

eye ON PSI CHI

WINTER 2020 | VOL 25 | NO 2

Did I Make the Right Decision Majoring in Psychology?

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Is COVID Terror to Blame for Political Hostility?

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ABBREVIATIONS

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

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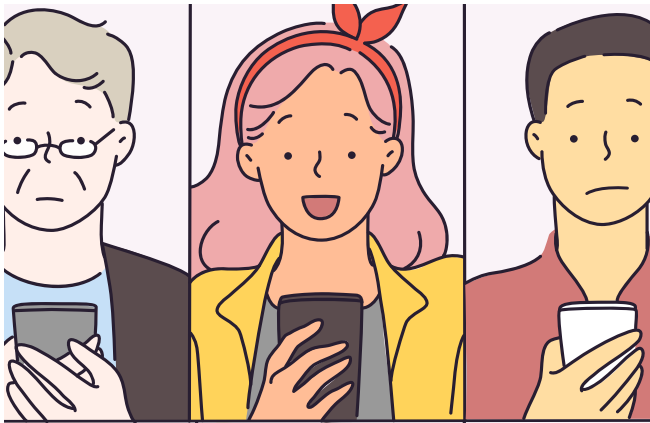
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Four Committees Work to Bring Benefits to Psi Chi Members

Discover Their Histories and How to Get Involved

Martha S. Zlokovich, PhD
Psi Chi Executive Director

Three advisory committees have been working to create opportunities for Psi Chi members over the last few years, and a fourth joined them in July. A psychology faculty member who serves as committee chair/director leads each advisory committee. Below are descriptions of each committee's unique history, focus, and opportunities provided to Psi Chi members. We are currently seeking a director for the newly formed Faculty Support Advisory Committee with information provided at the end of this column.

Our newest director is **Dr. Brien Ashdown** (Hobart & William Smith Colleges, NY), International Director, who started in the brand new position in January 2020. He leads the **Psi Chi International Advisory Committee** and works to build relationships with members outside the 50 U.S. states, connect chapters across the globe to one another, inform members about international opportunities, research partnerships with international psychological organizations, and assist international faculty with bringing a Psi Chi chapter to their campus.

The International Advisory Committee has been updating the former International Sister Chapter program, starting with renaming it the Psi Chi International Partners and Leaders (IPALs) program. IPALs connects one U.S. 50 states chapter and one chapter outside the 50 states, providing them with online meeting guidelines. Four chapters are currently pilot testing IPALs connection guidelines in order help all chapters build relationships with and learn from one another. If your chapter would like to participate in IPALs, contact Dr. Ashdown at International.Director@psichi.org.

As stated on the committee's website, "Psi Chi has a long history of international involvement even though the Society did not change from **national** to "Psi Chi, the **International** Honor Society in Psychology" until 2009. In fact, Psi Chi was originally founded in 1929 at the Ninth International Congress of Psychology at Yale University in Connecticut." Although there has been an international committee since 2009, in 2019 the Board decided to expand support of Psi Chi's 24 existing international chapters and all international members in a manner comparable to the existing Research Advisory and Diversity Advisory committees/directors.

The **Psi Chi Research Advisory Committee** was established in 2015, and **Dr. John Edlund** (Rochester Institute of Technology, NY) continues to serve as Psi Chi's first Research Director. The committee has created many research opportunities for student and faculty members of Psi Chi. Members may post their studies on Psi Chi's website in order to [seek online participants](#), [learn about R](#), and [connect to crowdsourced data collection and replication projects](#) (e.g., ManyBabies Consortium, The Emerging Adulthood Measured at Multiple Institutions project [EAMMi2], Pipeline Project 2, Collaborative Replications and Education Project [CREP],

and Many Labs 5). If you have questions about research opportunities, contact Dr. Edlund at Research.Director@psichi.org.

In 2018, the Board placed the Network for International Collaborative Exchange (NICE) and the NICE chair, a graduate student, under the Research Director's mentorship. The Research Advisory Committee supports both NICE: Connect (for matching researchers) and NICE: Crowd. As stated on the website, "Students (undergraduate and graduate), faculty, and staff are invited to join one of two [current NICE: Crowd] projects. Becoming a collaborator is free, and Psi Chi will provide all collaborators with the protocol, example IRB, and support throughout. Once you choose a project, your first step is to email Mary Moussa Rogers at nicechair@psichi.org."

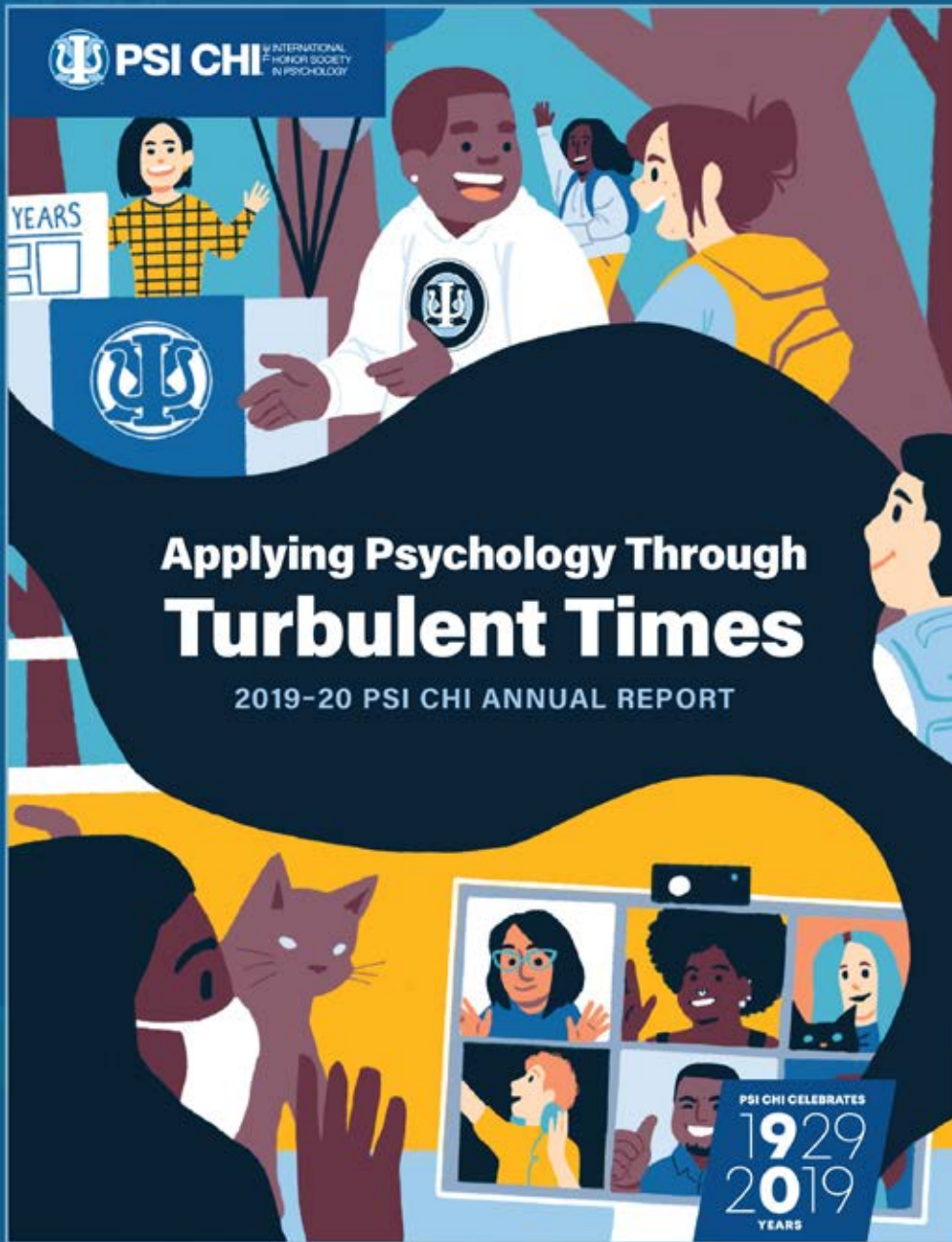
The **Diversity Advisory Committee**, led by our fourth Diversity Director, Dr. Susanna Gallor (University of Massachusetts, Boston), has the longest history with Psi Chi. In 2002, the Board established a task force to review Psi Chi's support of diversity and recommend further actions and by 2011 had established a Diversity Committee and the Diversity Director position.

The committee has members from each of the six regions in order to support the regional VPs as they plan diversity programming as part of their spring Psi Chi sessions at regional conventions. The committee also consults with the Board on matters of diversity related to the website, chapters, members, board and staff make up, and opportunities. Most recently, the Diversity Advisory Committee consulted on Psi Chi's [public response to structural inequity protests](#). If you have questions or suggestions, contact Dr. Gallor at Diversity.Director@psichi.org.

Led by the International Advisory Committee, these three committees collaborated recently with Dr. Debi Brannan, Editor of the *Psi Chi Journal of Psychological Research*, to recommend to the Board that the Journal allow publication of a second abstract in the language of the author's choice. We look forward to publication of the first issue with abstracts in both English and other languages.

Our newest committee, the **Faculty Support Advisory Committee**, began life as the Faculty Advisor Support Committee in 2014. In July, the Board expanded both the reach and support of the committee by including all faculty in its focus and creating our newest director position, Faculty Support Director. We are currently advertising for the first director to begin January 2021, but in the meantime, current Past-President Dr. Regan A. R. Gurung and Past-President Dr. Melanie Domenech Rodríguez (2018–19) serve as cochairs. Dr. Lisa Rosen, Southwestern Regional VP, and I serve as members. To apply for the Faculty Support Director position, submit a cover letter, three reference letters, and vitae to me at martha.zlokovich@psichi.org. The deadline is December 31, 2020, or until the position is filled.

I encourage all faculty and students to take advantage of these opportunities!



Learn What Psi Chi Has Been Up to This Last Year

Introducing Psi Chi's new 2019-20 Annual Report! Key topics include 2019-20 President Regan A. R. Gurung's #PsychEverywhere Initiative, 90th Anniversary Celebrations, COVID-19 member support, and denouncing violence against Black people.

Visit <https://www.psichi.org/page/AnnualReports>



Psychology in the Headlines

Boldly Zooming Into the Future

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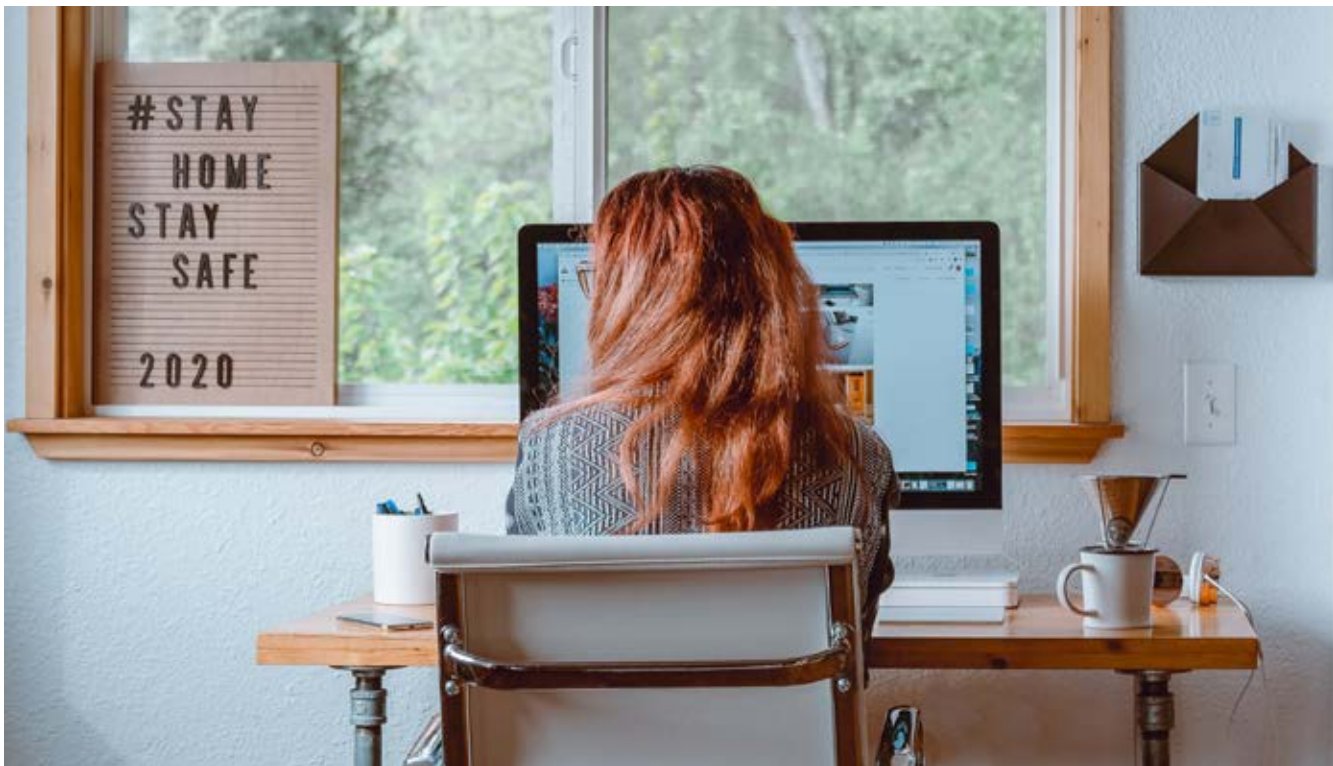
Shawn R. Charlton, PhD

University of Central Arkansas

If you haven't watched the Back to the Future movies, I recommend them. The second installment of this film trilogy finds the protagonist, Marty McFly, traveling from 1985 to 2015. When I watched the movie at the theater in November 1989, the technophile in me was amazed at the future presented in this movie ([click here](#) for the Computer Museum of America's summary of the technology predictions from this movie). One of the technologies that most caught my 11-year-old attention was the video phone. When Marty takes a call on the wall of his future home, I thought, "Wow! That's awesome." (I was 11 at the time, please excuse the simplicity of my reaction). That reaction is still true today when, despite the

difficulties in deciding how to best characterize 2020, I believe a strong candidate to be the rise of the video call. 2020 may very well be the year of the Zoom.

Of course, the video call isn't new. This year has just brought it solidly into all aspects of the personal and professional lives of people in many parts of the world. As with any major cultural and technological shift, it will take us years to fully determine the positive and negative impacts of this change on our physical and psychological health. Fortunately, both the science and practice of psychology are very well-positioned to lead forward in understanding these impacts and maximizing the positive benefits of these technologies. I'm virtually certain of this.



The Rise of Virtual Academic Conventions

Shawn R. Charlton, PhD, and Meritt White Tate
University of Central Arkansas

The American Psychological Association's annual conventions went virtual this year, as did (or will) many other psychological conventions, including—but certainly not limited to—the National Association of School Psychology (NASP), the National Institute on the Teaching of Psychology (NITOP), the Society for the Teaching of Psychology's (APA Division 2) Annual Conference on Teaching (ACT), and the Association of Psychological Science (APS).

These virtual conventions are a large deviation from the well-established norm. There is no traveling to an exciting location, networking and connecting with others, or meeting the leaders of the field in-person. And, for us, the biggest negative is they don't allow an escape from the everyday, but require accommodating something else into the daily routine (Liu, 2020). We could go on. As is true for much of 2020, we can create a long list of the opportunities missed with the virtual convention.

However, we can also create a list of new opportunities. Virtual conventions are more accessible than in-person meetings. Whereas before travel restrictions, family obligations, financial constraints, or other impairments prevented attending these conventions, attendees can now virtually participate from the comfort of their home or office. The lack of travel and accommodations has also greatly reduced the extent to which these conventions contribute to global emissions. And, of course, virtual conventions maintain physical distancing and reduce possible exposure to COVID-19.

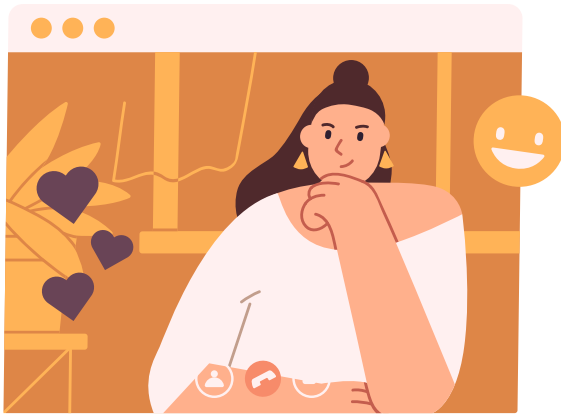
Virtual conventions, however, exacerbate a phenomenon that

many of us have been experiencing: Zoom Fatigue (Rasmussen, 2020; Wiederhold, 2020). This is the mental exhaustion that occurs from prolonged split attention between the many Zoom video squares, looking at the camera instead of the speaker, pulling attention away from other distractors, and the slight—or significant depending on connection—transmission delays (Wiederhold, 2020). Because of the many limitations of video conferencing technology (Patrick, 2020), video calls are largely transactional (focused on the task at hand), leaving out the important relational components of live social interaction. We can combat some of this distress by allowing time at the start and end of meetings for informal discussion and ensuring that meetings are both essential and well-run (Patrick, 2020; Wiederhold, 2020).

So, will virtual be the future of the psychological meeting? Kind of. We will probably continue to have virtual options incorporated into these conventions once we “return to normal.” However, rather than being one-or-the-other, the most likely outcome is that virtual and in-person will not be mutually exclusive options, but rather intertwined parts of the convention experience (Liu, 2020).

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A Virtual "Date" May Work Better Than a Traditional One While Social Distancing

Seungyeon Lee, PhD

University of Arkansas at Monticello

Virtual (or online) dating is still a hotly debated topic. However, social interaction is an inherent (and immediate) reward that is now limited as COVID-19 forces us to delay the gratification of direct interpersonal interactions as we social distance. This creates a challenge for traditional dating. Many in-person blind dates have been replaced by virtual platforms (e.g., Zoom, Microsoft meeting, Tinder, Google hangout). This leads us to ask: Is a virtual first date as good as in-person? Does a virtual platform provide sufficient connection with someone we want to hang around? These are interesting questions we can pose, as well as they allow us to think whether a common belief—virtual contact does not do any good as in-person contact—is true.

What technology has done to us and human relationship has been intriguing since the late 1980s. Kraut et al. (1988) found that excessive use of the internet increased participants' depression and loneliness and decreased the size of their social relationship. The findings showed that the rise of technology in society might have made individuals skittish about building a social circle. Then, Kraut and his other collaborators did another longitudinal study, finding the opposite effects in 2002. The use of the internet predicted positive outcomes for individuals who participated in the study. More specifically, those who are extroverts reduced their feelings of loneliness. Their association of internet use with changes in community involvement was also positive. Computer-mediated communication positively impacts the effectiveness of social support in comforting people followed by stressful life events (Lewandowski et al., 2011). Chen and Schulz (2016) also found that communication devices helped older adults reduce social isolation. This virtual support is one of the ways in which individuals can access their social needs. Virtual contacts can mediate both formal and informal social support.

The truth is, we still live in skittish times because of a pandemic, and we still have the need for relationships. This creates a need for improved quality "virtual dates." Unfortunately, little empirical research delves into the psychosocial factors that may create healthy online dating behavior. How we, as psychologists, identify patterns of behavior and relate these behaviors to psychological and other dimensions can contribute to our existing literature and help individuals cope with their stress. Although there remains great uncertainty about what the world will look like post COVID-19, it is almost certain that virtual socializing, including dating, will be a part of our "new normal."

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Can Psychology Help Us All Get Along?

Bradley Cannon

Central Office

Political divides. The pandemic. Racial inequities. Immigration. Gun control. Abortions. In what feels like an increasingly divisive world, psychology has valuable information about steps we can all take to better understand one another.

A first step is perhaps to realize that you may not be as skilled at understanding others as you believe. In a series of six studies (N s from 186 to 315), Israelashvili et al. (2019) found that people who believed they are better at taking in others' perspectives also performed better in tests of emotion recognition, but only partially.

But wait, why does understanding others really matter? According to psychology, understanding others by "stepping into their shoes" is commonly considered an essential component of empathy (Davis, 1983). This ability generally starts during the first two years of life by strong attachment relationships, as evidenced through research on 18-month-olds who were able to see the world through the eyes of another person (Senju et al., 2011).

Fortunately, it is possible to increase our ability to empathize with others, even as adults. The Greater Good Science Center suggests "Six Habits of Highly Empathic People" (Krznaric, 2012) that you can practice. Specifically, this article gives tips to develop curiosity about strangers, discover commonalities, try a person's life for yourself, and listen hard and open up—especially with people you tend to disagree with. Emphasizing with people you see as "the enemy" can help you find common ground and devise more effective strategies to shift other people's perspectives. Visit https://greatergood.berkeley.edu/article/item/six_habits_of_highly_empathic_people1 to learn more.

Empathy has many benefits. For example, understanding other people's decisions can help you make decisions that are good for you and develop a moral code of conduct (Segal, 2018). Being able to show empathy is an important tool for connecting with others and getting them to open up such as during a counseling session (Selva, 2020). And regarding the workplace, empathy has also been shown to increase productivity and performance, happiness at work, and collaboration (Eades, 2020).

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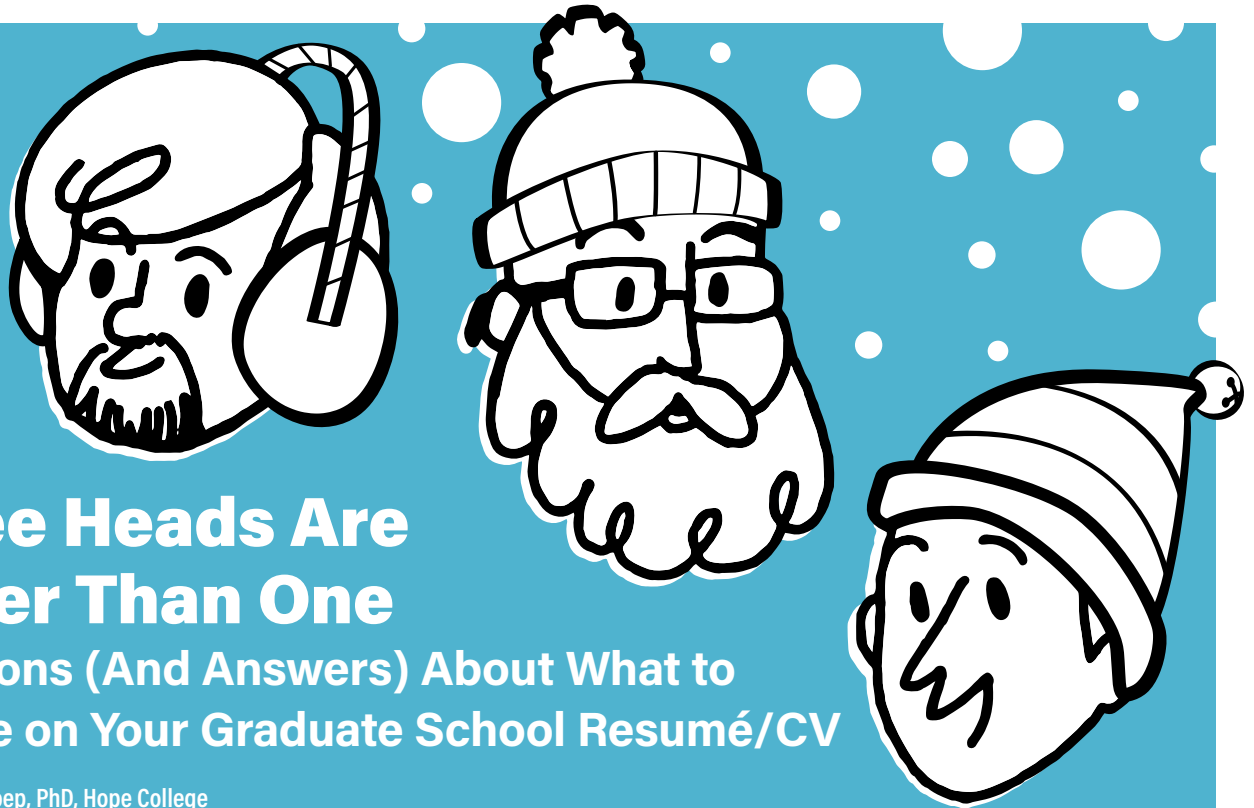
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Three Heads Are Better Than One

Questions (And Answers) About What to Include on Your Graduate School Resumé/CV

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

We are excited to bring you another version of “Three Heads.” Eric, Mitch, and I have a great time writing these. To give you a peek inside the process, we rotate the order of who writes first. (For you methodology mavens, we don’t use complete counterbalancing, but we do change the order each time.) Another element of the process is that we never discuss what each person will say. The first writer doesn’t read the other two, the second writer reads the first and then adds and responds. And the third writer gets to read the other two and then writes and responds. We think this is the best way to provide multiple perspectives on these important questions. And please keep your questions coming. We absolutely love connecting with students in this way. –Scott VanderStoep

All I am going to add to Scott’s excellent preamble is that we genuinely do love connecting to students in this way, and we are honored that Psi Chi allows us to continue to do this from time to time. – Eric Landrum

What they said.... – Mitch Handelsman

In what ways should my graduate school resumé be similar or different from a job search resumé?

Scott: A resumé is focused on work skills and career goals. The best resource for a career/job resumé is your university’s career center. The best resource for a CV (Curriculum Vitae) is your psychology advisor.

For a CV: I would submit a CV for a graduate school application. Your CV will be focused on research experience, including research skills developed and any dissemination that you might have had from that research, such as presentations at your university, a Psi Chi presentation at a regional convention, or a manuscript produced.

For a job resumé: Employers might care less about these research experiences and skills (unless of course it is a research or lab job). But don’t forget that in the knowledge economy, the kinds of skills you acquired as a research assistant could separate you from the rest of the job applicants. I would put the research experience information under the “skills” heading of your resumé (e.g., SPSS, R, data-analytic techniques you know). I would also include your current career objective, relevant work experience, and above-mentioned skills that you have that align with the job to which you are applying.

Eric: I do think the language is getting blurred in some contexts these days; that is, I have seen employers asking for CVs and graduate programs asking for resúmes. So I think that strict definitions of what a “CV” is and what a “resumé” is are probably less important than figuring out what your specific graduate programs want from you and/or what potential psychology workforce employers want from you.

I think my biases are pretty well-documented in many different venues, but I believe the core of both documents will be to identify, document, and articulate your SKILLS. Think about the

skills you have acquired throughout your undergraduate education—in your coursework, in your labs, as a research assistant, as a teaching assistant, during an internship, while serving as a Psi Chi officer, serving as manager on your intramural sports team, and volunteering in the community at the church group or with 4-H. Do not limit the consideration of your skills to only those you acquired through coursework. Document those skills on your CV/resumé. Be precise with specific examples. Your graduate school document might focus more on the skills to be successful in graduate school, and your psychology workforce document might focus more on workplace skills, but I suspect that, after a careful compare and contrast, those two sets of skills look very similar most of the time.

Mitch: Just two more things. First, make your CV/resumé very easy to read—so even college professors can find what they are looking for. Second, seek out guidance, examples, and feedback. Here are two internet sources to get you started: <https://icc.ucdavis.edu/materials/resume/resumecv> and <https://writingcenter.unc.edu/tips-and-tools/curricula-vitae-cvs-versus-resumes/>

With limited space available on my resumé, how do I choose which details to include? Psychology jobs/internships, research experience, community service, professional memberships, certifications, personal interests, publications, etc.?

Scott: If folks with 20+ years of experience can make a resumé fit with limited experience, so can you! I would recommend slowly fading some of your older and less relevant experiences off your resumé. That happens sooner for some folks than for others. But other times your resumé will be more focused and more impressive as it dials in more directly on your current strengths and the current job ads.

For a job resumé, relevant employment experience is near the top of the list. For a grad school resumé/CV, research and related disseminations (e.g., conference presentations) should be near the top. For both types, educational accomplishments and awards/experiences that distinguish you from the pack are critical. Employment screeners read resúmes very quickly, so you need to differentiate yourself with material in the top half of the resumé. And sometimes resúmes are not even read by humans in the beginning screening phases, so you will need to, as one job site called it, “beat the ‘bot.” In other words, the AI program that reads your resumé will be looking for key words in your resumé that align with key words in the job description. That also means that you will likely need to tailor (even if ever so slightly) your resumé for different jobs.

As important as it is to align your resumé with a job ad, some employment counselors say that this strategy can also be overdone, and in the final analysis, you have to be yourself. Such AI screening does not happen, to the best of our knowledge, in grad-school admissions. Not yet, anyway.

Eric: Unless you are specifically told to adhere to a page or word limit, I would not try to limit your own space. One will often hear that a resumé should stay to one or two pages, and if a company you are applying to tells you that, you should follow their rules exactly. But if a graduate program asks you for a CV

and yours is six pages long, then submit all six pages. Curriculum vitae translates from the Latin to “academic life,” and the goal of one’s academic life is to be as long as possible; thus, the goal is for your CV to be as long as possible (but without padding!).

If you truly have an extremely long list of accomplishments or long work history, you can either present the most relevant or the most recent and make a note on your document that “Complete Work History Available on Request” or something of that nature.

Mitch: Remember that a CV/resumé is a piece of writing, so think about the advice you have received about any writing. For example, think of your focus: What do you want to say? Think of your audience: Who will be reading this, and for what purpose? Here’s another good piece of advice: Show, don’t tell. Also think about where else you might convey the information you want if you just don’t have the space on your resumé, such as in the answers to questions on the application or in a cover letter.

I understand that CVs can be lengthier than resúmes. So, in addition to the basics (education, professional publications, research awards, conference presentations, and professional affiliations), should I also include information such as awards not related to my area of interest, webinars viewed outside of class, on-campus events attended, and/or nonacademic publications such as a personal blog?

Scott: You should include these experiences if the events you are describing connect with your professional development. Webinars on statistics and methodology, critical thinking, or training sessions on antiracism should be included. As I noted earlier, as you develop more and richer experiences, some of your earlier vita entries (such as courses taken) may fade away. This is certainly true of a resumé for a nonacademic position, which are much shorter than CVs. Linking your blog will only cost you one line on your resumé/CV so I would consider including it. But only include it if you’re ready for graduate admissions committees to read it—the writing should be clear and cogent and writing that you think will reflect well on you as a candidate for an advanced degree.

Eric: Starting your career, I’d be careful about including nonacademic publications and personal interests. I’d like to say that there would not be any bias held depending on viewpoints expressed, but you never know who knows who on a graduate admissions committee or a faculty hiring committee. If you write a blog about the joy of bow-hunting and you have 10,000 weekly subscribers who read your blog and the Director of the Graduate Training Program is also the coordinator for a statewide chapter of People for the Ethical Treatment of Animals, sharing your impressively popular blog may end up backfiring (this is a completely fabricated example). Show your CV to a bunch of faculty members at your current institution and get multiple opinions, then make your own decision based on the collective wisdom. Unless you are certain that you know the graduate program likes and appreciates the idiosyncratic, I recommend that you start down this journey in the center lane.

Mitch: Of course, it’s also possible that the director will be an avid bow-hunter.... The question is, though, whether you want decisions made about your professional career to be made on the

basis of nonprofessional information. If you have a personal interest that overlaps with your professional aspirations, and you will not be happy in a program that doesn't share your values, then by all means show the relationship between your personal and professional activities. Otherwise, I concur with my colleague's advice of caution about personal information that is not relevant to your professional aspirations.

On the other hand, what if I don't have a lot to put on my resumé? Is it OK to have a short resumé if the items included are strong such as a very high GPA and a single lengthy research experience, etc.?

Scott: The good news is that your resumé will grow every year. Eric and Mitch may differ on this, but "padding" an already thin resumé will work against you because the irrelevant stuff will stand out more than an abbreviated resumé. So, you should present what you have, in standard font size with standard spacing. As I noted above, what you will probably notice is that, as your experience grows, some elements of your resumé that you currently include will likely drop off. As for single lengthy research experiences, by all means include it. And brag about it and expand on it. For example, make sure you include the methodological and statistical techniques that you learned on the project. I would consider linking poster presentations or final written reports to your resumé so future employers can see your depth of experience and the deliverables that you've produced.

Eric: My friend Scott is precisely correct: do not pad your resumé. Experienced reviewers of resúmes, such as graduate admissions committee members, know what padding looks like and they will not be happy to see it. For example, say you have five conference presentations and one item that you and your advisor have written up and have sent off for publication in a scholarly, peer-review journal (congratulations!). Padding (and a bit of misdirection) would be present on your resumé if you had a heading that read **Publications and Presentations** with all six items listed there: the five presentations and one item submitted for publication. You would be much fairer with your own "data" if you were to have one heading on your resumé called **Conference Presentations** with your five conference presentations listed in 7th edition *Publication Manual* format, and then a separate **Manuscript Submitted for Publication** heading with that remaining item, in APA format, presented there.

Mitch: Use padding if you're going camping. Otherwise, it can be a "kiss of death," as Dr. Drew Appleby says. Be honest. Be clear. Be informative. Be proud of what you've accomplished. And be mindful of what you've accomplished. (Eric is so right about skills.) In my graduate school applications, I mentioned skills I learned in a course-related lab. I was clear that I didn't learn those skills on my way to an empirical publication, but I was also clear about the skills themselves. I'd recommend talking with your advisor about what skills you have now that you didn't have when you started college.

I have heard that my resumé and/or CV should complement my other application materials? How should I go about that?

Scott: I would think about the CV as a preview to the larger unveiling of your professional competencies. If your CV shows that you

have strong quantitative skills, make sure you have strong grades in your methods and statistics classes when graduate admissions committees review your transcript. If your CV highlights clinical experiences, make sure your letter writers highlight those experiences when they write for you. Whatever is in the CV should show up in more detail in other parts of your application.

Eric: I *think* what is meant by this term or phrase is that the parts of the application that the student has control over do not need to be redundant. That is, if you have prepared a proper, complete, and detailed CV, then your personal statement should not be a recap of your CV, but your personal statement should answer the prompt provided by the graduate program; there is no need to re-present your credentials again in your personal statement because you have already done so (thoroughly) in your CV. Furthermore, your cover letter can be a third method of expressing yourself separate from the CV and the personal statement. There is no need to be redundant nor repetitive; take each opportunity to express some different aspect about yourself in each of these various venues so that these different messages complement one another.

Mitch: In teaching, there's a concept called "backward design," which says that the design of a course should start at the end, with this question: "What do you want students to know and be able to do when they finish the course?" For your application, think about the end: What do you want the admissions committee to know and be thinking about you when they finish reading your materials? Then, you can make full use of my colleagues' comments to decide where in your application they will see that information. One addendum: Sometimes a little redundancy is good; at those times, it's called *emphasis*. You may want to emphasize an experience when you are highlighting a theme that runs through your career, such as statistical skills, commitment to social justice research, service, etc.



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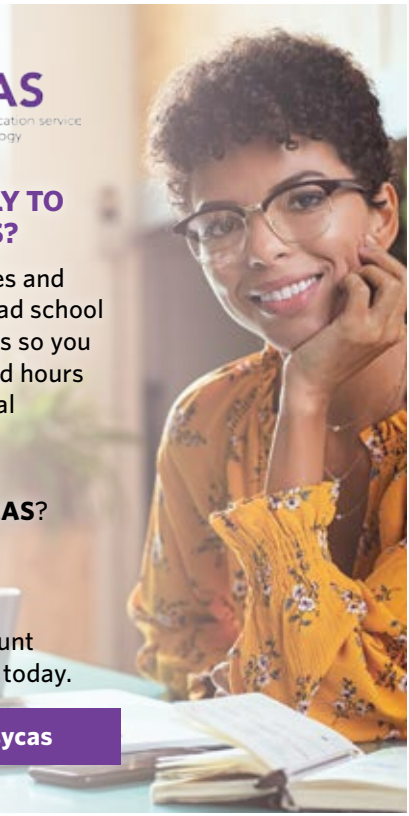
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Community Psychology In the Trenches of Advancing the Line Forward

Ethan A. McMahan, PhD
Western Oregon University

Welcome back dear readers! I was traveling down memory lane the other day, and I recalled a comment that one of my favorite professors once made. I do not remember the context of the remark, but she referred to psychologists who work out in the community (as therapists, consultants, etc.) as “being in the trenches.” The use of this particular verbiage conjured an image of the psychologist as a heroic figure, struggling against adversity in order to advance a higher cause. It was an inspiring image for the aspiring psychologist, to be sure.

Notably, it is often difficult to discern the effects and impact of work within academic psychology, at least when it comes to research. This work is frequently conducted in laboratories, purposely designed to be more controlled than in the real world. The importance and implications of this work are not always obvious, particularly when it comes to basic research.¹ And, the end goal, communication of findings through publication, often takes months or years to achieve. But, outside of academia, there are psychologists whose work is conducted in the real world, whose purpose is clearly stated and the implications obvious, and whose goals are realized in, relatively speaking, short order. In short, there are psychologists whose work has a tangible effect in

the here and now.

Perhaps most illustrative of the above is community psychology, the area of psychology that is the focus of the current column. My selection of this particular area of psychology at this time is not random. We are currently experiencing great civil unrest, frequent injustice, and profound partisanship and disagreement. Although these conditions are not isolated to the United States, nor are they unique to this particular point in history, they are salient . . . in the here . . . and in the now.

I have good news and bad news. The bad news is that we will never truly fix these issues; we will never be perfect. The good news is that we can be better. Through the efforts of those who concern themselves with actualizing meaningful and positive change in the world, in society, and in communities, we can progress toward times of increased fairness and justice, of greater peace and less unrest, and of more agreement and cooperation. There are many types of people working toward these ends. And, you can count community psychologists among these ranks. Let’s learn a little bit more about them.

¹ For the record, I want to make it clear that I am not suggesting that basic research is unimportant . . . just that the importance is not always obvious...which is, sadly, one reason why acquiring funding for basic research is harder than getting a new California King mattress through the front door of your six-story walkup apartment.

To Understand the Field, You Must First Understand Its Theoretical Orientation

... which states, in its simplest sense, that to understand the individual, you must understand the surrounding contexts, environments, settings, and communities to which the individual belongs. Community psychology is fundamentally concerned with the effect of social systems, at varying levels of proximity, on individual well-being (see Hawe, 2017). In essence, community psychologists assume that individual functioning, well-being, and outcomes are a matter of person-environment fit, with social systems, structures, and relationships being critical to quality of life.

Although community psychologists take into account how individuals impact their social environments, they tend to focus more on how social environments impact individuals and how modifying aspects of the environment might encourage positive social change. For example, to address race-based discrimination, one could directly challenge the prejudiced beliefs of individuals. However, the community psychologist is more likely to target various social structures, policies, laws, etc. that contribute to and perpetuate discriminatory behavior. Why? (You ask...) Because, community psychologists recognize that

1. each community (broadly speaking) has a history that led to the current state of affairs;
2. the current state of affairs includes resources and constraints that are differentially distributed among individuals and groups;
3. individuals will adapt their behavior to the resources and constraints available;
4. and, critically, that communities are systems, such that changes in one part of the system produce change in other parts.

So, by changing the system (e.g., changing transportation policy), the availability and distribution of resources/constraints is altered (e.g., more efficient public transportation) with individuals and groups adapting accordingly to the new state of affairs (e.g., greater use of public transportation, particularly among disadvantaged groups). Community psychologists thus attempt to produce individual- and group-level positive outcomes via systematic changes at the community level.

To Understand What Community Psychologists Do, You Must Understand Their Principles and Values

... which, in short, include social justice, empowerment, diversity, collaboration, and citizen participation (see Jason et al., 2020). Through various mechanisms, community psychologists aim to empower marginalized individuals and groups; to promote equality among all individuals and groups; to recognize, respect, and embrace all people, regardless of ethnicity, gender, sexual orientation, race, age, and socioeconomic status; and to encourage collaborative citizen participation in actions aimed at improving welfare for those within a community. Although community psychologists often assist in addressing existing

inequities, their approach also emphasizes prevention, reducing risks and negative outcomes prior to their occurrence. Prevention is an inherently active process, so community psychologists will actively engage communities, organizations, businesses, etc. in order to address issues before they emerge or get worse. It should also be stated that community psychology is empirically grounded, in that community psychologists use both quantitative and qualitative methods to encourage data-driven decisions regarding the issue under question.

With the above in mind, you may be asking: “Well then, what, in concrete terms, do community psychologists actually do?” I am so glad you asked. The answer: lots of stuff. Community psychology is inherently applied in nature, and the actual activities of community psychologists may include research, theory development, creation of interventions, implementation of interventions, assessing the efficacy of interventions, evaluation of organizations, policy development, advocacy, program development, and so on. A community psychologist may find themselves serving as a policy consultant for a local political representative on one day, organizing a community meeting the next, and writing up an assessment report on the following. Often an individual will have a specific project that they are working on, but because the nature of the work is so varied, they are engaged in many diverse activities. For example, a community psychologist might be intimately involved with the development of a new after-school enrichment program for youths from disadvantaged backgrounds. In this case, this hypothetical psychologist might design the program, work with district administration on program logistics, meet with parents to discuss the program and solicit participation, assess the effectiveness of said program on relevant youth outcomes, identify funding sources for the program, market the program, and so on.

Regardless of the specific activities of the community psychologist, it is important to note that the involvement of members of the community is sought wherever possible. Community psychologists actively solicit community input and participation on important initiatives. Indeed, citizen participation is central to this approach. In sum, community psychologists work with members of a community to achieve positive social change for all individuals within that environment.

To Become a Community Psychologist, You Must Have the Right Education and Training

... which, as you might imagine, involves getting a relevant graduate degree. But first, one must get a relevant undergraduate degree. Keep in mind that the activities of community psychologists are quite varied and have different emphases. Accordingly, although an undergraduate degree in psychology is good, degrees in other disciplines such as public health, prevention science, sociology, political science, communication, etc. may also provide an appropriate level of preparation. Graduate programs in community psychology are typically housed in either psychology departments or are interdisciplinary. As with most psychology-based graduate programs, research is a major component of graduate training, but given the

applied nature of this field, action-oriented research using both quantitative and qualitative methods is the norm. Beyond that, graduate students often complete a variety of courses on such topics as program evaluation, public health, organizational/community development, human diversity, and grant writing, and students can expect to complete much of their work in the community through practicums and internships. Following graduate training, the budding community psychologist can work in a number of settings including colleges and universities, local government offices, nonprofit organizations, businesses, among others.

To Change the World, You Must Start Locally

... is how the old saying goes. As with many areas of psychology, a goal of community psychology is to promote human welfare. Community psychologists differ however with respect to how they go about this. Perhaps no other established field within psychology is as concerned with social justice, diversity, and positive social change as this one. Moreover, whereas work in other areas of psychology often only indirectly impacts human welfare, community psychologists work directly with local communities to create real, tangible changes that lead to positive outcomes. In other words, community psychologists are in the trenches, advancing the line forward by reducing inequality and promoting collaboration, justice, and equal opportunity. This is noble and important work, and I hope you will learn a little more about it by reviewing the resources provided below. Perhaps you

may consider becoming a community psychologist. I hope so. With enough people fighting for human welfare in their local communities, perhaps we can effect change in the world more broadly.

Additional Resources and Further Reading

Society for Community Research and Action (SCRA). <http://www.scra27.org/>
 Community Psychology: Social Justice Through Collaborative Research and Action. www.communitypsychology.com
 Bond, M. A., Serrano-García, I., Keys, C. B., & Shinn, M. (Eds.). (2017). *APA handbook of community psychology: Theoretical foundations, core concepts, and emerging challenges*. <https://doi.org/10.1037/14953-000>

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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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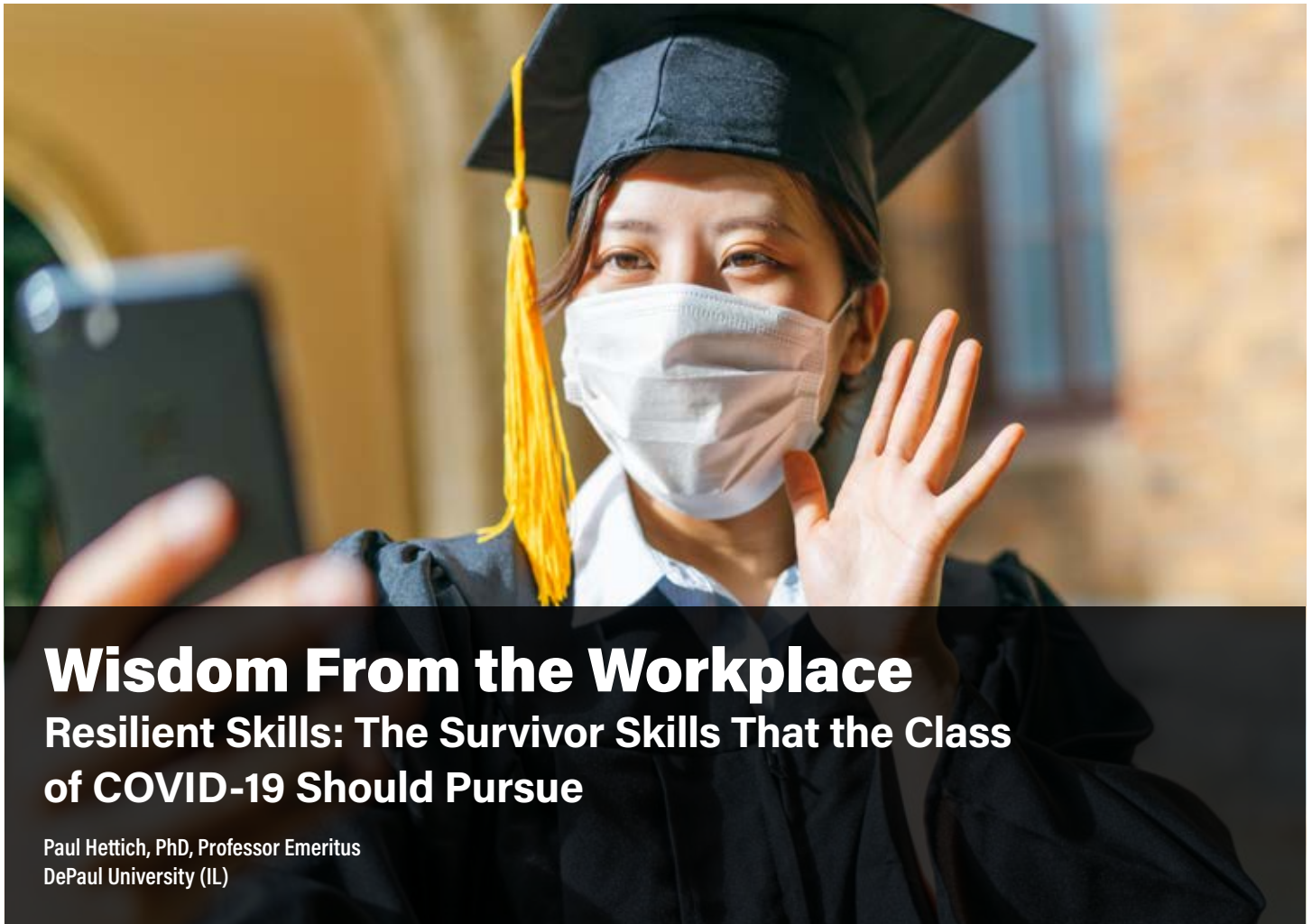
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Wisdom From the Workplace

Resilient Skills: The Survivor Skills That the Class of COVID-19 Should Pursue

Paul Hettich, PhD, Professor Emeritus
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“These are the times that try men’s souls.” The words of Thomas Paine may seem as relevant today as they were when he published them in December of 1776. Certainly, college students are experiencing hard times (as are countless others in even more difficult circumstances) as they ponder their readiness for the postgraduation workplace. Numerous components contribute to their preparedness, including their mental and emotional readiness. Of high importance also is their identification, understanding, and assessment of the skills that employers seek. This article summarizes major points contained in *Resilient Skills: The Survivor Skills That the Class of COVID-19 Should Pursue*. This report was published by Emsi, a labor market analytics firm that focuses on the student-to-employment journey.

Resilient skills are those “that have either remained or increased in demand despite the economic shutdown and the fastest recession in U.S. recorded history” (Coffey et al., 2020, p. 4). Rephrasing the old Timex watch commercial: Resilient skills take a licking and keep on ticking. Or, if you prefer a psychological definition of resilience, then consult your psychology textbooks. Using a concept found in other employment reports, the authors view the

resilient worker as T-shaped. That is, they have a broad interdisciplinary liberal arts background (the horizontal bar of the T) combined with a deep but narrow expertise in one or more career areas (the vertical bar). *In short, the resilient worker is both generalist and specialist.* In an earlier column (Hettich, 2017), I summarized a 2013 Burning Glass Technologies report arguing that liberal arts graduates can increase their odds of employment, and at a higher salary than graduates without such a skillset, if they add a career-specific skillset to their program. This Emsi report supports the first finding but does not contain data regarding salaries.

The three categories of resilient skills that the T-shaped worker should pursue include human skills, technical skills, and hard-to-find skills.

Resilient Human Skills

In other contexts, this category is often called soft skills, but the authors fine-tune that term by defining it as distinctly human skills shared by all humans to some degree that set us apart from machines and artificial intelligence. Drawing samples ranging from tens of thousands to hundreds of thousands of job postings between March and August 2020, the authors identified six

resilient human skills that are in demand in each of five diverse work sectors including business, education, government, health-care, and technology/engineering. In order of their frequency of appearance, the resilient human skills were **communications, management, leadership, problem solving, teamwork, and critical thinking**. All job postings across all sectors called for at least one human skill (though not necessarily one of the six resilient); 84% called for at least one resilient skill, and 30% required two or more. If you check the *APA Guidelines for the Undergraduate Psychology Major* (2013), listed in the References, you will note that communication and critical thinking represent two of the skill-based curriculum objectives of an undergraduate psychology program. You can gain leadership skills and teamwork in your institution's clubs, sports, and other organizations, and management and teamwork experiences in many jobs. In short during your liberal arts education, you should have developed to some degree the six resilient human skills; they should be clearly reflected on your resumé and asserted during your job interviews. However, remember that the contexts in which you learned the resilient skills during college can vary widely from the specific situations in which you apply them in an organizational setting. That is why internships and related applied experiences are a necessary component of your college education and sought by employers.

The bottom line is this: Human skills help forge highly adaptable workers because they translate to such a variety of industries. So as you consider which technical skills to pursue, don't underestimate the importance of the human skills you already have. They are the bedrock upon which you can build an entire career. (Coffey et al., 2020, p. 7)

Resilient Technical Skills

The second category of resilient skills include **technology** ("tech") **skills** that help you make new products, and **core business skills** that help you market and sell those products and operate a business. Using the authors' analogy of a restaurant, the technology skills represent the chefs who assemble the ingredients to make something new. The core business skills reflect the wait staff who serve the "product" and care for the customers; the two groups work interdependently. I like this analogy because when students learn that they must possess technical skills for success in the job market, they often mix the categories together like a salad. Psychology graduates are more likely to work, in this analogy, as wait staff (serving customers) rather than chefs (creating technology products and services). Furthermore, note that the technical skills that you are advised to pursue are business skills, so entering the business world with only the technical knowledge and skills obtained from your psychology courses and labs could be helpful, but they may be insufficient.

Resilient Core Business Skills

Coffey et al. (2020) discuss the technology skills before the core business skills, but I will reverse that order because most of you can connect to the business skills and their related roles/jobs better than to technology skills. Besides 54% of the top 10 careers for college graduates are in the core business areas. The resilient core business skills that emerged from the job postings are **sales, marketing, finance, and operational oversight**. You may want to read this section with particular interest because 20% of psychology baccalaureate graduates entered the field of

sales (Stamm et al., 2016). Another 16% entered management/supervision positions, 9% accounting/finance/contracts positions, and 5% employer relations. Thus, 50% of psychology baccalaureate graduates worked in the business field. Seventeen percent of the remaining graduates entered professional services (health care, counseling, and financial or legal services), 11% teaching, 3% research, and 19% other work activities. Chances are that many graduates who work in the nonbusiness sectors must also become familiar with some core business skills. Although it is highly unlikely that employers expect recent graduates to possess all four resilient core business skills, you should pursue as many as you can in line with your career goals and graduation plans.

Sales. Sales was mentioned in 23% of the job postings, which is not surprising because there are 15 million sales jobs in the United States (Coffey et al., 2020). Depending on the product or service, sales can offer a high salary, opportunities for advancement, and resiliency during economic downturns. Twenty different resilient sales skills were identified in the March to July 2020 job postings. Those listed in the report were (from most to fewer postings) **merchandising, selling techniques, customer experience, customer satisfaction, customer relationship management, sales force.com, onboarding, sales process, customer support, account management, cold calling, insurance sales, and lead generation**. Your college's business department may offer courses that address all or most of these skills. Chances are that some of you use sales skills in your job.

Marketing. Marketing was mentioned in only 3% of all job postings, but the resilient marketing skills identified were geared to long-term planning rather than short-term day-to-day content production. From most to fewest job postings, they consisted of **key performance indicators, business requirements, go-to-market strategy, and product marketing**. These terms may not pop up in the titles of marketing courses, so consult your business faculty for the kinds of coursework and practical experiences in which these skills are addressed and their importance for psychology graduates.

Accounting and Finance. Accounting involves a narrow set of tasks that maintain cash flow and balanced books. Together, accounting and finance account for 16% of the job postings in this study, but accounting skills accounted (couldn't find a better substitute!) for the vast number job postings (999,000), compared to the highest listed finance skill, budgeting, with 423,000 postings. A partial list of additional resilient finance skills (in descending order) were **loans, financial statements, collections, mortgage loans, accounts receivable, and investments**. At this point you are yelling, "Whoah! I am a psychology major, and I'm not interested in accounting and finance." Perhaps, but if your career goal is to achieve significant management positions in a business, healthcare, or other organization, you should become *generally familiar* with the other functions of your company, such as marketing and finance. Years ago, when I asked a business department colleague what the most important business courses a psychology major should complete if they plan on entering the business world, he named management (numerous psychological concepts are embedded in a management course), marketing, economics, and accounting. Over the years, his advice has been strongly supported. Perhaps one reason why some psychology majors do not advance to management positions is their failure to attain (through prior coursework and internships) the big picture of their corporate environment.

Operations. The report does not clearly define operations, but it maintains that this resilient core business skill, in part, combines sales, marketing, and finance “but with a focus on long range strategy and decision making” (Coffey et al., 2020, p. 17). Operations is so important that it appeared in 28% of the job postings. Of the 14 specific skills listed in the job postings, two stood out: **operations** and **organizational skills**. In descending order, the others were **purchasing, forecasting, business development, business process, risk management, procurement, economics, business planning, value proposition, management consulting, regulatory compliance, and revenue growth**. Before you dismiss these skills as just more esoteric business talk, consider these observations.

A common misperception among students and graduates is that operational oversight skills are open only to those who formally majored in business. But the truth is that graduates of many different programs have already acquired the fundamental prerequisites. That’s because most of these skills boil down to analysis (ordering information, finding patterns, making predictions), and analytical skills are taught in a variety of programs. This is at least part of the reason why students from a wide variety of non-business backgrounds succeed in business. (Coffey et al., 2020, p. 18)

In summary, the four categories of resilient core business skills include sales, marketing, finance, and operations. These are skills to *pursue* while you are in college through coursework, internships, and jobs to the extent you can integrate them with your career interests and meet your graduation goals. If you are considering a double major in psychology and business or with some other major, first read “To Double Major or Not to Double Major: That is the Question” (Hettich, 2014) for the pros and cons of that decision.

Resilient Technology (“Tech”) Skills

Core business skills help an organization market and sell a product, but first it must have the capacity and technology to create those products and services. In the last five years, the jobs associated with the required **technology skills** have grown by 19%. This report discusses four classes of technology skills that build on each other to reflect the massive software infrastructure that permeates our lives and jobs. Because this category focuses only on technology, I will just make a few remarks about each, but I encourage interested readers to study the complete report at <https://www.economicmodeling.com/resilient-skills>. Yet, as new applications of psychology emerge, whether in the business, research, mental health, technology, education, or government sectors, students should be open to the possibility of finding themselves in positions or with opportunities that require or desire familiarity to some degree with the resilient tech skills summarized below. Remember, resilient skills refer to those that have remained or increased in demand despite serious economic circumstances, as the United States is currently experiencing.

- **Programming languages** enable the basics of computing.
- **Software development** creates the apps and the programs we all use.
- **Data science and analytics** manage the lakes of data generated by these apps and programs.
- **IT systems** enable the platforms on which we interface with all this information to operate smoothly and securely (Coffey et al., 2020, p. 9).

Programming Languages. Fluency in programming languages is the basis for all other tech work: **JavaScript, HTML, and LINUX** for building web pages and user interface, and **Java, C, C++, and Python** as general purpose languages for managing data, building computer systems, and managing apps. Skills in these languages are required by companies who are using or building their “mission critical” software.

Software Development. With programming in place, organizations then direct their attention to create software that operates their business and/or services their clients, such as those used in banking, communications, grocery stores, and similar establishments. Key skills mentioned include **Kubernetes, Angular, debugging, and scripting**.

Data Science/Analytics. The need to store, manage, analyze, and interpret masses of data is growing rapidly, with predictions of worldwide data usage growing by 61% (from 33 to 175 zettabytes). Some key skills needed in this technology include **SQL** (programming language), **Microsoft Azure, Data Warehousing, Machine Learning, Cloud Computing, Big Data, and Tableau**.

Information Technology Systems. The skills required for IT systems include **Amazon web services, telecommunications** (strengthened by increased work-from-home), **cybersecurity, and authorization** (computing).

Hard-To-Find Skills

Complementing the resilient human skills and resilient technical skills are **hard-to-find skills**, which by definition include those high demand in the workplace but hard to find; they create a gap between supply and demand. The first two skills may not be familiar to most of us in psychology: **key performance indicators** which is a progress tracking framework, and **Tableau**, a data visualization software. However, one of the most difficult to find skills, especially in graduates entering the workforce, are **interpersonal communication**, a topic often taught in psychology and communications programs. Related, are skills in **persuasive communication and content creation**. “Employers, in other words, are desperate for workers who can think, write, and speak effectively to different audiences” (Coffey et al., 2020, p. 19). IT related skills in this category include **certified information system auditor and certified information systems security, relational data bases, data compilation, data visualization, and statistics**. Hey! Did you notice the last skill!

The job postings also identified a group of related skills designed to help businesses succeed in complex markets and highly uncertain economic environments. They include **business-continuity planning, governance, operational excellence, risk-analysis, and risk-aversion**.

Concluding Remarks

The Emsi report discussed several human and technical (i.e., core business and technology) skills that are resilient during economic crises, skills that you could pursue in accordance with your career goals.

- Do not let the business terms or tech talk dissuade you, especially because 50% of psychology graduates enter the business world, and others find themselves in jobs driven in part by technology.

- Consider completing an academic minor in business or computer technology and an internship.
- Conduct information interviews with alumni, friends, neighbors, and others who work in positions that require resilient skills.
- If you now work in a business setting, talk to those who function in positions performing resilient skills.
- Strengthen the human skills for which your psychology major, your other liberal arts courses, job, and extracurricular activities are known to support.
- Read Drew Appleby's *Eye* article "Can Psychology Majors Prepare for a Career in Business? Part I: There is HOPE."

The pandemic has changed the world in drastic ways, some yet to be determined, and technology will have a stronger role than it does now. Some changes and circumstances will be welcomed, others not, but whatever they are, we may be forced to adapt while striving to be resilient. Mary Wollstonecraft Shelly wrote in *Frankenstein*: "Nothing is so painful to the human mind as a great and sudden change." But rather than allowing yourself to be defined by the pandemic, act to define yourself by what you will be able to do after it ends.

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Author Note: I am someone who grew up in rural Iowa when two-number party line phones were cutting edge technology, who helped operate one of the world's most complex computers in the early 60's (IBM 7094, with less computing power than a common 1970s hand calculator) at White Sands Missile Range, (NM) as a grad student, whose dissertation ANOVAs were performed on a calculating machine (months before a mainframe computer was installed), and who sometimes balks at new technology (ask my colleagues). I can testify to the importance of developing computer literacy (not just mastery of social media), being open to new technology applications, and the need to envision new applications of technology to the study of human behavior.



Paul Hettich, PhD, Professor Emeritus at DePaul University (IL), was an Army personnel psychologist, program evaluator in an education R&D lab, and a corporate applied scientist—positions that created a "real world" foundation for his career in college teaching and administration. He was inspired to write about college-to-workplace readiness issues by graduates and employers who revealed a major disconnect between university and workplace expectations, cultures, and practices. You can contact Paul at phettich@depaul.edu

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Multiple incidents from my own personal experience demonstrate how words hold within them the power to uplift or to tear down. One of my memories from middle school includes the recollection of a day when a word that represented a delicious sandwich cookie was used to represent how my peers perceived the behavior of another young girl. One of my peers who was also a Black female called a girl an *oreo*. The meaning of *oreo* in this conversation represented an accusation that she did not speak or live up to the standards of what it meant to be Black. The meaning of *oreo* was later expanded for me when I heard someone use this term to describe a daughter of an interracial couple. My experiences taken together also illustrate one of the challenges of intergroup interactions.

We are living in a *one size fits no one* era. *One size fits no one* describes the diversity of the persons we encounter daily. Diversity extends beyond the traditional characteristics of what we can visualize in a person (e.g., gender, race, age) and also includes characteristics we can't visualize (e.g., views, experiences, and heritage). Social integration is a concept that can be tied back to the social psychological concept of intergroup contact. Social integration requires a wholistic appreciation of others. Examining what we say and how we say it can help us rise to the challenge of

¹Urban Child Study Center and ²Office of the Provost

coexisting in a more diverse community. Four **STEPS** listed in the figure below are discussed with the aim of considering ways in which bias exists in our language usage.

- Stay Woke**
- Take Stock**
- Embrace Respect**
- Pactice Positivity**

Stay Woke

Staying woke in reference to the words we use in our speech is important. The phrase *stay woke* was popularized as a phrase referring to being aware of justice issues particularly for Black Americans. Our experiences provide context for our understanding of words and their usage. Knowledge of a word is gained over time, and the depth of its meaning is shaped by both the number and quality of one's experiences (Beck et al., 2008). Through media exposure, you are bound to hear or read a word that crept into the English language before you had adequate time to unpack its meaning. You may find yourself using a word from a catchy hook in a song or using a hashtag not knowing all of the nuisances of the word.

Changes in word meanings and their associations occur rapidly. Cunha et al. (2011) describes changes to our language as lexical innovation as:

An innovation tends to come from one speaker, who proposes it to other members of his speech community—i.e., to whom he is connected in a network of linguistic contacts and influences. Afterwards, these speakers make a cultural selection of the innovation, accepting it or rejecting it. (p. 59)

Lexical innovation explains why a popular name for a female, Karen, is now a hallmark for calling out White middle class women who hold negative views toward marginalized groups. Other examples give pause to using a word without first:

1. considering the depth of meaning,
2. learning the latest meaning updates, and
3. examining the social consequences.

My early research was dedicated to the study of lexical innovations or novel word learning in an eye movement monitoring laboratory. I examined the time that college students spent fixating on novel words in single sentences (Williams & Morris, 2004). During reading adults can distinguish novel words from the rare words that already exist in English. My current research is dedicated to ways in which assessments of word knowledge which can take into consideration the multidimensional nature of words (Mason & Bass, 2020).

Take Stock

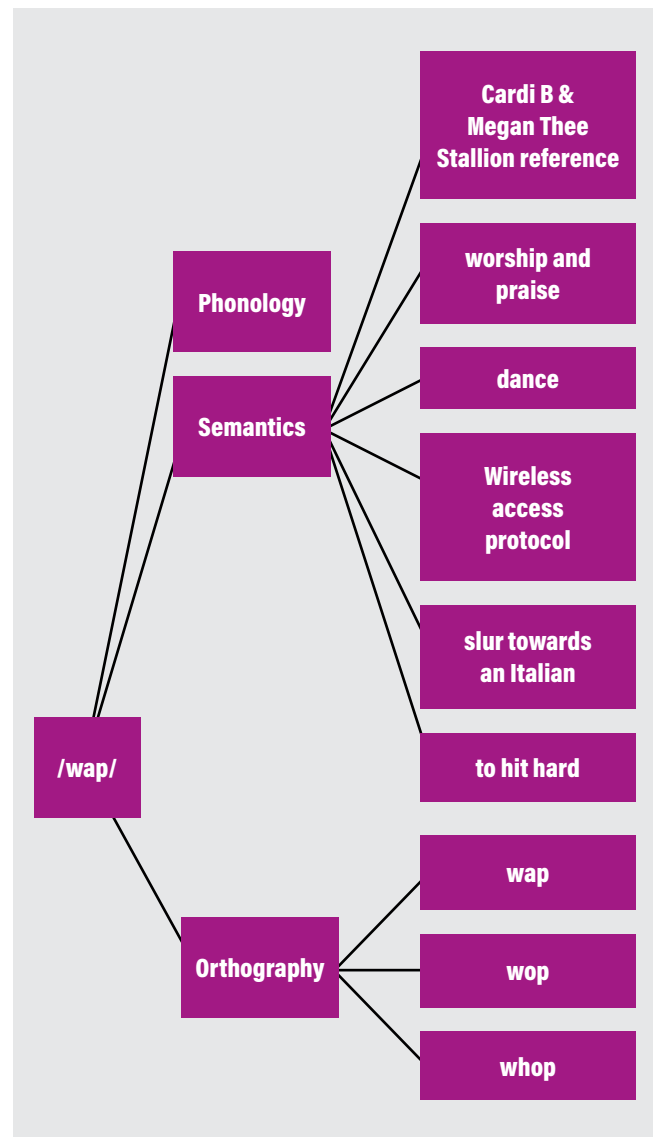
Taking stock of the vocabulary words within our mental dictionary has the potential to help with appreciating differences in communication. Words are represented in a multidimensional fashion. Words have a sound structure (i.e., phonology), spelling (i.e., orthography), and meaning (i.e., semantics). To make matters even more complex, many words can be ambiguous in each of these factors. Consider the word /wap/. One meaning tied to the spelling of /wap/ was highly sensationalized by the female rap duo, Cardi B and Megan Thee Stallion. If you have listened to the duos' lyrics, the meaning of this word now has a sexual connotation related to feminine fluids. This spelling of "wap" is not only linked to several other less explicit concepts (e.g., a dance, wireless access points, wireless application protocol, and gun) but is also linked to two different spellings. The spelling "wop" is

a slur against Italians. The spelling "whap" also refers to a dance. See the figure below in order to visualize the multidimensionality of /wap/.

Staying up to date with changes in language helps to avoid the potential use of an offensive or inappropriate use of a word. The multiple ways that /wap/ can be represented is not uncommon. Word ambiguity is prevalent for both open class (e.g., nouns, verbs, and adjectives) and closed class words (e.g., pronouns and conjunctions) in numerous languages.

Embrace Respect

Staying woke and taking stock of your vocabulary does not ensure that you use the words you know without intentionally tearing others down. Embracing respect for others gets you closer to this result. The context in which words are used determines if engaging in dialogue perpetuates bias or leads to inclusion. A few examples of how the words we say and how we say them can lead either toward bias or inclusivity can be seen in the areas



Figurative language used improperly can diminish the significance of a behavior or practice to a particular group.

of policing and pronoun usage. Voigt et al.'s (2017) analysis of body-worn camera footage from traffic stops revealed that White police officers used less respectful speech when talking to Black drivers compared to White drivers.

In contrast, examples of intentional dialogue which leans toward inclusion and embracing respect can be seen in word usage within the classroom and academic writing. Updates to the *Publication Manual of the American Psychological Association* (APA, 2020) include the adoption of the singular use of “they,” an attention to the intersection of identities, and identity-first language. The pronouns “they” and “them” are now used to reflect nonbinary as a gender identity. In recent research, a teacher, who identified themselves as a queer, nonbinary, Vietnamese immigrant, English language teacher, used they/them in classroom discussion in order to place an emphasis on “the importance of respecting other people’s choice on their pronouns and emphasized on disrupting an assumption about other people’s genders to create an inclusive classroom for everyone” (Trinh, 2020, p. 628). Gernsbacher’s (2017) suggestion to move away from first person language is another way to embrace respect in academic writing. Gernsbacher suggests that using identity first language lessens the stigmas associated with membership in different ability groups.

Practice Positivity

Being intentional about empowering others and practicing positivity decreases the possibility of bringing others around you, or even yourself, down. There are a variety of ways to put your words into positive practice. Avoiding the improper use of figurative language (i.e., collections of words that do not have literal meaning) can lead to positive interactions. Figurative language used improperly can diminish the significance of a behavior or practice to a particular group. For instance, outdated idioms like “lowest man on the totem pole” inaccurately represent traditions of indigenous communities. Figurative language can also negatively frame a patients’ perspective about their health outcome. Semino et al. (2018) suggest that the use of violent metaphors like “losing the battle” should be avoided in health communications. The use of violent metaphors in reference to incurable cancer is related to negative emotions and a sense of demotivation.

Carefully constructing groups of words during conversations with oneself is both motivating and liberating. Goal directed self-talk is used to improve performance in sports (Tod et al., 2011). Phrases like “Don’t give up, keep fighting” are used to help athletes persist through a losing game. Practicing positivity through self-talk can also be used in a therapeutic way. Through a beautiful, yet complicated, translanguaging story, Trinh (2018) uses the word “hugging” figuratively as a form of mediation to internalize physical and mental wounds caused by domestic violence. Through each step of meditative walking, Trinh has

learned that the figurative meaning of an act of “hugging” helps heal the soul of an abused immigrant child.

Conclusion

The lens of diversity and inclusion was applied to language use in order to broaden our perspective of why *one size fits no one* in a globalized world. This concept was illustrated through word consciousness, word meaning, words usage, and word grouping. “As social threats rise, cultural norms shift, and group polarization turns extreme, we are being subjected to evermore brazen displays of dehumanization—magnifying our worst impulses” (Eberhardt, 2019, p. 152). We need to take STEPs to ensure that we move towards wholistic social integration and attenuate our worst impulses. These proposed STEPs outlined here are not only relevant to other psychologists who study language but also to those who have interest in how social integration affects education, criminal justice, and mental and physical health care systems

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The author acknowledges Ethan Trinh for their feedback on earlier versions of this article.



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inducted into Psi Chi.

Dr. Mason’s ties to equity, diversity, and inclusion service include her research position in the Office of the Provost at Georgia State, former appointment as chair for the Committee for the Equality of Professional Opportunity (CEPO) under the Southeastern Psychological Association (SEPA), and membership on the Psi Chi Diversity Advisory Committee. She recently received a Psi Chi Presidential citation for her leadership with SEPA, role in building strong bonds with Psi Chi, and work on the Prosser Scholarship for Women of Color. Dr. Mason will serve as President of SEPA during the 2021–22 term.




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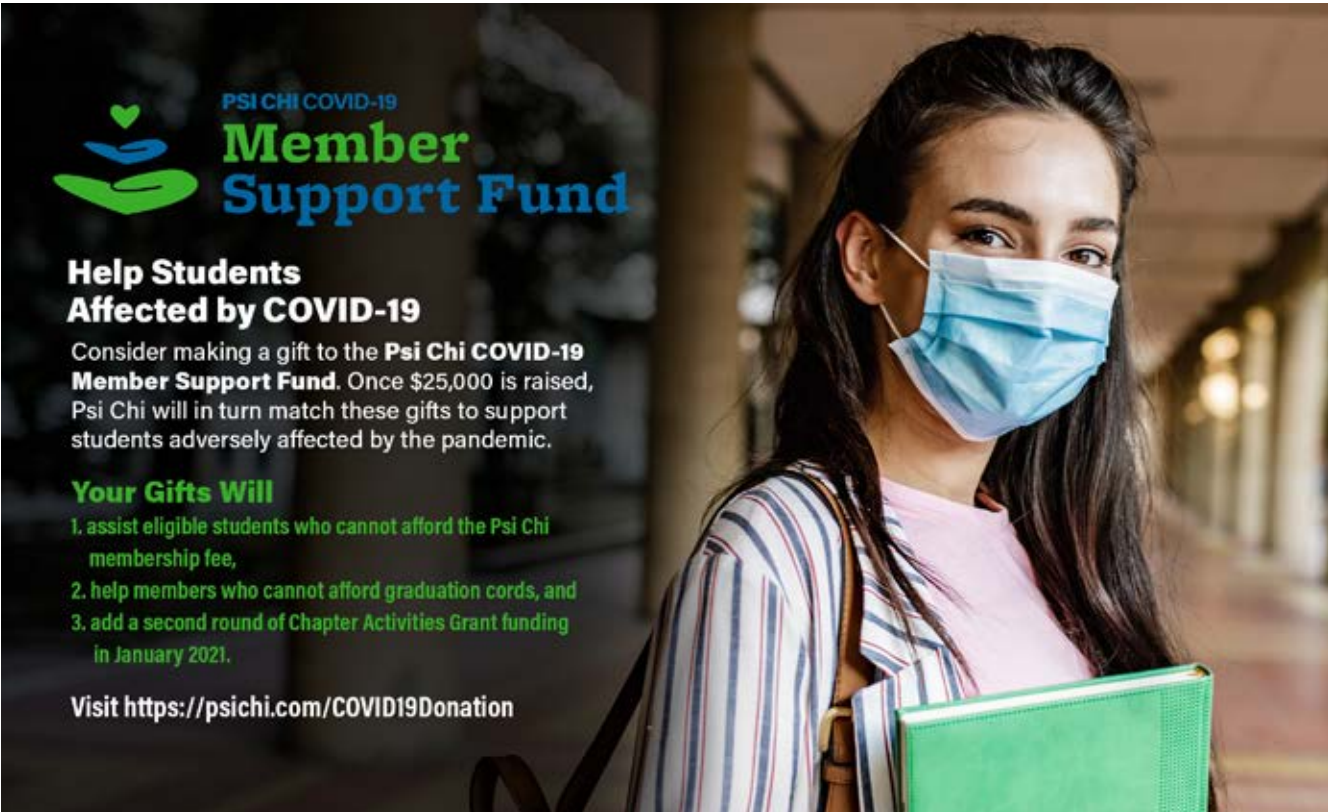
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Did I Make the Right Decision by Majoring in Psychology?

Part 2: Tips for Succeeding as a Psychology Student

David E. Copeland, PhD
University of Nevada, Las Vegas

Jeremy Ashton Houska, PhD
University of La Verne (CA)

In Part 1 of this series, we discussed some of the pros and cons of being a psychology major.

Let's start with a story: *Zoe was about to graduate today. The good news was that all of her friends and family were congratulating her on reaching this milestone. Unfortunately, although she made it to graduation, all was not well in her world. Zoe had no idea what she would be doing tomorrow. When she spoke with some of her fellow graduates, she started to realize that the accomplishments on her CV were no match to theirs. She had assumed that college was all about finishing the courses and that doing "okay" was good enough. . . . because of that, she really did not have many accomplishments.*

In our experiences as a professor, some of the biggest fears that students have are not being able to make it to graduation successfully and not knowing how to prepare for life after college. We have seen plenty of students achieve high levels of success, but also enough students who could have done more (like Zoe). This latter group consists of students who have either struggled in the major or who reached graduation but have not reached their potential. This can happen for a variety of reasons: they might have distractions that keep them from focusing on college, competing goals, or see opportunity elsewhere. In some cases, like the story about Zoe above, students are unaware of what they need to do to get the most out of college and the psychology major. And in some cases, students might know *what* they should be doing, but they might not know *when* they should do them.

These observations led us both to create Introduction to the Psychology Major courses in which we share recommendations with students about how to get the most out of the major. In this article, we will cover some of the topics and advice that are discussed in that course.

The Basics

Let's start with the basics. To get the most out of your psychology degree, your first step is to:

Take your courses seriously and use effective study strategies. This means that you should be doing more than simply showing up to class and cramming by reviewing your notes right before an

exam. Complete the readings before class and then participate in class by actively listening, asking questions, and participating in discussions. In addition to that, apply study strategies that are supported by empirical studies. Two approaches that we strongly recommend are to spread out your studying (i.e., study and prepare for an exam across multiple days, do not just cram the night before an exam) and test yourself (for more evidence-based strategies, see Putnam et al., 2016).

The next step builds on this even further by recommending that you:

Look for the best instructors.

Throughout your education, you have likely noticed that great instructors can capture (and keep) your attention by making the material interesting and relevant to you. This can even happen for topics you previously did not like or knew little about (Gould, 2012). Many of these instructors can also motivate you to work a little harder because you enjoy learning in those environments. So, instead of choosing courses because they are offered at certain times of the day, look for those courses that are taught by the best instructors who challenge you to achieve new results.

Take It Up a Notch

As noted earlier, the first steps are pretty basic, and we hope that all of you can implement them (if you have not already done so). The next steps are a way for you to take things up a notch, to help you separate yourself from other students who might be coasting through college. One way to advance yourself is to:

Focus on skill development while in college. Over the years, we have

seen too many students who are only concerned about learning course content (and often just for an upcoming test). Do not get us wrong—course content is important; however, please do not ignore skill development. Although it is helpful to know psychological theories and key terms, future employers (and graduate school programs) are going to care a lot about your abilities to write, work with others, think critically, and speak in front of others (e.g., Hart Research Associates, 2018). So, instead of avoiding courses that require papers or group projects, embrace them as a way to improve your skills!

Another step that can help you as a psychology student is to:

Be ready to write APA Style papers.

In our experience, students find APA Style formatting rules to be somewhat dry. However, the reality is that you will be asked to write papers that apply APA Style formatting rules. The most successful approach that we use with students is to have them create their own APA templates that have APA formatting built-into them (e.g., page headers, page breaks, section headers), along with properly formatted examples of citations and references (Copeland & Houska, 2020; Zafonte, 2018). The big advantage to building a template is that, whenever you are assigned a paper in your courses, you can open up your template and insert your text without worrying about the formatting.

Work Toward Your Future Now

Some students assume that, while in college, they should keep their focus exclusively on college. After all, there will be a job or graduate program waiting on the

The reality is that jobs and graduate programs are desired by a lot of people, and you need more than a good grade point average to be competitive for most of them.



other side of graduation, right? The reality is that jobs and graduate programs are desired by a lot of people, and you need more than a good grade point average to be competitive for most of them. So, the advice here is to:

Start career planning early in college. There are many benefits to starting this process early. First of all, if you have a career in mind, then you can figure out which skills are most important for that path and you can focus on developing those skills (e.g., communication, information gathering, groups/organizations, interpersonal, behavior management, individual differences, critical thinking, research methods, ethics/values, technology/computer skills; Kruger & Zechmeister, 2001). Second, if you have an idea of a career, you can figure out whether or not a graduate degree is needed for that path. Finally, thinking about a possible career path can help you with the next step:

Get research and/or work experience while in college. As noted earlier, jobs and graduate programs are competitive—your application will likely be compared to many others. And many of those with whom you will be competing will have relevant experience documented in their

applications (Nunley et al., 2016). So, if you are considering a research-focused graduate program, then get some research experience as an undergraduate. If you are looking at applied graduate programs, then find a position where you can spend some time in that type of environment. If you are aiming for a particular career, then look for internships in that field. A bonus about these opportunities is that they are a great way to develop skills (see the earlier discussion about skill development).

Some students tell us that they have difficulty with this last step—they have no clue where to start when it comes to research or internships. If you are interested in research, then talk to your professors; convey to them that you are interested and want to learn about possibilities. Most professors will try to help you.

As for internships, most institutions have resources like a campus career center that is available to students. Based on what students have told us, the most difficult part of utilizing a resource like this is actually taking the step to reach out (or stop by) to make an appointment. Campus resources like these were developed to help students—so use them! It is almost like having access to a free personal trainer, but instead of getting help with

your fitness, you are getting help with your career development.

Building on this, you should also consider getting involved in student clubs and professional organizations. Student clubs are a great way to connect with other high-achieving students. The important thing is to talk with others and to learn from one another. You can also look for a leadership or officer position, which is a great way to enhance your skills (e.g., leadership, working with others). Besides student clubs, you can also look at professional organizations like Psi Chi, as membership can bring a lot of benefits—career resources, magazines with helpful articles (like this one), and access to scholarships or grants. Speaking of scholarships and grants . . .

Show Your Accomplishments

The final steps here involves ways that you can promote yourself and document your achievements. One way to do this to:

Apply for scholarships, grants, and awards. Financial support or awards with financial prizes have obvious monetary benefits, but there is an additional benefit to them. Most organizations or institutions do not just hand out money or awards to anyone: typically these are earned by high levels of achievement (Mahuron, 2018). And if you can earn money or an award, it basically conveys that “this organization thought highly enough of me to give me money and/or recognition!” (Copeland & Houska, 2020, p. 10).

Speaking of evidence, another step that you can take is to:

Document your skills, experiences, and accomplishments. The point here is that you want to learn the proper way to create a resume and/or a curriculum vitae (CV). You might have followed all of the earlier steps, but it might not matter if you do not communicate in the proper manner. You want your future employers or graduate school admissions committees to clearly see (and not miss) any of your biggest accomplishments. In some cases, if your resumé does not follow current trends (e.g., formatting, expected content), it might not be considered. For those of you who are building a CV that you can send in with your grad school applications, you want to know what accomplishments to include, how to organize them, and what not to include.

Conclusion

Do you have to do everything described in this article? No? Your path is going to depend on your specific goals and what action steps you need to take to be successful. As an example, research experience might be much more appropriate for those who are pursuing paths that involve research. What you decide to do might also depend on how much competition you might encounter later; for example, if you are considering a doctoral program in clinical psychology, then you should expect to be competing with other highly successful students.

So, suppose that you want to take some of these action steps and, importantly, you want to do them well. What can you do? If your institution offers a course like Introduction to the Psychology Major, then take it. If there is a course on careers or internships, then take it. Find books that guide you through the details of steps like these. There are some great books that walk you through all of the specifics of getting the most out of your major. Talk to your professors because most are willing to help. And finally, take advantage of resources at your institution by getting tutoring or writing help if you need it, asking professors about research opportunities, and visiting a college career center!

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Is **COVID Terror** to Blame for **Political Hostility**?

Merry Sleigh, PhD, and Donna Nelson, PhD
Winthrop University (SC)

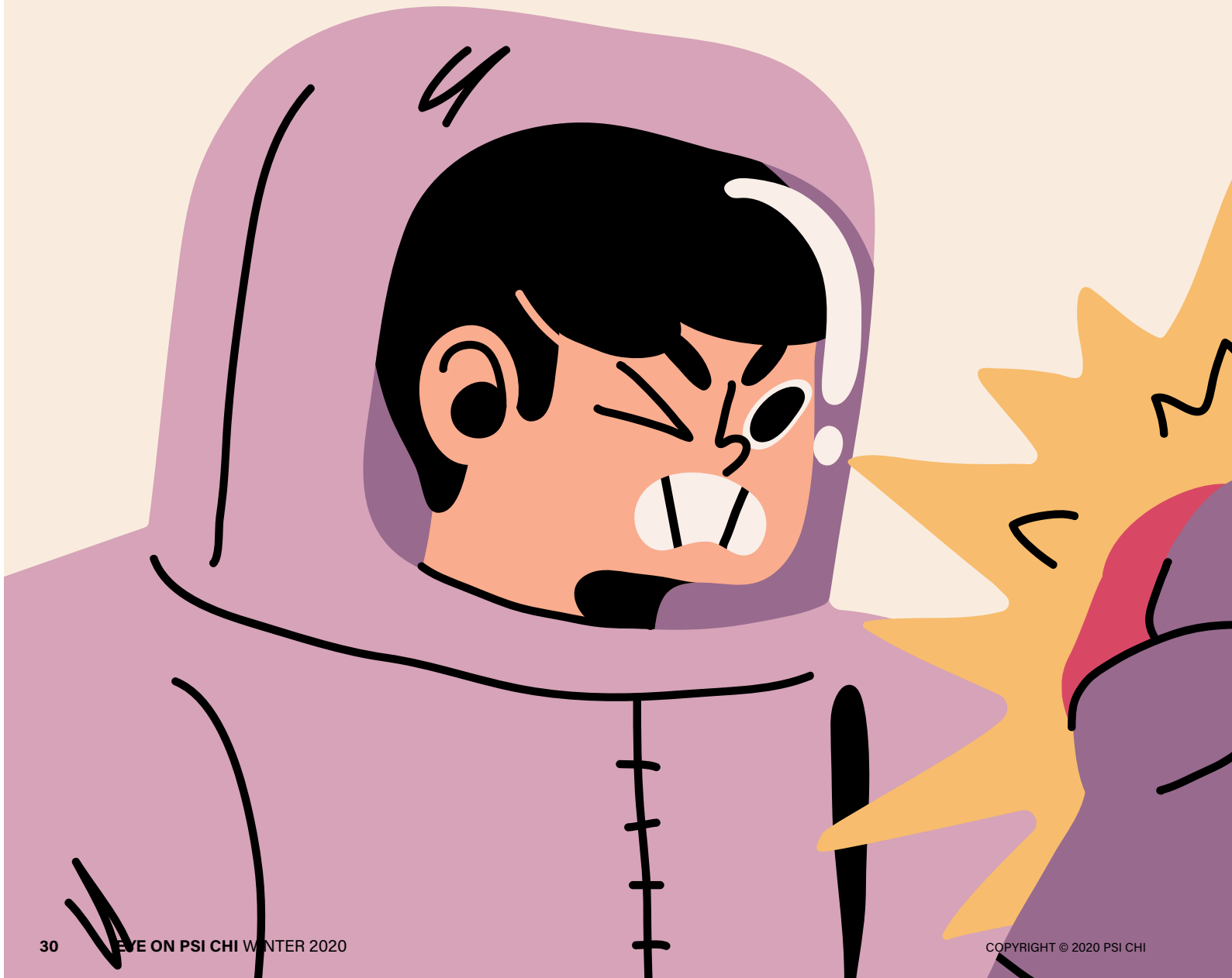


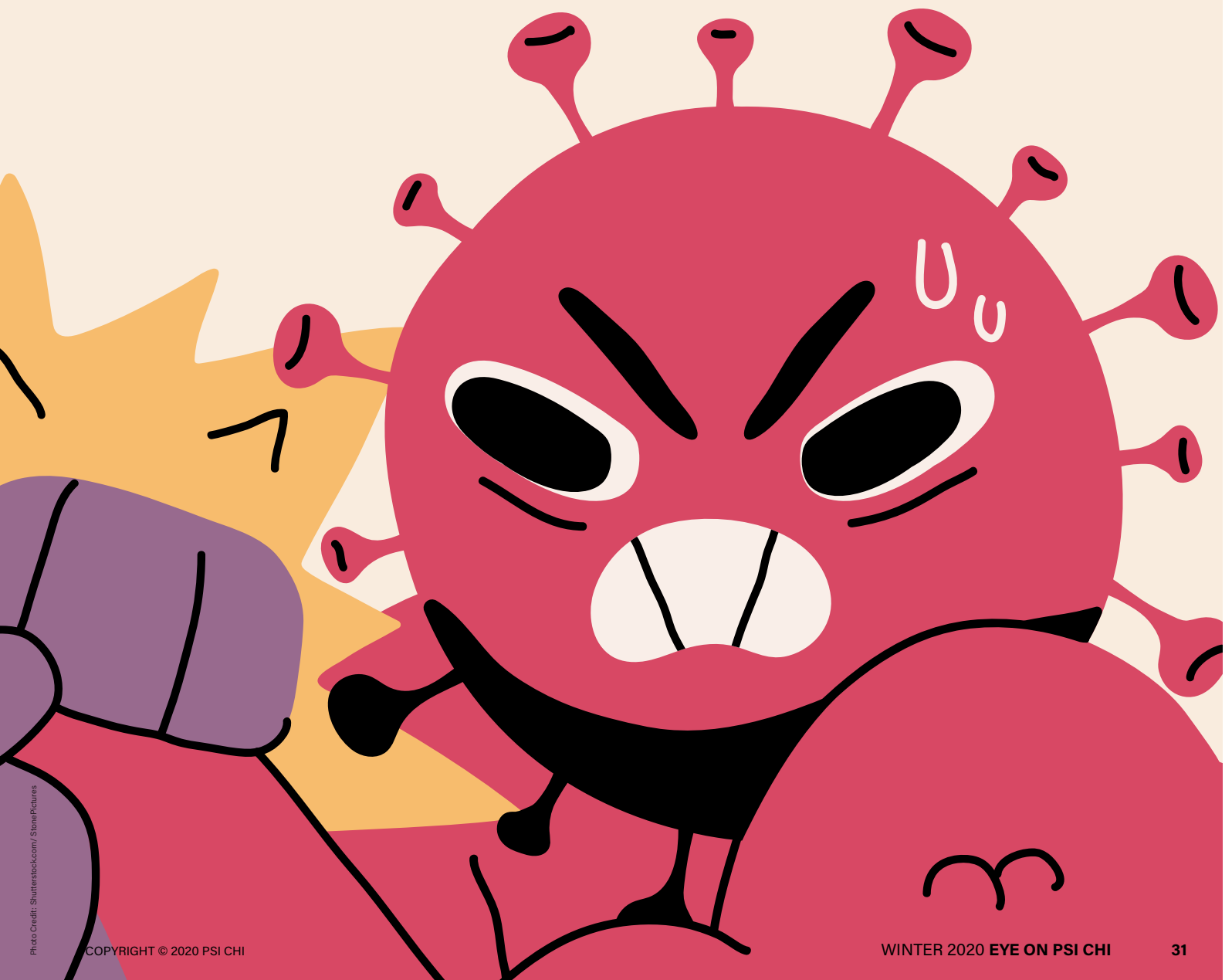
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At the 2020 Vice-Presidential debate, the last question came from an essay written by an eighth-grade student. Brecklynn Brown wrote, “When I watch the news, all I see is arguing between Democrats and Republicans . . . When I watch the news, all I see are two candidates from opposing parties trying to tear each other down. If our leaders can’t get along, how are the citizens supposed to get along?”

(Brown, 2020). Her question echoed the sentiment of many people these days, reflecting concerns about the lack of civil discourse that seems to characterize the current political landscape.

In addition to political conflict, Americans are dealing with unprecedented health and social issues related to COVID-19. The pandemic has created unexpected and significant global health threats, dramatically impacting the daily lives of people worldwide (Pakpour &

Griffiths, 2020). Efforts to curtail the spread of the virus, such as social distancing and quarantine protocols, have resulted in widespread isolation that has serious implications for the mental health of the general population (Satici et al., 2020). Similar periods of mass isolation in the past related to the SARS (severe acute respiratory syndrome) outbreak resulted in significant increases in the frequency of psychological problems (Bonanno et al., 2008; Mihashi et al., 2009).



Psychologists might have an answer to Brecklynn's questions, as well as an explanation for why politics have become so divisive. One possible explanation comes from terror management theory (e.g., Greenberg et al., 1986; Solomon et al., 1991). This theory argues that, when circumstances remind people of their own mortality, their anxiety and fear intensify. To reduce these negative feelings, people engage in conscious and unconscious defensive strategies.

To understand the application, let's look at the first part of the theory. Individuals change their coping mechanisms *when faced with mortality threats*. The COVID-19 pandemic has created a situation where there are constant reminders of illness and death (Firestone, 2020; Menzies & Menzies, 2020). For example, Obi-Ani et al. (2020) argued that social media has been used as a tool to spread panic about the disease in the general population. In fact, research conducted during the COVID-19 pandemic found that the more time people spent on social media, the higher their mental distress (Chao et al., 2020; Riehm et al., in press).

According to terror management theory, one conscious strategy to reduce negative feelings caused by mortality threats is to deny personal vulnerability. For example, Pyszczynski et al. (1999) found that reminders of personal mortality caused people to spend more time thinking about how healthy they were and how long their family members lived. In the case of the current pandemic, some individuals might attempt to deny personal vulnerability by denying their risk of catching COVID-19. This denial may lead people to refuse to follow mandated health guidelines, such as failure to wear a mask or socially distance.

Although the months and weeks preceding and following a presidential election are often dominated by political disputes, we may be experiencing more intense negative exchanges between people with opposing political affiliations because of the heightened awareness of mortality invoked by the pandemic.

Terror management theory argues that a second unconscious coping strategy that people use in the face of mortality is to bolster their own cultural worldview. In other words, people seek situations and people that support their personal beliefs and feel hostile toward those that do not. A large body of research has confirmed the idea that reminders of death make people feel more positively toward members of their own groups, creating ingroup bias (e.g., Arndt et al., 2002; Castano et al., 2011). Similarly, reminders of death result in less favorable attitudes toward persons and groups perceived as contrary to people's ingroup or cultural worldview (Arndt et al., 2002; Gailliot et al., 2007). As COVID-19 makes death more salient, people may be highly motivated to seek politicians and voters who support their views and strongly reject those who do not. The resulting atmosphere is characterized by polarized attitudes and a propensity to lash out at others who are seen as threatening one's views. Although the months and weeks preceding and following a presidential election are often dominated by political disputes, we may be experiencing more intense negative exchanges between people with opposing political affiliations because of the heightened awareness of mortality invoked by the pandemic.

Much of the behavior exhibited by individuals in response to the surging anxiety caused by the COVID-19 epidemic is consistent with the theoretical assumptions of terror management theory that predict defensive bolstering of the self and one's cultural worldview when mortality is made salient. However, although thoughts of death can be painful and may invoke reactions that have negative social implications, the increased awareness of mortality brought about by COVID-19 may also have beneficial

effects (Cable & Gino, 2020). Reflecting on the fragility of life could prompt greater appreciation of the small joys of daily existence as well as reinforce the importance of interpersonal relationships (Carstensen et al., 1999). By increasing our awareness of our own mortality, we may be prompted to reflect on what we truly value in this life. This increased mindfulness can enable us to become more purposeful in how we choose to live the remainder of our lives. For example, it could prompt greater investment in prosocial behavior as a means of leaving behind a legacy for which one will be remembered (Cable & Gino, 2020).

If terror management theory is a framework to understand what is happening in today's society, how can we use that knowledge to enhance interpersonal understanding and improve communication? Below are some issues to consider when you find yourself talking with someone who does not share your political ideology.

1. We just learned that people may be less patient with people who disagree with them when they are reminded of their mortality. Be aware of the possibility that the COVID-19 context may elicit this coping mechanism and consequently make you less patient with those who disagree. With this awareness, you can work to overcome that bias. Similarly, being aware of this coping mechanism may allow you to be more understanding when others' show outgroup bias toward you.
2. Coping mechanisms are a way to control emotions, which means that there are strong emotions that need to be controlled. Perhaps a good rule of thumb is to remember to stay calm and carry on. Don't let emotions push your conversations in a negative direction.
3. You might find it helpful to start with the assumption that everyone in the conversation has good intentions, and the disagreement arises from the fact that people see different ways to solve the problem at hand. In other words, assume that everyone wants to solve the problem and the disagreement is about how to solve the problem.
4. You have a right to expect respect, but you also have an obligation to show respect. Attack the points and issues being raised rather than attacking the person arguing the point.

5. Stick to the issue being discussed. Be focused and concise. Try to avoid complicating the conversation by bringing in irrelevant or tangential points.
6. Listen without interrupting. When others are listening to you without interrupting, don't disrespect their silence by being repetitive or rambling.
7. Prioritize your goals in the conversation. Are you interested in making as many points as you can, or are you more interested in being understood? Crafting your message to take into account the perspective of others can help you communicate more efficiently and effectively.
8. Arguing your opinion provides you with an opportunity to strengthen your own position. As you are challenged by another, you have a chance to re-examine and articulate your own rationale.
9. Consider the fact that disagreement can provide an opportunity to strengthen your relationship. Resolving disagreements requires communication, and taking the time to understand another's perspective can result in increased emotional harmony and connection (Samp, 2018).
10. Learn from others. Hearing others' perspectives may expose you to a new information. Even if you ultimately do not accept the new information, the mental exercise is good for your brain.
11. Don't state opinions as facts. Be informed before engaging in a disagreement with others. When you don't have a particular piece of information, be honest.
12. End the conversation if the other person is not following the rules for civil discourse. You never have an obligation to be verbally abused or physically attacked.

Now that you know about terror management theory, it is our hope that perhaps you can be more sympathetic to yourself and those around you. We are all struggling with reminders of mortality these days. Hostile disagreement with opposing viewpoints may reflect an inappropriate confrontation, or it may simply reflect a person trying to cope with COVID-19 fears using a common coping method.



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TIPS FOR KEEPING **PSI CHI**
PHYSICALLY
DISTANCED,
but
Fully
Engaged

Ruth V. Walker, PhD, Sarah Swaney, Siarra Jenkins, and Hannah Turner
University of Tennessee at Chattanooga

The struggle to find innovative ways to engage and recruit new members to Psi Chi is not a new one, but with the addition of physical distancing recommendations from the Center for Disease Control and Prevention (CDC) due to COVID-19, the struggle has entered new territory. Like chapters across the nation, we have been working together to brainstorm ways to navigate this unknown terrain. After coming up with methods for continuing to keep our members (and prospective members) engaged during meetings, committed to service, involved in fund-raising, aware of diversity issues, and focused on research, we would like to share our thoughts and ideas with you in hopes that they may inspire you as your chapter works toward similar goals.

Engaging Meetings

Holding meetings virtually can be both beneficial and difficult to navigate. Virtual meetings have the potential to offer members a more convenient way to attend; at the same time, virtual meetings can feel impersonal. Because only one person can speak at a time during virtual meetings, it is difficult to address all the members individually and, as a result, everyone is addressed collectively. A solution that might be suitable for your chapter is to utilize Breakout Rooms via Zoom (or other video conferencing technology) for specific topics, which allows members to be split up into smaller groups. Breakout Rooms offer members more engaged discussions as opposed to one large group; this would be especially helpful when covering topics that might raise more questions or needed explanation.

Additionally, your chapter might consider centering meetings around specific speakers or topics. Virtual platforms offer greater convenience for potential speakers who might have a busy schedule or live in another city. Relatedly, this gives members an opportunity to learn and explore various topics. For example, one of our chapter's speakers this semester will be speaking about careers and programs in Applied Behavior Analysis (ABA). Because our university branch does not have an

ABA program, we have invited a faculty member from the University of Tennessee in Knoxville to speak to our majors. This might not have been possible prior to the pandemic due to the distance between our universities and the time commitment it would have required from our speaker.

Our recommended meeting topics include

- professional development (e.g., graduate school discussions, career options),
- mental health awareness (e.g., QPR Training, suicide awareness in September),
- diversity (e.g., Safe Zone ally training, diversity and inclusion training, sexual assault prevention training),
- wellness (e.g., meditation, yoga, stress reduction techniques), and
- research (e.g., faculty/student research presentations).

Another helpful way to engage members is to ask them what topics they would like to see presented in future chapter meetings; hopefully, this could result in more attendance, participation, and an involved chapter!

Staying Committed to Service

In this light of new reality, staying committed to service might feel daunting. It may even seem impossible due to the worldwide safety regulation to remain socially distanced since many chapters previously engaged in in-person service activities. While brainstorming ideas to keep our members fully engaged, we developed a list of socially distanced service opportunities that can still be incorporated into your chapter. One of the many ways your chapter can stay committed to service is by **donating to support nonprofit organizations in your community**. For example, we are reaching out to a local organization that helps people living with severe mental illness to find out what items they currently need. We are collaborating with them to create a wish list of items that can be purchased and shipped directly to them. A wish list or registry can be created through major retailers (e.g., Amazon, Target), and Psi Chi members can share the wish list with family and friends to encourage others to support the organization.



Another great way to service the community is by **participating in nonpartisan voting assistance**. Voting assistance is often popular during presidential election seasons; however, voting happens multiple times a year! Supporting nonpartisan voting is important because it refrains from being biased toward any particular political group. This role would include making sure that individuals within the chapter and around the community are registered to vote, that they are familiar with the voting process, and assisting with mail-in ballots, if needed or required. Ensuring that individuals are aware of their voting rights is extremely important because every voice matters during elections. For example, our chapter partnered with our local League of Women Voters to reach out to senior living facilities to ensure their residents knew they were able to request absentee ballots in the state of Tennessee if they are over the age of 60. We asked long-term care facilities if they would be willing to print absentee ballot request forms for residents, so they could make their request in time to vote in the recent presidential election. Although this is something that gains more visibility during major presidential elections, chapters can partner with the League of Women Voters to ensure students and community members use their voice in elections that impact legislation at the city and state level throughout the year.

Connect With Psi Chi on Social Media

Follow Psi Chi's social media pages for announcements, awards and grants application reminders, and more!

 @PsiChiCentralOffice

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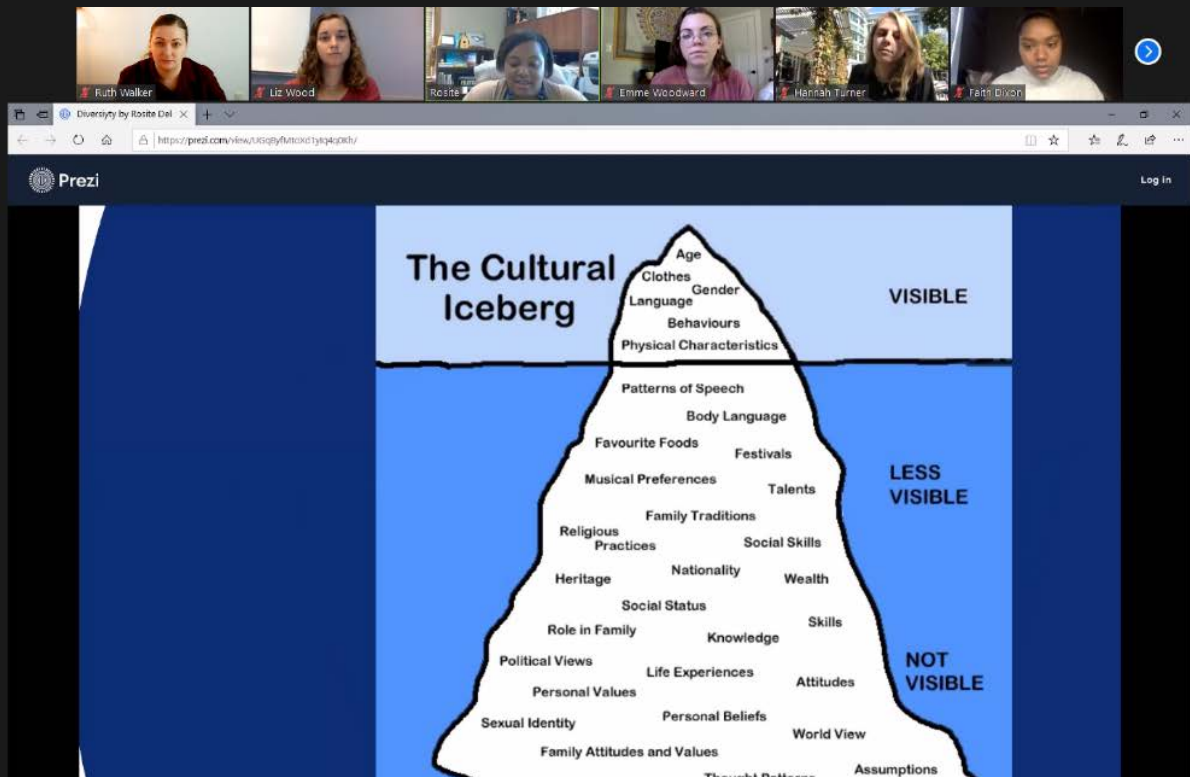
 @PsiChiHonor

 LinkedIn (Group)

 LinkedIn (Company Page)

Tag us and use #PsiChi. We may share your post on our pages!

Be sure to also search for and follow your Chapter's social pages to stay current on local activities and news!



Screenshot of University of Tennessee at Chattanooga chapter's virtual officer meeting on diversity and inclusion.

Smaller acts of kindness can also be a form of service to your campus community. For example, your chapter can organize a specific date for students to write inspiring and positive messages in chalk all over campus. These heartfelt messages will fill the campus with kindness and positivity, all while maintaining a safe distance. Other small acts of kindness that can have a big impact include writing thank you letters and notes to first responders, medical professionals, and essential workers. This idea can also be applied to other settings by sending handwritten letters and cards to older adults residing in long-term care facilities.

Your chapter's ability to stay committed to service while also socially distancing is possible! In situations such as these, it is essential that we look beyond the common solutions and use our creativity to conceive and accomplish service activities. If your chapter is having trouble coming up with ideas of your own, reach out to a local organization and ask how you can support them. Nonprofit organizations are coming up with innovative ideas for how community members can contribute to their mission from a distance. They can work with you to find ways you can work together.

Fund-Raising Involvement

Fund-raising plays an important role in keeping Psi Chi chapters active, especially during these troubling times. The COVID-19 pandemic poses its own unique challenges for fund-raising. Bake sales and in-person fund-raising events are no longer as feasible in a time when staying six feet apart is the new standard. However, there are still plenty of ways for Psi Chi members to contribute to their chapter and give back along the way.

One of the possible methods for fund-raising would be to **partner with local restaurants**. Many restaurants will work with your chapter by offering "percentage nights" or meal specials aimed at benefiting your chapter. By partnering with local restaurants for fund-raising, your chapter can raise money while also connecting chapter members to the community. Not only will it help your chapter, it will also support some of the businesses that were hit hardest by the pandemic. Our chapter has reached out to locally owned restaurants to partner with for our fall fund-raising efforts; however, there are several chain restaurants that regularly offer fund-raising events (e.g., Panera Bread, Chipotle).

Another way to motivate your chapter to actively participate in fund-raising is through **online sales**. Virtual fund-raising provides an easily accessible way to raise money from a distance. In the past, companies like Yankee Candle and Krispy Kreme have offered digital fund-raising programs that allow for a percentage of the profits to go toward your chapter. This means that members would be able to contribute to chapter funds by buying products online and contact-free. Research which organizations you can partner with digitally to raise funds for your chapter from a distance.

Chapters also have the ability to participate in the Psi Chi Chapter Challenge this fall. This is an excellent way for chapters to raise funds virtually by creating teams and personal pages to facilitate online donations Psi Chi. A portion of these funds will go toward the Psi Chi COVID-19 Member Support Fund for students who need financial assistance. As an added benefit, Psi Chi is giving back 50% of donations raised by your chapter to help you fund projects, speakers, and other chapter activities. The Chapter Challenge will be running from November 1 through December 1. This platform makes fund-raising easier for chapters who are working remotely this year.

Psi Chi Awards and Grants

Not only will partnering with other businesses help your chapter raise money, but also consider **applying for Psi Chi awards and grants**. Psi Chi offers multiple awards designated specifically for Psi Chi chapters. These awards can be used to help future chapter activities while also making your chapter more visible and appealing to new members. There are requirements specific to each award and grant so be sure to check your chapter's eligibility and consider making it a goal for your chapter to meet those requirements.

Diversity Awareness

Thanks to the dedicated work of advocates for Black Lives Matter and #MeToo, we have become much more aware of the need to educate ourselves on issues surrounding race and sexual assault. However, a commitment to diversity awareness both includes and goes beyond that. The American Psychological Association states that psychologists need to be aware of and respect individual differences, work to limit our personal biases, and not participate in or excuse prejudice. To do that effectively, we have to continually educate ourselves and learn concrete ways of fighting individual and systemic biases.

Fortunately, most universities and colleges have people with a wealth of knowledge and resources on these topics. Additionally, local nonprofit organizations also conduct work with specific populations and **can host trainings and informational sessions** to help educate your members. For example, you can partner with a local organization that advocates for the LGBTQ+ population and ask if they would be willing to give a presentation on how to be an ally. Our chapter recently hosted a discussion led by the director of our Equity and Inclusion office about diversity and inclusion. In terms of raising awareness regarding different diversity topics, the options are endless, and we always have more to learn.

Focusing on Research

Fulfilling Psi Chi's Vision 2020 Goal of, "Encouraging members to conduct exemplary research, disseminate, and apply research findings," has been challenging with the amount of conferences and conventions that have been cancelled this year. Thankfully, as we look to a future of prolonged physical distancing, organizations

have begun transitioning conventions into virtual formats, which will translate into more opportunities for undergraduate and graduate students to present in 2021. The **move to virtual formats for conventions** has the added benefit of making them more accessible financially and geographically for students who previously would not have been able to swing the costs associated with attending a convention even with reduced rates for students. With those barriers reduced, now is the perfect opportunity to promote student submissions to present at conventions in the upcoming year.

Beyond informing members of convention opportunities and advocating for their participation, there are alternative methods of supporting student research and dissemination. Your chapter can take on the endeavor of **hosting your own virtual research poster showcase or symposium** to give students conducting or assisting with research the opportunity to present their findings. This can be done at little to no cost to your chapter. Presentation sessions can be scheduled and hosted via Zoom or similar platforms available at your institution. Likewise, a poster showcase can be hosted through your institution's learning management system (e.g., Canvas, Blackboard, Springboard). Using the discussion board feature, posters can each have their own thread where authors can interact with and answer "attendee" questions using comments. A showcase such as this could take place over multiple days to a week to allow for maximum participation.

If your chapter is looking for something less time intensive, there are other options that can be incorporated into your chapter meetings. For example, you can **invite faculty in the department to discuss research opportunities** available in your department and have attendees interact with faculty in smaller groups using breakout rooms. An alternative would be to **host a panel of undergraduate and graduate students** who have conducted their own research to discuss and answer questions regarding their experiences with the research process. Additionally, inviting a member of your institution's Institutional Review Board to **discuss ethical concerns** associated with the research process could highlight the importance of protecting human research participants. Although this year looks different for all Psi Chi chapters, incorporating research could be a manageable goal with the use of technology.

The Future of Psi Chi

Because we are unable to predict the future and what things are going to look like in the spring, summer, or even fall of 2021, it is important that our chapters are able to adapt to the changing times while still fulfilling our mission. We hope the ideas we shared for incorporating service, fund-raising, diversity, and research can help as your chapter works together to find the best fit for the interests, needs, and resources of your members.



Ruth V. Walker, PhD, is an assistant professor and the new Psi Chi faculty advisor at the University of Tennessee at Chattanooga. She earned her PhD in adult development and aging from the University of Akron and enjoyed four years teaching for the Gerontology and Psychology Programs at Missouri State

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Sarah Swaney is an undergraduate at the University of Tennessee at Chattanooga who is currently a senior earning her BS in psychology with a minor in sociology. She has plans to earn her PhD in counseling psychology following completion of her undergraduate degree. She is the

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Siarra Jenkins is a third-year undergraduate at the University of Tennessee at Chattanooga obtaining her BS in psychology with a concentration in social science. She aspires to earn her PhD in clinical psychology upon completion of her undergraduate degree. She holds the

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Hannah Turner is a third-year undergraduate at the University of Tennessee at Chattanooga earning her BS in psychology with a minor in biology. She currently holds the position of treasurer for the UTC Psi Chi chapter and is an Honors Research Fellow. Her current research focuses

on the effects of the COVID-19 pandemic on physical and mental well-being while previous research endeavors have involved the relationship between olfaction and depression. Following the completion of her degree, she plans to pursue graduate study in mental health counseling.

DECISIONS, DECISIONS:

What Are the Real Differences Between Clinical Psychology and Counseling Psychology Programs?

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Prospective graduate students are often faced with a confusing choice—apply to clinical psychology or counseling psychology programs? Before submitting applications, students may not even be aware of these two subfields of health service psychology. Further, the overlap between the two specialties makes it difficult for even seasoned psychologists to pinpoint the distinctions.

We have tried over the decades to research the salient differences while emphasizing their robust similarities (e.g., Norcross et al., 1998, 2014). In 2000, one of us (Norcross, 2000) wrote an article in these pages summarizing the differences and similarities, at that time. This article provides a data-driven update on the current similarities and differences between clinical and counseling psychology programs. We hope it will provide you and your advisors with a better sense of which specialty training best fits your goals.

Overlap of Two Specialties

Historically, clinical psychology and counseling psychology developed along

separate routes and were regarded as distinct specialties. Clinical psychology initially followed a medical model of assessment, diagnosis, and treatment (Benjamin, 2014). After seeing many soldiers return from World War II suffering from mental disorders, the Veterans Administration helped establish the doctoral degree requirement, provided employment, and extended the profession's reach. Counseling psychology appeared later, rooted in the personnel and vocational guidance movement. Over time, however, counseling psychology moved away from those functions and preformed jobs more similar to clinical psychologists.

Today, both clinical and counseling psychologists can conduct assessments and psychotherapy, teach and research, and provide supervision and consultation. All doctoral students in clinical and counseling psychology are required to complete a predoctoral internship and take the Examination for Professional Practice in Psychology (EPPP) to become licensed and practice independently as a psychologist. State licensure, with a few exceptions, is as a generic “psychologist.”

There are even a handful of “combined” doctoral programs that integrate clinical, counseling, and school psychology (Beutler et al., 2004). Analyses of doctoral program recruiting materials find more similarities than differences (Morgan & Cohen, 2008). American Psychological Association (APA) accreditation requires that clinical and counseling doctoral programs follow training guidelines, with no specialty differences. Because the doctoral degree is required for licensing, we focus on APA-accredited doctoral programs in clinical and counseling psychology.

Before proceeding, it is important to recognize that any comparison between counseling and clinical programs must recognize the dramatic differences among clinical PhD programs themselves (Sayette, Norcross, & Dimoff, 2011). For instance, differences between PhD programs belonging to the Association of Clinical Psychological Science and for-profit programs are far greater than the differences we report here between clinical and counseling PhD programs. A doctoral program's practice-research emphasis typically proves more pertinent



than the clinical vs. counseling psychology distinction (Norcross et al., 2020). “That is, a research-oriented counseling psychology program may prove more similar to a research-oriented clinical program than to a practice-oriented counseling program. In all professional/health care psychology training, the model does indeed matter” (p. 8).

PsyD Programs

As if deciding between clinical and counseling psychology is not challenging enough, PsyD programs add another complication to your decision-making. There are 77 PsyD programs in clinical psychology, and these programs typically enroll a significantly greater number of students than clinical PhD or counseling PhD programs (Morgan & Cohen, 2008; Norcross et al., 2020). In fact, clinical psychology produces more PsyDs per year than PhDs (Kohout & Wicherski, 2010). PsyD programs in counseling psychology emerged in the past 20 years, with only nine active in 2020. All these counseling psychology PsyD programs reside within nonprofit university settings and most

require a master’s degree for admission (APA, n.d.).

Clinical and counseling PhD programs adhere to the Boulder model of training as scientist-practitioners: meaning that there is equal focus on research training and clinical training skills. Alternatively, clinical and counseling PsyD programs follow the Vail training model, which trains their students to become scholar-professionals, meaning they focus primarily on clinical training and secondarily on research training (Morgan & Cohen, 2008). As will be highlighted below, there is mounting evidence that differences between PhD programs and PsyD programs are more substantial than those between clinical and counseling psychology (Norcross et al., 2020).

Core Similarities

Both clinical psychology and counseling psychology are health service specialties in the profession and science of psychology. Not surprisingly, their commonalities outweigh their disparities.

A recent comparison of clinical and counseling psychology PhD programs

found no significant differences in multiple areas: no differences in undergraduate GPA of admitted students or in the number of incoming students (Norcross et al., 2020). Financial assistance is similar in clinical and counseling PhD programs, with significantly less funding in clinical PsyD programs than either type of PhD program. In addition, no significant differences have been found in the gender representation or licensure status of the faculty (Morgan & Cohen, 2008). For both clinical and counseling PhD programs, research fit with the faculty and program is considered important, whereas research fit is significantly less important for clinical PsyD programs (Karazsia & Smith, 2016). Nor did differences emerge between clinical and counseling psychology PhDs for matching at APA-accredited internship sites, and students from both types of programs also matched at similarly ranked sites (Association of Psychology Postdoctoral and Internship Centers [APPIC], 2020; Graham & Kim, 2011; Neimeyer et al., 2009). Clinical PsyD students do, however, have a substantially lower internship match rate (APPIC, 2020).

Salient Differences

Program Characteristics

There are far more clinical psychology doctoral programs (253; 77 of which are PsyD) than counseling psychology (74; 9 PsyD). Both clinical and counseling APA-accredited PhD programs share low acceptance rates (clinical PhD 9.4% and counseling PhD 11.9%; Norcross et al., 2020). Clinical psychology PsyD programs average acceptance rates closer to 50% (Norcross et al., 2018).

The location of the training program within the university is frequently different for clinical and counseling psychology PhD programs. The clinical programs are primarily housed within departments of psychology, whereas counseling programs are located mostly in colleges of education and less often in departments of psychology (Blustein et al., 2005). Clinical PhD recipients score significantly higher on the EPPP licensure exam than counseling psychology PhDs, but only higher than those who graduate from programs housed within departments of education (Graham & Kim, 2011; Sharpless & Barber, 2013).

Although both specialties cite diversity and multicultural training as values, in program recruitment materials, only 27% of clinical PhD programs mention diversity or multicultural training, whereas 41% of counseling PhD programs mention these terms. However, APA has changed accreditation guidelines to include more multicultural competence training, which could increase the focus of diversity and multicultural training in all psychology programs over time (Smith, 2015).

For practicum opportunities, clinical psychology programs offer practica in medical settings more often than do counseling psychology programs (Morgan & Cohen, 2008). However, the two most common practicum sites for both clinical and counseling psychology students are community mental health centers and university counseling centers (Brems & Johnson, 1996). Also, though counseling PhD students anticipate more frequently working with older adults during their careers, clinical psychology students had more training opportunities in geropsychology (Woodhead et al., 2015).

Research Areas

Because both clinical and counseling PhD programs train students to conduct research and provide clinical services,

A greater proportion of counseling psychologists eventually work at college counseling centers, whereas a greater proportion of clinical psychologists are employed in medical settings (Neimeyer et al., 2011).

understanding their research foci can help your decision making. Counseling PhD faculty are more likely to research vocational/career issues, graduate training, and multicultural psychology, whereas clinical PhD faculty are more likely to research specific mental disorders, such as attention deficit, depression, and personality disorders (Morgan & Cohen, 2008; Sayette & Norcross, 2020). Clinical faculty also tend to more frequently research activities traditionally associated with medical settings, such as neuropsychology, pain management, and pediatric psychology.

Despite similar faculty publication productivity (Brems et al., 1996), clinical PhD students report more publications and presentations with their research mentors than counseling psychology students (Taylor & Neimeyer, 2009). Counseling psychology students, however, report more socioemotional support from their mentors (Taylor & Neimeyer, 2009).

Theoretical Orientations

An area that may be novel to the budding graduate student, theoretical orientation of faculty, is among the more salient differences. Both clinical and counseling psychology faculty report cognitive/cognitive-behavioral as their most common theoretical orientation; however, in clinical psychology programs, cognitive-behavioral orientations reign, whereas there is more heterogeneity in orientations in counseling programs (Norcross et al., 2020). Humanistic orientations are more common in counseling faculty, as are feminist and multicultural orientations (Norcross et al., 2020; Ogunfowora & Drapeau, 2008).

Student Characteristics

As mentioned, PhD programs are competitive. Here we summarize the robust differences between clinical and counseling programs in their admissions: Unless otherwise noted, all the data reported below stem from our surveys of APA accredited clinical and counseling psychology doctoral programs. Responses from each program appear in our most recent edition of the *Insider's Guide to Graduate Programs in Clinical and Counseling Psychology* (Sayette & Norcross, 2020).

- Clinical PhD programs tend to admit students with significantly higher average GRE scores (154 quantitative, 160 verbal) than counseling PhD programs (150 quantitative, 154 verbal). Clinical PhD programs also rate the GRE as being more important than counseling PhD programs (Karazsia & Smith, 2016).
- Clinical psychology PhD programs receive more applications (average of 210) compared to counseling psychology PhD programs (106).
- Having a master's degree is viewed favorably by 68% of counseling PhD programs but only 46% of clinical PhD programs (Nguyen Littleford et al., 2018). Accordingly, counseling programs admit more students with a master's degree (60% versus 21% in clinical PhD programs). Almost 20% of clinical PhD programs state they are less likely to offer admission to an applicant with a master's degree (Nguyen Littleford et al., 2018), but no counseling psychology PhD programs indicate doing so.

- There are proportionally more racial/ethnic minority students in counseling PhD programs (average 37%) than in clinical PhD programs (22%). This increased diversity is also true regarding international students, who comprise 9% of counseling PhD programs versus 6% in clinical PhD programs.

Career Outcomes

Postgraduate opportunities and career outcomes are critical when considering types of programs. The capstone for doctoral training in psychology is the predoctoral internship. Despite the comparable rates of matching for clinical and counseling PhD students, APPIC internship programs either “prefer” or “accept” applications from clinical psychology students at higher percentages than counseling psychology students, though percentages are quite similar (Cobb et al., 2004). Forty sites do not accept applications from counseling psychology students, and only six do not accept applications from clinical psychology students (APPIC, n.d.). Clinical psychology PhD students prefer medical school internships most, whereas counseling psychology PhD students prefer college counseling most (Neimeyer et al., 2009; Shivy et al., 2007), though there was much overlap in preference for the other types of internship sites.

A greater proportion of counseling psychologists eventually work at college counseling centers, whereas a greater proportion of clinical psychologists are employed in medical settings (Neimeyer et al., 2011). Otherwise, workplaces are comparable between clinical and counseling psychologists—both are found within all health service settings with no setting exclusively the domain of one specialty.

In Closing

Clinical and counseling psychologists enjoy most of the same professional activities and the same career opportunities. It may be wise to consider opportunities within each program and the emphasis placed on research versus practice because research-oriented clinical PhD programs may be more similar to research-oriented counseling PhD programs than either is to practice-oriented programs (Norcross et al., 2020). Of course, become involved with research before applying to PhD programs, because approximately 25% of PhD

programs require a formal research assistantship and virtually all some informal research experience (Nguyen Littleford et al., 2018).

At the same time, there is likely more within-specialty variability than between-specialty variability. Applicants need to weigh multiple considerations in any graduate school application: program specialty (clinical vs. counseling vs. school vs. other), degree level (master’s vs. doctorate), training model (PhD, PsyD), financial assistance, career outcomes, and many more. In the meantime, we hope this data-driven article explains these two overlapping specialties and helps you navigate this important, yet confusing application decision. Best of success in whatever path you pursue!

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CONTEMPLATING A CAREER AS A PSYCHOLOGIST OR PROFESSOR? CAREER PSYCHOLOGY IN A CHALLENGING WORKWORLD

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Talking to a junior or senior undergraduate in psychology—or a graduate student—about real-world job prospects after graduate school is not the time for a subtle yawn from either student or faculty! Although some might hope the receipt of a graduate degree has similarity to a lottery dream vacation, a PhD or PsyD is not a guarantee of employment. On the other hand, just as a walk through an art museum may yield a view of differing images capturing inconsistent subtleties of light and dark, so employment as a psychologist offers a rich palate for those with the knowledge to know where and how to look.

An understanding of job prospects is actually somewhat akin to seeing into a looking glass of the future, offering a window able to glimpse major employers of psychologists at present while offering glimpses into areas of shortage as well as areas of strong supply. For decades, psychologists faced sufficient employment prospects to spur the development of freestanding professional schools of psychology to help meet demand, but today students face an intricate mix of challenges and choices involving employment.

Fundamentally, are you aware of the job market? Do you know the largest single employer

of psychologists in the United States? Do you know how many individuals earn their livelihood as university faculty? Knowledgeable decision-making can be informed through clear information on contemporary employment. Whether exploring opportunities within the armed forces, studying shortages facing school psychologists, or contemplating a career as a professor, contemporary employment is a portrait of change. This year, as we look into the looking glass at careers in psychology, it is increasingly important to look at the job market with open eyes.

Welcome to the looking glass.





Inside the Job Market

Profoundly, psychology has experienced a seismic shift in education and training as well as employment. Today, students pursuing a doctorate in clinical psychology or counseling psychology, as example, are looking at APA Approval for both a graduate degree program as well as a predoctoral internship. In addition, a recognized postdoctoral residency is increasingly critical for maximum employability and credentialing as a licensed psychologist and ultimately, perhaps, board certification through the American Board of Professional Psychology (ABPP).

Although the APA (2016) provides a useful look at master's and doctoral

degrees by field, few know that only 42% of doctorates are awarded in clinical psychology. Further, it is also important to note that, separate from specialties leading to credentialing as a Licensed Psychologist, which includes doctorates in clinical psychology, counseling psychology, school psychology, and “combined” programs blending specialties such as counseling psychology and school psychology, not all specialties require APA approval nor internships and postdoctoral residencies. A PhD in social psychology, educational psychology, or general-experimental psychology, as example, do not generally involve such facets and can offer multiple opportunities. As example, a PhD in educational psychology without state certification or licensure but holding a specialization in research design and statistical analysis might construct a career in data analysis with a State Department of Education or a State Department of Emergency Services and Public Protection.

Notably too, not all employment requires a doctorate. In describing areas of oversupply and shortages, Crespi and Politikos (2004) noted national shortages in school psychology, which require a 3-year graduate program culminating in a “specialist” postmaster’s designation and State Department of Education credentialing as a school psychologist. (This is in contrast to a licensed psychologist with a doctorate and credentialing through a State Department of Health Services.) Further, many graduates with an MA/MS develop careers without licenses with titles including case worker, parole officer, human resources specialist, or organizational consultant.

For those with applied interests, the shift in the number and diversity of practitioner credentials is significant. Credentialing options can include multiple areas: licensed psychologist, licensed marriage and family therapist, licensed professional counselor, certified school counselor, certified rehabilitation counselor, and certified school psychologist. Certainly, though, these illustrations can also lead to a sense of credentialing overload for students and faculty exploring career opportunities.

Within the academic arena, how many psychology professors exist in the United States? The Bureau of Labor Statistics

(2019a) reports 37,630 full-time. With the National Center for Education Statistics (2019) capturing a larger total of 1.5 million faculty, the American Association of University Professors (2018) suggests more than 70% of faculty are not tenure track. Although a full-time tenure track teaching appointment is often imagined in a university career trajectory, and typically necessitates a doctorate, faculty are complimented by a range of appointments not necessarily leading to tenure. “Clinical” faculty appointments, “visiting” faculty appointments, faculty with a title such as “Executive in Residence,” as well as faculty appointments outside departments of psychology in medical schools, schools of education (school psychology programs are often housed within a school of education) or schools of business (industrial-organizational psychologists may secure faculty appointments with a school of business) are examples of differing university pathways. In addition, universities employ individuals “outside” teaching including professional advisors, student life, human resources, university counseling and health service departments, as well as administration. For each choice, though, students must understand no single path or view can fit all goals. Employment is, well, a sort of “penumbra” where a view or image falls between bright and dark as we glimpse different areas of brightness contrasted against darker shadows.

To help see more clearly, we have provided a question and answer format. The material represents a culmination of work that has involved a book on licensure, multiple articles on graduate education and training, presentations at conferences, as well as a careful reading on employment. Let the discussion begin:

The Realities of the World of Work:

1. Is there a single, large, employer of clinical psychologists in the United States?

Yes. The U.S. Department of Defense is the largest employer of clinical and counseling psychologists in the country (Greenbaum, 2019). With more than 8,000 psychologists, and with employment of both enlisted personnel as well as civilian contractors, employment can include Army, Navy, Marines, Air Force, and

Coast Guard. For those with an interest, both internships and postdoctoral residencies are approved in multiple areas with psychologists providing an array of services including assessment, counseling, consultation, as well as research.

2. Are there other large employers of psychologists?

Yes. State Departments of Correction serve more than 2 million inmates. With the Bureau of Justice Statistics (2017) noting that approximately 14% of inmates experience psychological distress, corrections looms as a large employer of clinical psychologists, counseling psychologists, as well as correctional and forensic psychologists. Uniquely, many juvenile justice programs offer educational programs where school psychologists are also employed. Although a forensic psychologist and correctional psychologist typically possess a doctorate and credentialing as a licensed psychologist, “correctional counselors” are employed with a masters degree and may hold a credential as a licensed professional counselor (LPC).

3. Are there areas of shortage in professional psychology?

Yes. school psychology represents one area of shortage. With the National Center for Education Statistics (2012) noting 41,880 school psychologists nationally, this is an engaging option. Unknown to many, school counseling is not school psychology, with school psychologists providing assessment and diagnosis, counseling and psychotherapy, and consultation and collaborative services. The National

Association of School Psychologists approves programs at both the specialist and doctoral levels and graduates acquire credentialing through the State Department of Education. The majority of practitioners do not hold doctorates, although a number obtain doctorates and credentialing as a licensed psychologist. Some also pursue credentials in administration and pursue positions as a director of psychological services, coordinator of pupil personnel services, or supervisor of special education. Overall, this area of shortage is enticing.

4. Are licenses outside clinical psychology and school psychology valuable?

Yes. Although many students and faculty do not commonly talk to areas outside psychology, multiple credentialing options exist. Credentialing as a licensed marriage and family therapist (LMFT), licensed professional counselor, or certified school counselor are illustrations. In fact, a number of state departments of education have passed legislation for credentialing as a school marriage and family therapist! Although such tracks do not offer an identity as a psychologist, these credentials do not require a doctorate. In addition, combinations of practice and teaching positions can be constructed depending upon market forces, credentials, and interests.

5. Is employment available for a PhD in a university outside teaching?

Yes. Within universities, employment opportunities can be varied. Enders and Musselin (2008) noted that, although

traditional faculty are engaged in teaching, research, and administration, in a modern climate, faculty with varying degrees may be employed in teaching OR research OR administration. Opportunities may also exist in a university counseling center or offices of residential life, student conduct, diversity, student advisement, academic integrity, registrar, or student life. These are examples where graduates with or without a PhD can develop careers. Professional advisors, as example, advise students and guide class scheduling, whereas a position in an office of the registrar may include responsibilities including input of grades, degree evaluations, and degree completion evaluations. Clearly, a wide array of options exist outside of teaching.

6. Can multiple degrees lead to a private practice?

Yes. Although a private practice can be developed by a clinical psychologist or counseling psychologist, a master’s degree and credential as a licensed marriage and family therapist or licensed professional counselor might also develop a practice. In some states, a certified school psychologist can also develop a private practice. These options, though, typically involve third party insurance reimbursements often necessitating application to an “approved panel” through insurance carriers. At the same time, there are practices involving “direct pay” where clients pay “out of pocket” for services. In short, a private practice can be developed with multiple degrees and credentials.



7. Is there employment with direct services not requiring a license?

Yes. A range of facilities and programs exist employing professionals without licensure. Although it is unknown if this will change, multiple opportunities exist. Just as a medical hospital administrator often is not a physician, and may, as example, possess an MBA rather than an MD or DO medical degree, so too may residential facilities, psychiatric facilities, correctional facilities, and related programs employ staff and administrators without licenses or “clinical” degrees. We have often met administrators in such facilities with various educational backgrounds. A careful perusal of state employment job postings can often provide a glimpse into these opportunities. A state case worker without a license, as example, might secure a promotion as a regional manager and ultimately become an administrator without a doctorate or license.

8. If one acquires a PhD in educational psychology or social psychology and later desires a credential as a licensed psychologist, is that possible? Are other options also possible?

Yes. At the doctoral level, a postdoctoral respecialization program can offer an opportunity to change specialties in psychology. Crespi and Politikos (2004) provide a helpful look at respecialization. Just as a physician (MD/DO) changing from internal medicine to psychiatry might complete an additional residency, so

psychologists with a doctorate, although not needing to acquire a second doctorate, might complete additional coursework and applied training (i.e., practicum and internship training). In addition, some professionals might pursue a different path completing a “planned” program to acquire a nondoctoral practice credential as a licensed professional counselor, licensed marriage and family therapist, certified school counselor, or certified school psychologist. Clearly, a degree need not block a career trajectory, and continuing education can offer new pathways and opportunities.

9. Can a PhD in counseling psychology or clinical psychology offer diverse services including, if appropriately trained, marriage and family therapy services?

Yes. It is important to note that services should be limited to areas of education, training, and supervision. Practicing outside an area of competency can pose risk. Just as a physician typically restricts practice to areas of competency so psychologists possess a similar responsibility. At the same time, continuing education and supervision can extend competence. Marriage and family therapy services are an illustration of challenges in title use and practice. Although a licensed psychologist appropriately trained might provide marriage and family therapy services, this does not suggest the individual is a marriage and family therapist. In other words, one might conceptualize that there is both

a practice and profession of marriage and family therapy. In practice, such points are critical and can lead to key decisions in choosing a degree and career path.

10. Are there opportunities for university teaching beyond full-time positions?

Yes. Although the Bureau of Labor Statistics (2019a) reports 37,630 full-time psychology professors, the National Center for Education Statistics (2019) notes that, in a larger perspective, only 53% of faculty are full-time with 47% part-time. Often referred to as an Adjunct Professor or Adjunct Faculty, most universities employ part-time faculty. These positions offer an opportunity for university teaching, add income, build teaching experience, and enhance student education. In short, there are ample opportunities for part-time positions.

11. Do part-time positions carry titles helpful on a resumé? Further, what kinds of titles might be seen on university websites and in job advertisements?

Yes. Sometimes, these part-time positions carry titles such as visiting assistant (associate, full) professor, clinical assistant (associate, full) professor, and similar titles. These can convey an important university connection often adding additional credibility to employers. There is also an array of “contractual” appointments with diverse titles, pay, and benefits. Further, not all require a doctorate. University employment websites may or may not advertise these positions! A “letter” or email correspondence to a department chair can provide information on opportunities.

12. Is there a future employment need for mental health professionals?

Yes. The Bureau of Labor Statistics (2019b) noted that employment of community and social service positions should grow by 11 percent from 2018–2028, yielding an additional 306,200 positions. Although these can vary between and across specialties, this data bodes well for students. In addition, this does not include retirements. Overall, the data supports the idea that mental health service providers are experiencing growth, although the areas of supply and shortages continue to create challenges in understanding this complex market for both graduate students and faculty.



Employment following graduate school can be stressful, but it can also be exciting. Fortunately, graduate degrees in psychology offer multiple pathways for employment. In many respects, the real challenge is to choose the path that will bring you the most satisfaction.

Conclusions, Employment, and Career Planning

Fifteen years ago, a young colleague with a master's degree and "specialist designation" in school psychology, credentialed as a certified school psychologist and earning approximately \$80,000 annually inquired about his long-term career goals, envisioning a private practice as a licensed psychologist and clinical neuropsychologist after an early retirement. Subsequently he earned his PhD in counseling psychology, and his resumé includes a certificate in clinical neuropsychology. His annual salary is now more than a hundred thousand dollars, and his school district takes advantage of his clinical neuropsychology skills rather than regularly paying for neuropsychological evaluations. This blend of a school psychology credential with a PhD in counseling psychology, complemented by a certificate in clinical neuropsychology—and ultimately a credential as a licensed psychologist—suggests enviable postretirement work.

In contrast, years past, another colleague, a full-time professor with a PhD in a nonclinical specialty spoke of his interest in developing a small private practice. After exploring a respecialization program in clinical psychology, he elected to pursue coursework and training leading to credentialing as a licensed professional counselor. With his PhD, LPC, he has developed a private practice which complements his university teaching and scholarly life.

Fundamentally, graduate education can offer multiple pathways for employment, and no single path is necessarily correct for all individuals. Further, career interests and goals can evolve and change over the course of a career. These two

case illustrations reflect two individuals who embraced life-long learning. Both had solid careers but both also envisioned adding additional credentials in order to pursue additional career opportunities. Certainly, although both of these individuals earned PhD's, that is not necessarily a requisite for employment nor career happiness. As you explore your career options consider these questions:

- What type of activities do you envision as central to your ideal job?
- Do you wish to blend teaching, clinical service, and consulting?
- Do you wish or need a PhD or PsyD?
- Do you feel a credential as a licensed psychologist important?
- Would MA practice credentials be adequate?
- Have you spoken with graduates working in your area of interest?
- Have you considered a supplemental degree or credential?

Putting it together, balancing a graduate degree, practitioner credentials, and understanding the complex employment market is challenging. Although no one can see into the future, we can choose degrees and certifications that can maximize career interests. Interested in children? School psychology is one option. Interested in employment as a clinical psychologist? Both the armed forces and corrections are two areas of strong employment. Interested in counseling at a master's degree level? Training and credentialing as a licensed professional counselor or licensed marriage and family therapist can also have appeal. Truly, the options are diverse.

As you consider your options, we hope this material can help. Employment following graduate school can be stressful, but it can also be exciting. Fortunately, graduate degrees in psychology offer multiple pathways for employment. In many respects, the real challenge is to choose the path that will bring you the most satisfaction. In the meantime, talk to your advisors and consider attending conference workshops on graduate education and employment. Who knows, possibly we will see you at one of our or our colleague's presentations.

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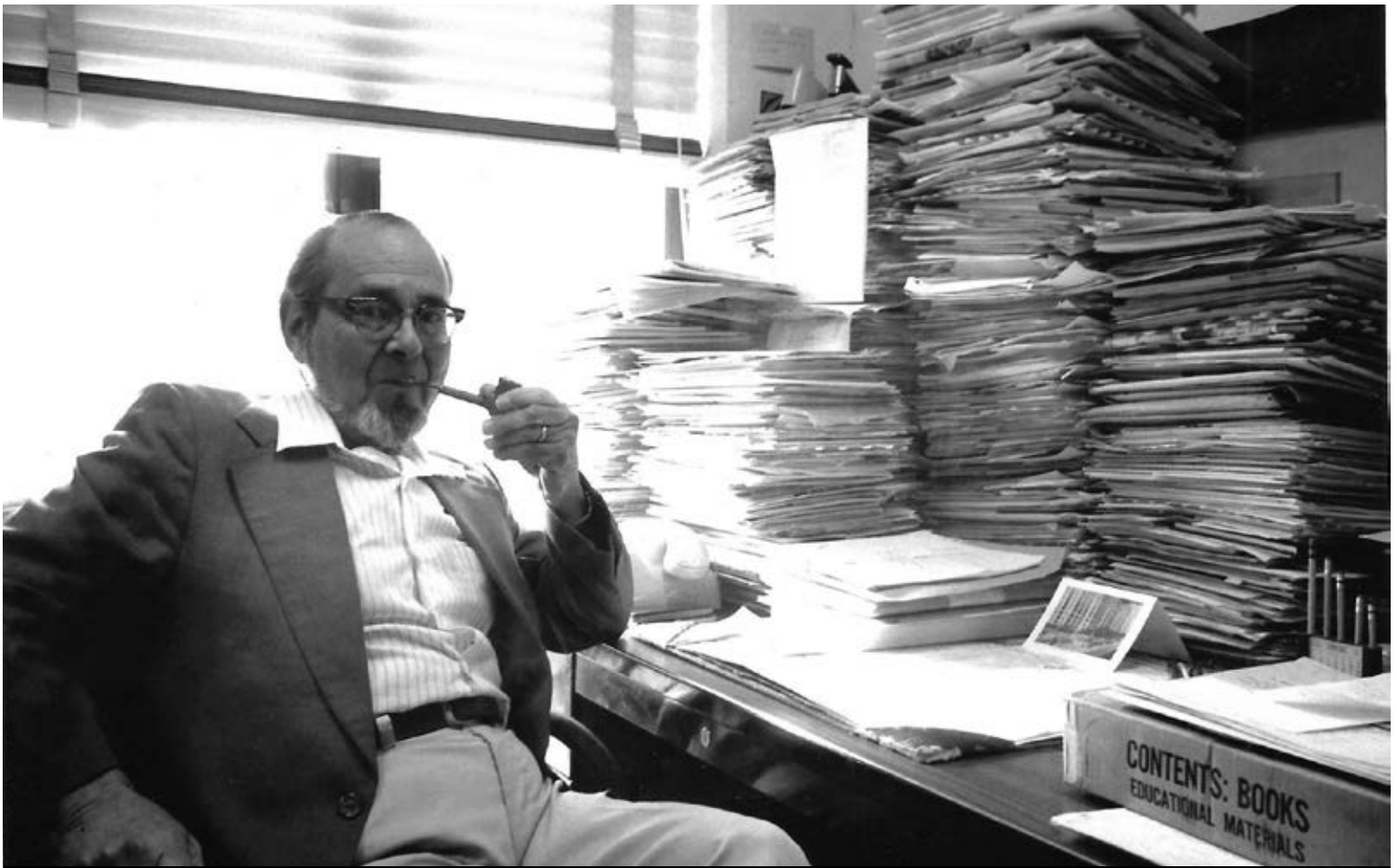
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Tony D. Crespi, EdD, ABPP, is professor of psychology at The University of Hartford in Connecticut. Always concerned about employability, he holds credentials as a licensed psychologist, licensed marriage and family therapist, certified school counselor, certified school psychologist, nationally certified school psychologist, and he holds board certification from the American Board of Professional Psychology. He is a past president of Trainers of School Psychologists.



Izabela Oquendo, MS, is undergraduate advising coordinator and instructor in psychology in the Department of Psychology at The University of Hartford in Connecticut. She received her MS degree in school psychology with a specialization in clinical child counseling from The University of Hartford and presently blends academic teaching and advisement with entrepreneurial interests involving real estate acquisitions and renovations.



Michael in his University of Colorado at Boulder office. The stacks of paper represented categories such as Attention Required Very Soon, Needed in the Near Future, Do Something About This, and This Looks Interesting.

ON PSYCHOLOGY AND TEACHING

Michael Wertheimer, PhD,
Professor Emeritus
University of Colorado Boulder

Susan Iles
Psi Chi Central Office

THE ORAL HISTORY OF MICHAEL WERTHEIMER, PhD

2020 is the 20th anniversary year of the publication of the book, *An Oral History of Psi Chi*, by Drs. Stephen F. Davis and Michael Wertheimer.

The *Oral History* was conceived by Michael Wertheimer—Psychology and Neuroscience Professor Emeritus University of Colorado Boulder (UCB), and former Psi Chi President (1990–91), Historian (1979–83, 1991–92), and Rocky Mountain Regional VP (1973–79). (And if the name sounds familiar, it is because he is the oldest living member of

the famous Wertheimer family.)

An avid historian, Dr. Wertheimer sought to remediate the need for a more thorough history of Psi Chi than the impersonal accounts documenting member growth, award and convention programs, and national projects. Instead, the history is told through the voices of 45 individuals who were significantly involved in the organization. In this spirit, it seems only fitting on the *Oral History's* 20th anniversary to ask Dr. Wertheimer to share special memories and his 80+ year perspective on psychology and teaching.

Changes and Challenges of Psychology

What would you say were the major changes in psychology during your career? Who do you feel are the major influencers today?

Psychology has, appropriately, I believe, become more international during the last few decades. Scholars are also becoming more aware that various principles that are true in one culture may look somewhat different in a different culture. And the “age of schools” such as behaviorism, functionalism, Gestalt, etc. is now history,

with a kind of tolerance and agnosticism taking over instead: I may have the most promising perspective on a given problem, but other people's approaches to the problem I'm wrestling with may also have some positive contributions to make.

As for *major influencers*, while giants like Hull, Tolman, B. F. Skinner, Carl Rogers, Florence Denmark, Roger Sperry, etc. were major influencers during the twentieth century, I don't think there are comparable influencers yet in the twenty-first. And maybe there won't be. When I was starting my career, almost every student and faculty member in psychology knew the influencers' names, but I don't think that's so true today.

What areas of psychology are you excited about?

I find almost all of psychology fascinating—as long as it is properly grounded in evidence, data, and the empirical method. That of course includes most of empirically based applied psychology, and I believe that conscientious application of relevant behavioral science data can help solve some major current societal problems—from climate change to population explosion and unhealthy life-style issues.

For over three decades, you focused on the history of psychology and a big chunk of

your identity became invested in Psi Chi. How do you think Psi Chi helped shape the history of psychology?

I believe that Psi Chi, modestly perhaps, helped psychology become the popular undergraduate major it is now; the recognition it provided made lots of undergraduates proud—especially those who chose to become local officers and were involved in generating local or regional programs. The latter received useful experience in leadership roles. I think that, aside from the useful role of providing recognition to good undergraduate records, encouraging students to get involved as local officers and in mounting programs is among the productive ways in which Psi Chi can be most useful to myriads of future members.

In your *An Oral History of Psi Chi* interview, you spoke about the fragmentation of psychology. Do you see this as something psychology will continue to struggle with as a developing science?

I believe it is. The behavioral science literature continues to explode, and it is impossible for anyone to keep up with all of it. Many *general* associations such as the APA, Psi Chi, the Psychonomic Society, and APS are no longer as popular as they once might have been, largely because

individuals now tend to join more limited organizations that identify with specialties such as behavioral genetics, decision making, cognitive neuroscience, etc. And then there is the large number of people interested in psychology whose primary concern is *helping people*, whether that means counseling, clinical psychology, psychotherapy, or some other helping profession. The fragmentation is real; I believe that the rift between general behavioral science and so-called *applied psychology*, even if the latter tries to be evidence-based, is so great that people in these two camps have a hard time understanding each other or even speaking to each other in a meaningful way. And while mine may be a somewhat jaundiced view, I'm afraid I see the APA as having lost its role as a true umbrella organization by being mostly a practice-oriented rather than a scientific organization.

Which interview that you worked on for *An Oral History of Psi Chi* stood out to you and why?

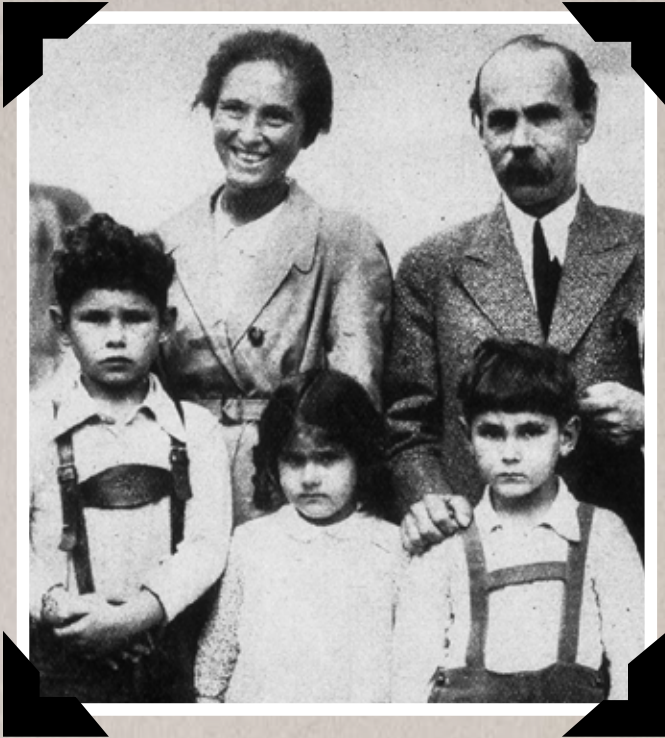
Steve Davis did most of the interviews, but the interview that I did with Ruth Cousins was by far the one that stood out for me. The organization was clearly her brain-child, and she was the one person who did the most by far to start it, nurture it, make it grow, and keep it thriving. Her daughters also did a great deal to make it into the enormous organization that it is now.

In various articles, I've read that psychologists need to move forward as leaders by providing more insight about human behavior for the public. Why does psychology struggle to produce more leaders?

I believe this has been, and continues to be, a major issue not only for Psi Chi, but for APA as well, and for all psychologists. I'm convinced that good, rigorous behavioral research can potentially be very useful in helping to solve major social problems such as pollution, population explosion, overuse of precious nonrenewable resources, etc. But no one seems to as yet have found a way to get the results of good relevant psychological research properly into the hands of powerful politicians and decision-makers in a form in which they can use them in efforts to solve such problems. It's not just an issue of "leadership" as such, but much broader than that.



The 1991-92 Psi Chi National Council at the 1991 Psi Chi/APA Convention. Shown from left (standing), Kay Wilson (incoming Executive Officer), Norine L. Jalbert (Eastern VP), Sue Dutch (incoming President), Lisa Gray-Shellberg (outgoing Past-President), Stephen Davis (Midwestern VP), Ruth Cousins (retiring Executive Director), Karen Ford (Rocky Mountain VP), and Marilyn Borges-Fricke (Western VP). In front row (from left), Terrence S Luce (Southwestern VP), Michael Wertheimer (Past President), Slater Newman (Southeastern VP), and Frederick "Bud" Lewis (Psi Chi cofounder).



Top left: Arrival in New York from Germany, September 1933. Left to right: Val, Anni (mother), Lise, Michael, and Max Wertheimer (father). (family archives)
Top right: Psi Chi members at the rustic cabin "retreat" at 9,500 feet elevation—with no water, gas, phone, or electricity.
Bottom left: Michael as a counselor with five boys from the tent, 1946; Clifford Alexander, far right. (family archives)
Bottom right: Michael at the University of Wurzburg, at the display of his father's tachistoscope, 2009. (Photo by Hannes Vollmuth)

Memoir

You've just published an autobiography of your own personal history. What would you like everyone to know about your life journey?

One thing that some might want to take away from my story is that every life is unique, every life has value, and every life, like mine, has had a variety of facets. Different ages bring different kinds of identity, and different roles and interactions with various other people and institutions generate a variety of aspects of one's self. Probably almost every human being has a variety of such "identities."

Did you follow a set plan to become a psychologist?

No, I didn't "follow a set plan to become a psychologist." Psychology, particularly Gestalt psychology, was part of my everyday life as a child, but when I got to college I first majored in French literature, then linguistics, then philosophy, and only finally in psychology; and it was my father's colleague Wolfgang Koehler, at the time a professor at the college I was attending, Swarthmore, who persuaded me to go to graduate school at Johns Hopkins and then Harvard, and convinced me to get further training in experimental psychology.

I read when you were young, you wanted to interview your father Max Wertheimer. Instead, he wanted you to go to summer camp. A few months later, he died. If you could interview your father today, what developments in psychology would you be excited to discuss with him?

I guess the main ones would be the fact that classic Gestalt thought is again considered very relevant to current issues in visual neuroscience and cognitive psychology, and also the amazing progress on the *mind-body* problem in the form of sophisticated new research on the brain and in neuroscience.

Academic Experiences and Advice

What are the things you remember most fondly about being a professor for over 40 years?

My fondest memories are of students who get turned on by their studies and begin to become aware of their own intellectual competence as well as of the intense pleasures to

be derived from rigorous, careful scholarly work. My directing of an undergraduate honors program for four decades gave me that opportunity; when literally hundreds of students who were somewhat uncertain of their own competence successfully fulfilled the rigorous requirements of participating in several demanding seminars, designing, carrying out, writing up, and defending an original empirical thesis, and passing challenging examinations; often such previously self-doubting students were given evidence that way that maybe they really were very bright after all.

Based on your life as an academic, what sage advice would you give an upcoming professor seeking tenure?

As for advice to aspiring professors: the scene is changing. It used to be that you "publish or perish," or that achieving promotion and tenure would be greatly enhanced by publishing a lot in high-prestige journals and that you are unlikely to be rehired or attain tenure if you don't publish enough. But now such decisions are based more on how much outside money in the form of grants and contracts you can amass.

Tenure is slowly disappearing. Many courses are now taught by nontenure-track part-time instructors who typically earn much less and are required to teach much more than the tenure-track folks. And the entire image of what faculty are supposed to be doing is changing: now there are many excellent, often free, online courses taught by brilliant lecturers, so that most current faculty will not only not be expected to lecture to large classes, but most of them won't be permitted to lecture at all. And their roles will change radically: they will become mentors, discussion group leaders, and consultants, and no longer be permitted to teach, since the online courses are so much better than what the vast majority of faculty can deliver.

While teaching, one of the outings you had with your students was an annual trip to your rustic cabin in the Colorado Mountains. This sounded like a real bonding experience! What were benefits of unplugging from modern luxuries and technology?

The overnight trips to our rustic cabin (at 9,500 feet, no running water, electricity, or phone—and no bathroom but only an

outhouse), which occurred either annually or even once a semester, were wonderful *ice-breaking* occasions; many students had never experienced such a primitive environment before (I even remember one innocent young city-bred lady bringing along a hair dryer and being amazed that there was no place to plug it in). These experiences often resulted in a kind of warm camaraderie, with singing, playing of guitars or harmonicas, and sharing of often fairly personal experiences. As you surmised, it often was a "real bonding experience" not only among the students, but with faculty as well.



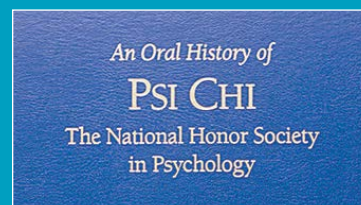
Michael Wertheimer, PhD, recently published his memoir *Facets of an Academic's Life* that recounts his personal and professional life in Germany and in the USA, including his education at Swarthmore College, The Johns Hopkins University, and Harvard University; his teaching at Wesleyan University; and his long career in experimental, sociocultural, and cognitive psychology and the history of psychology at the University of Colorado. He is author, coauthor, editor, or coeditor of some fifty books, as well as many articles in technical journals. He was active throughout his career in the American Psychological Association as member and often chair of numerous committees and boards, president of several divisions, and a term of service on the board of directors. He has been a resident at an independent-living retirement community in Boulder since 2011.

ADVERTISEMENT

Read More From Dr. Wertheimer

Five bonus questions are featured in our blog, **Psi-Chi-ology Lab**.

Visit <https://www.psichi.org/blogpost/987366/361534/>



Purchase a digital edition of **An Oral History of Psi Chi**, by Drs. Stephen F. Davis and Michael Wertheimer in the **Psi Chi Store**.

Visit <https://store.psichi.org/the-oral-history-of-psi-chi>

How to **Set** and **Achieve** Specific Annual Goals

Interview With Jennifer Wisdom, PhD, MPH

Bradley Cannon
Psi Chi Central Office



Dr. Jennifer Wisdom calls herself “kind of a nerd” when it comes to goal setting! Every January, she sets her annual goals after thinking about what those might be throughout December. “This is a big thing I do,” she exclaims about how she not only sets her goals but also divides them up so that the goals have a variety of topics, challenge levels, and completion times.

Dr. Wisdom is a licensed clinical psychologist, author, consultant, and researcher who provides coaching and consultation to universities, governments, and businesses. Specifically, her consulting firm explores productivity, leadership, and mentoring. But not to worry: You don’t have to be an expert in productivity to set and achieve meaningful goals!

In a recent Psi Chi Webinar about building success skills at work

(<https://www.psichi.org/page/Webinar07142020>), she spoke about how she finds that a common mistake is to think that your boss is the person looking out for your career. As she explains, “If you happen to have a super awesome boss, then that is lovely. Your boss may be helpful to you. Your boss can introduce you to new opportunities or help you with training. But ultimately, you are in charge of your career. No one else is going to make your decisions for you unless you are just lucky. So if you don’t set you goals for what you want, then nobody else is going to move you forward. Make sure to set you goals.”

We greatly appreciate her for taking the time to answer our follow-up questions about setting goals. With a new year just around the corner, consider how you can apply her advice in order to help you set your own goals and increase the probability of your success.

What kind of goals should everyone have? Career-related, educational, financial, or otherwise?

I suggest setting goals in any area that is important to you and in which you want to make progress. Of course it’s great to set goals related to your career and finances, including completing school, obtaining a job, or completing activities or assignments for work. There are also plenty of other areas of life in which we may want to achieve things, such as fitness, weight, travel, spending time with family, learning a language, and many, many other things. Why not set goals for these? Once you set goals, you’ll be so much more likely to accomplish, experience, or learn whatever it is you want to do.





Any tips for deciding which goals should have a higher priority?

It depends on what is most important to you, as well as what time and resources are available to you. I set goals in five areas: Career, Financial, Relationships, Health, and Fun/Adventure. Of course, the kind of goals in each section vary in priority depending on my time of life. In my 20s, I was completely focused on financial and career stability. Now I can continue to set goals in these areas and can also prioritize fun things as well. For prioritizing, I think it makes sense to focus on both stabilizing the areas that cause you the most stress, and then expanding your growth and learning.

How specific should your goals be, and can you provide an example or two?

Ideally your goals should be SMART: Specific, Measurable, Achievable, Realistic, and Time-bound. This means you are not saying something vague like, “I want to travel,” but more specific: “I want to go to Paris for a week in 2021.” Similarly, some goals don’t have solid

endpoints, so creating a goal you can reach is helpful; for example, instead of “Learn French” (which has no real endpoint), you can plan to take a competency test in French or read a book in French or watch and understand a French-language movie as a step toward your goal.

How do you decide if your goals are achievable? Or should this matter?

Sometimes people set goals like “live in a mansion and drive a fancy car,” but usually most people set their goals too low. If you set unachievable goals, you’re unlikely to be able to make much progress, and you’re likely to feel ineffective. On the other hand, if your goals are all really easy, you’re not really being challenged and you’re likely to feel bored. I suggest setting a variety of goals—set some goals that take some effort, and other goals that are more challenging. Of course, it all depends on what you want.

What can be done to increase the likelihood of succeeding at your goals?

Lots of things! Write down your goals—this is key!—and post them where you’ll

see them. Share them with others. Ask other people for support in reaching your goals. Create steps to reaching your goal so it feels more manageable. Have a regular formal or informal check in with an accountability partner who can keep you motivated.

How do you reassess and track your progress?

Establish a time to check in on your goals, whether weekly or monthly or annually. Identify what steps you’ve taken to work toward your goals, and what has been in the way. If you haven’t done much work toward a specific goal, you might want to reassess whether that goal is still important to you, or if there are a lot of barriers, or if you need to break it down into smaller pieces. If you’ve achieved a goal, congratulate yourself! Yahoo! Then create more goals. Dream big!

And how rigid should you be about maintaining your initial goals?

I think this really depends on the goal. If it’s something that’s important to you, then it’s good to keep the goal, though you might be able to create smaller goals

to help you get there. For example, if you're 40 pounds above your healthy weight, your goal could be to lose 40 pounds. It might be helpful to set a goal of losing 5 pounds this month. Or to skip dessert once this week, or to exercise or run one day this week to start. Then those are interim goals you can increase over time that will help you get toward your initial goal.

What should your reaction or emotional state be if you fail to achieve a goal?

I think it's natural to feel disappointed in yourself if you don't achieve a goal. If you're struggling to achieve a goal, it's worth asking yourself why. It could be that your goal isn't as important to you as it once was, and you should pick a different goal. It may be that your steps to achieve the goal are too big and you should break the goal down even further. It could be that you could be working more efficiently toward your goal, and it's worth checking in with an expert or someone who has achieved that goal to see how you can make it better. Ideally, if you fail to achieve a goal, you can use that disappointment as an incentive to reassess and recommit to your goal.

Does goal setting have to be a solitary experience, or should you share and work on your goals with others such as a mentor or family member?

Goal setting—and goal achieving—can be really effective in pairs or groups. Having friends or family to push you to dream bigger and to help you problem solve along the way can be extremely empowering and fun. Do make sure your team is completely on your side and is not jealous or undermining in any way. If they can't support you and your goals 100%, then they're not the right accountability buddies.



Jennifer Wisdom, PhD, MPH, is a licensed clinical psychologist, consultant, and author. Dr. Wisdom has worked in complex health care, government, and educational environments for 25 years, including the serving in the U.S. military, non-profit service delivery programs, and higher education. She has a PhD in clinical psychology and a master's of public health in epidemiology and biostatistics. In addition to leading Wisdom Consulting, she is affiliated faculty at the Portland State University-Oregon Health and Science University School of Public Health. She is an intrepid adventurer and licensed clinical psychologist based in New York City and Portland, Oregon.

Read More Goal-Setting Advice in Psi Chi's Blog



A How-To Guide: Setting and Maintaining Goals



Apply Psi Chi's Goals to Your Personal Endeavors



Establish Concrete Goals for Your Chapter—Here's How!



Submission Guidelines

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

Activities are listed in the following categories:

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

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

Submission deadlines*

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

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

ABBREVIATIONS

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

CHAPTER ACTIVITIES

East

Fordham University at Lincoln Center (NY)

MEETING/SPEAKER EVENT: The chapter had another active spring semester in 2020 despite coronavirus, with Fordham Psychology Association and Graduate Schools of Education and Social Service. On February 25, the 30th annual Fordham Forum on Careers in Psychology featured nine experts: Selin Gulgoz, Julianna K. Walchuk, Harold Takooshian, Claire P. Dunphy, Bizu Solomon, Merle A. Keitel, Sertan Kabadayi, Lewis F. Schlossinger, and Kabeel Dosani. On March 6, the chapter hosted the 10th annual AESA Mentor Forum. On April 14, the chapter hosted a law-psychology webinar with noted attorney and film-maker Matthew J. Weiss on "the business of law." The Mayor's shut-down of New York City in April forced Fordham to postpone all spring activities, including the Psi Chi induction ceremony with Dean Laura Auricchio.

New Jersey City University

CONVENTION/CONFERENCE: On July 30, 2020, the New Jersey City University (NJCU) Biology Department hosted the 2020 STEM-HSI Summer Internship Program Conference, where summer research students presented their work. The university was recently awarded a five-year Title V grant for approximately \$3 million to improve the academic and postgraduate outcomes of STEM students. The project's goal was to improve the enrollment, persistence, graduation, and postsecondary success of Hispanic and low-income students. The proposal team consisted of Drs. Alberto Pinkas (professor of physics), John Grew (professor of biology), Reed Carrol (professor of biology), and Kristina Harb (grant assistant). Throughout the summer semester, Drs. Peri Yuksel and Wei Zhang (advisors) mentored student research sponsored by the U.S. Education Department Title III Part F HSI-STEM Grant #P031C160155. Under the mentorship of Dr. Wei Zhang, Maria Zia and Muntaha Chaudhry

(Psi Chi member) collaborated on two presentations: "Pregnancy-Related Stress During Covid-19: A Twitter Sentiment Analysis Study" and "Using Archival National Longitudinal Survey Data in Understanding Long-term Effect of Depression on Life Satisfaction." Under the supervision of Dr. Peri Yuksel, Haydee Soriano (president of NJCU Psychology Club/Psi Chi member) collaborated on two presentations: "To Study-Abroad or Not: Long Term Effects of Academic Study Abroad Experiences on International Engagement Among College Students and Post-Graduates" and "Textbook vs. Science Pop Culture: Enhancing Undergraduate Students' Multicultural Awareness Through Course Readings." Concurrently, the Psi Chi student researchers collected online data and drafted manuscripts for peer-publication.

RECRUITMENT: On Thursday, August 6, 2020, Dr. Peri Yuksel and Dr. Wei Zhang (advisors), along with Tripti Misir (president) and Haydee Soriano hosted a



Top: On February 25, Fordham University at Lincoln Center's (NY) 30th annual Fordham Forum on Careers in Psychology.

Bottom: On March 6, Fordham University at Lincoln Center's (NY) 10th annual Fordham AESA Mentor Forum.

Psi Chi networking event for all students to kick start the new academic year. The Zoom room was virtually packed with more than 40 attendees to chat about “Back to College Means Falling in Love With Psychology.” Student voices and the voices of NJCU psychologists discussed the following topics: (a) normalizing anxiety, (b) the importance of time management and tips, (c) the importance of communication, and (d) self-care tips. Haydee shared personal tips on how to cultivate strong time-management skills to stay on top of online/remote classes. Tripti engaged the crowd with Zoom activities on self-care and setting priorities. Along with student voices, Dr. Ansley LaMar shared his wisdom on time and reminded the young crowd that no one is born with good habits, but they are made by practice. Dr. Wei Zhang prepared a minilecture on coping with stress, and Dr. Peri Yuksel spoke on how to avoid burnout and get enough sleep. Individual students in the audience discussed their own personal learning

strategies and how to stay open-minded to new learning modes and experiences. The Zoom participants all agreed that future talks should focus on romantic relationships, which has been altered due to COVID-19. Dr. Ansley LaMar volunteered to run a future workshop on interpersonal relationships.

Norwich University (VT)

FUND-RAISING: Natale Heilmann created a fundraising page for her chapter to participate in the 2020 Psi Chi Chapter Challenge. This chapter raised \$41 in late October—the very first Chapter Challenge donations of the year! Chapters at other institutions have now also joined the Challenge, such as the University of Arkansas at Monticello, the University of West Florida Argonauts, West Florida Argonauts, the Ohio State University at Newark, the University of New Brunswick, and Drexel University. Funds raised will support these local chapters and Psi Chi’s COVID-19 Member Support Fund.



Upper: Flyer design by University of New Jersey’s Tripti Misir (president) entitled, “Back to College Means Falling in Love With Psychology.”

Lower: University of New Jersey’s Kristina Harb (grant assistant) and Dr. John Grew (professor of biology) hosted the 2020 STEM-HSI Summer Internship Program Conference, where Drs. Wei Zhang and Peri Yuksel (advisors) supervised student research on pregnancy-related stress and depression, as well as student study abroad and multicultural awareness, respectively.



Above: Susan Norris (bottom screen) giving West Virginia University members a presentation about her organization, Rescuing Hope, and its mission to fight sex trafficking.

Right: Slippery Rock University's (PA) Zoom Survival game.



Slippery Rock University (PA)

SOCIAL EVENT: In honor of Suicide Awareness Month, the chapter partnered with the psychology department and other psychology clubs to create a 21 Days of Kindness Challenge. This challenge was based on the Psi Chi's #BeKind21 Challenge from Instagram. The chapter asked members to participate in random acts of kindness throughout the month of September. The acts of kindness could be for oneself, others, or for the world. Members posted to their Instagram stories using templates we made for them. The department thought this was a good way to remain socially distant while bringing awareness to suicide prevention month.

COMMUNITY SERVICE: Due to recent events, the chapter felt that adding a Social Justice Hour was important in educating members and getting them involved with the upcoming election. The chapter is now offering an hour to members who register to vote, work the polls, and attend rallies or speeches about social justice, hanging political literature bags on dorm doors, and exercising their right to vote.

SOCIAL EVENT: 2020 is about surviving, so the chapter decided to play Zoom Survival for a September social. Members were given 10 seconds to choose an item to take with them to a deserted island. Once they had their item, the members were put into break-out rooms and given 30 minutes to make up a story about how they were going to get off the island using their items. Every 10 minutes, an officer would enter the group and present them with a challenge or take one of their items away. This social was about team-building and working together.

West Virginia University

MEETING/SPEAKER EVENT: The chapter hosted a meeting with guest speaker Susan Norris, founder and executive director of Rescuing Hope, an organization devoted to fighting sex trafficking. She educated the club on the realities of sex trafficking in the world today, as well as the psychological effects of sex trafficking from both survivor and perpetrator perspectives.

FUND-RAISING: The chapter organized a fundraiser to benefit the American Foundation for Suicide Prevention at a local campus restaurant, Panda Express. Members also organized a sticker sale with designs including the club logo, "WVU Psych Club," and "Mental Health Matters" via their social media and virtual club meetings. The sticker proceeds benefitted the Loveland Therapy Fund.

RECRUITMENT: The chapter participated in West Virginia University's virtual club and organization fair via Zoom. Students were given a list of links to different organizations' Zoom meetings, and they could choose which to join to get more information. Virginia Milleson (president) and Nicholas Budig (vice-president) spoke to prospective members about what Psi Chi is, why they should apply, and lastly how to apply.



Upper Left: Virginia Milleson (president) after participating in the **West Virginia University** Chapter's Panda Express Fundraiser benefiting the American Foundation for Suicide Prevention.

Upper middle: One of the **West Virginia University** Chapter's sticker designs for their fundraiser sale to benefit the Loveland Therapy Fund!

Bottom: Children participating in the **University of Sonora (México)** Chapter's Halloween Brain Awareness Event.

Rocky Mountain

HELP University (Malaysia)

COMMUNITY SERVICE: The chapter created three podcast episodes in conjunction with National Suicide Prevention Month and World Mental Health Day 2020. The "Let's Talk Suicide" episodes can be found on their IGTV @psichiathelp and (Anchor/Spotify).

University of Sonora (México)

COMMUNITY SERVICE: On October 31, the University of Sonora chapter held a physical distancing Halloween Brain Awareness Event. Children received take-home kits, and demonstration videos were available on the chapter webpage. Kids sent pictures and videos about them learning about the senses and brain function.

Southeastern

University of Puerto Rico at Mayaguez

MEETING/SPEAKER EVENT: The chapter hosted an anxiety management seminar with Dr. Gustavo G. Cortina Rodriguez, who discussed "grounding techniques" and other advice. Attendees appreciated this event—especially Luzliani N. Martinez Noel (member) who later used concepts covered during the seminar in order to help her brother manage a panic attack. Her full testimonial is available [HERE](#) in Psi Chi's blog.



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