! I think I'm most proud of Psi Chi's progress with establishing international chapters, embrace of cutting edge science, initiation of scholarships, and (dorky as this sounds) Board approval of financial policies that proscribe Board use of Psi Chi's investment funds.

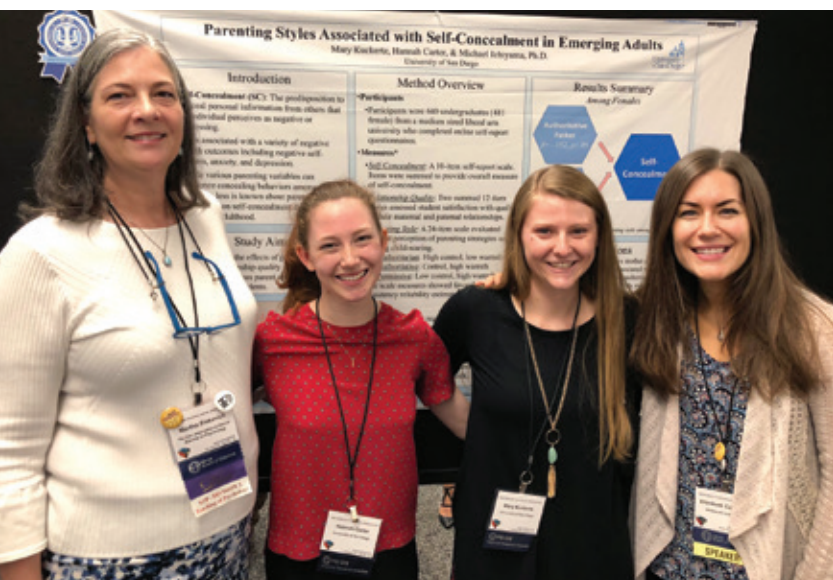
What is Psi Chi's role in psychology today?

Because we have chapters at almost every U.S. university that is eligible for one, and because most Psi Chi events are open to nonmembers, Psi Chi touches the entire profession of psychology in the United States by impacting students at the start of their careers. We also touch so many other professions because our undergraduate members are much more likely to go into other careers besides counseling or university teaching as a psychologist. We like to say that Psi Chi is a student's first professional organization. That means we can provide a model for engagement in one's profession regardless of the particular career our members pursue.

Psi Chi also enriches the education of many psychology students by providing them with opportunities and information. Students have opportunities to serve in leadership positions with their chapters, solve problems, conduct research, fundraise, and become a more integral part of their own campuses. They have opportunities to present their research in regional, national, and international conferences and to submit their work to Psi Chi for publication. Through our email digests, magazine, and blog, they have access to a wide variety of information that can enhance their studies, their career planning, and inform their career choices.



Psi Chi leaders Executive Director Martha S. Zlokovich, PhD (back row, second from left) and 2017-18 Psi Chi President R. Eric Landrum (front, right) pose with students at the 2018 Rocky Mountain Psychological Association (RMPA) convention.



Psi Chi Executive Director Dr. Martha S. Zlokovich and Psi Chi Western Regional Vice-President Dr. Beth Campbell with student presenters.

Tell us about the reasons for and results of the Central Office relocation to 651 East 4th Street.

We had simply outgrown our office on Vine Street, and needed more space and amenities than a 90-year-old, though gorgeous, 1927 home in a historic, mostly residential area could provide. Our staff were all sharing offices with one or two other people and wearing headphones for some peace and quiet! We had to juggle cars within our limited parking spaces, store some items in a dirt wall basement, pay for expensive renovations over the years. To complicate matters, the historic district's neighborhood association and the city began instituting more stringent rules on building uses and parking with the aim of eventually making the neighborhood all residential again. In addition, the electric and Internet infrastructure in such an old building was not ideal for an organization supporting hundreds of thousands of members primarily online!

As a result of moving to our leased space, the funds from the sale of the house went into the move and long-term investments. All staff members now have their own office, and we were able to close our storage unit and bring all merchandise into the Central Office, saving money and time. There is plenty of parking, an



Psi Chi President Dr. Martha S. Zlokovich (front row, far right) and the 2004-05 Psi Chi National Council pictured at their national business meeting held during the 2004 Psi Chi/APA Convention in Honolulu, Hawaii.

elevator, and easier access for deliveries and shipments out (rather than having to negotiate a narrow back alley and stone steps). In addition, there is enough space for the entire Board to meet in the Central Office rather than renting space—the Board now meets in Chattanooga every summer.

Although our new space does not have the charm of the beautiful woodwork and fireplaces of our old office, it has huge windows overlooking the Tennessee River and University of Tennessee at Chattanooga from the sixth floor. The configuration on one floor rather than two has resulted in all staff interacting more with one another, and it is gratifying to share our space with our Board every year.

Anything you'd like to say to the many people who support Psi Chi through their service and donations?

Thank you!

What goals do you have for the Society moving forward?

My primary goal over the next few years is to achieve a balanced budget without as much use of our invested funds or earnings on those funds. This will require both a carefully planned budget and an increase in income other than investment earnings and membership fees. Part of increasing revenue will involve

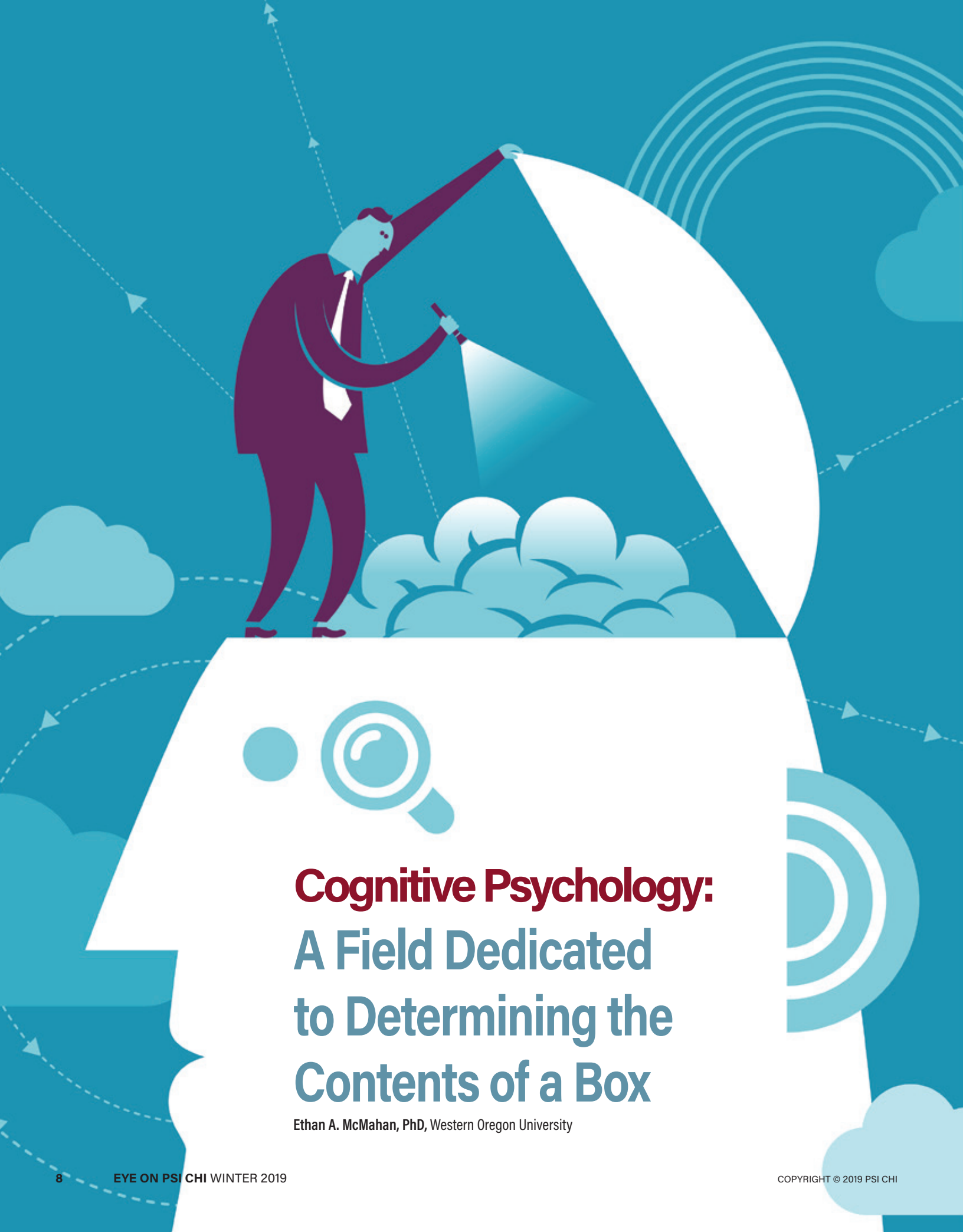
fundraising, increasing advertising, and merchandise sales.

Encouraging all chapters to invite and induct everyone who is eligible for membership will of course continue to be important, especially given the smaller cohorts entering college right now. Inducting all eligible members is important for both the financial health of the Society and for enhancing the diversity and richness of the personal connections available to members.

Maintaining personal connections and relevance over time is another important goal. Although Psi Chi provides a lifetime membership, we have traditionally kept best track of alumni members who are psychology faculty, losing track of the majority who go on to achieve in a wide variety of other careers. We are gradually adding more benefits and activities for alumni, so it is a goal of mine to see that trend grow.

Another goal is to increase the number of international chapters, as well as international opportunities for students in particular. Although students can now meet members from chapters outside their own country or area online, there is nothing like actually living in another country to really understand the similarities and differences.

Finally, it would be wonderful if Psi Chi awarded 100 scholarships during our 100th anniversary year. That means increasing from the current 16 scholarships awarded annually to 100 by the time we turn 100 on September 4, 2029. Even better if we have the financial support to continue offering 100 scholarships every year.



Cognitive Psychology: A Field Dedicated to Determining the Contents of a Box

Ethan A. McMahan, PhD, Western Oregon University

Welcome back dear readers of *Contemporary Psych*. How many of you have seen the movie *Seven*? For those who haven't, it is a classic, dark, and somewhat gory murder mystery from the mid-1990s starring Brad Pitt and Morgan Freeman. Pitt and Freeman play detectives trying to apprehend a serial killer, played by Kevin Spacey, who is using the seven deadly sins as a motif for his murders. In the climax of the movie, Pitt and Freeman have Spacey in custody, and the trio find themselves in the middle of the desert. Spacey has arranged for a package to be delivered to their location, the contents of this package unknown to Pitt and Freeman. Spacey makes it clear however that whatever is in the box is of utmost personal importance to Pitt, who is now compelled to open it. Fearing that by opening the box the detectives will be playing into Spacey's devious hands, Freeman tries to prevent Pitt from opening it. The music and tension build as Pitt screams "What's in the box?" repeatedly at Spacey, while Freeman screams "Don't open the box," repeatedly at Pitt. I don't want to ruin the whole movie for you, so I will offer only a partial spoiler . . . they open the box, and it is not good. To learn more, I strongly encourage you to watch the movie; it is fantastic.

Now, you (the reader) are thinking: "Why in the world is Ethan referencing a 25-year-old movie? Isn't this column about cognitive psychology?" Great questions. To the latter, yes, this column is about cognitive psychology. To the former, I am referencing a movie that is probably older than a significant proportion of my readers, because it sufficiently represents the emergence of cognitive psychology as a distinct subfield in psychology . . . with Morgan Freeman starring as the dominant theoretical perspectives in American psychology during the mid-20th century, and Pitt starring as a bunch of upstart scholars and researchers who would change the face of modern psychology and science as we know it. How would these upstarts do this? By trying to address a seemingly simple question: What's in the box?

Opening the Box

The "box" in this context is a reference to the mind, and the above question regarding the contents of the box is actually asking about what is going on in the mind. What is the mind? What are mental processes? How do they operate? What factors impact the operation of our mental processes? These fundamental topics, like many in psychology, have been addressed in various forms or fashions for centuries. For example, Plato suggested that mental processes were located in the brain, Descartes suggested that the mind and body were distinct substances, and Locke argued that all the contents of the mind, such as acquired knowledge, emerged from learning and our personal experiences.

However, during the early 20th century, the dominant theoretical perspective in psychology was behaviorism, an approach that focused only on the study of *observable* behavior. Behaviorists did not study mental processes directly and, moreover, argued that the scientific study of mental processes was a waste of time. Why? Because science, real science, relies on objective measurement of observable phenomena. According to many behaviorists, mental processes are not directly observable, can't be measured objectively, and scientific psychology should not concern itself with such matters. Given the influence of behaviorism, the study of mental

processes languished during the time. Despite this, the Brad Pitts of the scientific community really wanted to know what was in the box, even if the Morgan Freemans openly and vociferously suggested leaving the box alone.

But, several major events during the mid-20th century reinforced the importance and feasibility of examining mental processes from a scientific perspective. Developments in computer science and, in particular, Allan Newell and Herbert Simon's work on artificial intelligence led many to liken the mind to a computer and opened new areas of psychological inquiry. George Miller (1956) published his now famous paper on short-term memory capacity (ever heard of the magical number seven? Plus or minus two?). And, Noam Chomsky (1959) wrote a scathing and convincing critique of B.F. Skinner's conceptualization of language development, in particular, and of behaviorism, more broadly. This work, along with that of many other notable scholars, initiated the "cognitive revolution," whereby research interests in American psychology and related disciplines shifted toward the study of mental processes and away from the exclusive study of behavior. The field of cognitive psychology was born, the box was opened, and we are to this very day still probing the contents.



Exploring the Box

Simply, cognitive psychology is the scientific study of mental processes including attention, language, memory, decision making, problem solving, and thinking (American Psychological Association, 2019). A great deal of work within cognitive psychology has been influenced by the early cognitive developmental theories of Piaget, which describe the mind as a representational system that constructs mental models of the external world. From this perspective, perception, behavior, and any mediating processes are determined by the interaction of this representational system and external conditions. Perhaps the most influential theoretical framework in cognitive psychology is the information processing approach, whereby the operations of the mind are likened to that

"...the influence of cognitive psychology is widespread, even outside of psychology, and there are many careers that one could pursue that have in some way been shaped by cognitive psychology."

of a computer, in that humans take in information (encoding), manipulate and store information (modifying and saving files), and use that information at a later point (output).

An important point to note is that "mental processes" refers to any operation of the mind, and the field of cognitive psychology is thus quite broad, with many potential topics of interest. For example, a cognitive psychologist could dedicate an entire career (and, indeed, many have) to the study of a single facet of attention. Or, one could focus on language and its development during childhood. Or, one could focus on how people integrate new information and existing knowledge in working memory. Or, one could focus on how people think about their own mental processes, a process referred to as metacognition. Indeed, one could also study the neural architecture of the brain and its impact on and/or determination of information processing. All psychological processes involve cognition, so one's options for study are quite open.

Additionally, many other subfields of psychology have been influenced heavily by this field. For example, social cognition is a subfield of social psychology concerned with how we think about and process our social world. Cognitive developmental psychology concerns how cognitive processes change from womb to tomb. In fact, early research on cognitive development actually preceded the cognitive revolution! And, many approaches to the treatment of psychological disorders center on changing maladaptive cognitive processes. The above are just examples, and I should emphasize that findings within cognitive psychology have leaked into every corner of psychology more generally . . . so much so that some have suggested that the now dominant theoretical perspective in psychology is cognitive psych. Not too bad for an area once thought to be inappropriate for scientific inquiry!

Get in the Box

So, how does one go about pursuing a career in cognitive psychology? As you might expect, many cognitive psychologists that do research, work in universities, and/or treat mental illness hold a PhD in psychology. Typically, these individuals have completed undergraduate training in psychology or a related discipline and then completed graduate training at programs that specialize in cognitive psychology or the application of cognitive psychological principles (e.g., a clinical psychology program that takes a cognitive approach).

But, noted above, the influence of cognitive psychology is widespread, even outside of psychology, and there are many careers that

one could pursue that have in some way been shaped by cognitive psychology. For example, not only has the mind been likened to a computer, but computers and computer-based systems have been modeled on the human mind, and many careers in computer science and artificial intelligence require a firm understanding of human cognition. Additionally, because the field of education is concerned with how people process information, many educational professionals have training in cognitive psychology. It should also be noted that, despite the expansiveness of cognitive psychology, it actually falls under the umbrella of what is called cognitive science, an extremely broad interdisciplinary field that studies thought, learning, mental organization, and so on from philosophical, linguistic, computer science based, and . . . indeed . . . psychological perspectives. So, in fact, you can pursue a future studying cognition via many different academic routes.

The Contents of the Box

Morgan Freeman was right in being reluctant to open the box . . . but for the wrong reasons. Rather than being concerned that the box contains (again, partial spoiler here) the handy-work of a demented serial killer (played all too well by Spacey), a more realistic concern, as it turns out, would be that by opening the box, people would likely now find themselves rummaging through it for the rest of their lives. The contents of the box are multitudinous, complex, and perhaps as some suggest, unknowable. To truly determine the contents of the box, one must understand the mind, what it does, how it operates, and, indeed, what it is. These are hard topics and the hard questions—the answers to which we have yet to fully uncover. On the plus side, they should keep any brave individual interested in pursuing a career in cognition busy for quite some time!

Additional Resources and Further Reading

American Psychological Association's Science in Action Website – Cognitive Psychology Explores our Mental Processes. <https://www.apa.org/action/science/brain-science/index>
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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.

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The Year of the Woman at RMPA

Melissa Goates Jones, PhD
Psi Chi Diversity Committee

The 2019 convention of the Rocky Mountain Psychological Association (RMPA) took place in Denver, Colorado, from April 4–6. Unofficially, it was the “year of the woman” at RMPA, with Psi Chi Diversity programming highlighting the contributions of women to psychology. In a field where the contributions of women and minorities have largely been left out of the textbooks, attendees were able to learn about the importance of representation of women and minorities in our field, and about the importance of making the textbooks used in the classroom more inclusive and accurate.

Dr. Diane F. Halpern, former president of the American Psychological Association, presented a lecture entitled “Teaching is a Political Act: Who Decides What We Need to Know?” Dr. Halpern spoke about making psychological science more representative of the human population and less W.E.I.R.D (represented by White scientists, educated people, people from industrialized countries, rich people, and people from democratic countries), proposing that the field of psychology fails to represent and serve the majority its potential consumers. Dr. Halpern cited a Rad,

Martingano, and Ginges (2019) study, which analyzed all articles published in *Psychological Science* in 2014. Of the articles, 58% of the samples were from the United States, 71% were from English-speaking countries, and 94% of the samples were western countries (including English-speaking countries, Europe, and Israel), and 11% had no date on the country or area in the world the sample was from. Indeed, the results of the study indicated that 85% of the samples were representative of less than 7% of all of the people on earth.

According to Dr. Halpern, “In order to better meet the needs of a global society, we need to work harder to internationalize the psychology curriculum and refuse to use textbooks that are solely based on Western experiences.” Dr. Halpern maintains that leaving out the experiences and history of a big part of the world’s population has dangerous consequences, and that this has been evidenced by psychology’s historical focus on the experiences of White men as “normal” and the experiences of women and people of color as aberrant. We need to understand the consequences of world citizenship and advocate for textbook and other educa-



tional materials that are not solely or largely based on Western experiences.

In a diversity symposium sponsored in collaboration with Psi Chi and the RMPA diversity committee, Drs. Anna Ropp, Nicole Jones, and Leslie Cramblet Alvarez shared the results of a content analysis of five history of psychology textbooks (Cramblet et al., 2019). Their analysis revealed that women and psychologists of color received far fewer mentions than their White, male counterparts. They suggested that, in addition to historical discriminatory practices, reliance on traditional textbooks perpetuate the problem of undergraduate psychology students recognizing White, male pioneers at significantly higher rates than women and people of color.

In addition, Cramblet et al. found that sometimes the works of women were misrepresented as the work of men. An important example of this was the misrepresentation of Mamie Clark's experiments using dolls to study children's attitudes toward race. The presenters cited an important interview with Kenneth Clark in which he maintained that this was Mamie's work that he collaborated on. However, out of the five history of psychology

textbooks citing the studies, only one book indicated that this project was originally Mamie Clark's work.

Diversity programming at the 2019 RMPA convention helped students and educators to look more closely at the textbooks and resources they use in their classes and to critically examine their representation of the experiences of women and minorities. Attendees of this program learned ways they can broaden the resources they draw upon and look beyond the published texts to find ways to better represent all consumers of psychology.

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Melissa Goates Jones, PhD, received her PhD in counseling psychology from the University of Maryland in 2006. She is now an assistant faculty member in the Psychology Department at Brigham Young University and teaches in the department's Clinical Psychology doctoral program. Her research interests include psychotherapy process and outcome, as well as diversity and gender issues. She also serves on Psi Chi's Diversity Advisory Committee.



Three Heads ARE Better Than One: Questions (and Answers) About Choosing a Graduate Program

Mitchell M. Handelsman, PhD, University of Colorado Denver
Scott VanderStoep, PhD, Hope College (MI)
R. Eric Landrum, PhD, Boise State University (ID)

Which types of psychology programs have higher or lower acceptance rates? Just as importantly, which psychology fields have more job opportunities?

Mitch: I recommend beginning your selection process from the end: Where do you want to be after your degree (and I don't mean Denver...)? What do you want to be doing? Once you know where you want to be, you can develop one, two, or twelve paths to get there. For some, it means doing a master's degree first—for others, it will be applying directly to doctoral programs. I appreciate you wanting to earn a living. But don't lose sight of your goals! Psychology is too hard—any of it—to do it only for the money.

Some of you might be so enthralled with all aspects of psychology that it doesn't matter what field you go into. However, remember that the researchers accepting you into their labs, or the clinical faculty who are invested in training excellent, ethical practitioners, will be passionate about their fields and may misinterpret your wide interests as evidence of shallowness or lack of passion.

Scott: The quality of the work you do will predict your current and long-term success. And it's very hard to do quality work when you can't imagine enjoying it for the long term. Interest and success fuel each other in a bidirectional way. Research (e.g., Pintrich, 2000) shows that people are motivated by goals that both are intrinsic and extrinsic in nature. But it is also the case that striving for job prestige, money, or other performance goals is maladaptive without an intrinsic prizing of the task itself. In other words, don't follow the success or the prestige. Follow what you love, and the prestige and success will find you.

I would say something similar regarding program acceptance rates. Don't just shoot for the stretch programs or the sure bets. Find the program that fits you and see if you fit their profile. If a program is simply too competitive for you to gain entrance, then it's time to reconsider programs or find ways to bolster your profile so that you'll be competitive in a year or two. In short, I would ask different questions: (a) What has my profile prepared me to do?

(b) Does that align with my academic passion? (c) Can I be successful and happy for the *long* haul?

Eric: Both of my colleagues are offering great advice, and that's not surprising at all. Do think about first—what would be my perfect job? What would be a career path that would be satisfying to me? About acceptance rates, I think the best source of this type of information is the *Graduate Study in Psychology* book (American Psychological Association, 2019), published annually. For the upcoming publication of the 6th edition of *The Psychology Major*, Steve Davis and I (2020) created a table about acceptance rates by master's degrees and doctoral degrees organized by subfields. As for job opportunities, I highly recommend that you check out the online database/network O*NET at <https://www.onetonline.org/>.

How important is it for the program I choose to be APA accredited?

Mitch: APA Accredits doctoral programs in clinical, counseling, and school psychology. Accreditation becomes important when it comes to licensure and some jobs. For example, some states automatically approve graduate degrees from APA-accredited programs, but look more deeply into the transcripts of applicants from non-APA-accredited programs to see whether the applicant has a required list of courses. Here's more information from APA: <https://psichi.com/APAaccreditation>.

Programs vary in quality and focus, so your between-groups focus on APA accreditation vs. no accreditation should be augmented with your within-group assessment of the differences among programs. BTW: If you're interested in scientific clinical psychology, there's also a new accreditation system run by the Psychological Clinical Science Accreditation System (PCSAS). Check it out at <https://www.pcsas.org/>.

Scott: Whenever I get students who ask about accreditation, I give them the elementary answer and then I ship them to a clinical colleague who can advise them better. So I agree with Mitch, my clinical psychology friend. And if you are a student at

Dr. VanderStoep offered a terrific question to ask to any prospective graduate school, online or not: where do your students go after they graduate?

a small school with a small psychology department, be sure to get second opinions, especially if the department does not have a clinician on the faculty. You will need to use your help-seeking and resource-management skills; that might mean consulting with your campus counseling office, calling a university where you would like to apply, or a resource like the APA Education Directorate, <https://www.apa.org/ed/>. I suspect Dr. Landrum will have a comment on my idea. (I don't know what it is, but I look forward to his insights, as he knows a lot about APA resources.)

Eric: Well, I think Dr. Handelsman nailed it—APA accreditation only matters for clinical, counseling, and school psychology programs because that's where it only exists. I think the accredited vs. nonaccredited degree will matter more to the postgraduate school employer, so students interested in those fields probably need to think very carefully about postgraduate school career plans. And I think that's where Dr. VanderStoep's advice is particularly prudent; relying on faculty mentors and even nationally available resources for information will be vital because you are going to need to know a lot to be able to make these critically important decisions.

How do web-based graduate programs compare?

Mitch: The jury is still out, because online programs are so new. Apropos of the previous question: APA has not (yet?) accredited any programs that are exclusively online.

Scott: I have not had any students who have applied to online master's programs in psychology. I would be cautious and look for important metrics (e.g., where do students go after they graduate? Do students pay full tuition and, if so, how much?). I would enter such a search with diligence and a critical lens, which you have been ably taught as a psychology major.

Eric: I think the definitions probably matter here, such as web-based vs. online vs. hybrid. Fielding Graduate University in California is an online psychology program that is APA accredited with a clinical psychology doctoral program, but they use a hybrid model, meaning that students take classes online but they visit campus for committee meetings (like a dissertation prospectus meeting) and for mentoring.

Outside of those three areas (clinical, counseling, school), I would use some of the same metrics as I would for a brick-and-mortar/face-to-face experience: (a) Will I be able to be a graduate research assistant? (b) Will I be able to be a graduate teaching assistant? (c) Are there grant and fellowship opportunities available? (d) What percentage of graduate students who start your program finish your program? I think Dr. VanderStoep offered a terrific question to ask to any prospective graduate school, online or not: where do your students go after they graduate?

What are the pros and cons associated with attending the same institution for both my undergrad and graduate years?

Mitch: There are two questions here: Selection and Attending. Rumors abound about whether graduate programs are biased (in either direction) about accepting their own undergraduate applicants. Some programs may want to brag about all the different places their incoming students come from. Others are committed to choosing the top students no matter what. In terms of *attending*, however: As long as your professors make the transition from treating you as an undergraduate to a graduate student, I'd say there's not much difference. Go to the best (for you) program you can get into.

Scott: I attended graduate school at a university where several grad students attended as undergrads. It seemed seamless and without difficulty. I see no problem. Of course, you have to get in, as Dr. Handelsman said.

Eric: I think there used to be a perceived bias that a student should not attend the same undergraduate and graduate institution, as if once an undergraduate at one institution it might appear they could not "get in" anywhere else. Of course that was hogwash and an attitude likely held by an elitist few. The pro is that if your school has a great graduate program, you should go for it! The con is that if a future employer happens to be one of those elitists, then going to the same school back-to-back could be a drawback. But that snob was going to find a host of other reasons to dislike an applicant anyway.

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Mitch Handelsman is Professor of Psychology and CU President's Teaching Scholar at the University of Colorado Denver, having earned his PhD in clinical psychology from the University of Kansas in 1981. He has coauthored two ethics books, *Ethics for Psychotherapists and Counselors: A Proactive Approach* (2010; with Sharon Anderson), and *Ethical Dilemmas in Psychotherapy: Positive Approaches to Decision Making* (2015; with Sam Knapp and Michael Gottlieb). He is an associate editor of the *APA Handbook of Ethics in Psychology* (2012). His blog for PsychologyToday.com ("The Ethical Professor") focuses on ethical and teaching issues.



Psychological Research.

Scott VanderStoep is Professor of Psychology and Dean for Social Sciences at Hope College (MI). He received his master's in social psychology from the University of Illinois at Urbana-Champaign and his PhD from the University of Michigan. His research articles have largely been in the area of reasoning and problem solving, college student thinking, and psychology and religion. He is the coauthor of two editions of *Learning to Learn: The Skill and Will of College Success and Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches* and editor of *Science and the Soul: Christian Faith and*



R. Eric Landrum is a Professor in the Department of Psychological Science at Boise State University, receiving his PhD in cognitive psychology from Southern Illinois University-Carbondale. He is a research generalist, broadly addressing the improvement of teaching and learning, including the long-term retention of introductory psychology content, skills assessment, improving help-seeking behavior, advising innovations, understanding student career paths, the psychology workforce, successful graduate school applications, and more.

PSYCHOLOGY IN

WINTER 2019

Welcome to the second installment of *Eye on Psi Chi's Psychology in the Headlines*. In the Northern Hemisphere, September is the Academic New Year for those working and studying in colleges and universities. Just like the real new year, this is a time of over-enthusiastic goal setting, chaos as classes and research restart, and excitement about the opportunities that come with the new year. For all of our Psi Chi members in academic settings, best of luck with the new term! For our readers who are no longer in academic settings, we hope that you can take a moment to reminisce on your time as a psychology student, including the beginnings of your membership with Psi Chi.

Now, on to the headlines.

The New APA Style Manual Arrives in October

To get us started, I want to highlight an event that will have an impact across the breadth of psychology and related fields, the October release of the seventh edition of the *Publication Manual of the American Psychological Association*. Psychology has been identified as a hub science (Cacioppo, 2007) with influences from and to innumerable other disciplines and applications. APA style in publishing is a great example of the breadth of psychology's impact across the sciences and health fields. The new seventh edition will create ripples across these disciplines as we adjust to the new guidelines.

What are some of the updates in the seventh edition? According to the APA (<https://apastyle.apa.org/manual/new-7th-edition>), the updated guidelines provide new information on writing with bias-free language; journal article reporting standards for quantitative, qualitative, and mixed methods research; accessibility guidelines; over 100 new referencing examples; more guidelines on ethical writing and publishing practices; and an easier to navigate format for experienced users, new users, and students.

The APA guidelines may not make the best recreational reading. However, they represent the progress of our discipline, an opportunity to improve as writers and researchers, and probably a headache or two as we struggle to adjust our established writing habits to meet the new guidelines. ■

Psi Chi Reaches Major Milestones

This fall also represents a major milestone for Psi Chi as the Society celebrates its 90th anniversary. Throughout this year of celebration, we will have many opportunities to reflect on how Psi Chi expanded and evolved. Personally, one of the changes that seems most important to me was the internationalization

of the Society in 2009. In honor of the 10-year anniversary of Psi Chi's internationalization, I invited the chapters located outside the United States to provide us an update on important events in their geographical region. I was very excited to receive updates from Psi Chi chapters in Egypt and the United Kingdom. ■



First Psi Chi Chapter Chartered in Egypt

Georgenia Bassily from the American University in Cairo, provided the following update on the beginnings of the first Psi Chi chapter in Egypt:

The Psychology Association of the American University in Cairo (AUC) is glad to announce the opening of a Psi Chi Chapter in Egypt! As an association, we elected new leaders in spring 2019. Nadya Reda is our new chapter president and Laila Elbeheri is the vice president. We are planning the inaugurating of initial members and bringing in new members into Psi Chi. The inauguration of our members will open the door for us to share the many opportunities regarding internships, awards/grants, scholarships, job and research opportunities, online resources, publication possibilities that come along with their membership, and social events.

I invite all of you to join me in welcoming Georgenia, Nadya, Laila, and the other members of the American University in Cairo chapter into Psi Chi. The excitement that they show for their new chapter reminds all of us of the benefits of Psi Chi for our individual, chapter, and department or program's development. ■

THE HEADLINES

Section Editor: Shawn R. Charlton, PhD, University of Central Arkansas



TEDx Talks on Staying Connected in a Fast-Paced World

Our second update comes to us from another part of the world. The members of the Psi Chi chapter at Richmond, the International University in London, reported on an opportunity to learn more about the connection between technology, spatial navigation, and our psychological experiences. As reported by Ira Konstantinou:

Fadila Farag, the President of the Richmond American International University in London Chapter of Psi Chi curated the first TEDxRAIUL event on Re-Evolution—How to Stay Connected in a Fast-Paced World in March 2019. Dr. Kate Jeffery, Professor of Behavioural Neuroscience at UCL (<https://psichi.com> KateJeffery), presented a talk on world-centered navigation (<https://www.ted.com/tedx/events/32727>) discussing how our dependency on technology has disconnected us from our space (Jeffrey, Wilson, Casali, & Hayman, 2015). She proposed that the more disconnected humans are from their world, the less they will care about the world, highlighting the call-to-action to engage in caring about our environment and becoming more in touch with our surroundings. ■

Growth Mindset Correlates With People's Willingness to Take in Refugees

Technology will continue to shape our psychological experience, research, and application. Advances in psychological science can similarly help us to better understand current social challenges. Darshon Anderson from the University of Central Arkansas discussed recent research on our perception of social issues. As she reports:

[The U.S.-Mexico border crisis and influx of migrants seeking asylum](#) have drawn much attention to U.S. immigration policies. Although many factors influence political viewpoints, new research by Mandan, Basu, Rattan, & Savani (2019) reveals one source of differential support for accepting refugees into a country is individual beliefs about whether people can change who they are (growth mindset) or not (fixed mindset). The authors found that individuals with a growth mindset (vs. fixed) were more likely to support their country taking in refugees. This work challenges us to consider how interpersonal judgements impact cultural shifts in policy that affect millions of people annually.

This work by Mandan and colleagues provides us an additional perspective on understanding the factors that influence our social decisions in complex contexts. ■

Artificial Intelligence and Machine Learning Becomes a Top Hiring Trend

The impact of technology on our psychological experience is a topic of interest across the discipline. Technology's impact on psychology will continue to be a growing area of research and application. This same theme was echoed in an update from Marc Cubrich from the University of Akron, who reported on the importance of technology on Industrial/Organizational Psychology:

Dating back over 100 years, personnel selection is one of the most widely researched areas in industrial-organizational (I-O) psychology. The Society for Industrial and Organizational Psychology (SIOP) recently declared artificial intelligence and machine learning the #1 trend among the Top 10 Workplace Trends (SIOP Administrative Office, 2019; <https://psichi.com/>

[WorkplaceTrends](#)). Artificial intelligence has major implications for areas such as personnel selection. These changes are increasingly requiring I-O psychologists to collaborate with computer programmers and scientists, software engineers, and data scientists. As AI continues to gain traction, I-O psychologists can help ensure the appropriate use of data, legal defensibility, and optimal outcomes for organizations.

For our final headline of this edition, Anna Park from the University of Central Arkansas, provides us another perspective on how psychological science is helping us understand the complexity of human experience. ■

PSYCHOLOGY IN THE HEADLINES

Research Helps Expand Our View of Narcissism

Personality psychologists have long been interested in trait narcissism. Most research has focused on agentic narcissists, who see themselves as superior with regard to self-focused traits (e.g., intellect, power, talent). These individuals both self-report and display less observable helping behavior in lab tasks than non-narcissists. However, there are also narcissists who maintain their superior views of the self, specifically by *communal* means (e.g., communal narcissists). These individuals believe they are the most other-oriented and helpful. Interestingly, they do not display more observable helping behavior in lab tasks than nonnarcissists (Nehrllich, Gebauer, Sedikides, & Schoel, 2019).

Hopefully, some of the details in these headlines provided you a view of a different area in psychology from where you normally work and study. Although these are just small snapshots, they are glimpses into much larger areas where you can learn for interest, gain valuable details for your personal and professional life or delve into for research or practice.

As we prepare to go our separate ways for a bit, I encourage you to provide us a glimpse into the important events and findings in your area of psychology and the world. Each time we share our part of the psychological world, we build connections between the various aspects of psychology and all of us who are part of that world. I look forward to hearing from you whether you are in academia or practice, America or Africa. Please, let us know the headlines from your view of the psychological landscape. ■

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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.

Guidelines to Submit

I invite you to send me a 100-word summary of a significant and exciting advancement in your area of psychology. Summaries are accepted from all members of Psi Chi, regardless of current life or professional role, 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, follow these ground rules:

- 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.

Become a Recurring Contributor

In addition to one-time contributors, we are also seeking faculty and other professionals willing to regularly represent their areas of psychology. 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.

Special Thanks

I want to give a special thanks to our first five contributors to this column: Darshon Anderson (United States), Georgenia Bassily (England), Marc Cubrich (United States), Ira Konstantinou (Egypt), and Anna Park (United States). The diversity of these five contributors demonstrates that, with the breadth of psychology, it is impossible for one person to stay abreast of all that is happening. Thanks to these contributors, we have the opportunity to learn about fascinating new ideas and important events from across psychology and from around the globe.

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Can Psychology Majors Prepare for a Career in Business?

Part V: Sustainable Employability

Drew C. Appleby, PhD
Professor Emeritus of Psychology
Indiana University–Purdue University Indianapolis

Once I am hired, how can I successfully sustain my employment by keeping my job, avoiding negative on-the-job consequences, gaining promotions, and developing a sense of occupational self-actualization?

You are probably most familiar with the word *sustainable* as it is used by environmental scientists who urge us to behave in ways that maintain ecological balance during our production of consumables like food and energy, so we neither harm our natural environment nor deplete its resources. These strategies enable us to enjoy our time on our planet with our fellow living things in a healthy, harmonious, and mutually beneficial manner for as long as possible. But what about our work environment? Are there not also some things we can do—or avoid doing—that will enable us to sustain this very important part of our environment as well?

If you agree with this, then I would like to introduce you to four different types of sustainability that I believe exist within our occupational environments. The first of these is **Survivable Sustainability**, which you can attain by keeping your job (i.e., not being fired). The second is **Harm-Avoidance**

Sustainability, which you can attain by not being reprimanded or disciplined because of what you have done or not done on the job. The third is **Advancing Sustainability**, which you can attain by advancing in your organization when you receive promotions. The fourth is **Self-Actualizing Sustainability**, which occurs when you discover what you truly want to become, create a plan to establish yourself in the image of that person, and then follow your plan until one morning you wake up and discover that the person looking back at you from your mirror is the person you have always wanted to be.

Congratulations if you are beginning to realize how similar these types of occupational sustainability are to the stages of Maslow's (1943) hierarchy of needs. Let me now present you with some new information—and remind you of some old information you have already encountered in this series—that you can use to attain all four of these types of sustainability in the job you want to enter.



Survivable Sustainability

The best example of a career that lacks survivable sustainability is one from which you are fired. But, what exactly are the behaviors that can produce this unfortunate and shocking outcome? Luckily, Phil Gardner (2007)—who is the director of Michigan State’s Collegiate Employment Research Institute—has performed research that identifies these behaviors. His six top reasons why new college hires are fired are listed below with

the percentage of employers who report having fired someone for this reason.

1. Unethical behavior 28%
2. Lack of motivation/work ethic 18%
3. Inappropriate use of technology 14%
4. Failure to follow instructions 9%
5. Late for work 8%
6. Missing assignment deadlines 7%

The interesting thing about these reasons is that, when you think about them in terms of the knowledge, skills,

and characteristics (KSCs) that business employers value in new hires, none of them appear to belong in the knowledge or skill categories. They seem to be a much better fit for the “characteristics” category. That is, they appear to be indicators of the type of person you are rather than what you know or can do. Acting in an unethical manner, choosing to use technology inappropriately, refusing to follow directions, showing up for work late, missing deadlines, and displaying a lack of interest in your work are all behaviors that can easily be interpreted as the actions of a dishonest, lazy, devious, insubordinate, and irresponsible person.

It is common for employers to provide new hires with training to increase their knowledge and skills, but they are far less likely—and probably both unwilling and unable—to try to make you a better person. For them, the easiest thing to do is simply replace you with someone whose character traits are less likely to produce problems in your organization such as decreased efficiency, lower morale, or negative publicity. In other words, you would be classified as a “bad apple” that needs to be removed from the barrel before the rest of the apples begin to think it is acceptable to act like you do.

Harm-Avoidance Sustainability

Congratulations! You have passed the first *Survivor* sustainability test by not being “voted off the island.” But, just because you are still on the island does not necessarily mean you are a happy survivor. What if your supervisor is so dissatisfied with how you are applying your knowledge and skills on the job that she often tells you that the quality of your work is substandard and that it must be improved.

In the world of work, this disciplinary action is known as a “reprimand.”

According to Gardner, although it does not necessarily mean you are going to be fired, it certainly does not mean you are going to be promoted. The reasons for discipline include all six of the previously mentioned reasons for being fired plus the four following items with the percentage of employers who reported them as the causes for discipline either fairly often or very often.

1. Ineffective in teams – 41%
2. Unable to communicate effectively verbally – 32%
3. Unable to communicate effectively in writing – 28%
4. Failure to take initiative – 26%

If you interpret being disciplined as a harmful workplace event, then you can avoid this situation by making sure your supervisor perceives you to be an employee who

1. behaves in an ethical manner,
2. is motivated and displays a strong work ethic,
3. uses technology in an appropriate manner,
4. follows instructions,
5. comes to work on time,
6. meets deadlines for assignments,
7. works well in teams,
8. speaks in a clear and effective manner,



9. writes in a clear and effective manner, and
10. demonstrates initiative.

It is no coincidence that these are the same behaviors that demanding college instructors require you to exhibit in their classes. So, why not take advantage of these academic opportunities to learn how to avoid failure in the workplace while you are still in an educational environment where deviations from these standards will produce far less damaging consequences?

Let me offer you some very simple advice that my less-than-savvy students seldom want to hear. The next time you have a choice between taking a class from a “hard” teacher or an “easy” teacher, pick the “hard” one who is going to provide you with more opportunities to develop the skills and characteristics that will enable you to avoid potentially harmful consequences in the workforce like being fired, reprimanded, or overlooked for the promotion you feel you deserve.

The purpose of your undergraduate education is to provide you with an opportunity to prepare yourself for the many demanding challenges you will face after you graduate . . . and your career is certainly one of these challenges. How sad it would be if you purposely wasted your time and money during this time by deliberately avoiding the very situations that could prepare you to obtain and maintain the career to which you aspire.

Advancing Sustainability

The word *advancing* in Advancing Sustainability refers to situations in which your supervisors begin to view you not just as someone who should not be fired or reprimanded, but as a valuable employee who can be trusted with **assignments with more responsibility** and—depending upon how successfully you carry out these assignments—who may also be deserving of a promotion to a higher rank in the company. But, what are the actions that can bring this positive attention to you?

Once again, Gardner’s research provides us with the answer, and I have provided you below with the 11 behaviors that employers said they have used to identify new college hires to whom they gave promotions or new assignments with more responsibility. I have paraphrased these behaviors from Gardner’s work and arranged them in order of most-often to least-often reported by those who employ new college hires.

1. Displaying **Initiative** by accepting more responsibility than your job officially requires, volunteering for additional activities above and beyond the stated job, promoting new ideas, and being a motivated, self-starter.
2. **Networking** by connecting with coworkers who possess technical expertise, helping others by sharing your knowledge, and accepting both positive and negative feedback.
3. Displaying **Self-Management** skills to successfully handle your stress, manage your time to meet deadlines, set workflow priorities, understand and abide by performance quality standards, adapt to change, display accountability, and provide quality customer service.
4. Displaying **Team Effectiveness** by assuming joint responsibility for work activities, helping to coordinate group efforts, and accomplishing shared goals.
5. Displaying **Leadership** by increasing management skills such as encouraging consensus about common goals and working to accomplish these goals by recognizing and developing the talents of others.
6. Displaying **Followership** by helping leaders accomplish their organizational goals by working autonomously and in a self-reliant manner.
7. Displaying **Perspective** by being able to understand the viewpoints of others, possessing a global outlook, and understanding your position in your company and your company’s position in the industry.
8. Displaying the ability to “**Show and Tell**” by presenting your ideas in a clear and persuasive manner, both verbally and in writing.
9. Displaying **Organizational Savvy** by getting things done, fitting into the organization by understanding and adapting to competing organizational interests, working well with others, and recognizing and managing conflict.
10. Displaying **Technical Competence** by exhibiting mastery of the specific tasks—and the technological tools needed to accomplish these tasks—required by your current position.
11. Displaying the **Cognitive Abilities** required by your job such as remembering, comprehending, analyzing, and evaluating information and then applying this information in a creative and open-minded manner that benefits your employer.





Self-Actualizing Sustainability

Abraham Maslow's concept of self-actualization is a complex, multi-faceted, and difficult to quantify concept that refers to how well individuals progress toward the fulfillment of their highest needs including those needs they can fulfill on the job. It is clear that reaching a state of self-actualizing sustainability in your career requires, but is not guaranteed by, your attainment of *survivable*, *harm-avoidance*, and *advancement sustainability*, all of which depend upon your ability to live up to the standards that **others** have placed upon you. To attain true self-actualization in your career, you must also create standards and goals for **yourself** and then do everything in your power to live up to these standards and accomplish these goals.

Once this happens, you can begin to realize that you are not only good at your job, but that you also enjoy what

you are doing at work, and that what you are doing at work has a positive impact on some aspect of the world you believe is important and needs to be improved. To provide you with a more eloquent description of self-actualizing sustainability, please allow me to share three very relevant and inspiring quotations with you. The first is by Monique Valcour (2013) from an article she published in the *Harvard Business Review* titled "Craft a Sustainable Career."

Imagine crafting a sustainable career for yourself. Year after year, you perform work that makes full use of your skills and challenges you to develop new ones. Your work not only interests you, it gives you a sense of meaning. You enjoy opportunities for learning and

development. You work with people who energize you. You are confident that your skills and competencies make you valuable and marketable and that you can access opportunities through your network. You are able to fit your work together with the other things in your life that are important to you, like family, friends, and leisure. (para. 1)

The second quote is from the coauthors of *Uncover Your Calling: Work Reimagined* (Leider & Shapiro, 2015, p. 16), who say:

Uncovering our calling is a process that has stages to it, much like when we learned to walk. Each stage—rolling over, crawling, walking, and running—had to be experienced in turn. Likewise, we move from jobs



that pay the bills, to careers that help us grow, to callings that give us meaning.

The third quote from Leider and Shapiro (2015, p. 6) further clarifies the concept of a calling by saying:

When we uncover our calling, we never have to work again . . . we are always doing what we want to do.

My fondest desire is for you to use the advice and resources contained in this series to identify, investigate, prepare for, obtain, and succeed in a business career that fits the description of both Valcour's "sustainable career" and Leider and Shapiro's "calling." The best way you can do this is by making a firm commitment to do all you can to create clear, confident, and convincing answers to the following questions that accompany the six employability concepts I have used as the organizational structure of this series (see Figure 1).

Figure 1

Questions

- 1 **Actual Employability** → Are psychology majors actually employed in business careers?
- 2 **Specific Employability** → What specific business careers can I prepare to enter with a bachelor's degree in psychology?
- 3 **Potential Employability** → How can I use my psychology major to increase my potential to enter and succeed in a business career?
- 4 **Strategic Employability** → What strategies can I create to use my undergraduate education to develop and strengthen the knowledge, skills, and characteristics (KSCs) I will need to enter and succeed in the specific business career to which I aspire?
- 5 **Promotional Employability** → How can I promote the existence of my KSCs during the hiring process so a potential employer will come to the conclusion that my KSCs are a better match for the position for which I am applying than the KSCs of any other applicant?
- 6 **Sustainable Employability** → Once I am hired, how can I successfully sustain my employment by keeping my job, avoiding negative on-the-job consequences, gaining promotions, and developing a sense of occupational self-actualization?

Figure 2

Strategies

- 1 **Choose a broad occupational field** in which your work would be a good match for your interests, values, and goals.
- 2 **Examine several careers** in this field and choose one whose description makes you excited about obtaining it.
- 3 **Investigate this career carefully** to determine the KSCs you will need to succeed in it.
- 4 **Work with your professional academic advisor and career counselor** to develop a plan to use both the curricular and extracurricular components of your undergraduate education to acquire these KSCs and to create the strategies that will convince employers to hire you.
- 5 Finally, **make a firm commitment to do everything in your power to carry out your academic plan** and to put your KSCs to work when it is time to make your transition from college to the workforce.

You can answer these questions as you engage in the strategies I have provided you in this series (see Figure 2).

Begin this strategy now, not tomorrow, not at the end of this semester, and absolutely not until after you graduate. You should be aware that more than 100,000 other psychology majors will graduate with you. They all want good jobs too. But, until they read this series, you will be the only one who has been able to use the information it contains to develop the hope and the ability to identify, prepare for, enter, and succeed in the sustainable career that will become your calling.

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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.

Sustainable Employability

Survivable Sustainability

- Unethical behavior
- Lack of motivation/work ethic
- Inappropriate use of technology
- Failure to follow instructions
- Late for work
- Missing assignment deadlines



Harm-Avoidance Sustainability

All the above plus:

- Ineffective in teams
- Unable to communicate effectively verbally
- Unable to communicate effectively in writing
- Failure to take initiative

Advancing Sustainability

- Displaying Initiative
- Networking
- Self-Management skills
- Team Effectiveness
- Leadership / Followership
- Perspective
- Ability to "Show and Tell"
- Organizational Savvy
- Technical Competence
- Cognitive Abilities



Self-Actualizing Sustainability

Must be able to live up to the standards that others have placed upon you and create standards and goals for yourself and then do everything in your power to live up to these standards and accomplish these goals.



Filling Your Cup as an Introverted Leader

Roxanne R. Hallisey
Former Chapter President
Austin Peay State University (TN)

As we wrapped up a marathon officer transition meeting, I heard the incoming VP ask the incoming president a dreaded question: “After Saturday’s transition meeting, we can have our own meeting too, right?”

I watched as an overwhelmed look spread across the succeeding president’s face. “Sure,” she said quietly, knowing our next meeting might last four hours.

My duty to transition her into my former position kicked into overdrive, and I pulled her aside once everyone had gone. “Don’t be afraid to fill your cup first,” I told her. “Push that meeting to next week if you need to.”

Relief, and a smile, spread across her face.

Introverts Make Great Chapter Leaders Too!

Great leaders can be introverted or extraverted; each offer unique perspectives on what it means to lead a successful chapter. Like me, our incoming elected chapter president is an introvert. However, in a society that is comfortable with, and almost expects extraverted leaders, introverts like us may find ourselves steering clear of leadership roles or straying into extraverted tendencies that don’t always feel comfortable. So, what’s an introvert to do? My time as Austin Peay’s chapter president taught me how to translate my introversion into a leadership attribute, play on my unique skills, and facilitate a multifaceted chapter based on our members’ strengths—all of which directly correlated to our success. Here’s what I learned.

Bringing Your Skills to the Table

Introverts are often mistaken as shy or quiet. Far from the truth, the introverts I know simply require a hefty amount of alone time to “recharge,” process their thoughts and emotions, and make a game plan for their day or week. During and prior to my term, that alone time allowed me to jump-start chapter programs and events in a space where I could hear my own thoughts, foresee, and work through potential problems

Playing to my own strengths allowed me to remain comfortable in my position and helped me lead our chapter to choose events that fulfilled the different desires of our members.

before taking them to the chapter and executive committee meetings. Having solutions to these issues ahead of time made for smooth planning and execution as a group.

Heading into the school year, recharge time became a priority. During these moments, I considered my own role in our chapter endeavors while also contemplating the unique strengths of our members and the collective strengths of the chapter as a whole. Playing to my own strengths allowed me to remain comfortable in my position and helped me lead our chapter to choose events that fulfilled the different desires of our members, whether it be matching members to faculty research or hosting a graduate school panel. For example, our Campus Events Committee was filled with bubbly extraverts who loved interacting with the entire student body; on the other hand, more introverted members executed our Study Days Committee where students were invited to share their knowledge in a small group atmosphere.

Large group environments may drain some introverts. As our membership grew from a few dozen to over a hundred, I began to need some of that recharge time after every chapter meeting, and so committees and small groups became an important aspect of our chapter. Each executive member oversaw one or two committees, and I felt better

able to understand our members and their needs than if I had to sit with all the committees at one time—it felt more personal. And, while these small groups grew out of my love for one-on-one interactions, they also helped create stronger bonds and friendships among members too. Members additionally felt a sense of purpose and duty as they helped create and lead chapter events and programs. The success of our chapter was then created by many hands, and I kept my burn-out to a minimum by never pushing myself to being extraverted. Now that’s what I call a win-win!

The Big Lesson

As we soared through the fall semester into our biggest event, which involved more than 250 chapter and community members, the lesson of delegation became an integral part to my success as an introverted leader. Our Got Your Six Throwdown, a large-scale CrossFit competition to benefit military veterans’ mental health, demanded attention and execution from every chapter member. Athlete check-ins, gift bag assembly, ensuring our vendors had their booths up and ready to go—there was no way I could have (or should have) handled each of these aspects on my own. Delegation, coupled with those close connections, allowed our executive committee to create tasks that fulfilled each of these duties and allowed members to sign up for roles and tackle problems that matched their personalities.

Even during the planning phase, I could look to more extraverted executive committee and chapter members for decisions on seemingly extraverted tasks. The day of the event, more than 100 athletes and vendors checked-in and signed waivers with our Welcome Squad. Our treasurer, extravert and chapter comedian, Natalie headed this crew from 6 a.m. to 2 p.m., all the while with a smile on her face! I, and other members, who would have been drained by that task by 8 a.m. were able to quietly assemble athlete gift bags the night before. Our most outgoing members worked our own Psi Chi table to speak to the attending public about our goals and the #Help_HelpedMe Initiative, while our introverted members signed-up to help our vendors, a more intimate task.



HELP. HELPED ME

From Got Your Six, to other chapter events, to building standing committees, delegation became one of the most important lessons I took away from my time as Psi Chi president and an often-used tool as an introverted leader. Delegating meant that our entire chapter remained involved and grew together. A closer chapter led to more streamlined events and planning. This tool allowed me to let my introversion shine; I and others, were then able to focus on the tasks we enjoyed most, take pride in our work, and really boost our chapter's success!

Tips for Filling Your Cup as an Introverted Leader!

It's important to honor your introversion when you're in a leadership position. There's no need to feel that you must "act extraverted" during your time in a Psi Chi leadership role. In fact, keeping your cup filled helps you serve your chapter more effectively. Here are some tried and true tips I used to keep my cup filled as president:

1. Delegate! Delegate! Delegate!

Does explaining *Robert's Rule of Order* to the entire chapter sound like a nightmare? Delegate it to someone who loves speaking to a group! Prefer sending e-mails, but the situation calls for a face-to-face? Ask if other executive members are into it. Delegation also makes everyone feel like they have a say and keeps you from burning-out while being a team player!

2. Make one-on-one time with your Psi Chi duties!

Sunday afternoons, I spent time alone to prepare for the upcoming weeks' Psi Chi activities. Could I streamline any of my tasks? What needed to be tackled first and what could be delegated? Carving out some solo time with your work will help you feel prepared for questions, last minute changes, and help you feel confident for those times when you must be "on."

3. Get to know your team!

Ask your fellow executive team and chapter members if they're extraverted or introverted and if there's a task they'd love to tackle! This will help you know your chapter's needs better, and it shows you really care. Awesome Psi Chi friendships are built on understanding!

4. Use your Psi Chi tools!

Utilizing your chapter page on PsiChi.org can be an awesome way to communicate with your entire group at once! Post events, leave messages to your chapter, and direct them to the page for up-to-date events or meeting minutes. Save yourself some sanity and keep your chapter well-informed all at once.

5. Be aware of burn-out!

Learn your limits. Is following an executive committee meeting with a chapter meeting too much for you? Say so! Don't want to answer e-mails after 9 p.m. so you can focus on your studies? Let your members know! Recognizing your limits and setting boundaries around them will keep YOU effective when your chapter needs you.

6. Make time for self-care!

I know, I know, everyone says this, but it's honestly the most important tool to keeping your cup filled. If you're empty, you won't have any energy for your chapter. We aren't talking about swapping Psi Chi duties for homework either (though that's important too). Make a delicious meal for yourself, take a walk outside, take a nap! Whatever activity recharges YOU, make it a weekly appointment with yourself; you deserve it!

Being an introverted leader in a seemingly extraverted world did push me outside of my comfort zone, but in a healthy way. I learned my limits, I fostered stellar communication skills, and as someone who prefers to work alone, I realized just how awesome working in a team can be! I think introverted leaders have a unique perspective to share—attention to detail, the preference for close connection, and the ability to problem solve.

I would encourage others who are introverted to seek out leadership roles in Psi Chi. It's a great way to hone your leadership skills and learn what feels comfortable for you so you can carry that confidence into your future career in psychology. There's no right way to be a leader; extraverted or introverted, one way is not "better" than the other. What's most important is getting to know yourself, your fellow chapter members, and working together to create a fun, strong, and diverse chapter that everyone feels a part of! As I move into the future, I remain grateful for my Psi Chi presidency and how it taught me, and my introversion, to become a better leader.



Roxanne Hallisey is a psychology student at Austin Peay State University. She currently conducts research concerning the perceptions of psychedelics in military and veteran populations, and is collaborating with researchers at The University of Tennessee at Chattanooga on a study about meaningfulness. She additionally flourishes in her studio art minor, concentrating in ceramics and enjoys her leadership responsibilities as president of APSU's Psi Chi Chapter. Upon graduation, she hopes to pursue a doctorate in clinical psychology. She enjoys, in her free time, exploring national parks and spending time in the A-frame home she shares with her husband, Josh, and their cats.



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View 16 popular chapter officer positions at https://www.psichi.org/chap_officers. Consider which ones would be a good fit for your personal and career interests. Then, ask your local officers or advisor about the specifics for becoming a chapter officer.

Not sure who to contact? Your advisor's name can be found at https://www.psichi.org/chapter_search.

Making Your Way Through Graduate School to FINANCIAL SECURITY

Tammy McClain, PsyD, and Tifani Fletcher, PhD
West Liberty University (WV)

Mt.
Security

EMPLOYMENT

Grants,
Scholarships,
Fellowships

FEDERAL
LOANS

Debt Sea
Debt Valley

FOOD

TRANSPORTATION

RENT

UTILITIES

BOOKS

SUPPLIES

EMERGENCY FUND

TUITION

INSURANCE

Ava Williams* is your typical Psi Chi undergraduate student*. She's spent the last several years working hard, studying, and earning good grades. Ava, like the average student, will graduate with \$31,200 worth of debt (McFarland, 2019). She is a first-generation college student who dreams of going to graduate school but has no idea how to pay for it. Her parents have cautioned her against putting herself into too much debt. She is torn between following her dream and her fear of spending the rest of her life in debt.

On average, students graduating from master's programs owe \$66,000, while those completing research doctorates owe \$108,400, and those completing professional degrees owe \$186,600 (National Center for Education Statistics, 2018). Although there are many similarities between the financial aid process for undergraduate and graduate students, there are opportunities and considerations that uniquely affect graduate students. Follow us as we guide you through the financial aid process to financial stability. This information applies to U.S. citizens applying in the United States; international graduate students can learn more at <https://psichi.com/WhereToStudy>.

Free Application for Federal Student Aid (FAFSA)

There are two types of financial aid (those that do and do not have to be repaid) for both undergraduate and graduate students, but there are some differences you should know. You should begin researching graduate schools and financial aid options much earlier than you did for undergraduate because programs are more competitive and may have different deadlines and requirements.

When applying for graduate school, you become eligible for more federal financial aid, but you also encumber all the debt. You are automatically classified as independent on the FAFSA, meaning you no longer need to include parental data, though married students must report household income and assets. Plan on submitting it as early as possible at <https://studentaid.ed.gov/sa/fafsa>.

*Fictional student

Sources of Aid That DON'T Need to Be Repaid

Financial aid can come from multiple sources such as agencies (public and private), organizations, the school/institute, department, or individual programs, but it is not available until after acceptance to a program (<https://psichi.com/Differences>, <https://studentaid.ed.gov/sa/types/work-study>).

Grants. Grants are typically awarded for a specific project or purpose. You qualify based on financial need (as determined from your FAFSA), merit, or other eligibility criteria.

Scholarships. Scholarships are typically based on merit, financial need, or other qualifying requirements. You can have more than one, but make sure you understand each scholarship's eligibility requirements. Check here for scholarship opportunities:

- **The Financial Aid Office** at your undergraduate and potential future graduate schools. Many graduate programs offer tuition scholarships.
- **Organizations** such as a fraternity, sorority, or honor societies. Psi Chi, (<https://www.psichi.org/awards>), the American Psychological Foundation, (<https://www.apa.org/apf/funding/index>), American Psychological Association (<https://www.apa.org/about/awards/index>), and the Association for Psychological Science (<https://www.psychologicalscience.org/members/grants-awards-and-symposia>) all have scholarships and/or other graduate funding opportunities.
- **Local businesses** sometimes offer scholarships.
- **Online scholarship search services** like <https://www.scholarships.com>, however, be wary of scams.

Fellowships. Fellowships are more likely to include an obligation to belong to certain organizations or to pursue or participate in a specialized career path, and meet specific criteria related to experience, geography, or demographics. Fellowships are often competitive,

involve extensive preparation, and can range from short-term to multi year commitments. Planning is a must.

Assistantships. Graduate assistants typically work at their institution as an employee for a specified number of hours per week and in return may receive a full or partial tuition waiver or a monthly living stipend. The application process and requirements vary by school. Normally, assistantships need to be supplemented with additional income or financial aid.

Federal work-study. Federal work-study jobs are available to students based on financial need. More information is available at <https://studentaid.ed.gov/sa/types/work-study>.

Student worker. If you are not eligible for federal work-study, you can apply for jobs that are funded by various departments and offices across campus. These positions may offer scheduling flexibility and allow you to work without leaving campus, saving time and costs associated with transportation.

Employment. You may choose to seek traditional employment, and employers may subsidize some costs associated with graduate school. Be aware that some programs, particularly those that provide financial assistance, may not allow you to work, so carefully review the programs policies.

Sources of Aid That DO Need to Be Repaid

Federal loans. Federal loans are funded through the Federal Direct Loan Program (FDLP) and repaid with interest set by the federal government. These loans are easier to obtain if basic eligibility requirements established by the U.S. Department of Education are met. Federal loans can be subsidized (the federal government pays the interest while you are in school) or unsubsidized (interest begins accruing as soon as the loan is disbursed).

You are eligible for the full amount required to cover your academic expenses minus any grants, scholarships, and work-study awards. This includes Perkins, Stafford, and GradPLUS loans. The amount you can borrow for

GradPLUS loans is based on your credit score (<https://www.nelnet.com/types-of-student-loans>). You can review this information on your total debt anytime by logging into studentloans.gov. Borrow the minimum you need to get by to reduce future monthly payments and loan repayment time.

Repayment plans. Federal loans offer various options for repayment. You can find more information at <https://www.nelnet.com/repayment-plans>.

- **Standard repayment plans** (most cost effective but highest monthly payment) allow you to pay back your loans plus interest with equal payments spread over 10 years.
- **Graduated repayment plans** allow you to make lower payments initially, and then the payment increases every 2 years until the loan is paid in full.
- **Extended repayment plans** allow you to spread the loan repayment time up to 25 years, with either standard or graduated payments.
- **Income-sensitive repayment plans** allow you to make payments for up to the first 5 years based on your income, and then switch to standard or graduated repayment plans.
- **Income-driven plans** set monthly payments annually based on your income and family size. After you have made a set number of payments, your remaining balance is forgiven.

Grace period, deferment, and forbearance. When you apply for a loan, you have the option to defer

payment on the loan for 6 to 9 months after you graduate, leave school, or drop below half-time enrollment. Deferment postpones your payment and stops interest from accruing, in many cases. You may be eligible for a temporary deferment if you are experiencing a financial hardship, are in a position of unemployment, are on active military duty, or go back to school. If you do not qualify for a deferment, you may still be able to qualify for a forbearance. With a forbearance, you can lower or stop your payments, but interest will continue to accrue. If possible, you should continue to pay the interest because it will be added to your principle, which will further increase the amount of interest accrued.

Loan delinquency vs. default. If you are unable to pay on your student loan, contact your provider immediately to request assistance to keep your account current. Loan Servicers, such as Nelnet, report your payment history and other information to credit agencies. Once you are 90 days past due, your account is reported as delinquent; your loan is considered in default once you are 270 days delinquent. Defaulting on your federal student loans has severe, long-lasting effects on your credit and ability to make future purchases.

Consequences include the inability to obtain future federal loans, legal fees, wage garnishments, restrictions on your ability to buy and sell assets, or holds on your academic transcript while your loan is in default, swallowing your options for the future (<https://studentaid.ed.gov/sa/repay-loans/default#consequences>).

Private student loans. Lenders determine eligibility, the amount you can borrow, the terms of the loan, and the interest rate. Completing a FAFSA is not required, but you may need a cosigner. These are often hard to get. After graduation, you can refinance your student loans **only once** in order to lower monthly payments, but you may lose federal benefits so make sure this is the best option for you.

Tips for Financial Health

Manage your expectations. One common mistake made by young adults is attempting to maintain the standard of living that they were accustomed to when they lived at home while failing to realize that their parents “worked up” to that point

in the years prior. Live simply and within your means, not your parent’s means. Make plans and work toward them a step at a time. Be proud of your ability to do more with less.

Track your money. One of the best ways to develop a plan for managing your money is to know what you are spending it on. Keep track of what you have coming in and where you are spending it. Small purchases may not seem important at the time, but they can add up quickly. Look for ways to cut back now so that you can



decrease the stress over the long haul. Differentiate between needs and wants. Internet is probably a need for graduate school; eating out every night is not.

Establish and maintain credit.

Experian suggests several ways to build your credit score on their website: <https://psichi.com/Experian>.

Pay down debt. If you are already in a tight spot, develop a plan to pay down your debt. For example, pay minimum payments on everything except the account with the lowest balance. When that debt is paid, add that amount to the minimum payment of your next lowest balance. By “snowballing” your payments, and not creating new debts, you will be able to eliminate your debt over time, which will allow you to save for larger expenses and experiences. For more information go to <https://psichi.com/DaveRamsey>.

Plan. Plan for major expenses rather than charging them. Before you make a big purchase, “make payments” to yourself for the amount the purchase would cost you. This lets you save some money toward a down payment and “try out” this change to your budget without the risk of being locked into a purchase before you know how it will affect you. Plan for retirement early. Time



goes by faster than you expect. For more information on planning for retirement, go to <https://psichi.com/AmericanFunds>.

Save. It can be a challenge when you are feeling stressed about money to think beyond just making it from paycheck to paycheck, but the sooner you begin saving, the bigger safety net you will have to help you weather the unexpected. Have money directly deposited into an account to which you do not have easy access, so you are less tempted to spend it.

Attending graduate school is an exciting yet scary time. Being accepted into a graduate program is your reward for the hours spent learning, challenging yourself, and growing throughout your undergraduate years, and you may just want to be able to focus on your studies without the nagging worry of



debt, yet stress related to finances and debt were reported by 64% of graduate students (<https://www.apa.org/gradpsych/2012/09/stressors>). As the costs of education continue to rise and the value of higher education is questioned, students like Ava are facing additional pressure as they pursue graduate education. When comparing themselves to their peers who have joined the ranks of the employed after college or entered a technical degree field and are already earning an income, they may feel compelled to justify attending graduate school while struggling with the fear that they will never be able to pay off the debt they will incur. There is hope! Making careful financial choices now is crucial to setting you on the right path. By following this guide, you can emerge financially secure and prepared to make a difference in the world! Best of luck!

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Student Internships in Psychology:

THINKING
OUTSIDE OF
THE BOX



Camilla McMahon, PhD
Miami University (OH)

After a dynamic counseling psychology course, you might be envisioning a future career path as a therapist. You could be pondering medical school applications, or you might be curious about how your psychology degree can translate into a job in human resources. Then again, you might have no clue what your future holds, and figuring out what to eat for dinner that evening is a sufficient challenge. (If this is you, I can relate!) Wherever you are now, I recommend an internship as a potential next step.

I think of internships broadly as any paid or unpaid experiential learning

opportunities that occur outside of the typical classroom setting. The beauty of internships is that they help you understand yourself better, including what is and is not important to you in a future career. Internships are almost always fruitful. Even a poor-fitting internship is a valuable experience: you learn exactly what you are NOT looking for in a future career! Indeed, some of my most helpful internships as a student were those that allowed me to cross a potential career path off my list of possibilities.

If you're new to the idea of internships, take a few moments to search around for potential internship opportunities. I maintain a Psychology Job and

Internship Opportunities Blog for undergraduate students (<https://psychologyjobsinternships.wordpress.com>). The American Psychological Association has compiled a list of popular student internships (<https://www.apa.org/education/undergrad/research-opportunities>). Also, check with your university psychology department, career office, or community engagement center for local internship possibilities.

Although these resources can be a helpful way to begin your internship search, don't stop there! Here are five tips to help you think outside of the box in finding and creating your own internships:

Tip #1: Ask Directly About Internships

It is easy to make the mistake of assuming that, if an internship isn't advertised, it doesn't exist. However, this assumption may not be accurate for several reasons. First, the company may have internship opportunities that are not well-publicized or only advertised in certain circles. Internships may still be available, even if you haven't seen them advertised.

Second, the company may be considering offering a new internship or a part-time job opportunity in the near future. Your inquiry may prompt the company to move forward with the position now, rather than waiting, or may give you an "inside advantage" when the position is posted in the future.

Third, you may be able to persuade the company to create an internship, even if they had no prior intention of doing so. Many undergraduate students, for instance, can receive course credit for professional internships, instead of payment. The idea of "free labor" can be quite enticing to many employers!



Tip #2: Begin Networking Now

Although networking is effortless for some people, networking is hard work for most of us. In fact, although this is a familiar term, it can be difficult to conjure up clear images of what actually happens when “networking.” So, if you’re not a natural networking guru, I’d like to suggest an alternative way of thinking about networking: Ask a lot of people for their advice.

If there’s a specific job that appeals to you, go ahead and contact a few people who are doing that job right now. Set up a meeting to interview them about their own career paths. Most people are eager to talk about their own experiences and to share hard-earned advice with students, and you can come prepared with a list of questions to keep the conversation flowing. Not only are these meetings goldmines of information, they can also be critical for expanding your professional network.

As your professional networks grows, the likelihood that you will learn about and/or be offered new professional opportunities also increases! Have a long-term vision for your networking. Sometimes, a single networking conversation immediately opens new doors. Often, though, networking conversations plant seeds of connection that grow into new professional opportunities months, or even years, later.



Tip #3: Look and Listen for the Needs of Others



Many students are accustomed to focusing on their own educational goals (e.g., find an internship). Somewhat counterintuitively, though, an effective strategy for creating your own internship is to listen carefully to what *other people need*. If one of your psychology professors is bemoaning that students are not writing their papers in APA format, pause for a moment and look for the hidden opportunity behind this comment. Perhaps you can approach your professor or university center for student learning and offer your services as a peer tutor for APA formatting. Voila, a new professional internship designed by you to meet the needs of your fellow students!

Likewise, if a local mental health organization has an antiquated website and you just took a class on website design, they might be ever-so-thankful for your offer to assist in re-vamping their website! Look for opportunities to advance your educational and career goals that simultaneously meet the needs of your professional network or local community.

Tip #4: Develop Unique Skill Sets

When applying for internships, you will be competing with other undergraduate psychology majors, likely students who are a lot like you! Developing a unique skill set, complementary to your psychology background, can make you a more marketable candidate for internships and jobs. Consider earning a minor or double major in a completely different field. For instance, if you are thinking about attending graduate school and pursuing an academic career, a computer programming background would be a strong asset in navigating many experimental and statistical analysis programs (R, MATLAB, E-Prime, etc.). If you hope to work in a hospital setting, you might consider taking classes in Spanish, Chinese, or American Sign Language that will allow you to directly communicate with non-English speaking patients.

Although developing unique skill sets is an important first step, it is critical that you also clearly communicate your unique skills to your professional network. Here's where the tips come full circle: You will be better positioned to persuade a local company or networking contact (Tip #2) to develop a new internship for you (Tip #1) if you can show that you have unique skill sets (Tip #4) that meet the current need of that company or contact (Tip #3). For instance, a professional contact at a nonprofit organization may be persuaded to create a summer internship for you, if you show that you have sufficient SPSS prowess to meet that organization's need for data analysis. Although these tips can be used separately, they are also designed to fit together to help you advocate for your target internship!



Tip #5: Design an Internship From Scratch

Although this last tip is not for the faint-of-heart, a particularly passionate and dedicated student should consider personally designing an internship or independent study experience and asking a professor to provide mentorship. If you are passionate about human trafficking, for instance, why not spend a semester or summer dedicated to this cause?

In today's world, individual people do not need to be connected to a company or nonprofit organization to have an impactful voice. You could create a blog that compiles resources and recent news stories about human trafficking, you could write letters to members of Congress asking for specific legal reforms, you could give a TED-style talk on campus to raise awareness of human trafficking, and/or you could pen an editorial on modern day slavery for your local newspaper. This internship experience can be designed around your own values and goals—and no human resources paperwork or approval is required! Although designing your own internship is a bold move, it can also be a meaningful opportunity to develop your own voice on important topics.



Good luck with your internship search. Remember, if you have difficulty finding an internship, don't be discouraged. Sometimes, the best internships are designed by YOU! Try getting creative and thinking outside of the box!



Camilla McMahon, PhD, is an assistant professor of psychological science at Miami University (OH). She maintains the Psychology Job and Internship Opportunities Blog (<https://psychologyjobsinternships.wordpress.com>) to assist undergraduate students and recent graduates in their career advancement. She regularly advises psychological science and psychology majors at Miami University and has received Miami University's Master Advisor Certification.



Marketing Your Marketable Skills

Danney Rasco, PhD
West Texas A&M University

Psychology students cultivate numerous skills (e.g., information seeking, computer literacy, critical thinking, problem solving, oral and written communication) through courses, research experiences, internships, volunteer work, and other activities (Landrum & McCarthy, 2018). Yet, they often struggle to market (i.e., express the value of) these skills to potential employers. A crucial component to a successful job search is recognizing and conveying the relevance of these skills to a specific position. Thus,

it is advisable to consider how your skills match a potential profession and tailor application documents and interview discussions to a specific employer.

As an example, many positions involve answering work-related questions or solving problems. These tasks benefit from the information literacy skills psychology majors cultivate as they learn how to **find, evaluate, organize, integrate, share, and apply information** in their courses and activities. A successful job search then hinges on showing the utility of these

skills and providing specific examples of how you employed these skills previously.

Conveying the Value of Information Literacy

Finding information is essential to answering questions and addressing problems in any work setting. First, there is often a need to gather additional information from stakeholders and clarify the question or problem, which benefits from skills in observing, interviewing, and listening. Second, businesses increasingly want data-driven and

surveying, testing, experimenting) is advantageous, and psychology students learn and practice these techniques in courses on research methods, experimental design, and testing and assessment.

Evaluating information is increasingly important in the current information age (Lanagan-Leitzel & Diller, 2018). Conflicting information often exists, and employees need to evaluate the validity and reliability of the sources. Courses in philosophy of science, statistics, and research and experimental methods provide critical thinking and numeracy skills that are useful in these tasks. These skills allow individuals to see the strengths and weaknesses of the information available to decide how much credibility to assign to each source.

Organizing material is essential in larger projects as individuals track their searches, eliminate possible sources, save related information, create notes about references, and prepare to integrate and synthesize the information into a useable format. These skills are developed through papers, presentations, and research projects. Additionally, students often develop active learning strategies through courses, and these strategies aid in organizing and acquiring new knowledge.

Creating a coherent and well-structured representation of the information typically involves **integrating and synthesizing multiple sources of information or data**. Learning to thematically organize material and summarize across multiple studies or sources provides a strong foundation in how to support an assertion and arrive at a novel and defensible conclusion.

Sharing the information with colleagues and employers relies on communication and interpersonal skills (e.g., perspective taking) to convey the material clearly and concisely. Psychology students practice written and oral communication through class discussions, papers, presentations, exams, and other activities. Students also learn technical writing (e.g., research manuscripts, assessment reports), which is crucial in many professions. Finally, tailoring presentations and discussions involves interpersonal skills (e.g., perspective taking) as engaging the audience and focusing on the portions of the material most relevant to the

question or problem is more effective than providing all of the information acquired throughout the process.

Applying information to solve a work-related problem is often the last step in a project. This step requires problem-solving skills and collaboration as logistical issues present and the scope of the project necessitates buy-in and cooperation from stakeholders within and outside the company. Here again, interpersonal and perspective-taking skills developed in courses (e.g., social psychology, theories of counseling) help students understand what is important to the individuals involved and tailor presentations and meetings to address their concerns and interests.

Take-Home Message

Psychology students cultivate a number of valuable skills. The crucial component to a successful job search is using the perspective-taking skills provided to identify employers' needs and match your skills to their needs.

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students in research projects and recently presented with students at the International Convention of Psychological Science, International Association for Relationship Research mini-Conference, Southwestern Psychological Association Convention, and Society for the Teaching of Psychology Annual Conference on Teaching. Dr. Rasco teaches social psychology and the JOY of statistics. His research focuses on how interpersonal relationships can benefit individuals and improve their well-being.

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research-based decisions (Bayamlioğlu & Leenes, 2018). This requires accessing existing information or gathering new data. Students with computer skills and experience retrieving information from EBSCO databases, government resources, library documents, and other sources can be valuable assets in these situations. Furthermore, there are occasions when a company or organization encounters unique circumstances that necessitate gathering new data because existing data does not fully answer the question or address the problem. In these cases, experience with research techniques (e.g.,



Connecting Culture and Happiness, With Jeanne Tsai, PhD

Bradley Cannon
Psi Chi Central Office

BRADLEY: Culture has been found to influence the way you *want* to feel.

In this interview, Dr. Jeanne Tsai from Stanford University describes the many ways that culture can influence someone's ideal affect—which is sort of like the ideal state that people *want* to feel. Dr. Tsai was Psi Chi's Distinguished Lecturer at the 2019 Association for Psychological Science convention. Among her many accomplishments, she has received funding for her work from the National Science Foundation, National Institute of Mental Health, National Institute on Aging, and the National Alliance for Research on Schizophrenia and Depression. Her

work has been featured in popular media outlets.

Happiness, sadness, fear, anger, disgust—there are a lot of emotions out there. But I'm sure they're all *exciting* to talk about, especially with Dr. Tsai! So, let's find out what she has to say, starting with her own definition of what ideal affect really is, and how your ideal affect (i.e., the way you want to feel) is different from your actually feel.

JEANNE: Ideal affect refers to the emotions and feelings that people value and ideally want to feel. Sometimes people are aware of their ideal affect, but many times they are not. They behave in lots of

ways and make lots of decisions and do things that are a function of how they want to feel. Sometimes they know that, and sometimes they don't.

BRADLEY: And what are some different ideal affects that have been influenced by culture?

JEANNE: Most of our research has really focused on the ideal positive states that people have—the degree to which people want to feel different positive states. We focus primarily on how much people want to feel excited, enthusiastic, energetic (we call these high arousal positive states) as well as the degree to which people want



to feel calm, peaceful, and serene (we call these low arousal positive states). What we find is that, in the United States, there's an emphasis on high-arousal positive states. People want to feel positive, enthusiastic, and passionate about what they do and who they love. Whereas in many East Asian contexts including Hong Kong, Taiwan, Japan, China, South Korea, there's more of an emphasis on the low arousal positive states—feeling calm, peaceful, and serene.

I think one thing that's really different about ideal affect is that it often gets confused with how people actually feel. In a lot of the psych literature, there's been so much focus on how people actually feel. But, how people want to feel, we've shown, is different from how people actually feel. Even across cultural contexts, everybody feels excitement and calm at some time. But the degree to which people want to feel those states seems to really vary by culture.

We've also looked at different negative states—how much people want to avoid negative feelings. For example, we find that, in the United States, people really want to avoid feeling bad, whether it's anger or sadness. But, in European contexts like in Germany, there is much more acceptance of negative emotions.

We've also looked at things like the relative value placed on positive versus negative states. In the United States, there's an emphasis on feeling good and feeling positive. In fact, feeling good means that you don't feel bad. So, if you look at the relative emphasis on positive and negative states, there is more emphasis on positive than negative states. But, in other contexts like East Asian contexts, there is more of an emphasis on the balance of positive and negative states, so that even though people want to feel positive more than negative, there is less of a discrepancy between the two. They want to feel positive, but they also want to feel more negative than in

U.S. contexts. So, we looked at a number of positive states and also some negative states and then the relative value placed on positive versus negative states, and found that they all vary by culture.

BRADLEY: I'm interested in how you actually go about testing culture and its influence on affect. Could you take us through one of your study procedures?

JEANNE: Sure, you know, it's such a big question, because of course, this has been one of the primary focuses of our research—to really understand how culture influences emotion. I think there are a number of things that we learned over the years and a number of ways that we kept asking ourselves, “How do we know this is culture?”

The first way we tried to really look at cultural differences and ideal affect was to create a measure of ideal affect and add it to the existing measures of actual affect—or how people are actually feeling. So, we created a survey where we asked people, “How often do you actually feel these states on average,” which was consistent with a lot of emotion measures. But then in addition, we asked them, “How much would you ideally like to feel these states on average or during the course of a typical week?” And then we administered these questionnaires to people from different cultural contexts, particularly the ones that we've been interested in and focused on—European Americans living in the United States and Hong Kong Chinese, Taiwanese, and other East Asians living in other contexts. We looked at how people responded to these surveys and found that European Americans value excitement states—high-arousal positive states—more than Hong Kong Chinese, and Hong Kong Chinese valued the calm states more than their European American counterparts. These differences also hold for the other East Asian groups we've examined.

What's important is that these differences in ideal affect exist against a backdrop of no differences or very few differences in how much people are actually feeling those states. That was the first evidence that culture may be influencing how people want to feel even more than how they actually feel. We also administered different measures of influence and adjustment values, and found that those were related to valuing

the excitement and calm states in the ways that we predicted.

But then, to make sure that this was really due to culture, we started thinking that we should be able to identify the ways that people actually learn to value certain states over others by looking at the kinds of media that they're exposed to. So, we did studies looking at best-selling children's story books, best-selling women's magazines, the kinds of photos that people put on social media, and even the kinds of smiles that leaders show in their official photos. We found that U.S. media has much more excitement content than East Asian media or Chinese media.

For example, in best-selling American children's storybooks, the characters are more likely to show excited expressions on their faces—these open toothy excited smiles—than are characters in best-selling Taiwanese storybooks. In U.S. women's magazines, there are many more excited expressions and fewer calmer expressions than in Chinese magazines. And then, in the official website photos, we found that U.S. leaders in government, business, or academia were six times more likely to show these open, toothy smiles than their Chinese counterparts.

We've also looked at children. We thought that, because people become cultural beings really early on in life, we should find that kids around preschool age—when they're just beginning to understand certain beliefs about emotions—should also reveal these differences in ideal affect. So, we compared European American preschoolers with Taiwanese preschoolers. We couldn't give them our regular self-report measures, so we just showed them an excited smiley face and a calm face, and we asked them which one they would prefer to be. We found that the American preschoolers were more likely to choose the excited smiley face than the Taiwanese preschoolers.

In all of these studies, in an attempt to make sure that this was cultural, we've also tried to consider alternative hypotheses. In culture and emotion research, the biggest alternative hypothesis is that these differences would be due to temperament. So in the kids' study, we actually asked the teachers of all of the kids to rate the kids' temperaments so that we could control for that in our analyses. We found that there were very few differences in temperament

The more people value excitement states, the more likely they are to think of happiness as being excited and elated, or depression as the absence of excitement and elation.

in the European American students in the United States and the Taiwanese kids in Taiwan. But even when we controlled for those, we still found these differences in the emotional states that they preferred to be or associated with happiness.

That's another way that we've tried to show that this is really cultural by controlling for temperamental factors, which we think should also influence emotion. So, that's how we've gone about testing culture's influence on ideal affect.

BRADLEY: Now that we have this information, what can we do with it? How do we use what we know about how culture is influencing happiness?

JEANNE: I think it's important for lots of different reasons. I think these cultural differences in ideal affect play a role in many different aspects of everyday life. We've done some studies showing that ideal affect or how people want to feel influences the types of behavior that they engage in. So, the more people value excitement, the more likely they are to engage in really physically rigorous activity like running versus walking.

We've also shown that it predicts the kind of consumer products that people choose. In some studies, we give people choices between stimulating lotion versus soothing lotion, or stimulating teas like

the Awake Tazo teas versus the more soothing, calming chamomile tea or Zen tea. We found again that the more people valued exciting states, the more likely they were to choose the more stimulating consumer products.

As you suggested, we've looked at how this plays itself out in conceptions of happiness and well-being. The more people value excitement states, the more likely they are to think of happiness as being excited and elated, or depression as the absence of excitement and elation.

Most recently, we've shown how ideal affect relates to how we perceive other people. We have a number of studies showing that the more people value excitement, the more likely they are to see somebody who's excited as warm and friendly and affiliative. We're calling this an *ideal affect match*. When you view somebody who's showing the emotions that you value, you rate them as more warm, friendly, trustworthy, and affiliative. Then in turn, you're more likely to share resources with them, and you're even more likely to hire them for a job.

I think that these differences—both individual and cultural—in ideal affect play a large role in people's everyday lives and what they're doing to feel good and how they're defining what it means to be healthy and happy. It even influences how they respond to other people and who they ultimately choose to share resources with.

In all the studies, we find that European Americans are more likely to choose exciting products, to choose physicians who focus on excitement, and to define happiness in terms of excitement. We even have a study showing that the more that people value excitement, the more they dread old age because they associate it with lower arousal.

All of this research shows how, either consciously or unconsciously, emotional values shape what people do and believe. We think it's important for a number of reasons. One is that, because we live in a multicultural society, the cultural differences in ideal affect can play themselves out in a variety of ways that lead to cultural misunderstanding. For example, often Asian Americans who value calm states are viewed as reserved and stoic—even as being disengaged—but they may just be showing the calm states that their culture teaches them to value. But through the lens

of European Americans who really value excitement, they seem reserved, quiet, and disengaged.

These cultural differences in ideal affect can lead to a lot of interpersonal misunderstandings. Because we are coming into contact with people from lots of different cultures, I think it's important to know that it isn't that a person is untrusting or unfriendly but that they are just showing their warmth and friendliness in a different way that is valued by their culture.

Also, I think it's possible that individuals get kind of stuck in the ideal affect of their culture. In some studies, we've asked people "When was the last time that you felt excited? When was the last time that you felt calm?" And what's striking to us is that the excitement descriptions are often about things that take a long time to achieve and they occur pretty rarely like "winning a national competition" or "finally going on a date with that person I've had a crush on for so long," whereas the calm descriptions seem to be about things that happen on daily basis or that could happen on a daily basis like going on walk or reading a book. I think if you

start defining your happiness in only one way, then it might be harder to achieve that happiness, especially if the happiness that you seek is really about this rare form of excitement. If you could have a view of happiness that was more about everyday calm, maybe you'd be happier in your daily life.

I think this work is also important because it shows that, if you know there's a diversity of ways that you could ideally want to feel, you could have a more diverse happiness portfolio in some ways, and you could not be "stuck" in one type of happiness. You could see that people can feel happy in different ways and that they do across cultures. Maybe that would bring more happiness to people's everyday lives. Those are just some ways that I think these cultural and individual differences in ideal affect matter.

BRADLEY: Special thanks to Dr. Tsai for her willingness to speak with us. Reader, you are invited to listen to the second half of this interview with Dr. Tsai via the new *PsychEverywhere* podcast. In that half, she discusses whether

a person can change one's ideal affect and how she became interested in this area of research. To access the full audio recording, visit www.psichi.org/PodcastSeason1. This podcast is also available on Apple Podcasts, Google Podcasts, and Spotify.



Jeanne L. Tsai, PhD, is currently Professor of Psychology in the Department of Psychology at Stanford University, and the Director of the Stanford Culture and Emotion Lab. She received her BA in psychology from Stanford, and her PhD in clinical psychology from UC Berkeley. Her

research examines the cultural shaping of emotion and its implications for health, decision-making, and person perception. Her work is currently funded by the National Science Foundation and has been funded by the National Institute of Mental Health, the National Institute on Aging, and the National Alliance for Research on Schizophrenia and Depression. She was associate editor of *Emotion* from 2015–17. She is fellow of the Association for Psychological Science, the American Psychological Association Division 8, the Society for Personality and Social Psychology, and the Society for Experimental Social Psychology. At Stanford, she has received the Dean's Award for Distinguished Teaching and the Asian American Activities Center Faculty Award. Her work has been described in various national news outlets including *Psychology Today*, *World Economic Forum*, *Harvard Business Review*, *The Atlantic*, and the *Washington Post*.



Listen to an extended version of this interview and others like it at www.psichi.org/PodcastSeason1.



Top and right: Over 45 students participated in the 2019 Psi Chi Preconvention Service Project at RMPA with half of the students beautifying city park in Denver and the other half performing yard work for older adults for Volunteers for America.

Preconvention Service Project: Engaging Effectively at RMPA

Elizabeth List, PsyD, Northwest Nazarene University (ID)
Lisa Hagan, PhD, Metropolitan State University of Denver

For the last four years, Psi Chi students from Arizona, Utah, Idaho, Colorado, Nevada, Montana, Wyoming, and New Mexico have come together for an annual Psi Chi service project in conjunction with the Rocky Mountain Psychological Association (RMPA) annual convention. The preconvention service project was born out of an RMPA break-out session focused on ways to assist students in engaging with each other more effectively at RMPA. Psi Chi students are focused on service in their respective schools throughout the year, and we thought it would be a natural fit to have them come together to work collectively on a service project in the hosting city of the convention.

This short service time (the morning before the noon start of the convention) would allow students to collaborate, talk, and have fun while squarely acting within the values of Psi Chi—helping others, enhancing student development, and fostering networking skills. We are happy to report that it was very effective!

As a faculty mentor, I overheard students comparing their different Psi Chi chapters, different psychology programs, and discussing future graduate school plans all while picking up trash, cutting shrubs, and distributing mulch. “It is fun to hear about how other people’s psychology programs are different from our own,” said one student. As the students worked, they also began to establish relationships: “I was so nervous

about coming to RMPA this year,” said one student, “but then I met some of the students from the different schools at the service project, and I realized that we were all kind of nervous about presenting. After the service project, we made plans to go out to dinner to talk about our research, and we are going to go to each other’s poster presentations.” Students also spent time talking about their research and even exchanged information to work on future projects together.

Over the years, Psi Chi service projects have included planting flowers with mental health clients, doing yard work for older adults, and cleaning up a park and neighborhood. In April 2019, 45 Psi Chi students engaged in



In 2018, CHARG again hosted the Preconvention Service Project.



In 2017, Psi Chi students helped to clean up a neighborhood in poverty in Salt Lake City, Utah. Students brightened the day of locals who came out to talk to them while they picked up trash and drug paraphernalia.

two service project locations. Half of the students beautified a park in conjunction with the city of Denver and the other half worked with Volunteers for America by performing yard work for older adults. At the park location, students spread mulch, weeded, picked up shattered bottles, trash, and drug paraphernalia to beautify the park. Locals were very happy to have the group come, and several approached the students and thanked them personally. At the yard work location, students cleaned up and weeded yards for two houses with senior occupants who were not physically able to maintain their yards. Tiffany Harris, from Volunteers of America, said, “The students did a wonderful job. The seniors they serviced were extremely pleased with their work. Thank you!”

To coordinate the event, students indicate their interest at the RMPA registration meeting at the convention location the morning that RMPA starts. Students receive a free T-shirt for volunteering and any instructions they might need for the day. They then car pool to the location of the service activity. Sometimes breakfast is served at the service location and other times students socialize and eat breakfast before heading out to the event. “I enjoy getting to see the city where the convention is [located],” said a student as we were driving from the convention hotel located in the suburbs of Denver toward the urban park where we were going to work. “You don’t often get to experience a city when you are at a convention as you only see the hotel.” Another student said,

“I think it [the service project] totally represents the Psi Chi spirit. When we give back to the city where the convention is, we aren’t just using the city for the convention. We come together to add value. That is one of the things I love about being part of Psi Chi.”

The preconvention service project aligns well with Psi Chi’s Vision 2020 goal of Chapter Experiences by providing “a vibrant and meaningful environment for chapters and all members to contribute to and benefit from continued engagement.” This preconvention service project brings together Psi Chi members through a shared activity. Students have reported enjoying the opportunity to network with other students, with faculty mentors from other universities, and furthering their

research and connections all while serving a host community. It is our sincere desire that other regions begin their own preconvention service project so that Psi Chi can make a difference in our host cities across the nation. Come join us!



Elizabeth List, PsyD, is a licensed clinical psychologist, associate faculty, and the chair of the Psychology department at Northwest Nazarene University in Nampa, Idaho. She received her PsyD at Azusa Pacific University in Azusa, California. Dr. List specializes in teaching clinical skills-

especially as they pertain to diversity, diagnosis, and human sexuality. Her current research interests are in how we can teach diversity sensitivity to majority cultures more effectively. Dr. List loves working with undergraduate students. She has sponsored several research projects for her students at RMPA in the past several years. She has had the pleasure of being the faculty mentor for NNU's Psi Chi chapter since 2013.



Lisa Kindleberger Hagan, PhD, is a professor of psychology at Metropolitan State University (MSU) of Denver. While she has taught for almost 20 years, she has only been a faculty coadvisor for MSU's Psi Chi chapter for two years. Dr. Hagan's research interests focus on gender

socialization and socialization of children's risk taking.

RMPA Service Project 2020

In 2020, Psi Chi students will be volunteering at the Rocky Mountain Food Bank. Students will have the opportunity to pack food donation bags. If you are in the Rocky Mountain region and are interested in participating in this project next year, please indicate your interest on the RMPA registration, along with your T-shirt size. All are welcome to participate in this Preconvention Service Project, so spread the word!



The Psi Chi Preconvention Service Project at RMPA began in 2016. Students planted flowers and readied garden beds alongside clients of CHARG, a community organization for adults with severe mental health needs.

Interested in Starting a Psi Chi Preconvention Service Project?

Here are some tips:

• Just ask!

Our project was started by a Psi Chi faculty mentor with an idea. I went to the convention steering committee and asked if I could do this and was given permission. We started small, but it has grown over the years. If I can do it, you can too.

• No budget, no problem.

Remember, this is a service project. We didn't have a budget at all when we got started. We have been working to carve out a little money for breakfast and a free T-shirt for the volunteers with each subsequent year. The more we have done, the more we are able to do. Just work with what you have and tell people what you need.

• Plan early!

I have learned that there are a lot of people who would love us to help, but they need time to get us set up. If you can get the volunteer information in the registration for the convention, I have found that is the most efficient way. But it isn't required. I did e-mail blasts, word of mouth, and promoted in *Eye on Psi Chi* for a long time. Either way, try to get tentative volunteer numbers as early as you can, and reach out to volunteer places in the host city (they will need to know how many people to expect).

• Choosing a project.

I like to start with the Psi Chi chapters in the host city to see if they have any ideas of where to do the service project (and illicit some help on the ground). Otherwise some other options are food banks, Volunteers of America, and each city has its own volunteer coordinator (just search for the city community outreach coordinator).

• Need help?

I'd be happy to answer any questions! elist@nnu.edu

SUBMISSION GUIDELINES

With more than 1,150 chapters, Psi Chi members can make a significant impact in their communities. Reviewing Chapter Activities in *Eye on Psi Chi* is a great way to find inspirational ideas for your chapter and keep in touch with your chapter after you graduate.

Activities are listed in the following categories:

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

Share your chapter's accomplishments with others in the next issue of *Eye on Psi Chi*! Chapter officers and advisors are encouraged to visit www.psi-chi.org/default.asp?page=chapter_activities

Submission deadlines*

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

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

ABBREVIATIONS

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

EAST

Allegheny College (PA)

CONVENTION/CONFERENCE:

Collaborating across five academic honor societies at Allegheny College (Tri Beta, Lambda Pi Eta, Lambda Sigma, Sigma Tau Delta, and Psi Chi), the student founders of GatorCon2019 launched a successful inaugural event to hopefully be continued throughout the years to come. Students of all class years were invited to present their passions, original ideas, and research in short, powerful, TEDx-styled talks. The purpose of this convention was to promote interdisciplinary collaboration and showcase academic excellence across all divisions through short, compelling talks while being entirely student produced. Seven student speakers presented on various topics during a two-hour long convention. Students, faculty, administration, and community members were all in attendance.

FUND-RAISER: A fund-raiser was organized by the chapter and Sigma Tau Delta to benefit the Alec Dale Fund and the Meadville Public Library. The Alec Dale Fund covers miscellaneous expenses (e.g., travel expenses, application/entrance fees) associated with students traveling to research presentations. In the past year, a fire broke out in the

Meadville Public Library that required major renovations to the space. Together, both boards helped raise money for these organizations through a student-run haunted house in which an academic building was converted into a haunted maze for students to (a) walk through while other students popped out to scare them and (b) play zombie-themed games of hide-and-seek, tag, and sardines.

SOCIAL EVENT: No classes are held on Gator Day, and students are instead encouraged to attend academic events (e.g., lectures, information sessions, open discussions, debates, research presentations) held on campus. Aimed toward juniors and seniors, Psi Chi organized an information session for those interested in pursuing graduate school after their stay at Allegheny. Three faculty members from the psychology department shared their knowledge and experiences about navigating the school application process. Internships and career opportunities in the field of psychology were also discussed as to strengthen students' experience and given options for those interested in taking gap years.

Assumption College (MA)

INDUCTION CEREMONY: The chapter hosted an annual induction ceremony in November.

Nineteen new members and their families and friends attended. Dr. Stoner, an assistant professor of psychology who teaches in the Clinical Counseling Psychology program, spoke to the audience about different paths in psychology and discussed her own journey of working in a hospital to help comfort patients, and falling in love with the field of psychology. Her speech was inspirational!

MEETING/SPEAKER EVENT: In the spring semester, the chapter hosted Graduate School Night. Speakers included Dr. Lionello-DeNolf (director of the Applied Behavior Analysis graduate program), Stephen Blaisdell (an alumnus of the ABA graduate program), and Maria Babcock and James Antonellis (current students in the Clinical Counseling Psychology program). Each of the speakers discussed opportunities for students interested in a masters of arts degree in applied behavioral analysis or clinical and counseling psychology. An open discussion and a Q&A followed.

MEETING/SPEAKER EVENT: In the spring semester, the chapter joined with the Psychology Club and Neuroscience Club to hold a resumé-building event. The event included a member from the Career Development and Internship Center who presented the process of building and improving a resumé.



Above left: Fall 2018 induction ceremony at Assumption College (MA).

Above: A Graduate School Night event at Assumption College (MA).

Left: A Resumé Writing Workshop at Assumption College (MA).



Top left: **Pillar College (NJ)** Psi Chi members at a Leadership Training event.

Top right: **Mansfield University (PA)** members Griffin Stone, Hailey Reinbold, Shana Hollenbach, Devin MacGeorge, and Rebekah Foulkrad (not pictured) cleaned six bags of trash for Adopt-A-Highway.

Above: **Pillar College (NJ)** inductees, faculty advisors, sponsor Dr. Coleman, and Vice-Presidents Drs. Grant and Harden.

Right: **Pillar College (NJ)** membership drive.

Mansfield University (PA)

COMMUNITY SERVICE: Several members volunteered on September 20 to clean their designated section for Adopt-A-Highway. Griffin Stone, Hailey Reinbold, Shana Hollenbach, Devin MacGeorge, and Rebekah Foulkrad cleaned six bags of garbage along a mile-long stretch of road.

SOCIAL EVENT: The chapter presented at the Hometown Science Festival in Wellsboro, PA, on September 21. Hailey Reinbold (treasurer) and Shana Hollenbach (president) presented to the community with information about sensory disorders and the benefits of sensory kits. The chapter handed out brochures, water bottles, and allowed children to play with different toys from the available sensory kits.

Pillar College (NJ)

INDUCTION CEREMONY: The chapter hosted its induction ceremony on May 14 at the Main Campus in Newark, NJ. Eight members were inducted. The

Welcome Address was delivered by Dr. Maxine Bradshaw (advisor) along with Drs. Joanne Noelle (VP of Academic Affairs), Ralph Grant (VP of Academic Development) and Mark Harden (Dean and VP of Academic Affairs). Dr. Grant gave the charge of office to the officers and led them in the oath of office. Special remarks were also given by Dr. David Schroeder (President of the College) who read the charter letter to the audience and stated the commitment of the administrators of Pillar College to provide support to the new chapter when needed. Entertainment for the ceremony was provided by international recording artist and author, Osmond Collins. Officers were presented with their tools of office along with receiving their certificates and a Psi Chi cord with the other inductees. Novella Dorsey (president) addressed the audience after the ceremony and provided information on the benefits of membership in Psi Chi, as well as information on upcoming events. Immediately after the ceremony, there was a

meet and greet in the student lounge with refreshments provided by the chapter. During the meet and greet, the newly inducted members were able to share additional chapter information to participants, as well as receive the contact information of students who desired to become members. Inductees included: Novella Dorsey (president), Thomas Smith (vice-president), Merlene Spratley-Simmons (secretary), Jeida Williams (treasurer), Vilma Cinininin, Maricry Alvarez, Nadine Heberling, and Elizabeth Paniqua. Amy Huber (Vice-President of Student Engagement) videotaped and took photos of the events. Family members and well-wishers were well-represented. Dr. Thomas Coleman sponsored the inductees' membership dues.

MEETING/SPEAKER EVENT: The chapter sponsored a leadership training event on August 30 at the Main Campus in Newark. This event was open to the wider community and included participants from the Pillar College Board of Trustees, Pillar

College Student Government from Somerset and Newark Campuses, alumni, current students, and faculty members. The meeting began with light refreshment provided by the chapter and a meet and greet. Dr. Maxine Bradshaw (advisor, Psychology and Counseling Department Chair) provided opening remarks and introduced the audience to Novella Dorsey (president). In her address to the audience, Novella welcomed the audience, provided the history of Psi Chi, and presented membership material to the attendees. Pillar College became the 1,221st Psi Chi chapter on May 14, 2019. Novella then introduced the audience to the speaker of the evening, Dr. Ralph Grant (Vice President of Academic Development), who has extensive service in higher education, served as an elected City Councilman, and also is a recognized community leader in New Jersey. Dr. Grant provided an intense hands-on workshop on effective leadership and on the Robert's Rules of Order. Dr. Grant



Top left: Mansfield University (PA) officers Shana Hollenbach and Hailey Reinbold inform parents and children about sensory disorders

Above: University at Buffalo, SUNY officers Lauren Gould (president), Farah Raghunandan (a junior officer), Paige Szarafin (vice-president), Allison Koenig (campus liaison), Anna Honan (membership coordinator), Alex Schick (secretary), and Hannah Weierheiser (program coordinator) posing after another successful induction ceremony!

Far left: Stockton University (NJ) students inducted to Psi Chi in 2019-20.

Left: University at Buffalo, SUNY member Farah Raghunandan creating a handmade card for kids in hospitals.

spoke on the merits of knowing the rudiments of how to conduct a successful meeting. During the presentation, the audience were presented with different scenarios and were asked to describe the correct responses and protocol based on the Robert's Rules of Order. Dr. Grant was authentic and transparent as he shared from his vast experience in government and in his academic and personal life. During the presentation, Dr. Grant invited all the chapter officers to address the audience and provide information about their roles and the requirements of each respective office. The meeting ended with role play, and questions and answers.

Quinnipiac University (CT)

FUND-RAISER: In October, the chapter prepared a Halloween-themed bake sale to raise money for the Mental Health First Aid organization. Psi Chi members signed up for bake goods and work at a table in the student center to sell the items. Psi Chi officers also reached out to faculty to request donated baked goods. The chapter

raised \$115 for this organization and enhanced teamwork skills in the process.

Rowan University (NJ)

INDUCTION CEREMONY: On April 18, the chapter inducted 55 members! The induction was part of the psychology department's annual research conference and recognition ceremony, highlighting the accomplishments of graduate and undergraduate students during the past year. Psi Chi members helped throughout the day during the research conference, serving as front desk greeters, presentation timekeepers, and emcees. Some members also presented their research through poster and oral presentations. Following the research conference, chapter officers conducted the Psi Chi induction ceremony.

RECRUITMENT: The chapter hosted a general interest meeting to recruit members and discuss what Psi Chi has to offer. Prospective members were able to meet current officers and the faculty advisor, as well as learn about the membership

process, awards and grants opportunities offered through Psi Chi, and upcoming events planned for the chapter. In total, 28 students attended the event.

MEETING/SPEAKER EVENT: On February 21, the chapter hosted a research panel where current undergraduate and graduate students spoke about their experiences working in faculty members' research labs. Seven students represented six different labs from different subfields including applied behavioral analysis, anxiety and depression, mindfulness, and substance use. Panel speakers discussed the benefits of undergraduate research and how to join a research lab. The event was open to Psi Chi members and nonmembers with 10 students in attendance.

Slippery Rock University (PA)

COMMUNITY SERVICE: The chapter frequently visits a local senior citizen personal care facility called Home 2 Me. Members enjoy the time with the residents. The chapter played games with

them such as bingo and Left Right Center. Playing games with the residents allows for much opportunity to get to know them personally and to learn from them. The residents love when the chapter comes to visit, and they keep upcoming visits marked on their calendar.

SOCIAL EVENT: The chapter recently met at a popular restaurant in town called Ginger Hill Tavern for Wednesday Wing Night. Members and the advisor met to increase the strength of the chapter's bond. This social has become a favorite over the past few years and has helped the chapter feel more like a family and increased the enjoyment of service they participate in together.

MEETING/SPEAKER EVENT: The chapter cosponsored the annual suicide vigil held on campus. Members gathered with other students for a moment of silence and lit candles in remembrance of those affected by suicide, mentioning the names of the Slippery Rock University students who have completed suicide. The



Top : Rowan University (NJ) newly inducted members.

Above: Rowan University (NJ) students participating in a Psi Chi research panel to discuss their experiences as part of a research lab.

Right: Quinnipiac University (CT) officers at the Fall 2018 Halloween Bake Sale Fund-raiser.

chapter presented statistics on the prevalence of suicide among college students. The chapter also provided a flyer with statistics on suicide and resources for help, and offered an article from *Monitor on Psychology*, which discusses suicide awareness, recognizing risks, and suicide prevention.

Stockton University (NJ)

MEETING/SPEAKER EVENT: The chapter organized a psychology student research panel on March 28. At this event, experienced student researchers shared their advice and experience with getting involved in research, and benefits of gaining research experience. All panelists were Psi Chi members and many of the attendees were, too. Fifteen students attended.

CONVENTION/CONFERENCE: The chapter's annual Stockton Research in Psychology Conference took place April 17 and welcomed more than 100 participants. A keynote address was presented by Dr. Peter Mende-Siedlecki, distinguished alumni award recipient, Shaelene Lauriano Kite gave a presentation, and various student research

presentations took place, as well as a poster session.

The College of New Jersey

MEETING/SPEAKER EVENT: For spring masters and doctorate panels, the chapter invited current seniors who had just been accepted into graduate programs to share their experiences and insight with underclass students interested in pursuing the same routes. These panels consisted of about three to five student speakers and began with guided, general questions that the Psi Chi officers compiled based on what they believed most students would be interested in learning about. Questions included, "How did you choose which programs to apply to?" and "How early did you begin planning for the application process?" Afterward, the floor was opened for students to ask their own questions, which was usually a very successful activity.

University at Buffalo, SUNY

COMMUNITY SERVICE: The chapter hosted Cards 4 Kids night where members and other psychology

students spent an evening eating pizza and hand creating greeting cards for children in hospitals. Together, they created 55 cards, which were then distributed to kids in medical settings across the United States via the charitable organization Cards for Hospitalized Kids.

MEETING/SPEAKER EVENT:

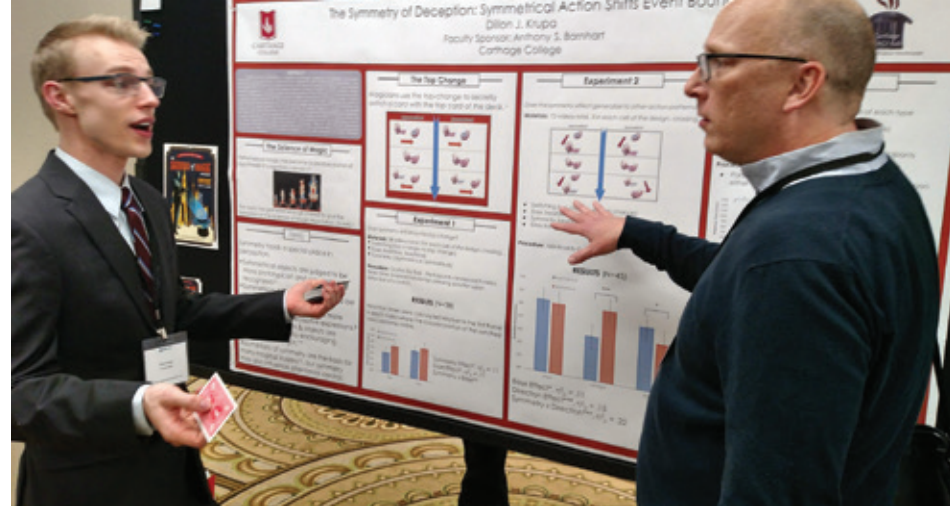
The chapter held its semiannual undergraduate research fair. The research fair is an opportunity for undergraduate students who are looking for research experience to hear brief presentations from laboratories across campus that are looking to recruit research assistants. This semester, eight labs sent faculty, post-doc, or student representatives to deliver short 5-minute presentations on their labs. Additionally, student attendees received an informational packet that included applications to each of the presenting labs as well as other opportunities such as local internships and fellowships. This event continues to be one of the chapter's favorite and most successful events every semester.

INDUCTION CEREMONY: The chapter hosts an induction ceremony every semester. In spring 2019, the chapter had one of its largest induction ceremonies in recent history with 40 new Psi Chi members! Additionally, several friends and family members attended the ceremony to support the new inductees and celebrate with cake and cookies.

Western Connecticut State University

INDUCTION CEREMONY: On April 26, the chapter inducted 13 members, and a traditional induction ceremony was held. At this event, the newly elected officers for the upcoming semester were announced: Mikhaela McFarlin (president), Robert Jaques (vice-president), and William Silvia (treasurer). Additionally, the chapter hosted a presentation by guest speaker Dr. Kris Dovgan, an assistant professor of psychology at Marist College and a WCSU Psychology Department alumna.

CONVENTION/CONFERENCE: On May 9, numerous Psi Chi members including Samuel Behymer,



Above left: Carthage College (WI) student Dillon Krupa presents his research to past Psi Chi International President, Dr. Daniel Cortis, at MPA.

Above right: Dr. Morton Ann Gernsbacher presenting a colloquium entitled "Diverse Brains" at Carthage College (WI).

Above: 2019 Psi Chi induction ceremony at Western Connecticut State University.

Left: Carthage College (WI) students and faculty enjoy an informal lunch with Dr. Gernsbacher, sponsored by Psi Chi.

Madisyn Mazik, Victor Namer, Erica Ohrablo, Kiara Pereira, Jessica Plouffe, William Silvia, and Taisha Vargas participated in university's annual Western Research Day, an interdisciplinary conference for student research. Jessica Plouffe was one of the recipients of the Western Research Day Provost Award. Later in the day, the Sigma Xi Research Honor Society recognized several members for their research accomplishments by inducting William Silvia as an associate member, and Madisyn Mazik and Jessica Plouffe were both awarded with the prestigious Sigma Xi Student Research Award.

SOCIAL EVENT: On May 8, Psych Alliance held its annual Heart of Art festival event open to all university students. The goal in the event was to provide relaxing activities before the stress of finals week. Activities included a DJ, a cotton candy machine, a spread of food, a board games table, and a crafts table including stations to paint mini canvases or rocks and adult coloring books. Throughout the event, a raffle

was held with the grand prize being two summer concert tickets to a venue nearby. Lower prizes included Psych Alliance T-shirts, and \$10 gift cards to various local establishments.

MIDWEST

Carthage College (WI)

MEETING/SPEAKER EVENT:

The chapter sponsored a visit by Dr. Morton Ann Gernsbacher, a prolific researcher in psycholinguistics and autism, from the University of Wisconsin-Madison. Psi Chi hosted a catered lunch event, where students interacted with Dr. Gernsbacher in an informal setting. Discussion spanned a wide range of topics, from standing out as a grad school applicant to musical theatre. The day culminated in a well-attended colloquium talk entitled "Diverse Brains," wherein Dr. Gernsbacher considered how scientists and society could better support and accept individual differences in neural structure and function, and enhance self-acceptance for

members of neuro-minorities.

CONVENTION/CONFERENCE: Five faculty and 11 students attended this year's MPA convention in Chicago, IL. There were nine presentations from Carthage students. The chapter provided financial support for two students to attend. To prepare for the trip, the chapter hosted Coffee and Conversation to discuss appropriate convention etiquette and expectations for a large meeting like MPA. Following the convention, the chapter also hosted a "post mortem" event where students discussed their favorite experiences from the convention. The chapter looks forward to making the MPA trip an annual tradition.

DePaul University (IL)

MEETING/SPEAKER EVENT:

The chapter hosted Billy Kaplan (Licensed Clinical Social Worker). Kaplan is the Clinical Director and President of House Calls Counseling, a private practice that specializes in in-home, attachment-focused psychotherapy. Kaplan works primarily with adoptive and

foster families and is an expert in reactive attachment disorder. Psi Chi members listened actively to the work that he does and showed their interest and curiosity by asking him questions at the end of his presentation. Interested students exchanged contact information with Mr. Kaplan and appreciated the opportunity to network with a psychologist working in the Chicagoland area.

RECRUITMENT: The chapter participated in two recruitment events this year. The first event focused primarily on first- and second-year students, and the second event included mostly transfer students. These events allowed officers to meet with psychology majors and minors and answer their questions about joining Psi Chi, getting involved in research, and preparing for graduate school applications. Officers explained the eligibility requirements for joining Psi Chi and provided potential members with the dates of future meetings and events. Overall, the chapter had a successful year recruiting new Psi Chi members.

COMMUNITY SERVICE: The chapter participated in Vincentian Service Day. Each year, students, staff, and faculty participate in a day of service. Psi Chi volunteered at the El Yunque community garden. The garden offers plots to community members living in the city about produce, and other plots growing herbs and vegetables are available for anyone. The garden teaches children living in the city about where their food comes from and allows them to experience nature. Psi Chi members prepared the garden by weeding and adding mulch to the area as well as planting seeds in the communal area of the garden.

Eastern Michigan University

CONVENTION/CONFERENCE:

The all-student conference event

included four student chapter presidents from various student organizations campus-wide. Each president was a facilitator leading a group discussion on character strengths. Attendees took a character strengths assessment before attending the event. At the event, attendees were informed of the character strengths background and what the results mean to each person. Attendees were then asked to break up into small groups for a facilitator-led group discussion. The discussion was centered on relating real-life situations to their character strengths. Attendees were able to grow on a professional level and were given the opportunity to network with other attendees.

MEETING/SPEAKER EVENT: Dr. Lipka came to the chapter to talk

about industrial/organizational psychology. He informed the chapter about what the day-to-day job looks like. Additionally, Dr. Lipka gave the chapter several tips on how to get into graduate school and get hired as an I/O psychologist. This was a great opportunity for chapter members to learn about this area of psychology.

FUND-RAISER: The chapter hosted a fund-raiser for St. Jude. All proceeds raised went to the foundation. The event was held during Halloween and featured a Halloween movie. Before the event was held, the chapter asked the attendees which movie they preferred to watch. Additionally, the chapter provided all attendees with snacks and drinks. This was a great event for a great cause.

Hope College (MI)

COMMUNITY SERVICE: Six students from the chapter participated in the Out of the Darkness 3-mile walk around Millennium Park in Grand Rapids, Michigan. Hosted by the American Foundation for Suicide Prevention, this event raised both awareness and money for prevention of suicide.

RECRUITMENT: Two Psi Chi representatives from Hope College attended the MPA convention in Chicago, Illinois—recruiting and talking with other chapters about Psi Chi opportunities.

SOCIAL EVENT: To finish out the year, the chapter's executive board members gathered at a celebratory brunch to review the year's highlights and areas of improvement for the coming years.



Above left: Billy Kaplan, LCSW, speaking to DePaul University (IL) members about attachment-focused psychotherapy.



Above center: The DePaul University's (IL) Chapter's Jake Broschart (president) volunteering at the El Yunque community garden.

Above right: On March 2, the Lindenwood University (MO) Chapter inducted 14 members. Pictured are the inductees and officers.

Right: Members of the Hope College (MI) Chapter socializing and recruiting Psi Chi members at the MPA convention in Chicago, Illinois.

Far right: The Lindenwood University (MO) Chapter volunteered for the Walk to End Alzheimer's on September 29. Eight students and four faculty members participated in the walk, which raises money and awareness for Alzheimer's support and research.

Below left: Hope College (MI) members participating in the Out of the Darkness Suicide Prevention Walk in Grand Rapids, Michigan.

Below right: Hope College (MI) Chapter's executive board members at a brunch to celebrate a successful year!



Kansas State University**MEETING/SPEAKER EVENT:**

During fall 2018, the chapter hosted a curriculum and personal statement writing workshop in which one faculty member and two graduate students offered their advice on writing graduate application documents. Psi Chi members attended and brought drafts of their materials. They learned about common mistakes, and they received edits and feedback prior to submitting their graduate school applications.

FUND-RAISER: During spring 2019, the chapter hosted a trivia night fund-raiser at a local coffee shop to raise money for the annual awards banquet. Officers came up with one round of questions related to mental health in order

to raise awareness about Psi Chi and mental health conditions. The chapter raised more than \$150.

MEETING/SPEAKER EVENT: Each year, the chapter plans and hosts the Annual Psychology Department Awards Banquet. This event is attended by faculty, graduate students, Psi Chi members, and other undergraduates who are receiving awards from the department. This year, the officers planned a brunch rather than a dinner. It is a catered event, with several scheduled events including speeches and games.

University of Wisconsin-Green Bay

SOCIAL EVENT: At the end of the year, the chapter hosted a potluck to celebrate another successful year. Members gathered to enjoy each other's company and share various

dishes. This also was an excellent opportunity for the new officers to chat with members and get to know each other.

Upper Iowa University

INDUCTION CEREMONY: On April 18, seven students were inducted into Psi Chi. The ceremony took place at the president's home and included a candlelight ceremony where current Psi Chi members handed lit candles to the incoming president, vice-president, secretary, and treasurer.

ROCKY MOUNTAIN**Universidad de Sonora (Mexico)**

INDUCTION CEREMONY: Mexico

celebrated the installation of the nation's first Psi Chi Chapter at the University of Sonora on September 30, 2019. Drs. Nadia Sarai Corral and Martha Frías Armenta (advisors) introduced the founding members and confirmed that they met the necessary requirements and qualifications before the university's academic authorities, Dr. Manuel Valenzuela (Director of Education Innovation and Internationalization), Dr. César Tapia (Psychology Graduate Program Coordinator), and Francisco Zaragoza, MA (Academic Secretary of the Psychology Department). Chapter officials were installed, and they accepted their responsibilities as president (Yancy Lucas MA, MSc), vice-president (Sheila Velardez MA), secretary (Jennifer Espinoza,



Above left: **Universidad de Sonora (Mexico)** members during the first-ever induction ceremony in Mexico.

Above right: **Universidad de Sonora (Mexico)** student officers: president, vice-president, secretary, and treasurer.

Above: Chapter members of the **University of Colorado Denver** and local middle school students enjoy a bean bag toss competition while wearing perception distortion goggles.

Left: **Upper Iowa University** induction ceremony inductees (from left): Mikayla Gates, Adrianna Welsh, Des Willis, Val Still, Marissa Foels, and Chung Ho Chee (Barbara Lim was also inducted but is not pictured).



Top left: Agnes Scott College (GA) Chapter's spring 2019 social event at Steel City Pops.

Top right: Agnes Scott College (GA) Chapter's spring 2019 dinner at Chai Pani.

Far right: Agnes Scott College (GA) Chapter's spring 2019 Take Back the Night event.

Right: Austin Peay State University (TN) spring induction 2019.



MA), and treasurer (Salvador Cabrera, MA).

University of Colorado Denver

SOCIAL EVENT: Professors Are People Too is a monthly event that features a faculty member in the psychology department. It is a great opportunity to get to know these amazing professors, chat about their respective areas of expertise, and enjoy some free, yummy snacks!

COMMUNITY SERVICE: The chapter volunteered at the annual Science Symposium for several local middle schools. This is an awesome outreach opportunity where members offer science-based games and activities!

SOUTHEAST

Agnes Scott College (GA)

SOCIAL EVENT: The chapter walked to the City of Decatur and ate dinner at Chai Pani, which serves Indian street food. Many members had not

been to the restaurant before, and everyone really enjoyed it.

SOCIAL EVENT: The chapter walked to the City of Decatur for a study break and ate popsicles at Steel City Pops. This event allowed new members to get to know the existing members.

COMMUNITY SERVICE: The chapter cohosted Take Back the Night on campus. Take Back the Night is a non-profit organization with the mission of ending sexual, relationship, and domestic violence. Members found the event to be very meaningful.

Austin Peay State University (TN)

INDUCTION CEREMONY: The chapter hosted its formal spring induction at the Tanglewood House in Clarksville. Professor Jessica Hatz was the guest speaker. Fourteen members were inducted. Cecelia Mandrell (Psychological Department Administrative Assistant) was honored for all the hard work she does for the

department, even as she was going through her own health issues. Last, the new members of the executive committee for the 2019–20 year were inducted as officers.

COMMUNITY SERVICE: The chapter hosted This Is a Good Sign where there was a table full of positive affirmations and candy for Austin Peay students as they prepared for finals. This table also had pamphlets from the schools' counseling services about the services they offer and ways to help others.

MEETING/SPEAKER EVENT: The chapter hosted a graduate panel with three professors for their two master's programs. The selected professors were Dr. Kimberly Coggins and Dr. Jessica Frupp from the counseling programs and Dr. Adriane Sanders from the I/O program. This gave psychology students the chance to ask professors about the programs Austin Peay offers and also the programs the professors themselves attended.

Catawba College (NC)

COMMUNITY SERVICE: Members held a stress relief event at midterm to help students relax and focus on their exams. Students were encouraged to paint on paper and/or mold lavender essential oil Play-Doh. Members discussed healthy methods of coping with stress as well. Although many students were initially hesitant to participate in the activities, they seemed to enjoy the break from their routines.

Charleston Southern University (SC)

COMMUNITY SERVICE: The government shutdown and resulting paycheck freeze had a notable impact on the Charleston Military members and their families. Therefore, the chapter and Psychology Club encouraged a university-wide drive to address this community need. The drive consisted of various donations such as toiletries, baby items, and foods to help relieve the financial burdens off these brave service members. The most notable donations were the 272



Top left: Getting swabbed at the **Union College (KY)** Chapter's Gift of Life drive.

Top right: **Union College (KY)** Psi Chi officers and Gift of Life student ambassadors team up for a drive.

Middle left: **Marshall University (WV)** students and faculty posing for a picture after winning first place at a local trivia event.

Middle right: Members of the **Catawba College (NC)** lacrosse team engaging in stress relief activities.

Left: The **Nova Southeastern University (FL)** Chapter Induction Ceremony.

pounds of food and over 800 diapers.

INDUCTION CEREMONY: The chapter's spring induction was moving with a traditional candlelight ceremony. The chapter and Psychology Club gave a tearful goodbye to graduating seniors and a heartfelt welcome to nine new chapter members. After the ceremony, the chapter celebrated the new members and officers, and a gave heart-felt sendoff for the graduating members who are embracing new futures.

MEETING/SPEAKER EVENT: Dr. Dondi Costin was an inspiring speaker for the chapter and Psychology Club. Dr. Costin served in the Air Force for 32 years and achieved Major General. He also worked at the Pentagon as the Air Force Chief of Chaplains before becoming Charleston Southern's third president in fall 2018. His two doctorates are in leadership philosophy and in ministry; his five masters are military operational art and science, divinity, religion,

counseling, and strategic studies; and he has a bachelor's in operations research. Dr. Costin shared how psychology prepared him for ministry work, military service, and as an academic leader.

Marshall University (WV)

SOCIAL EVENT: The chapter recently gathered at a local restaurant to attend trivia night. Students and faculty members enjoyed delicious food and combined their collective knowledge to compete against other teams. By doing so, connections were created between students and faculty through wholesome fun. At the end of the night, the chapter won first place and received coupons for the next outing. The chapter attends trivia night on a monthly basis. Members have found that it is a great way for students and faculty to connect.

Nova Southeastern University (FL)

INDUCTION CEREMONY: The chapter hosted its annual induction

ceremony on March 22. One hundred forty-nine undergraduate and graduate student members were inducted. The keynote speaker, Sabrina Petitfrere (Executive Director of the Omega Center for Autism), gave a light-hearted yet insightful speech about her career working in applied behavior analysis. Special thanks to the student officers (Valerie Robbins, Maria Flores, Aina Rivas, and Lindsay Craig) for their hard work organizing the ceremony.

MEETING/SPEAKER EVENT: The final meeting of the 2018–19 school year took place on April 17. The guest speaker was Dr. Susan Kabot. Dr. Kabot serves as the Executive Director of NSU's Autism Institute, where she oversees multiple programs for children and young adults with autism. These include an early intervention program; preschool program; college support program; and clinical services including diagnostic, challenging behavior, and feeding disorders clinics. Dr. Kabot has been an

appointed member of the Florida Developmental Disabilities Council since 2010. She is the coauthor of three books published by Autism Asperger Publishing. The meeting was a great opportunity for students to hear from a leader in the field of autism research and advocacy.

MEETING/SPEAKER EVENT: The first Psi Chi meeting of the spring semester took place January 29. The theme of this meeting was "applying to graduate school in psychology," and it was led by Lindsay Craig (graduate liaison). Both graduate and undergraduate students in psychology attended this event. Graduate students were asked to share their experiences and their own process of preparing for and applying to graduate programs. Grad students discussed information that they wished they had known before they started the application process. Undergraduate students came to learn from graduate students, and asked questions about the application/preparation process.



Top: University of Arkansas at Monticello members honoring their community's first responders on 9/11.

Top right: University of Louisville (KY) Chapter's Pre-Final Bake Sale on April 17.

Right: Oklahoma Baptist University Chapter's fundraising webpage.

Far right: Oklahoma Baptist University members supporting the National Eating Disorders Association.



Oklahoma City, OK NEDA Walk

Team Roster

Team Roster	Raised
Mikayla Whit...	\$0
Ashley Downworth	\$10
Madeline Fri...	\$10
Allie Jordan	\$10
Jana Satcher	\$10
Stephanie Zel...	\$40
Team Gifts	\$270
Donates a Team Captain	

Team Progress

100%	\$350
of Goal	Raised

OBu Psi Chi

Thank you for visiting our team's NEDA Walk OBU Psi Chi fundraising page!

Did you know that 38 million Americans struggle with an eating disorder at some point in their lives? And despite their prevalence, eating disorders receive significantly less funding than other major mental illnesses, and support options are often inaccessible. As a result, too many people are left feeling hopeless, helpless, and frightened – this is why I'm participating in the NEDA Walk to benefit the National Eating Disorders Association.

We are asking for your support to help us reach our team fundraising goal. Donating to our fundraising page is a way for you to not only show your support for us, but also to show your support for the millions of individuals and families affected by eating disorders.

As the leading U.S. nonprofit supporting individuals and families affected by eating disorders, NEDA serves as a catalyst for prevention, care, and access to quality care. Your contribution will put life-saving resources into the hands of those in need. Learn more about NEDA's mission and work at <https://www.nationaleatingdisorders.org>.

Thank you so much for your support!



Old Dominion University (VA)

CONVENTION/CONFERENCE: On April 17, the chapter took 10 members to the Virginia Association for Psychological Science conference. This event was held in Newport News, VA, at the Newport News Marriott at City Center. Members were allowed to go to different presentations to gain insight on the different forms of research that can be conducted in psychology and learn about the research completed by their peers from different universities. Members were asked to sign waivers and were assisted during the registration process to ensure access to the conference. Chapter dues were required in order to attend.

INDUCTION CEREMONY: The chapter's final event for the year was the induction ceremony/banquet, which was held on April 28. The chapter successfully inducted 17 members as well as the new officers. New members were given certificates and T-shirts as a welcome gift. Faculty and members were provided with food, and were able to socialize among one another. The event's attire was business casual.

FUND-RAISER: The chapter held a fund-raiser with the on-campus Panda Express restaurant on March 22 from 10 a.m. to 5 p.m. Flyers were printed and distributed to members, posted on

the chapter's social media pages, and handed out to those who were in line. The students/members who showed their flyers to the cashier were awarded discounts on their food purchases, and 20% of the proceeds were given to the organization. This allowed the chapter to make purchases such as regalia, apparel, and other important items.

Union College (KY)

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

University of Louisville (KY)

FUND-RAISER: The chapter hosted a bake sale on campus and raised \$150. The chapter matched the funds raised, and proceeds were donated to Sweet Evening Breeze, an organization committed to serving Louisville, Kentucky's LGBTQ+ youth experiencing homelessness by going beyond the expectations of shelter in providing housing, hope, and healing.

FUND-RAISER: The chapter hosted Community-Wide Diversity & Inclusion Dinner. Approximately 80 community and campus members participated. The program included a meal featuring a variety of foods,

along with Marian Vasser (Director of Diversity Education and Inclusive Excellence) who facilitated an interactive conversation on the differences people all share. The goal of the event was to create a safe place to discuss real and important topics around diversity and equality/equity in people's everyday lives. Funds raised were donated to the Ulster Project Louisville, a youth leadership and peacebuilding program, and the Psychological Services Center at UofL.

University of Mary Washington (VA)

MEETING/SPEAKER EVENT: On September 24, the chapter put on a graduate school forum. Four professors volunteered their time to sit on a panel and answer any questions that students had about graduate school. About 15 students attended the event. The professors passed on any advice they had in terms of applying to graduate school. Their main advice was to take the time to find the program that will be the correct fit. They emphasized that there are tons of programs out there, so there is something for everyone.

University of North Carolina at Greensboro

MEETING/SPEAKER EVENT:

On September 25, the chapter hosted All About Graduate School. Four graduate students served as panelists and represented graduate programs in social work, counseling, clinical psychology, and biological psychology. The panelists offered advice and fielded a wide range of questions from the crowd. Several panelists had special connections to the chapter: two had been inducted as chapter members during their undergraduate years, and one had served as the chapter's president. Several themes emerged from the discussion, such as the value of outside-the-classroom experiences and the importance of being organized and managing stress during graduate school. A lively informal discussion, facilitated by a great deal of pizza, followed the event.

SOUTHWEST

Oklahoma Baptist University

FUND-RAISER: The chapter fund-raised \$350 dollars for the National Eating Disorders Association Walkathon that took place in Oklahoma City. Some members also attended and participated in the walk. Eating disorders are something that the chapter takes seriously and holds dear to its heart. One member in the



Top: California Lutheran University induction ceremony.

Above: California State University, Sacramento Chapter's welcome ceremony where the current officers and the advisor inducted new members into Psi Chi.

Left: California State University, Sacramento Chapter's Tie Dye for Diversity event where officers tabled while wearing the shirts they made, and students designed their own shirts to support diversity in Psi Chi.



group stated, "I have personally seen the effects of it in my own family, and I hope I can share some of that with the public. Eating disorders are a serious problem on campus that is often never talked about or addressed." The chapter had a blast at the walk and were proud of what was raised.

University of Arkansas at Monticello

COMMUNITY SERVICE: Members attended a 9/11 memorial event held on campus. The event actively promoted the involvement of the community while focusing on what can be done in case of other major events. A philanthropy event involving trimming trees was held in the afternoon. Members honored the community's first responders throughout the course of the day.

WEST

California Lutheran University

INDUCTION CEREMONY: On April 30, the chapter inducted 21 members. An impressive total of 70 people attended the event. Attendees enjoyed appetizers before the ceremony, which began with a greeting from Dr. Rainer Diriwachter (advisor and Department Chair). Then, Leanne Neilson, Provost and Vice-

President of Academic Affairs, spoke about the importance of scholastic achievement and experiential learning. Following after, Dr. Diriwachter and Lauren Curl (treasurer) presented an overview of the history of Psi Chi. Then, Francheska Tanglao (secretary) discussed the meaning of the Psi Chi Seal. To finish the presentation, SarahRose Jarvis (president) highlighted the chapter's achievements. These included, among other things, the annual Grad Night event, which was held on October 4. Following the review of chapter achievements, inductees were called up one at a time. To end the ceremony, Thomas Little (incoming president) spoke on his goals for the chapter in the upcoming school year. Overall, the induction ceremony was filled with proud family, faculty, and accomplished psychology students.

MEETING/SPEAKER EVENT: Grad Night helped guide more than 50 students through the graduate school application process. The guest speakers of the night were Dr. Ryan Sharma (Director of Clinical Training in CLU's PsyD Program) and Brian Knoll (graduate student). Dr. Sharma talked about what admissions teams look for in student applications, and Brian Knoll shared his experience as a graduate student. Due to the success

of Grad Night, the officer board organized an event in which students could chat with graduate students one on one. Dinner With a Grad Student hosted 15 undergraduate and 15 graduate students to discuss thoughts about graduate school over an Italian dinner.

COMMUNITY SERVICE: The chapter also volunteered at the Walk to End Alzheimer's, which was organized by Dr. Andrea Sell.

California State University, Sacramento

RECRUITMENT: Based on the event described in the Summer 2017 *Eye on Psi Chi* by Morningside College, the chapter sponsored its own Tie Dye for Diversity event. While tabling to recruit new members, shirts were distributed that had, "I am _____, and I Support Diversity in Psi Chi," printed on them. People wrote their chosen identification and decorated their shirts. The main goal was to promote a valuable part of what Psi Chi represents, inclusion of all people, which is what makes Psi Chi so enriching and unique.

MEETING/SPEAKER EVENT: Every semester the chapter hosts the So You Wanna Get Involved?! Panel. This panel consists of 5 to 10 professionals who answer questions about their journeys

in the field of psychology, their research involvement, or their overall academic experiences, among other topics. This semester, panelists included a graduate student, several professors of various ranks, and the Director of the Centers for Diversity and Inclusion on campus. This opportunity allows for students to have candid conversations with professionals who they might never have approached, ask questions, and listen to the answers to questions that they might not have thought to ask.

INDUCTION CEREMONY: At the end of each semester, the chapter hosts a welcome ceremony to induct members. New members received a personalized goodie bag of Psi Chi supplies and their certificate, were invited to view the chapter scrapbook, mingle with other new members, and enjoy dinner. This semester, the chapter had several speakers including the faculty advisor, a keynote speaker—typically an advocate of Psi Chi and role model to students—, and outgoing and incoming chapter presidents. After the ceremony, members and guests were invited to a photo booth to commemorate this academic accomplishment.

La Sierra University (CA)

MEETING/SPEAKER EVENT: Alexa Thomason, MA, Roxana Jacob,



Above: The **University of British Columbia (Canada)** Chapter hosted its first-ever Psychology Careers Expo. Here, students are engaging with representatives from the Developmental Disabilities Association.

Above right: Dr. Robert Sherman (center), the first advisor to the **University of California, Santa Barbara** Chapter, pictured with Allison Auten (current President) and Nicole Alea Albada (current advisor) at the induction ceremony.

Right: **Old Dominion University (VA)** Chapter members at the Virginia Association for Psychological Science conference.

Far right: **University of California, San Diego** chapter hosted its second annual Psi Beta Day. This event is an opportunity to welcome all prospective community college transfers to the campus so that they can find out about the psychology program, tips for transferring, tour a psychology or cognitive science research lab, and learn about the chapter.



Cheyenne Feig, and Helene Photias, MHA, spoke to about 50 students in May for the chapter's annual Meet the Professionals event. They discussed their experiences in the Riverside County rape crisis center, graduate school, postgrad trajectories in relation to medical school, and work at the Hazelden Betty Ford Foundation, respectively. This event connected students to professionals and alumni in different areas of psychology, giving the students ideas of different possible paths after graduation. After the event, everyone was able to mingle in the department courtyard with snacks and ask the speakers any further questions.

Portland State University (OR)

MEETING/SPEAKER EVENT: The chapter hosted a destigmatizing sex work event. They had a presentation from one of their psychology professors on stigma. Additionally, guest panelists answered questions about stigma, allyship, and social inequality. The event sparked the interest of many students because it

was the most attended event of the year.

MEETING/SPEAKER EVENT: The chapter hosted a panel event on How to Get Into Graduate School. The event allowed recently admitted psychology graduate students to answer questions about their experiences and share tips. Students asked and received answers about the GRE, the application process, and the disciplines within the field of psychology.

MEETING/SPEAKER EVENT: The chapter hosted Baking and Finding Your Flow. The goal of this event was in line with Mental Health Awareness Month. Attendees were able to decorate cookies while learning about how to find flow from a psychology professor.

University of British Columbia (Canada)

COMMUNITY SERVICE: The chapter hosted an event for Vancouver-area high school students designed to introduce them to psychological science generally and the psychology

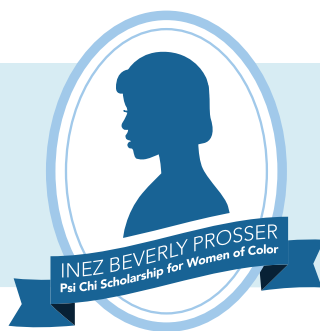
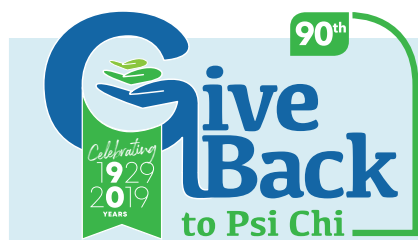
program at UBC specifically. High school students were able to attend an information session in which they learned about some of the logistics of student life at the university. Next, the students were able to tour four psychology research laboratories that investigate topics ranging from basic executive attention to young children's moral development. Finally, the event was capped off by an interactive lecture with Dr. Ben Cheung who introduced students to all of the ways that psychological theories and psychological scientists are involved in the development of computer games.

CONVENTION/CONFERENCE: To address the uncertainties faced by many undergraduate students studying psychology, the chapter made it a mission to host an event for students to engage in conversations about career prospects and network with potential employers. With this mission in mind, the chapter hosted its first-ever Psychology Careers Expo, which allowed undergraduate psychology majors to network with 15 Vancouver-

area employers. Before meetings with representatives from these employers, students were able to meet with faculty members and fellow students to discuss and practice networking skills. After polishing up on networking skills, students had the opportunity to initiate in-person discussions with potential employers. In total, more than 100 students took advantage of this first-of-its-kind opportunity for psychology majors at the university. The chapter hopes to continue the Psychology Careers Expo next year.

University of California, Santa Barbara

INDUCTION CEREMONY: During the 2018–19 academic year, the chapter celebrated its 40th anniversary! The year culminated with an induction ceremony, in which 23 new members were inducted in the UCSB chapter. Dr. Robert Sherman (Emeritus), the chapter's first advisor in 1979, was invited to the ceremony and was one of the guest speakers. Dr. Sherman served as the advisor for 25 years! The chapter thanks him for his service.



Psi Chi's Vision: Looking Ahead to 90 More Years

Cynthia Wilson, Psi Chi Central Office

It is natural when one reaches a milestone to reflect upon the past. This year, Psi Chi celebrates our 90th anniversary. And we are reflecting both on what got us here and where we will go in the future.

Psi Chi's rich past is one that boasts a broad membership base, many prominent leaders in the science recognized as Distinguished Members, and a vast repository of resources from which members can draw. Within this publication alone, the *Eye on Psi Chi*, members can read anything from our current President's Message, to an article on how to pursue graduate school, to an interview with any one of psychology's top minds.

We therefore have much to reflect upon. But we realize that true vision comes in looking ahead. Our fundraising efforts are based on what comes next for Psi Chi. As we pause to reflect, we keep close the idea that we want to work harder for our members. We want a Psi Chi membership to be one made up of pride, hard work, and a commitment to excellence in psychology.

So Psi Chi must, in order to move ahead, create a shared vision for the future. What will our new members being inducted this year offer to the science? Who will be recognized as our next Distinguished Members? And who will capitalize on their Psi Chi membership to help propel them to the next level in their career? We ask these questions as we also pose one to ourselves: What can Psi Chi do to support all that?

You may have seen notices about our *Give Back to Psi Chi* annual giving campaign (<https://donate.psichi.org>). Or perhaps you have taken part or will take part this fall in our **Chapter Challenge** (<https://psichi.com/chapterchallenge>). Also, Psi Chi continues our dedication to diversity with its commitment to the **Psi Chi/Inez Beverly Prosser Scholarship for Women of Color** (<https://psichi.com/SpiritOfProsser>). All these fundraising efforts are to build not only on our rich history but to grow Psi Chi into an even more relevant and important Society.

Psi Chi has also collected funds to support chapters in need via our **Storm Relief Fund**. Supporters and members alike have given gifts as a way of investing in the future of psychology, and because they recognize what Psi Chi has to offer students of the science.

Could we rest on our laurels? We could. *But how would that benefit Psi Chi members?* It is Psi Chi's mission to both recognize and promote excellence in psychology. Our goal then is to

recognize achievement and potential in our young members and to mentor those members into success.

Our current President, **Dr. Regan A. R. Gurung** of Oregon State University, has an initiative during his term: He wishes to promote "**PsychEverywhere**" because he knows that psychology is a part of all of our daily lives. If we are all touched by psychology, then Psi Chi has a mission to serve students and faculty of psychology. We work hard to offer benefits, give back with research grants and scholarships, and provide mentoring opportunities for our members. You work hard to pursue an education in psychology, and you deserve an Honor Society that works hard for you.

Fundraising is a critical component of future success for Psi Chi. As we continue to grow our membership, so too grows our need to support our member base and to help you succeed. You are what makes Psi Chi a truly special Society. Your hard work, commitment to research practices, and scientific exploration are what make Psi Chi willing to meet, in-kind, your commitment to psychology.

Therefore, we ask that you consider getting involved with Psi Chi's fundraising efforts. Our commitment to grow alongside and for our members makes us a Society worth joining. Our appeal is this: Invest in the future of psychology and be a part of that future with us.

Psi Chi knows that having Distinguished Members such as Drs. Mahzarin Banaji, Albert Bandura, Florence Denmark, and Robert Cialdini is something of which to be proud. But what makes us even more proud is that fact that we look toward the next game-changers in our field. We're supporting them now, and we will support them throughout their lifetime membership.

We ask you to be a part of something bigger than you are alone: be a part of the future of the science. Together, we can change the face of psychology. Let's build that future together with a vision for the next 90 years of Psi Chi. We're here for you. Join with us and help us grow.

Please visit <https://psichi.com/90thAnniversary> and celebrate 90 years of excellence in psychology.

Donate safely and securely at <https://donate.psichi.org>.

Contact Cynthia Wilson to get involved in Psi Chi's fundraising efforts. Cynthia.wilson@psichi.org



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