

eye ON PSI CHI

SPRING 2022 | VOL 26 | NO 3



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in College & University Students

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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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Lead by Example

Ngoc H. Bui, PhD
Psi Chi President

Have you ever heard someone say, “Do as I say, not as I do?” To me, that sounds hypocritical and not a good way to lead by example. I want others, especially my students and my chapter members to see that I am consistent with what I say and do. People are seen as hypocrites when they don’t do what they said they would do, or when they engage in behaviors that seem to counter their attitudes. However, the theory of cognitive dissonance (Festinger, 1957) predicts that those who have conflicting attitudes or behaviors experience a sense of tension that motivates them to either change their behavior or attitudes, or find ways to reduce the tension created by the conflict (e.g., make excuses, minimize the importance of their behavior). Thus, we would assume that people who are seen as hypocrites or experience cognitive dissonance will change their ways. That may not always be the case. For example, at the beginning of the pandemic, the seriousness of the COVID-19 virus was minimized and people did not see wearing a mask or social distancing as necessary. In fact, they were told by some of their political leaders that the virus would go away and hardly affect anyone (Wolfe & Dale, 2020). Twenty months later, the world is still dealing with the variants of the COVID virus, people are still dying, and cases of infection continue to rise. However, rather than change their behaviors toward wearing masks or social distancing, these same people are “doubling-down” on their belief that the virus is no big deal and that mask mandates infringe on their personal freedoms (Aronson & Tavris, 2020). Aronson and Tavris (2020) explain that these individuals have to stick with their behaviors and beliefs, because if they admit that they were wrong (i.e., reduce dissonance by changing attitudes), or if they begin wearing masks (i.e., reduce dissonance by changing behaviors), they may face the conflicting punishment of being viewed as foolish and listening to foolish leaders. This is too much for some people to bear, so they continue with their attitudes and behaviors (Aronson & Tavris, 2020). Another reason people won’t change their attitudes or behaviors is because they surround themselves with others who support their decisions, helping to justify their actions (McKimmie et al., 2003).

Changing attitudes and behaviors is very difficult, but not impossible. People listen to others who are like them. Therefore, if they see others like them who model a behavior, they might copy those same behaviors (Aronson & Tavris, 2020), such as seeing political figures wearing masks (Beer, 2020). As a leader, whether

you are a student, a chapter advisor, or a professional in the field, you can lead by example in the ways you model leadership and professional behavior. If you are a chapter officer, you can foster leadership among your members by mentoring incoming students who may one day run for an officer position. Another way to foster leadership is to provide opportunities for members to shadow officers so members can see what they do. If you are a chapter advisor, show your officers and members email etiquette with invited speakers by including them on correspondence and communications. Model for your members how to organize and conduct a meeting, if they don’t already know how. If you are a professional in your field and supporting students is important to you, then attend events, donate to their causes, and provide them opportunities to work with you. Your actions will speak louder than your words, if you lead by example. People will want to “do as you do” and “do as you say.”

For me, to do what I say I will do is important. Given my own experience with networking opportunities and social connections, I plan to develop the initiatives I mentioned in my last article. These include

- promoting mentorship and connection throughout Psi Chi with an upcoming survey on what members want in mentoring programs,
- connecting with members at the 2022 regional conventions,
- building a database for members to find internship and mentorship opportunities,
- and offering professional development for members via workshops.

I want to lead by example and I hope to be able to connect with as many of you as possible at these upcoming conventions: RMPA, WPA, and APS.

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COVID-19, January 6, and Social Distress: The Storm May Not Have Passed, But We Can Keep on Sailing

SECTION EDITOR:

Shawn R. Charlton, PhD

University of Central Arkansas

The start of 2022 was more than a little rough. With Omicron surging throughout the world and my country of residence, the United States, recognizing a year since the events that occurred around and—most shockingly—inside the United States Capitol Building on January 6, I struggled to see the proverbial sun behind the figurative social, political, economic, and COVID storm clouds. And I wasn't alone. According to an Axios poll (Nather, 2021) released on December 31, 2021, 54% of U.S. adults surveyed said they were more fearful than they were hopeful for the upcoming year, with respondents reporting being most worried about jobs and the economy (31% of respondents) and democracy (17% of respondents).

As I struggled with a forecast for our local, national, and global challenges to continue with no relief, I found great comfort in an *APA Monitor* special report that reminded me that psychological science provides us reason for hope. In his introduction to the special report, Trent Spiner (2022) provided this vision of an optimistic future for psychology:

In 2022, psychological science will play an increasingly outsized role in the debate about how to solve the world's most intractable challenges. Human behavior is at the heart of many of the biggest issues with which we grapple: inequality, climate change, the future of work, health and well-being, vaccine hesitancy, and misinformation. Psychologists have been asked not only to have a seat at the table but to take the lead on these issues and more.

Stephanie Pappas (2022) continued with this optimistic theme for the future of psychology in her report on the increased

demand for psychological expertise in a wide variety of contexts (including promoting equity, politics and policy, therapy, technology, entertainment, and sports):

Psychologists have long worked outside the therapist's office. But now, the demand for psychology expertise is spreading. Maybe it's the declining stigma around mental health, or maybe it's the aftershocks of the pandemic. Maybe it's just the always-on pace of modern life or the general sense that the future is uncertain. Whatever the reasons, psychologists are finding themselves with bigger, more visible roles in government and media, on movie sets, in tech startups, and elsewhere.

These perspectives on the value of and place for psychology throughout the world directly reflect the ideas behind Psi Chi's podcast *PsychEverywhere*. Thanks to these reminders, I approached 2022 with a different perspective. Yes, the storms were still there. But thanks to our science, we have the needed tools, ideas, and know-how to keep us sailing forward.

You will see this optimism for the future in the headlines that follow. Whether it is dealing with COVID's impact on mental health workers, accentism, or celebrating Disney's 50th anniversary, psychology provides us tools to better understand, predict, and design our experiences.

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Who Is Caring for Their Mental Health? The Impact of COVID 19 on Mental Health Workers

Tristan Brass & Shawn R. Charlton, PhD
University of Central Arkansas

Disney's *Hawkeye* features a very uncomfortable scene with Clint Barton (played by Jeremy Renner) watching a play about the Avengers and the Battle of Manhattan. During this scene, the enjoyment of the audience is wonderfully juxtaposed with Barton's sadness. The very different reactions of the audience and Barton's to the play shown in this scene encourages the viewer to consider a difficult question: What happens to the heroes as the world moves on? While Barton and his Avenger's teammates are not real, we are—unfortunately—in a position where we must address the real-world version of this question with regard to the healthcare workers on the frontline of the COVID-19 pandemic.

There has been a lot of discussion about the impacts of the COVID-19 pandemic on hospital workers (for example, Chirico et al., 2020), but there has been significantly less said about how mental health workers are faring (Romero, 2021). Tracey Romero (2021) described the results of a survey of 49 public mental health clinicians that showed a significant increase in worker burnout and incidences of secondary traumatic stress due to the increased demands that the pandemic has put on both clinicians and their clientele.

The exact relation between COVID-19 and mental health workers is complicated. Brillon and colleagues (2021) compared the psychological state of mental health workers with that of a sample of nonmental health workers in both high-incidence and low-incidence areas. These researchers found that mental health workers in areas with low incidences of COVID had lower depressive and anxiety symptoms, less distress, and more resilience than nonmental health care workers. In high-incidence areas, mental

health workers showed similar levels of anxiety and depressive symptoms to nonmental health workers (and significantly elevated compared to mental health workers in low-incidence areas). Mental health workers in all regions (low and high incidence) scored higher in loneliness than nonmental health workers.

In addition to recognizing the challenges faced by mental health workers during the COVID pandemic, it is also necessary to develop technologies for assisting these workers (Yang et al., 2021). For example, Project HOPE (2021) launched a worldwide Resilience Training for Healthcare Workers initiative in May 2021 aimed at providing healthcare workers with more resources to support their emotional needs. Currently, the program is being carried out primarily in Latin America where healthcare workers are facing increased struggles due to a lack of adequate resources.

While global efforts to help the mental health needs of healthcare workers are unfolding, it is also important to remember the things that we as individuals can do to take care of our own emotional well-being (American Medical Association, 2021). Regular check-ins with one's own mental health allow us to monitor how we are doing, and things such as taking breaks from social media or watching the news may help to reduce incoming stress.

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Do Foreign Accents Affect You? Researchers Show Possible Reasons Why People Might Discriminate Against Nonnative Speech of English

Seungyeon Lee, PhD

University of Arkansas at Monticello

English is not everyone's native language. In March 2021, Dylan Lyons with *+Babbel Magazine* reported an estimated 1.25 billion English speakers on Earth (out of 7.8 billion). However, only 360 million of those—just 27%—are native speakers. The diversity of English speakers in the world bring with them a diversity of English accents (of course, this is also true for other languages, but this article focuses on English because, well, it is written in English). Variety in accents can be due to the first language learned (like what you would hear if I were speaking, not writing, this article) and the geographical location of the linguistic community (e.g., British-English is different from American-English, as we know). How nonnative English affects native speakers is a good question: Does it work for us or does it work against us if English is not your first language? Here is what was found about accent prejudice (or accentism)—which refers to people's perception that certain accents sound inferior to others.

Tsalikis et al. (2013) investigated the extent to which different foreign accents affect credibility when engaging with native speakers of English. One hundred forty-six were recruited and participated: they were asked to listen to audio scripts by both nonnative and native speakers. All of the scripts were related to sales pitches with the results finding that participants reacted more favorably to native vs. nonnative speakers. Livingston et al. (2014) conducted a three-series study based on different accents, with less-prejudiced people not feeling any discrimination towards nonnative speakers: despite this, they may still have a hard time understanding nonnative speakers who have accents.

How can we minimize this bias—even if it is unintentional? Bradlow and Bent (2008) examined talker-dependent and talker-independent perceptual adaptation to English, independent of foreign accents. What was found was that constant exposure to an accent allows listeners to comprehend the message more easily. It also reduced their bias against nonnative speakers. Boduch-Grabka and Levi-Ari (2021) did a similar study, whose findings support the 2008 study.

Exposure to different accents provides an opportunity to embrace cultural diversity. This may alter our perceptions, counteracting unconscious bias as we must be open-minded toward new perspectives. These organizations are likely to earn credibility, creating a more socially equitable culture. We all have an accent and it is based on the sound of our dominant linguistic environment in which we live. Let's embrace cultural diversity.

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Disney Parks: 50 Years of Psychological Influence

Carly Breslin

Psi Chi Writer & Editorial Intern

This year marks the 50th anniversary of the Disney Parks. What is the attraction of going to the Disney parks? Apparently, Disney has perfected how to control us all in several ways.

How Do Disney Parks Pull Off the Magic? Sensory Deception

You may wonder how Disney makes itself so magical and seem like the perfect little town. You see, Disney becomes the happiest place on earth by playing with our senses. For instance, although American Disney parks reside in some of the muggiest or hottest places in the United States, that doesn't seem to matter since the parks use temperature control, especially in the shops to influence the way you feel. That cold air in the shop is going to be blasting so you feel so cold you buy something to keep you warm (Doyle, 2014). Speaking of ice cream and food, Disney offers a festival of culinary wonders, but a scent you may notice throughout the park, especially around certain shops, is that of vanilla. Apparently, vanilla is one of the most calming, friendly, and attractive scents you can smell, which is why Disney pumps the scent throughout their parks and shops.

Why Do We Love the Brand and the Parks so Much?

If you've ever wondered, why do I love Disney so much, you aren't alone. Millions love the famous brand and its parks. In fact, Brody (1976) says the expectation and knowledge of the happy endings in the Disney movies gives us a sense of reassurance that floods our dopamine centers. Martens (2017) said the same thing in relation to the cleanliness and respectful treatment found in the Disney parks. This, as well as the ways they play with our senses,

are known as emotional design, which constructs the Disney parks in a way that will make you feel a positive, emotional reaction (Holland, 2021; Interaction Design Foundation, 2011; Nielsen Norman Group, 2019; Norman, 2004). There are no surprises and you feel a reassurance from that knowledge; you know what to expect when you walk into the park.

In Conclusion: I Love Disney

Don't get me wrong, I love Disney as much as anyone else. I just find it incredible how they transform a piece of land into a masterful work of art and enchantment by using the magic of psychology. Disney knows they can take my money anytime, because I am a loyal fan, even if I do know some of the tricks up their sleeves.

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Psi Chi Faculty Support Advisory Committee: Who We Are, What We Do, and How We Support Others

Seungyeon Lee, PhD
University of Arkansas at Monticello

Hello, Psi Chi members! I am Seungyeon Lee, an associate professor of psychology at the University of Arkansas at Monticello (UAM) and an inaugural director of the Psi Chi Faculty Support Advisory Committee (FSAC). This committee previously existed to support faculty sponsors of various Psi Chi chapters, but many of our members had been serving as faculty sponsors, showing their dedication to psychology. The FASC would like to nurture faculty who are Psi Chi members through professional development or identification of resources for our faculty's success, as we recommend Board action to reinforce teaching excellence.

Members of the FASC and What They Do?

We have a total of six members who serve on this committee (<https://www.psichi.org/page/FacultySupport>). As past Psi Chi Presidents, Drs. Gurung and Corts share their knowledge, expertise, and provide faculty support in order to benefit our members. Dr. Gurung and his collaborators have been active in order to benefit faculty members, especially those who are teachers of psychology and early career faculty. Many of us, including myself, are in teaching-focused institutions and seek expert advice on course design, job expectations, maintaining work/life balance, involvement in institutional and national service, etc.

The FASC offer insight and advice about issues affecting personal and faculty development, recognizing steps for success, or those towards change. Dr. Shawn Charlton at the University of Central Arkansas (UCA) is an active Psi Chi member, who served as the Southwestern Regional Vice-President. He is the section editor of *Psychology in the Headlines*, which shares insights on how psychology affects our daily lives through Psi Chi's scholarly magazine, *Eye on Psi Chi*. Dr. Alejandro Morales and Professor Veda Charlton are also committee members who participate in different teaching capacities in which they act as both teachers and mentors to others, while consistently contributing to their communities. We represent a diverse group that tries to promote an inclusive environment to our members.

What Kind of Guidance and Resources Does the FASC Offer to Our Faculty Members?

Psychology is considered a competitive major, as many of our members serve in different capacities (e.g., high school psychology teachers, graduate teaching assistants, part-time/adjunct instructors, 2-year college professors). Experienced faculty members both teach and help establish a core curriculum for those who are majoring in psychology (Ansburg, Bashan, & Gurung 2021; Byrd & Mason, 2021; Grahe, 2021; Gurung &

Neufeld, 2021). The FASC would like to be heard, so that our faculty members have access to resource allocation. By sharing our knowledge, we hope to maintain a positive milieu to observe and what psychology students are learning to better the excellence of teaching, and to create relevant experiences for both students and faculty.

Examining what a teaching-focused career means, as well as how our members succeed are some of our core focuses. Our Psi Chi platform—both virtually and in-person—is meant to provide creative, instructional resources (e.g., podcasts, webinars) and share valuable insights with our members. With an ongoing pandemic, teaching, mentorship and research are available, as more scholars engage in online, virtual platforms. The FASC expresses collegiality with affiliated organizations, along with our professional activities. Such strong connections are meant to help our faculty members find work outside the classroom.

We form an intercollegiate team with other Psi Chi committees to foster teaching in psychology. For those who are entering their teaching professions, we are eager to aid in the building of the important applied skills necessary to facilitate career objectives for faculty members, early on in their careers, who desire to navigate available career trajectories. Resource allocation, producing well-written teaching documentations, and building skills to foster change are critical for our members' success. The FASC would like to be one of its main organizers towards teaching excellence by developing collaborative work with others to meet the needs of faculty whose work relies on interactive engagement toward creating optimal results.

Financial support for faculty members is another goal of the FASC. We advance instructional resources to assess interactive areas of applied psychology, and teaching practices that be used in our professional lives. A new grant, the Psi Chi Professional Grant for Teachers of Psychology, will be available in 2022 to assist our members within a framework of educational and professional opportunity.

Conclusion

Through all the challenges in this ongoing pandemic, we learned a powerful lesson: when we choose to unite (and stand firm against barriers), we can make a strong difference. We advocate for all Psi Chi teaching members, as they have challenges and obstacles, which influence our profession in general. As a faculty member, we understand the surrounding culture and teaching-focused institutions, so our members can immerse themselves in and out of the classroom in order to improve. We identified outstanding teachers/mentors in psychology by being involved in Psi Chi. Good teaching requires persistent efforts, as many members work very hard to succeed in their profession. The FASC would like to support their needs and promote better outcomes. Our committee demonstrates an ability to academically engage with other members by attending both regional and national conventions to aid in leading our organization with many more years of success to come! We invite others to share their own experiences and view us as a means of teaching and emotional support. We still have more work to do and we can double our efforts for teaching excellence, but our ability to give psychology a voice and advocate for societal change will require ongoing support. The FASC is happy to help!

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Seungyeon Lee, PhD, was born in Seoul, South Korea and came to the United States at the age of 20. Dr. Lee is an associate professor of psychology at the University of Arkansas at Monticello in Monticello, Arkansas. She received her PhD in educational psychology from the University of Kansas (KU) in Lawrence, KS. Dr. Lee was honored by UAM as the recipient of the Outstanding School of Social and Behavioral Sciences Faculty Award (2016). She was also awarded the Regional Faculty Advisor Award of Psi Chi, Southwestern Region (2017), the American Psychological Association's Early Career Achievement Award (2020), and the Arkansas Psychological Association's Academician of the Year Award (2021). She has served on the Psi Chi Research Award Committee for the Southwestern Psychological Association (SWPA) and as a member of the Psi Chi Diversity Advisory Committee as the Southwestern Regional representative. She is the chair of Mentorship of Teachers Award Committee for the Society for the Teaching of Psychology (STP), as well as an active member of the American Psychological Association (APA). In January 2021, Dr. Lee was selected as the first Psi Chi Faculty Support Director. She can be reached at Faculty.Support.Director@psichi.org.

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Cross-Cultural Psychology ... Because Not Everybody is WEIRD

Ethan A. McMahan, PhD
Western Oregon University

Hello Dear Readers! I expect that many of you who have been reading this column for some time are familiar with my writing and style, and have a sense of my personality based on what you have read. You are likely aware that I am a bit quirky ...a bit eccentric. That is true. But, I will take it even further. I am a weird guy. Of course, we are all weird in our own way. But, even so, I am probably weirder than average. To illustrate, I eat frozen yogurt for desert every night. I don't mean like frozen yoghurt that you would get from the froyo place. No, I mean I take a cup of yoghurt, put it in the freezer, let it freeze, and then I eat it. Here are a few more examples of my weirdness. I wear flip-flops at all times of the year, regardless of weather. For fun, I enjoy reviewing real estate listings in my area, though I am not in the market to buy a house. My favorite tacos are tacos de lengua (beef tongue tacos), despite the fact that I am a vegetarian (I make exceptions for good tacos). Oh, and how about this one: Noses make me uncomfortable. That's right, I don't like human noses. They are my least favorite body part. Pretty weird, huh?

In addition to being kinda weird, I am also WEIRD. By that, I mean that I come from a Western, Educated, Industrialized, Rich,

and Democratic society (It's an acronym!). I am a psychologist from a WEIRD nation. And there are many psychologists from WEIRD nations. In fact, the vast majority of published psychological research has been conducted by psychologists from WEIRD nations using participants that are also from WEIRD nations. This is a bit of a problem, as it suggests that most of what we know about human psychology in general has been learned using only a small subset of the human population. It has been estimated that 96% of published psychological research used WEIRD participants, but those from WEIRD societies are only 12% of the global population (Arnett, 2016). This would not be a problem if we were all the same ...if the globe was populated by a homogenous group of similar beings, with similar interests, values, beliefs, ways of thinking, desires, etc. But we are not the same. Cultures are different. We are different. In many ways, we are very different. How are we different? (You ask) We are still figuring all of that out. (I answer) Fortunately, there is an area of psychology that specializes in examining differences in individuals across different cultures. That area of psychology is called cross-cultural psychology.

Definition and History

...Like Many Things, It Starts With Wundt

Cross-cultural psychology is an area of psychology dedicated to examining both similarities and differences in thinking and behavior among those from different cultures. As you might have noticed (and, as stated above), people from different cultures are different in a variety of ways.¹ Cross-cultural psychologists examine variations in human psychological functioning as it relates to surrounding cultural context. This could include, but is not limited to, examining culture-related differences in personality, in emotion and emotional expression, in self-concept, in cognitive styles, and so on. In fact, you are probably very familiar with one topic area of cross-cultural psychology, being the investigation of differences between individualistic societies (e.g., the United States) and collectivistic ones (e.g., China). But I am getting ahead of myself. Let's take a step back.

There are a few examples of work in cross-cultural psychology prior to the early 20th century. Perhaps most notable among these is Wilhelm Wundt's 10-volume *Völkerpsychologie*, but this work, while substantial, had limited impact on the field beyond Europe (Diriwächter, 2004). Interestingly, Wundt had a more profound effect on the field through one of his students, Franz Boas.² Boas would later become an anthropologist at Columbia University and was interested in how psychological characteristics manifested in different cultures. Boas, in turn, encouraged his students to examine psychological phenomena in non-Western cultures, such as Japan and New Guinea. This research indicated large cultural differences in psychological functioning and made salient the importance of situating psychological research findings within the culture in which they originated. Despite the importance of this early work, cross-cultural psychology proper languished until the 1960s and 70s, but then experienced rapid development as issues of culture came to the fore of public consciousness. The Society for Cross-Cultural Research (SCCR) and the International Association for Cross-Cultural Psychology (IACCP) were established in the early 1970s, and the field has expanded and grown in popularity since then. Now, we have a thriving and vibrant field of cross-cultural psychology.

An Embarrassingly Nonexhaustive Selection of Relevant Research Findings

The field of cross-cultural psychology has generated many important research findings. In addition to examining differences between cultures, cross-cultural psychology examines which factors contribute to and maintain these differences, as well as the downstream effects of such differences. One notable area of research is Hofstede's work on value dimensions across cultures

¹ It should be noted that there are, of course, differences between individuals within a culture also. You might have noticed that your neighbor, you know, the one who dresses their cat in seasonally appropriate cat outfits (e.g., a bright red sweater during the holidays), is different than you...despite the fact that y'all come from the same country. The same thing goes in other countries. I can guarantee that right now, in Beijing, there is some Chinese college student who is puzzling over why their neighbor felt compelled to put a sunhat on their cat. The point is that we are different both within and between cultures.

² The fact that Wundt had an indirect impact on cross-cultural psychology, as well as many other fields, through one of his students sounds more impressive than it actually is. In academic genealogy (google it!), Wundt is like the Genghis Kahn of academics, in that he "sired" numerous well-known researchers. In fact, there is a good chance that you, dear reader, can trace your academic roots back to Wundt.

(see Hofstede, 2001). Hofstede was one of the first researchers to examine the degree to which people from a variety of cultures endorse individualistic versus collectivistic values, in addition to examining how other fundamental values (e.g., achievement, material success) may differ between cultures. Personality researchers have found that cultures differ in the degree to which certain personality traits manifest, and in fact, some of the "Big Five" traits don't appear in certain cultures (specifically, Openness and Neuroticism). Whether these traits are truly absent in these cultures or are just not being measured appropriately is a continued source of debate. Other research has examined how emotional judgements and displays differ between cultures. In general, research has shown that people from all cultures can identify a small subset of "universal" emotions by viewing facial expressions (e.g., a smile indicates that a person is happy), but cultural differences exist in the degree to which the open display of certain emotions is considered socially acceptable. The above represents just a smidgen of the research on psychological differences across cultures, and it would not be too much of an exaggeration to say that, if a psychological phenomenon can be studied, it can be studied across cultures.

Training and Careers: Pick Something, Then Add Culture

Although it is uncommon to make a career as a "cross-cultural psychologist," there are a number of different career options available to those with a strong background in cross-cultural psychology. In general, most careers are going to be in conventional areas (e.g., clinical psychology) but focused on cultural factors. For example, one may be hired as a clinical psychologist who specializes in the treatment of psychological disorders among those from a specific cultural background. One may be hired as a professor of social psychology who researches differences in social psychological constructs across cultures. Many government agencies are interested in hiring people with substantive experience with individuals from different cultures. Similarly, many businesses with international operations actively pursue people with knowledge of cultural differences. For example, if a U.S.-based company is actively pursuing a business deal with a Japanese organization, someone with knowledge of Japanese cultural practices (and how these practices may differ from those of the United States) would be an asset in closing that deal.

So how does one get the experience and training needed to work in areas related to cross-cultural psychology? Well, let me tell you. Many careers, depending on what that career is, require graduate training. But, similar to the bit about careers in the above paragraph, there are few graduate programs dedicated specifically to cross-cultural psychology. This is particularly true for PhD programs, where (as of this writing) I could not find one PhD program that is specifically focused on cross-cultural psychology. More commonly, students enroll in a graduate program in a more traditional area of psychology (e.g., clinical, developmental, educational) and then specialize on cultural factors as they relate to that area. So a savvy prospective graduate student would do well to find a reputable program and then research the faculty within that program to see if any focus on areas related to cross-cultural psychology.

...Because Science Should Not Be WEIRD

The field of psychology has so far built a science of the mind and behavior primarily using people from a select set of similar cultures. If this continues to be the case, we run the risk of missing much of the richness and diversity of human experience. We will not understand psychological functioning in the majority of the global population. And we will undermine the legitimacy of our science. After all, psychology is the study of the mind and behavior ...not the study of only WEIRD minds and WEIRD behavior. By taking culture into account, you can contribute to the development of our field, you can help correct the cultural bias in our research, and you can have a meaningful impact.

Resources and Further Reading

Society for the Psychological Study of Culture, Ethnicity, and Race. Division 45 of the American Psychological Association. division45.org

Society for Cross-Cultural Research. <https://sccr.org/>

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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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Carly at her college graduation from Connecticut College.

HOW TO WEAR

Psi Chi Graduation Caps, Robes, and Regalia

Carly Breslin
Psi Chi Writer/Editorial Intern

Graduation is a very special time, not just for yourself, but for your friends and family. You have done all this work and are finally at the moment where you can reap the rewards and say, “I did it!” Your loved ones feel the same way, because they helped you get to where you are. They supported you through the anxiety, through the exam-related meltdowns, through the gross dining hall food, and maybe even financially through school. This is their moment, just as it is yours, so do them proud and take pride in what you have accomplished. That is what a graduation ceremony is all about; celebrating your accomplishments and making it through some very tough years, especially post pandemic.

Graduation is a special privilege. In 2020, many students couldn’t attend an in-person graduation. But with vaccine roll-outs, it seems¹ more and more likely that you will enjoy a celebration the class of 2020 only dreamed of, so don’t take this celebration for granted. Are you

prepared for this big day? Over time, graduation ceremonies have developed specific practices that students may be unfamiliar with. Here is what to expect and how to look your best.

How It All Began

Graduation regalia started in 12th century Europe when clergy would wear “gowns and hoods,” and then students did the same. This seemed to be done to help keep warm in drafty buildings (Strauss, 2017). The outfits eventually became just for graduation, rather than day-to-day schooling. The all-black color became a way to equalize all students. Regardless of background, everyone wore the same thing to graduation ceremonies as a way of showing equality across all students receiving their diplomas and graduating.

Caps and Gowns

In terms of graduation regalia, your school should provide robes and caps. They usually ask for your height and weight and give you a robe according to your provided

¹ Knock on wood!



Carly and her mother at Carly's high school graduation. Note the bright red "High School Musical-esque" robe.



Carly's decorated high school cap.

The all-black color became a way to equalize all students. Regardless of background, everyone wore the same thing to graduation ceremonies as a way of showing equality across all students receiving their diplomas and graduating.

information, but they may ask you to add a few inches for a little extra fabric. If so, only add maybe two or three inches. I wrote down 5'4" when I am 5'2"/5'3."

Unfortunately, caps and gowns are not usually free and still cost some money, so try to save for that now if you can. Otherwise, you can always use a gown from a friend who already graduated, or you might be able to use your high school grad gown if it is the same color as the ones being worn at your college graduation. (Check your school's requirements to see if this is allowed!) For instance, I could not wear my high school grad gown because it was bright red and basically looked like it waltzed off the set of *High School Musical*; I needed a black gown for my college graduation.

Decorating Caps

The good thing about buying your own cap and gown, if you can, is getting the chance to decorate your cap. I used the quote, "an educated woman is a dangerous thing," then went overboard on the glitter, added some flowers, and a "Roar," for good measure. :) A bit much, but hey, I got featured on the Jumbotron a few times because of my cap.

As for cap decoration ideas, Pinterest is your friend. On the right-hand side is a picture of my high school grad cap, and I decided to be nostalgic and use *The Princess Diaries*, as well as other things

that were special to me my senior year of high school. I used extra fabric from my prom dress and some sheet music from my senior showcase song, "Astonishing," from *Little Women: The Musical*². But others may be more into sports or memes or Marvel³, so use what you love and be creative. Most of all, have fun with it; you're done with college, so enjoy!

What to Wear Underneath

Even though your robes can zip up and your outfit is hidden, wear something nice underneath. You never know when a gust of wind may come up and lift your gown. Or, you can wear your gown open, I wore my favorite fancy dress and refused to zipper my gown, because I loved that dress and I wanted to show it off, even though it was mainly covered. If your ceremony is going to be on grass, I recommend wearing a wedge-type shoe, like a boat shoe or a flat or a wedge-heel; something that looks nice, but you can still navigate the grass and the steps leading up to the stage. The last thing you want is to trip on your way across the stage or to fall on your face and topple the line like dominos as you're heading up the stairs.

² I was a theater kid, and proud of it. :)

³ I actually love Marvel, and think that everyone needs to watch *WandaVision*. One of my friends, Alisia Gruendel (instagram handle: @art.gruendel) actually painted her high school cap with the Captain America shield; she's an amazing artist.



Decorated high school graduation cap with a Captain America theme by Alisia Gruendel (Instagram: @art.gruendel).



Carly's decorated college graduation cap.

Tassels

Traditionally, the tassel is moved from the right side to the left side either when crossing the stage, after receiving your diploma, or at the end of the ceremony, to show you have graduated. Your cap's tassel will probably come with your cap and gown in the packaging. The school may even include a little charm to go on the tassel with your class year and school colors on it. It takes a little finagling to put it all together but once it happens, it is so cool.

Psi Chi and Club Regalia

Depending on what groups you are a part of, the organizations may have something to wear for your ceremony. This is to show you had the honor of being part of that group. As you can see in my picture, I have my big, beautiful Italian sash for being an Italian major, but underneath it is a red braided cord in the center as I was a part of, CISLA⁴, and finally, the blue and white cord was my Psi Chi regalia.

The Psi Chi Store has **braided honor cords**, **honor stoles**, **medallions**, and other items. I recommend consulting with other chapter members on what they plan to wear because my chapter told us to buy the cords if we wanted to match and show we were a part of Psi Chi. We did have to pay for it ourselves, but that may not be the case with your chapter. My stole for my Italian major was paid for, but there were only three or four people wearing them, so that was cheaper than buying every cord for all 86 Psi Chi members of our chapter. Unfortunately, this is something you may want to think about saving money for. A good way to save money is to use one of the **Psi Chi bundle deals**, depending on what you need. Another way to save money is to order your regalia from the Psi Chi Store at least a month before your ceremony.

If you are graduating in May, your school should be contacting you in February or March for a head count of who will be ordering robes. Stay up to date with all of that or you'll be stuck either without a robe or with one that is too long or too short. Again, don't be the one with the too long robe that you keep tripping over, or the person with the robe

⁴ The Center for Internationalized Study Across the Liberal Arts.

that is too short trying to fend off that gust of wind trying to show everybody your outfit underneath.

Be sure to wear your regalia the correct way. For instance, your stole is not a scarf to tie around your neck. Merely drape it over your shoulders and let each side rest flatly on your chest, with the points pointing down and the flat area at the middle resting on the back of your neck. As for your cord, similarly put it on like a scarf hanging open. Do not tie it or twist it around your neck; just let it hang open, with each side also lying flat on your chest. The medallion should be worn like any other medal or necklace, with the insignia facing outward toward your

smiling loved ones, who are probably getting ready to take a million pictures. Stand proud; show off your great regalia and grad-chic look with your head held high and a bright smile for the cameras.

The Feeling of Graduation

I was so proud to wear all of my regalia, and I still kind of want to walk around in it.⁵ I remember feeling so happy that day, and I know you will too. There's a feeling in the air on graduation day—it's almost like you're in a dream. I mean, after all this time, did you really think this day would finally come? I sure didn't.

⁵ I should've worn my grad regalia for Halloween; gives me a great excuse to wear it and dress up (haha).

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Carly Breslin is a recent graduate of Connecticut College with a dual degree in psychology and Italian studies. Graduating cum laude with honors in both the Psychology and Italian departments, Carly has a background in gender-related research through the Connecticut College Psychology Department and Honors Theses Program. When not trying to figure out life or working, Carly is reading historical fiction novels or playing with her black cat, Isabelle.

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Four Tips for Balancing HIGH ACADEMIC STANDARDS & MENTAL HEALTH NEEDS in College & University Students

Ronald Stolberg, PhD
Alliant International University-San Diego

Andrew Stolberg
University of Colorado Boulder

You actually did it. Years of hard work and sacrifice paid off. You completed college applications, campus visits, made comparison lists, and ultimately picked the college of your choice. Hopefully, you are taking it seriously because a college education is a privilege. In fact, while graduation rates are slowly on the rise in America, only about 60% of those who enroll in college will graduate within 6 years, and only around 40% of Americans over the age of 18 have earned a bachelor's degree or higher (educationdata.org, 2021). With so few Americans earning a college degree and with the high rates of dropping out of school, it is safe to say that graduating from college takes a significant effort and requires a lot of things to go right.

We want to stress the importance of two interconnected priorities of college and university students: achieving

academic success and maintaining strong mental and emotional well-being. As discussed above, college is hard enough but this year things may be more difficult than ever. We are nearly two years into an international pandemic that disrupted almost all aspects of our lives. For college students, the challenges might have included the loss of on-campus learning, reduced access to faculty and other support staff, changes in residential living (many students moved home), financial difficulties, loss of social opportunities, sick friends and family members (maybe even you), and living in a country that is the most divided it has ever been in your lifetime.

As you might imagine, placing too much pressure on yourself to be a high academic achiever could result in sacrifices that have significant and lasting impacts on your health. You can always study more or take more classes, or

even volunteer for extra responsibilities. Unfortunately, you can only take on so much without giving up other important aspects of your life. When you stay up late or do an "all-nighter," you are giving up important opportunities to sleep and refresh your body. When you take an extra class, you will likely miss out on opportunities to exercise, socialize, and even eat properly. The likely result of your academic expectations being too high are sacrifices in the very things that lead to you being successful in the first place—your emotional well-being.

Additionally, consider the idea of resiliency. At its core, resiliency is the knowledge and confidence that you will be able to overcome obstacles when they arise. This creates self-esteem, self-confidence, and faith in your own abilities when confronted with a challenge. We build resiliency over time by being faced with and overcoming hardship, as well



as various other struggles. Then, when faced with a challenge in the future, our response becomes “I know how to take care of this” or “I’ll be just fine,” rather than “I don’t know what to do, I’m so overwhelmed.”

The following are strategies that might help you to achieve your high academic goals, while maintaining, or even strengthening, your mental health and resiliency.

1. Set Reasonable Expectations.

Maybe “straight As” are the goal that you set for yourself, but is it realistic? Very few students get a 4.0 GPA every semester. We all have academic strengths and weaknesses that help us in some courses and make others more challenging. When you set reasonable goals and then achieve them, you feel a sense of pride. However,

when you set lofty and unattainable goals, you set yourself up for feeling bad about yourself—even if you gave a great effort and worked close to your top ability. The goal is to build self-esteem and confidence by achieving your reasonable goals, not to set yourself up for a letdown.

2. Be Better Organized.

One of the best ways to reduce stress and anxiety is to get more organized. Getting organized can benefit you by ending the stressful, last-minute scrambling in various situations. Getting organized can also feel empowering and exciting, making it more likely that you will stick to your organization strategies in the long run (Glover, 2021). Other strategies include planning ahead and getting things done early. Waiting until the last minute is a recipe for disaster. Look at your schedule and determine how much time assignments or exams in your courses might

require for the week. Then, assign times in your schedule when things are less busy to get started early. Don’t forget to set some time aside for healthy activities like exercise, socializing, or simply relaxing. Finally, know when to say “I’m done for today.”

3. Practice Self-Care.

The following examples of self-care practices are just a few of the many ways to take better care of yourself. Without proper self-care you are likely to be less effective academically, more emotionally unstable, and be at a higher risk of developing mental health issues.

- **Sleep.** Healthy sleep is vital to your overall health. It rejuvenates you and gives you the ability to focus and concentrate on important tasks. Try to avoid eating and consuming caffeine right before going to bed. Avoid

experiences that require concentration like video games or being on a phone or tablet as they actually serve to keep us stimulated and awake. High quality sleep helps alleviate anxious and depressive feelings by allowing the brain to recharge. Healthy sleep habits help improve one's mood and energy level. For more information about the benefits of high-quality sleep and to see different strategies to improve sleep quality, visit the Family Institute at Northwestern University (2020): <https://counseling.northwestern.edu/blog/sleep-hygiene-mental-health/>

- **Nutrition.** We all know the stories of people going off to college and eating terribly. Maybe it is too much starch, or not enough vegetables. Maybe you just generally don't eat enough. Either way, a healthy diet is associated with lower stress levels and a decreased risk of depressive symptoms. Eating natural foods, including plants, fruits, vegetables, whole grains, seeds, nuts, and lean proteins can also impact your mental health positively. To

learn more about the relationship between diet and mental health, visit The Nutrition Source at T.H. Chan Harvard School of Public Health (n.d.): <https://www.hsph.harvard.edu/nutritionsource/healthy-weight/healthy-dietary-styles>

- **Stay Social.** Yes, at college you are surrounded by people all the time, but do you have strong relationships with people who play a positive role in your life? The American Psychological Association (2019) published a paper outlining the benefits of social support indicating that almost all of us benefit from social and emotional support. And though it may seem counterintuitive, having strong social support can actually make you more capable to cope with problems on your own by improving your self-esteem and sense of autonomy. You don't need a huge network of friends and family to benefit from social support. Some people find that having just a handful of safe, trusting people in your circle can be a big benefit (APA, 2019):

<https://www.apa.org/topics/stress/manage-social-support>

- **Make Sure to Stay Active.** Walking to class at a large university is a good start but it might not be enough. Setting aside time in your schedule a few times a week for exercise can do wonders to your overall health. Luckily, it doesn't really matter what kinds of things you do, just about all exercise is beneficial. Exercise promotes all kinds of changes in the brain, including neural growth, reduced inflammation, and new activity patterns that promote feelings of calm and well-being. It also releases endorphins, which are powerful chemicals in your brain that energize your spirits and make you feel good (North et al., 2008). Finally, exercise can also serve as a distraction, allowing you to find some quiet time to break out of the cycle of negative thoughts that feed depression. Before beginning any new rigorous exercise regimens, please consult your physician.



BEYOND THIS, try to avoid constantly comparing yourself to your peers. Oftentimes, what you are comparing is what you believe to be your weakness and the other person's strength, while only paying attention to that one characteristic without regard to where you excel and they may struggle.

- **Decrease Your Caffeine and Alcohol Consumption.** You may think you need caffeine to keep you focused or to stay awake, but caffeine has been proven to negatively affect anxiety symptoms. A cup of coffee or an energy drink shouldn't be a problem, but when you have too much of anything it can become harmful. Along the same lines, the use of alcohol is an all-too-common way to cope with the daily stressors of college. Be it a sleep aid, a way to reduce social anxiety, or simply a means of fitting in, alcohol will do little to help your mental health or academic performance. For information on the link between alcohol and depression see Watson (2020): <https://www.webmd.com/depression/guide/alcohol-and-depression>

4. Give Yourself Credit.

Be kind to yourself and give yourself credit for all the hard work you are doing. There is no benefit in always comparing yourself to your classmates. We usually think that everyone else is getting great grades without working too hard, are well-adjusted, and having fun. The truth is that most students are struggling with the same things you are working

through. There isn't enough time in the day to get everything done (homework, study time, socializing, exercise, etc.). It isn't easy to do well in college; you must work hard, make sacrifices, and be committed to a long-term plan. It can be a stressful time and push you to your limits, so remember to give yourself credit for the great effort you are putting toward your academic goals.

Conclusion

One of the central ideas of this article is to encourage you to not force yourself into overloading your schedule or ignoring proper self-care. We believe that a balance will lead to better health and higher self-esteem. Beyond this, try to avoid constantly comparing yourself to your peers. Oftentimes, what you are comparing is what you believe to be your weakness and the other person's strength, while only paying attention to that one characteristic without regard to where you excel and they may struggle. A great post on social media does not tell the whole story. Perhaps the most common example of this type of comparison is when using social media and seeing your classmates posting from parties, other social functions, or being a part of a large social circle and having what appears to

be the perfect college experience. The side of this that isn't shown on social media is the stress that comes from all the drama that is inevitable for large groups to have, as well as the potential lack of intimacy and closeness felt between many of the members. It may come as a surprise to hear, but it is usually better to have a few close friends, than having many distant connections. The benefit of relationships comes more from the quality than the quantity of them. This isn't to say that having lots of friends is bad or that there is anything wrong with it, just that it is important to focus on meaningful, interpersonal relationships with people that can support and encourage you. Set reasonable goals, become more organized, practice self-care, and have a great time in college.

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GETTING INTO THE *Swing of* Mentorship

Bradley Cannon
Psi Chi Headquarters

INTERVIEW *with* JUNE GRUBER, PHD

Some expeditions into the unknown lead to invaluable treasures. So too can a student's efforts to establish mentorships with experienced faculty members and other professionals. The right mentors can save you a LOT of time by reviewing your work and helping you avoid pitfalls commonly made by new professionals. Mentors can connect you to others in your field and even reveal job opportunities that might otherwise remain hidden in the tangled trails associated with any career area.

Maintaining a healthy mentorship relationship in psychology isn't always easy, but that's where researchers like Dr. June Gruber come in. In 2020, she and twelve coauthors published "[Best Practices in Research Mentoring in Clinical Science](#)" in the *Journal of Abnormal Psychology*. Their goal: to initiate an open

discussion to help mentees (and also mentors) avoid obstacles and navigate their way to professional growth.

This year's Psi Chi Theme, #ConnectWithPsiChi, focuses on the importance of networking and professional growth—a big part of which can be supported through developing robust mentorships. We thank Dr. Gruber immensely for both starting this conversation about mentorships through her 2020 article and also for continuing it in the present interview with her thoughtful suggestions and advice.

Mentors, Everywhere You Look?

An associate professor of psychology and neuroscience at the University of Colorado Boulder and previously an assistant professor of psychology at Yale

University, Dr. Gruber says, "I have been extremely fortunate to have a network of incredibly supportive mentors throughout my career!"

During her studies at the University of California Berkeley, she's had an entire family of mentors, including Drs. Dacher Keltner, Ann Kring, Allison Harvey, Bob Levenson, and Sheri Johnson. Beyond this, she has also established ongoing support throughout her career from seasoned faculty mentors. In particular, she notes current senior faculty mentor Angela Bryan at the University of Colorado Boulder. She says, "Many of my mentors are also my closest colleagues and friends; and they know who they are."

Unfortunately, not all students and professionals are as fortunate at developing mentorships, for a variety of reasons. Some people may actually find themselves in a "mentorship desert," where the well

of experts willing to support others might seem to have run dry. In fact, even experienced faculty occasionally attest to never having acquired a mentor at all.

About this, Dr. Gruber shares several reasons some students might fail to find mentors. “For students, it can be challenging to know how to find a mentor who can actively support your needs and what is appropriate to ask from a mentor. This can be compounded for many students who are first-generation or come from more traditionally underrepresented backgrounds in psychology and academia at large where the cultural norms around finding and securing a good mentor can be a daunting and ambiguous mission.”

A Mentorship Myth

Dr. Gruber says, “Mentors provide invaluable support and guidance for students. I found that my own career path would not have been possible without early and ongoing mentorship through various stages of my training as an undergraduate, graduate student in clinical psychology, and now as a faculty member. We thrive best and are best in a position to succeed when we are in a supportive network bolstered by mentors and peers.”

Notice that she said, “mentors and peers”—as in plural or more than one! That is an important distinction that many students may fail to consider.

A mentorship myth discussed in Dr. Gruber and colleagues’ 2020 article is that a student should become solely dependent on any single “guru.” She exclaims, “That is a far cry from reality! Mentorship is a village, and students can and should connect with various sources of guidance, training, and support.” For students interested in this topic, she encourages you to watch her brief [APS talk on YouTube](#).

Preparing for a Successful Journey

So, who benefits more in a mentorship relationship? The mentor, or the mentee? According to Dr. Gruber, “Mentorship is a two-way street, and the benefits are reciprocal. I found a recent book, *2 Way Street: Discovering the Rewards of Mentoring*, by Erika Forbes and David Kupfer incredibly thought-provoking about this concept that mentorship is a bidirectional relationship and important for both mentor and mentee.”

Dr. Gruber believes that a good mentor should maintain at least the following three ingredients:

1. Provides a safe place to where students can come and ask questions.
2. Lets students know that they belong there.
3. Provides support and resources to succeed (e.g., knowledge, training, networking).

However, just as an expedition guide doesn’t carry all of the supplies on a hike, so too must mentees be willing and able to carry a fair share of the weight during their mentorship journey. Both mentors and mentees must demonstrate thoughtfulness, professionalism, and strong efforts during their time together. For example, Dr. Gruber says, “Students should come prepared as they possibly can to meetings with a mentor. This allows the mentor to know what the student’s needs are and how best they can help (or if they cannot, how to help guide a student to where they can find the resources they need).”

She adds, “One piece of advice I give students is to bring an agenda to meetings, such as a written set of notes of what they hope to accomplish in that meeting. This ensures that their goals are clear to their mentor. It helps if they can share these notes before the meeting for me to look over and think about on my end as well.”

Mentees who take their mentors’ feelings and time into consideration are likely to make a positive impression that could result in a stronger relationship and additional opportunities and recognition for their efforts. Regarding her own mentees, Dr. Gruber says, “My mentees are fabulous, the absolute best. I could and would not be here or engaged in important science and meaningful work without them. I give a special shout-out to some of my recent mentees who have persevered and provided community in our lab over the past two years, including graduate students Cynthia Villanueva, Stevi Ibonie as well as former thesis students Montana Ploe and Elizabeth Hoelscher.”

Why End a Good Thing?

The shape of your relationships may change as mentees transition from being students to career professionals, but what does this mean for your mentorships? As Dr. Gruber explains, “Mentorship should

be scaffolded to the evolving needs of the trainee. This typically involves gradually increasing independence as students grow in their skillsets and expertise, for example, from undergraduate to the progression of graduate school.”

Along the way, make sure to review your mentorships to determine ways that they might be improved. “An important ingredient for assessing and cultivating an ongoing healthy mentorship relationship,” Dr. Gruber says, “is to set explicit and clear expectations, as well as benchmarks to discuss progress and changes. Mentorship relationships evolve and change over time. Clear communication about the good (and bad) are essential to assess if it is working out and how to improve or adjust the path forward if not.”

To learn more about written expectations in mentorships, she invites you to read [this brief article](#) by colleague Dr. Sarah Hagerty. Reading and applying content like this is the key to continually improving your mentorships and all the results of those relationships, such as your ability to conduct your work in psychology. According to Dr. Gruber, “Good mentorship is a lifelong commitment and working relationship. Good mentorship never ends.”



June Gruber, PhD, is an associate professor of psychology and neuroscience at the University of Colorado and Director of the Positive Emotion and Psychopathology Laboratory. She received her PhD in clinical psychology and BA in psychology from the University of

California Berkeley and was previously an assistant professor of psychology at Yale University. Dr. Gruber has published over 100 articles and chapters and has edited two books including the *Oxford Handbook of Positive Emotion and Psychopathology* and *Positive Emotion: Integrating the Light Sides and Dark Sides*. Her work has been recognized by the Association for Psychological Science's Rising Star Award and the Janet Taylor Spence Award for Transformative Early Career Contributions, the Society for Research in Psychopathology's Early Career Award, and two NARSAD Young Investigator Awards. Dr. Gruber teaches courses on emotion and psychopathology and cowrites a column for young scientists in *Science Careers*, is the recipient of the 2020 UROP Outstanding Faculty Mentor Award, and received an IMPART grant to colead a workshop on advancing underrepresented women in the sciences. Dr. Gruber is actively engaged in science outreach and dissemination of the science of emotions and mental health, coleading a call to action centered on the mental health crisis sparked by COVID-19.

You can support this work on mental health and COVID-19 here: <http://gruberpeplab.com/emerge-project/>



GRADUATE DEGREES AND POST DEGREE LICENSURE:

CHARTING YOUR COURSE TO EMPLOYMENT

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While some dream of a magical stargate able to offer transport to other universes, a graduate degree can actually

serve as a kind of portal into new and exciting professional and personal worlds. Partially because so many facets of this new territory are unknown, choosing between a PhD, EdD, PsyD, or MS degree can feel overwhelming. There are times when this feeling can result in paralysis of choice because one might not be sure which portal to choose. But, honestly, the degree itself is only one facet to selecting a graduate program. Like a mystical threshold, unlocking a complete understanding of graduate options must (or should) include more than a glance at professional certification and licensure. In fact, it should also be driven by more than solely the prestige of a particular university. While some may purchase a car based on color, graduate school should include a deeper dive into majors and specialties as well as professional credentialing because different institutions can offer different pathways toward specific goals.

Entering our stargate to graduate education, it is important to understand that different graduate degrees offer different opportunities. Traditional versus nontraditional graduate courses of study, as well as doctoral and master's degree programs deliver specific curriculums that can shape a career trajectory while also providing learning opportunities that can lead to professional and personal satisfaction. Still, many students (and faculty) lack facts. While we believe a graduate degree is superior to no degree, we also know each has limitations, such as cost, location, educational philosophy, and education deliverance modality (which became key for many in the time of COVID-19). We also know that state licensure and certification can be necessary for certain positions, while acknowledging it is not necessary for all posts. We also know credentials such as that of a licensed psychologist, licensed professional counselor, licensed marriage and family therapist, certified school psychologist, or certified school counselor may be preferable for certain gateways. Understandably, we have seen students choose carefully and balance career goals and happiness. We have also seen individuals choose blindly and later feel disappointed. Hopefully this article can help.

The Complexity of Certification

In some cases, employment in positions such as a research and statistical consultant in a state department of education or teaching developmental psychology will solely mandate a graduate degree. In other venues, state licensure and certification is necessary. Working as a clinical psychologist in the veteran's administration necessitates a doctorate and credentialing as a licensed psychologist. This is typically acquired through a state department of health services, which often grants related credentials as a licensed professional counselor or licensed marriage and family therapist. In contrast, employment as a certified school counselor or certified school psychologist—two different specialties—typically require a master's degree (or three-year program of study) as well as credentials through a state department of education. The acquisition of “multiple” licenses usually requires the completion of multiple programs of study with specific practicum and internship experiences with supervisors possessing precise credentials. In short, understanding state certification and licensure can be as complex to navigate as our mystical stargate.

As illustration of this complexity, a year ago a licensed psychologist with a PhD in clinical psychology called to ask if our school psychology program would endorse her application for credentialing as a certified school psychologist or, if not, what course was necessary to acquire credentialing. Discussing respecialization, she realized that, just as physicians cannot easily change specialties, so a change of specialty in psychology could not be easily achieved without effort and new knowledge. On inquiry, she acknowledged she had not chosen an APA “combined” program blending clinical and school psychology because of a lack of desire to complete training in multiple specialties. That conversation suggested that few students (and practitioners) hold a complete understanding of certification and licensure. In this case her training had not been within public schools, she had not completed a planned program in school psychology, and she had not been “socialized” in this related practice and profession.

Equally notable, a year ago a

graduating senior with interests in counseling asked about employment within a department of correction. Although she knew from a previous talk that the armed services is the largest single employer of psychologists in the country, she had not realized that corrections are also a large employer. Encouraging her research into state employment, she learned that forensic counselors are a growing area of robust employment necessitating a master's degree and counselor licensure, but that her state system requires psychologists within corrections to possess a doctoral degree and post-doctoral licensure. Ultimately she decided on another portal.

Truly, entering each portal requires a knowledge of specific pieces if interested in accessing different professional worlds, as different licenses and certifications offer entrance into distinctly different professional pathways. Consider the options in figure 1.

As this stargate suggests, there are a large array of practitioner credentials.

Distance Learning Education

Credentialing dynamics and the potential ramifications on career trajectories open a complex labyrinth of ladders and trap doors to both career advancement and setbacks in the best of times. However, this once-in-a-hundred-year pandemic has amplified these mazes and made each fraught with uncertainty. This is where higher education has been forced to shift from past bedrock principles connected to the benefits of traditional, on-campus education to a new online stargate.

Understandably, when we first learned of COVID-19, and its potential impacts on our lives, stores closed, shortages of supplies such as toilet paper were created, and higher education faced new challenges. Universities had to either embrace distance learning with online classes or risk crises. Many schools embraced change with many esteemed Ivy League universities pivoting to online models. Over time schools started to see that work was able to be completed, exams were able to be proctored, and our academic mission could continue using online modalities.

Distance learning, then, at universities throughout the country took on a different value. Now, amid traditional classes, we wonder if the conversation has shifted. Although schools such as Capella

FIGURE 1

STATE CREDENTIALS:

- Licensed Psychologist—Clinical/Counseling Psychologist [Doctoral Degree]
- Licensed Marriage and Family Therapist [Master's Degree]
- Licensed Professional Counselor [Master's Degree]
- Licensed Clinical Mental Health Counselor [Master's Degree]
- Licensed Mental Health Counselor [Master's Degree]
- Certified School Psychologist [Three-Year Masters/Specialist Program]
- Certified School Counselor [Master's Degree]

NATIONAL CREDENTIALS:

- Nationally Certified Counselor [NCC, Master's Degree]
- Certified Clinical Mental Health Counselor [CCMHC, Master's Degree]
- Nationally Certified School Counselor [NCSC, Master's Degree]
- Nationally Certified School Psychologist [NCSP, Three Year Master's/Specialist Program]
- Board Certified/American Board of Professional Psychology [ABPP, Doctoral Degree]

University or Southern New Hampshire University have offered online and distributed education formats for years, at no time in our past can we recall a moment when virtually every university at every tier embraced this model. Certainly students at schools such as Capella University or Fielding Graduate University were familiar with discussion forums, Zoom meetings, hybrid learning, and related technologies as a result of their education, but now this model suggests some students may elect this for future degrees. Moreover, these degree options seem increasingly important as institutions of higher education understand the benefits to students interested in distance education.

Still, not all programs offer key licenses and certifications. Not all programs offer all possibilities. Can and should dental students, for example, be taught in this fashion? Indeed, the conversation has just started. With that in mind, we offer the following guide as an aid to your quest.

Dynamic and Diverse Job Markets: Questions and Answers

As students weigh graduate programs, an understanding of different job pathways can be instructive. The following questions and answers might be helpful:

1. Is licensure necessary for employment?

Sometimes. Although many “clinical positions” require a license or certification, not all jobs have this requirement. A college professor teaching general-experimental psychology, research and statistics, or developmental psychology, for example,

does not necessarily need practitioner credentials and can enjoy a rich career without licensure. Further, a statistical consultant in a state department or insurance company would not ordinarily possess licensure. From parole officers to childcare workers, many applied positions do not require licensure or certification. Fundamentally, the key lies in the choice.

2. Is a license preferable to certification for maximum employment?

Sometimes. Each practitioner credential opens different doorways! A licensed psychologist with a PsyD in clinical psychology can enjoy a vibrant private practice but cannot acquire a full-time contract as a school psychologist as the latter requires credentialing as a certified school psychologist. Each marker opens specific portals of employment. Consider the figures relative to practitioner numbers in figure 2.

3. Is a PhD preferable to an MA?

Sometimes. Just as a physician assistant (PA) can enjoy a rich career without an MD, so an MA can enjoy a satisfying career without a doctorate. School counselors, school psychologists, marriage and family therapists, and licensed professional counselors all can enjoy satisfying careers without a doctorate. On the other hand, most university faculty posts require a doctorate, and positions as a clinical or counseling psychologist largely expect a doctorate and licensure. Still, there are positions at the community or junior college level as a professor that are available to those with a master’s degree! Each routing is best achieved with experiences targeted toward each objective.

4. Is a PhD preferable to a PsyD?

Sometimes. Just as physicians must elect whether to pursue an MD or DO, and just as an MD tends to have more general acceptance and prestige, so students should weigh their choice between a PhD or PsyD, weighing perception and prestige, and with an understanding that both can lead to credentialing as a licensed psychologist if earned through an APA approved program. A number of universities offer only one option, while others such as Alliant International University offer both degrees.

Just as physicians train in specific specialties, so the preferability of a PhD to a PsyD and their respective training may impact desirability. If entry into the academic universe is desired, then preference may fall to a traditional research and scholarship emphasis that comes from training in a PhD program. Similarly, an EdD may not be as well received in a college of arts and sciences as it might in a college of education. Preferences and perceived status can vary. Employer preferences and bias may vary.

5. Is school and program accreditation important?

Sometimes. The first piece of information to factor into decision-making is whether or not the school is accredited as employment is often first titrated by school accreditation. The various accrediting associations include the New England Commission of Higher Education, Northwest Commission on Colleges and Universities, etc. If schools are accredited then the next step involves program accreditation.

The APA accredits doctoral programs in clinical psychology, counseling psychology, school psychology, and “combined” programs blending two or three specialties. It does not accredit programs in such areas as social psychology or developmental psychology. However, this is only one accreditation body. The National Association of School Psychologists (NASP) approves “specialist” and doctoral programs in school psychology, the American Association for Marriage & Family Therapy (AAMFT) approves programs in marriage and family therapy, and The Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

FIGURE 2

Clinical psychologists	148,000**
School counselors	110,970*
School psychologists	41,880*
Marriage and family therapists	41,500**
Psychology professors at colleges and universities	29,260***
Psychology teachers at junior colleges	7,200***

Note. National Center for Education Statistics, 2008, * Bureau of Labor Statistics, 2019, ** Bureau of Labor Statistics, 2020 ***



approves programs in multiple areas including counselor education, school counseling, clinical mental health counseling, and rehabilitation counseling. A PhD in counselor education from a CACREP Program, for instance, is not eligible for credentialing as a licensed psychologist. Two years ago I overheard a faculty member from a CACREP program inform a PhD student in an APA program that her CACREP program would not employ an APA graduate. The student gasped realizing new limitations.

6. Are nontraditional education degrees valuable?

Sometimes. One degree may open one gateway, but not all gateways. Just as an MD may have more perceived status than a DO degree, so applicants to a PhD, EdD, PsyD, or DMFT program should recognize that certain employers may gauge traditional and nontraditional programs and degrees with different perceptions. A year ago a certified school psychologist confided that, after completing the bulk of a PhD in an APA-approved program, he needed to geographically relocate. With few credits potentially accepted by

universities, he elected a distance education PhD. While his new program could not lead to credentialing as a licensed psychologist, he noted his employer granted a raise—approximately \$10,000.00—for his PhD. In his case the financial gain for his PhD amplified the value of his nontraditional degree, while he also noted that he had not realized certain employers and licensing boards would not embrace this choice.

Positively, just as he enjoyed a notable raise, so too certain contracts are written in ways such that certain community colleges grant a raise for a PhD as long as it came from an accredited institution. Thus, a PhD from a nontraditional program is valued. First, when one possesses a PhD, they may apply for promotion sooner when combined with years of service. Traditional versus nontraditional degrees are not always separated under contract. Second, promotion to an associate or full professor can provide a salary increase. Another colleague we know earned a PhD in clinical psychology online and enjoyed a promotion and raise. Yet, he was not able to acquire licensure. What are your choices?

7. Can nontraditional programs lead to licensure?

Sometimes. Fielding Graduate University is presently the sole APA approved program in clinical psychology in the United States, which uses a distributed education format that can lead to credentialing as a licensed psychologist. Elsewhere, though, several CACREP approved programs offer MA and PhD degrees in various counseling specialties using nontraditional models. Capella University is one example. Finally, several AAMFT approved marriage and family therapy programs offer MA and DMFT degrees in nontraditional venues. Loma Linda University in California is an example. This is to say, state licensure and certification is not restricted solely to traditional programs but applicants should weigh career aspirations in making degree choices.

8. Are there times when a nontraditional degree may be preferable?

Sometimes. Geographic limitations, health limitations, career necessities, and family obligations may make a traditional degree less possible. A single parent or an individual with financial obligations or

As a **METAPHOR**, Star Trek, DC, and Marvel movies suggest a concept of a **MULTIVERSE** with multiple versions of individuals living different lives in multiple universes. Similarly, differing **GRADUATE DEGREES** can provide distinctly different **LIFE EXPERIENCES**, opening multiple portals in our **PROFESSIONAL MULTIVERSE**.

geographic limitations may not reasonably pursue a traditional program. A certified school psychologist or licensed professional counselor on Nantucket Island off Cape Cod in New England with a desire to shift to credentialing in marriage and family therapy may find an online program desirable. With the impact of the pandemic, the ability or desire to engage with in-person learning or the willingness to move to areas devastated by COVID-19 has changed the narrative and highlighted the benefits of a distributed model of education. In our talks on graduate education, it is clear students and practitioners must each weigh strengths and limitations in selecting graduate programs.

9. Are practicum, internship, and assistantships important?

Sometimes. Individuals seeking a position often lack experiences that might enhance employability. A year ago we spoke with an individual who was confused as to why universities seemed uninterested. He held a prestigious PhD, he had been in private practice for two decades, and he held multiple licenses. Notable weaknesses included a lack of teaching experience and a lack of any publications. While he thought the prestige of his degree sufficient to garner a tenure track position, these deficits were notable. We explained that applicants are often well-served cultivating experiences specific to goals. An applicant to a college counseling center, for example, might be well-served to secure an APA-approved PhD/PsyD with an internship and post-doctoral residency in college counseling. Building experiences suited to future employment can strengthen an application.

10. Are resumés, CVs, and references critical?

Sometimes. Sometimes a resumé can help or hurt! An individual who might complete the coursework for a second doctorate risks a potential employer seeing a lack of completion in a negative light. A resumé and curriculum vita need to highlight strengths. Scholarship is valued at universities, and individuals should cultivate this activity if teaching is a goal. Consider cultivating those activities and experiences which can help secure your future goals. Similarly, treat future references respectfully. If you are less than attentive in class and usually arrive late, consider if these facets might be noted in a reference. Do you use your cell phone in class rather than displaying interest? Thoughtfully analyze your actions and act in ways to reach your goals.

11. Is it helpful to diversify a CV by teaching diverse classes if teaching is a goal?

Sometimes. Often it is preferable to begin teaching classes that are the most interesting and with the most ease relative to preparation. This can be a myopic view though and can impede an academic career as universities may have broader teaching needs. Without a crystal ball allowing a specific glimpse into a university's needs, it can be helpful to display a willingness to wider teaching. As a suggestion, consider broadening your viewpoint. In other words, avoid being seen as a one trick pony who can only teach one course. Think carefully before declining a teaching opportunity. Just as entering our stargate requires courage, so too, does delving into scholarship in a new area, which can broaden your horizon,

offer new areas of professional interest, and enhance employability. Build your resumé and experience in a way that may signal an openness to challenge and change.

12. Is scholarship critical to employment at universities and community colleges?

Sometimes. Many universities deeply value scholarship, grant writing, conference presentations, and graduate teaching; and cultivating such opportunities can be invaluable. Simultaneously, many community colleges may value other skill sets. Although not always true, many community colleges do not emphasize, as example, an ongoing grant-funded research program, but scrutinize teaching and assessment experience, while often weighing community and school service as critical. Where are your strengths and what areas can be strengthened?

Perceptions and Conclusions

A graduate degree can often offer exciting new professional and personal opportunities, opening a veritable gateway into a new and exciting world. When confronted with so many degrees, specialties, and certifications, though, the choices can create a hesitancy. As a metaphor, Star Trek, DC, and Marvel movies suggest a concept of a multiverse with multiple versions of individuals living different lives in multiple universes. Similarly, differing graduate degrees can provide distinctly different life experiences, opening multiple portals in our professional multiverse. Although we have no magical stargate, we do suggest that students consider all the potential versions various degrees might cultivate and examine selections based on your professional and personal goals.

A year ago, a certified school psychologist with administrative certification, overseeing psychological services in a large school district and earning over a hundred thousand dollars a year, asked about options and opportunities if she were to pursue a PhD. She quickly noted that, while she might prefer a PhD from an APA-approved program in school or clinical psychology, and while she might envision a private practice, she felt an unwillingness to relinquish her salary to complete another internship and a post-doctoral residency. What were her options? In her case she felt a PhD in developmental psychology might be viable

if she pursued teaching, while holding open the opportunity for a post-doctoral respecialization to acquire licensure. She acknowledged that our conversation on job postings was most helpful as she realized she would need to develop a research agenda. Have you explored this type of information with your advisor?

Just as our mystical stargate can open a gateway to a new world, so too can different graduate degrees open different doorways. Understandably, choosing your professional stargate may seem overwhelming. Ideally, talk to students in your list of programs. Ask their reflections on their graduate education. Ask about the positives. Ask about the negatives. Would they enter this same program—this same stargate—today? Listen. Think about your short-term and long-range goals. Will this program provide the portal into your dream? Look at employment data. If one is desiring a clinical, counseling, or school psychology position, know the top states for employment in these areas are California, New York, Texas, Illinois, and Florida (Bureau of Labor Statistics, 2020). If an academic position

is desired, keep that endgame in mind as the states with top employment in these areas are California, New York, Texas, Pennsylvania, and Illinois (Bureau of Labor Statistics, 2020).

From college professor to college counselor, the options are varied. This article was intended to provide a glimpse through our visual stargate into the world of graduate education. Consider whether you wish to step through the doorway into our world. The rewards are enticing. Still, only you can decide which portal best fits your aspirations. Consider your options. Consider attending a workshop on graduate education. We find that many students who walk through the doorway into workshops we and our colleagues offer leave with new keys to help unlock their next adventure. May you also feel this way.

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graduate education, he has taught in multiple colleges and universities and has served on multiple university faculty search committees.

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DEALING WITH DISASTER: COPING WITH SUFFERING

Interview With Katie E. Cherry, PhD

Carly Breslin

Psi Chi Writer/Editorial Intern

Does the type of disaster people undergo make a difference in their experience? Dr. Katie E. Cherry's response might surprise you.

She says no, believing that any type of disaster, whether it be human-made, such as a shooting, or natural, such as a hurricane, will likely cause trauma to all involved. Even people who see traumatic events on the news or know family or friends involved in these disasters might experience secondary trauma as first responders and disaster relief personnel sometimes do. Trauma does not only belong to those directly experiencing an event but also to those who may have some connection to it or those affected.

Dr. Katie E. Cherry is a respected professor of psychology and the Director of Undergraduate Studies at Louisiana State University. With a scholarly interest in grieving associated with disasters, such as following the 2005 Hurricane Katrina's devastation, she has published several articles on postdisaster resilience and recovery, three edited volumes (Springer) as well as her most recent book, *The Other Side of Suffering* (Oxford University Press). She has also studied factors that may influence coping in older adults, such as age and religion.

Sandy Hook

Recently, I was honored to conduct an interview with Dr. Cherry, via Zoom, to discuss her work on disaster-influenced trauma and coping mechanisms. When Dr. Cherry heard that I was from Connecticut, we began to discuss the 2012 Sandy Hook Newtown Shooting that took place in December, almost a decade ago. For those who may not know, this horrific mass shooting took the lives of 20 children and six adult staff members at the Sandy Hook Elementary School.

Because Dr. Cherry and I vividly remember this event from the day it happened, we both had similarly horrific perspectives and memories of that tragic event. I lived nowhere near Newtown where the event happened, but being a student in middle school at the time, I heard of many other shootings after this and often experienced a fear that I would not come home from school. Even now, having graduated from college and no longer attending school, that nagging worry about the perpetual violence in our society sits squarely in the back of my mind.

That fear and worry will probably never disappear completely and can probably be traced back to my memory of hearing about what happened in Newtown, all those years ago. Dr. Cherry described her own reaction at the time, saying, “It’s just very, very upsetting, because when you send your kids to school, you assume that they are going to learn and that it is a good thing to do. But

the message from Sandy Hook is, ‘Oh my, the world is not a safe place anymore, even for young children.’”

It is staggering to realize that people who live halfway across the country can both share emotions and be upset over something that happened so long ago. In describing these emotions, Dr. Cherry said, “It was absolutely, profoundly powerful and sad. Even thinking about it now, it still makes me sad. Anybody who has a heart, anybody who has any ounce of compassion, can just cry over events that should never have happened, even if they are perfect strangers who you don’t personally know, or have any connection with.”

“The New Normal”

The coronavirus global pandemic is yet another traumatic event that brings up all sorts of feelings relating to grief, whether it be grief over loved ones lost to the virus, fear over the unknown, or even bereavement related to the loss of personal plans and “normality.” In terms of the recovery process during the ongoing pandemic, the bereavement and grief literature discuss the idea of a “new normal.”

Dr. Cherry brought up a great point: “You can ask anybody who has been through grief and bereavement over the loss of a loved one. They will tell you, ‘life goes on,’ not the same life, it’s different, but life does go on.”

And while people of different generations may experience similar challenges, like the loss of a loved one, younger and older people today may have very different

stressors and obstacles to overcome. For instance, people of younger generations may find it incredibly validating to hear her say, “You guys have some really major things to deal with that weren’t issues at all when I was a kid or in my twenties.” She went on to describe how older caregivers and therapists offering advice to younger generations may not come across as helpful as they would hope. Not to take away the importance of the wisdom older generations can offer to younger generations, but the intergenerational conflict from the difference of experiences and trauma among age groups has the potential to grow. Dr. Cherry said, “The kind of stressors that younger generations face do not compare to the stressors that older generations had while growing up, so there’s always going to be that potential for misunderstanding among members of different generations to be mindful of.”

Experience Influencing Coping

The way you understand, cope, and deal with tragedy and grief can change with age due to the influence of your life experiences. Through living and age, according to Dr. Cherry, “you gain in maturity and wisdom,” which helps you become more resilient across time. Coping with trauma can change as well, influenced by your past experiences dealing with trauma. Consider coping as a dynamic aspect that grows and changes as you grow; Dr. Cherry emphasized this by saying, “Nobody comes into the world with a fully developed set of coping mechanisms.” Your coping mechanisms as an infant do not reflect those as a 20-year-old or a 50-year-old. As an infant, you may cry and scream to be noticed by your caregiver for food, whereas for a 20-year-old, you probably don’t scream out until someone notices you.

Religious Coping

Dr. Cherry wanted to make it clear that religion as a coping mechanism depends on the person, making religion a very individualistic method of dealing with trauma. For some people, religion can be very helpful, while for others, religion can have a lot of trauma or upsetting memories associated with it, so it may not be a preferred or helpful method of coping. Although religion can be thought of as an

The kind of stressors that younger generations face do not compare to the stressors that older generations had while growing up.

individual aspect, it is also key to remember the organizations of religion, like a church or a mosque or temple/synagogue. In times of strife, these organizations are places of gathering and community that support people in many ways. In fact, faith-based communities are instrumental in bringing disaster relief to directly impacted communities. Some people take great comfort in institutionally religious community settings such as these, which can impact well-being in a positive way.

Dr. Cherry revealed she “used to think that we became more religious as we age because we have so much more to be thankful for.” However, she has not found data to support that assumption. Regardless of age, there are people of all generations who are religious and those who are not. Dr. Cherry now thinks, “You are what you are and you carry it with you across the course of your life.” This is why she doesn’t “think it is right to conclude that we get more religious as we get older,” or “that younger people are less religious because some of them are and will continue to let that be their overarching framework for coping with stressors throughout the course of their lives.”

Resilience

Do people ever bounce back from trauma like a pandemic, shooting, or natural disaster?

Dr. Cherry has a strong personal belief in the resilience of humanity, a bright, hopeful remark to hear amid what sometimes feels like the constantly crumbling world. People can bounce back, more times than not, she says. However, although resilience can occur, it must be fueled through an adequate support system and healthy coping mechanisms. Oftentimes, individuals fall onto unhealthy coping mechanisms to deal with their trauma, such as excessive use of alcohol, drug addiction, or methods of self-harm.

According to Dr. Cherry, traumatic events have a clear starting point and an end point too. You might have never thought of these events in that way, but it makes sense. Consider how Hurricane Katrina made landfall on August 29, 2005, then it ended; the trauma experienced by survivors might have continued afterward, but the physical event had an ending. This is why Dr. Cherry named her



book *The Other Side of Suffering*. “It is my hope that we should all be able to get to that other side of suffering. And how do you know if you’re there? The experience of joy, even if it is only fleeting, such as having a happy day, having a smile, being able to enjoy things —those kind of positive emotions help us to know we are on the other side of suffering.”

“There is so much to learn about how to cope, how to recover, and how to heal from people who have lost everything,” said Dr. Cherry, who has interviewed more than 190 people who lost homes and properties in Hurricane Katrina. From these interviews, she created “six principles of healing that she believes are applicable for any kind of trauma.” She presents these evidence-based principles in her book in pairs: “faith and humor, respect and gratitude, acceptance and silver linings.”

Regardless of coming from “a disaster framework,” she said, “these principles are meant to be applicable to just about any kind of hardship that one might have to cope with.” With an earnest desire to inspire hope, in spite of disasters, she ended with this message: “life can be

good again, maybe different, but there is always hope for a better tomorrow, so never stop believing.”

I want to thank Dr. Cherry for this interview and her insight into these topics of disaster, trauma, and coping with grief. It was a true pleasure to speak with her and to have her be part of Psi Chi’s Distinguished Lecture series.

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Katie E. Cherry, PhD, is a professor of psychology at Louisiana State University. Her area of research expertise is cognitive aging and challenges to healthy aging after disaster. She has over 185 publications including peer-reviewed journal articles, book chapters, three edited

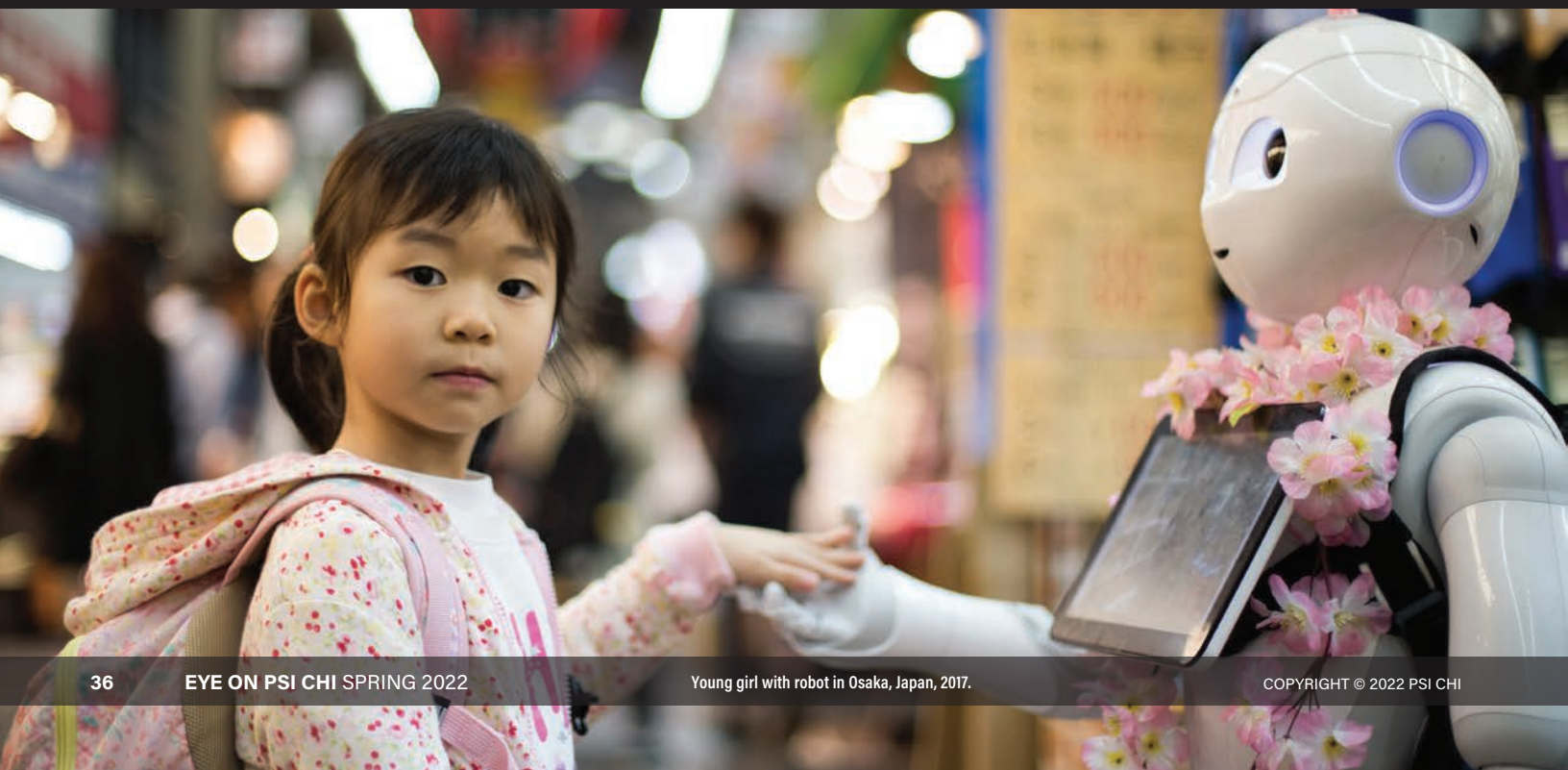
volumes, and one solo authored book. Her work has been funded by the National Institute on Aging, the Louisiana Board of Regents, the Gulf of Mexico Research Initiative, and most recently by the National Science Foundation. In 2002, she was awarded the Emogene Pliner Distinguished Professor of Aging Studies professorship for her contributions to the field of adult development and aging.



Children riding in a cart in the Vitenam countryside, 2020.

The Nature of Childhood and Adolescence Across Time and Space

Uwe P. Gielen, PhD
St. Francis College



The ecological conditions, economic structures, and technological characteristics of these diverse societies tend to exert a powerful influence on the lives of their children and adolescents (Gielen & Kim, 2019).

Most American developmental textbooks analyze the lives of children and adolescents who tend to grow up in small and not rarely incomplete families, attend educational institutions for numerous years, and are immersed in a digitalized world full of cellphones, computers, and emails. They are likely to live in North American cities and towns rather than on modest farms and are encouraged to develop self-esteem and to make their own decisions. This holds especially true for their teenage years. Most of them get married in their late twenties and thirties—or perhaps not at all. Yet throughout much of global history and continuing in today's poorer countries in Sub-Saharan Africa and South Asia, most childhoods and predominant forms of adolescence were, and often still are, quite different in nature.

For a surprisingly recent example taken from rural and small-town America in the late 1920s and 1930s, let us take a look at Russell Baker's (1982) beautifully written autobiography, *Growing Up*. In this book, the author describes his early childhood in the small Virginian mountain village of Morrisonville during the late 1920s and his subsequent childhood and adolescent years in a New Jersey commuter town. After his father died of diabetes at the age of 33, Russell's early years were ruled by his iron-willed mother and his equally decisive grandmother. In many ways, life in Morrisonville during the late 1920s remained traditional. Many families, such as his grandmother's, included numerous children. Most women had to work almost like serfs. Many families had no television, telephone, washing machine, vacuum cleaner, or ice box. At night, some family members had to defecate into a chamber pot since

there were few bathrooms. Although most children could read and write to various degrees, they often dropped out of school after a few years because they had to work in their family's fields, take care of siblings, and/or help their mother run the household.

Although life was tough, Russell loved the mountain outdoors surrounding Morrisonville. From early on, his very American mother told him that it was his absolute duty as "the man of the house" to "make something of himself." In the rural areas of America, gender roles and gender identity were sharply defined. Although men were the dominant sex in the 1920s, women had recently been given the right to vote. Social class, gender, and race exerted a powerful influence on the lives of both adults and children. Russell's mother looked upon men as potentially brutish creatures who needed to be shown the right way by good women like herself.

From Traditional Agricultural Societies to Industrial Societies to Digital Information Societies

Anthropologists, sociologists, and behavioral economists distinguish between a variety of societies that over time have evolved from small hunter-gatherer groups to societies based on agriculture and the domestication of animals, to industrial societies, and finally to digital information societies (Ember & Ember, 2019). The ecological conditions, economic structures, and technological characteristics of these diverse societies tend to exert a powerful influence on the lives of their children and adolescents (Gielen & Kim, 2019). For instance, Russell Baker's autobiography shows us a society in transition from agricultural pursuits to

a society impacted by industrialization. Indeed, life in Morrisonville during the 1920s still has a certain 19th century flavor to it: Women often have many children, death is a frequent visitor to both children and adults, and most children have little exposure to the world at large. Most gender roles are taken for granted, and yet tensions between the sexes are common. Both women and men dress conservatively and, of course, barely anybody is openly gay, bisexual, or transgender. Children are meant to be seen and not heard, which means that their self-esteem is not of vital importance. Relentless work is expected of older children, adolescents, and adults alike unless they belong to one of the few rich families.

Looking across the world in 2022, we still can see some rough similarities between representative childhoods in sub-Saharan Africa and Russell's childhood. In extremely poor Niger, for instance, women's total fertility rate (TFR) is about 7.0–7.3 children per woman per lifetime. Rural families predominate and their members are forced to pursue difficult lives. Although girls may or may not be literate, they get married early and may have to work at least as relentlessly as those "semi-serfs" of Morrisonville. While the country's under-5 child mortality rate has declined from an estimated 45–50% in earlier times to 11–13% in 2018, it has remained far higher than the child mortality rates prevailing in all rich digital information societies in East and West. Many poor African societies, however, are more overpopulated and potentially more globalized than were the rural areas of the United States in the 1920s.

Today, only 3.3% of the world's 2.3 billion children below the age of 18 live in the United States, while over 85% of all children can be found in non-Western

countries such as India, China, Nigeria, and Pakistan. To understand the rapidly shifting nature of childhood from both a historical and global point of view, we need to focus on the impact of ecological, technological, and demographic factors. Here are a few ongoing changes that can be observed around the world:

1. In 1800, an estimated 43.5% of the world's children died before the age five. That estimate also applied to the United States. By 2018, the global mortality rate had declined dramatically to about 4.0% (see Gielen & Kim, in press for more data and information). In rich countries with superior health systems such as can be found in the Scandinavian countries, the rate was around 0.3%. Modern medicine has been central to the world's sharply reduced child mortality rate. Prior to it and for thousands of years, children died of diarrhea (a monster killer of infants), diphtheria, scarlet fever, measles, tuberculosis, malaria (in Africa), pneumonia, and malnutrition. In the 1920s, quite a few of Morrisonville's children were still threatened by some of these diseases.
2. In 1820, an estimated 88% of the world's population was illiterate. By 2016, 93% of all male youth and 90% of the world's female youth were literate to various degrees. Primary school education has become widespread or universal in all high income and medium income societies and has also been expanding in the low-income societies of Africa and South Asia (Gielen & Kim, in press). In practically all digital information societies, attending primary, secondary, and (hopefully) tertiary educational institutions shapes the lives of children, adolescents, and many "emerging adults" who are 19–26 years old and frequently unmarried.
3. The relentless pursuit of education leads to drastic reductions in women's fertility. This may be seen, for instance, in "education-crazy" South Korea. Whereas in 1960, Korea was an extremely poor country, and its TFR was at a high of 6.10, the rate declined to a historically low TFR of about 1.0 in 2019 (Gielen & Kim, 2019; Gielen & Kim, in press). Almost all digital information societies (except for Israel) nowadays have TFRs below the so-called replacement rate of 2.1. Such a rate indicates that a country's population will remain constant over time, not counting immigration and emigration. Ironically then, almost all rich countries nowadays depend on immigration in order to avoid a declining population. In contrast, extremely poor countries such as Niger have young populations that increase at a very rapid rate. Fertility rates are especially high in their rural areas where aging parents expect that their son(s) will take over their farm while also taking care of them.
4. The long-term pursuit of education leads to expanded periods of adolescence and emerging adulthood. In traditional societies prior to industrialization, adolescence tended to be a brief period that for many girls would be followed by involuntary marriage. Because of poor nutrition and other reasons, puberty in preindustrial societies often arrived relatively late, both for girls and even more so for boys. Young people tended to have little say about when and whom they were expected to marry,

From The New York Public Library. Christmas dinner in home of Earl Pauley. Near Smithfield [i.e. Smithland?], Iowa. Dinner consisted of potatoes, cabbage, and pie. 1936. Photographer - Lee Russell.





Two girls and their younger brother cleaning dishes in 2018 Lome, Togo.

since that was decided for them by the larger extended family. Its older members based their decision mostly on economic and other practical considerations. In traditional India, for instance, marriages were governed by considerations of caste and by the age of 15 or 16, many girls were already married. Although child marriages before the age of 18 (for girls) have been outlawed in several South Asian countries, they have not disappeared in the rural areas. Marriages tend to be patrilineal and patrilocal: A girl joins her husband's family where she comes under the control of her stepmother. She must forget about dating, free choice, or long years of schooling. Today, such considerations have softened especially in India's middle-class families, but semiarranged marriages have not disappeared.

Conclusion

Comparative and historical studies of childhood and adolescence suggest several broad conclusions. For many centuries, most children used to grow up in rural surroundings and modest towns. Girls learned to take care of their younger siblings, got involved in housework from early on, and might also be asked to take care of gardens and animals such as chickens. Boys often helped in their family's more remote fields while also learning to take care of some of the bigger animals. Most children remained illiterate

or semi-illiterate. Child mortality rates were extremely high, and daily lives were demanding. Adolescence might last only a few years and would hopefully result in early marriage. Childhood tended to be especially miserable for those children who grew up as slaves, serfs, and orphans.

In contrast to these conditions, the emergence of well-to-do, digital information societies has led to many changes for children, adolescents, and young adults. In such societies, most children live in urban environments, are exposed to consumerism, and have easy digital access to endless reams of local, national, and global information. By way of contrast, such children are less involved in helping their families to survive. Their families have also become much smaller. Attending educational institutions for many years is considered necessary especially for those harboring professional ambitions. This requirement leads to prolonged forms of adolescence and emerging adulthood. Gender roles have become both more controversial and more negotiable. Except for the members of some religious groups, most adolescents in the rich countries plan to have only a few if any children. The two countries with by far the largest number of children and adolescents, namely India and China, are on their way to becoming more similar to high-income societies. In China, for instance, extreme poverty has largely disappeared, and the majority of its children nowadays grow up in urban surroundings. By way of contrast, extreme

poverty has not disappeared in either rural or urban India, yet its middle class has been expanding. In both countries, family sizes have shrunk, child mortality rates have declined sharply, and attending schools is the new normal. Like other Asian societies, China and India continue to follow more collectivistic and "tight" norms for families than holds true for Western societies. This goes along with semitransitional yet changing gender norms and increasing equality between the sexes. Such trends, however, remain contested in many Muslim societies.

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Submission Guidelines

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

Activities are listed in the following categories:

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

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

Submission deadlines*

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

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

ABBREVIATIONS

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

CHAPTER ACTIVITIES

EAST

Fordham-Lincoln Center (NY)

INDUCTION CEREMONY: On September 24, 2021, the chapter held its first on-campus induction since 2019, with encouragement and a message from the new dean, Laura Auricchio.

Dr. Auricchio earned her BA in psychology at Harvard before completing her PhD in art history, and becoming the first woman dean in the history of Fordham College at Lincoln Center.

CONVENTION/CONFERENCE: Due to continued COVID lockdown of New York City campuses, the chapter had to replace its in-person activities with three global webinars in fall 2021, arranged with the Psychology Coalition at the United Nations (PCUN): (a) On September 24, Dr. Sameena Azhar (Fordham) chaired a webinar on "Mental Health in Global Contexts," with four global experts: Drs. Sawti Bajpai (New Delhi), Kelly and Michele O'Donnell (Geneva), and Niels Peter Rygaard (Denmark); (b) On October 28, Daniel A. Balva, MA (U Georgia) chaired a webinar with "Students at the United Nations," with seven experts: Rita M. Rivera (APA), Nadine Clopton (NGO Exec Committee), Elaine P. Congress, DSW (Fordham), Dr. Ani Kalayjian (Teachers College), Shene C. Osborn, LMSW (Fordham), Dr. Irina Novikova (Moscow), and Dr. Judy Kuriansky (Columbia); (c) On November 2, Dr. Marciana L. Popescu (Fordham) chaired a webinar on "Forced Migration, Health, and Mental Health," with three experts: Drs. Ani Kalayjian (Teachers College),

Right: On Sept 24, 2021, Dean Auricchio addressed the Fordham-Lincoln Center (NY) chapter inductees.

Far right: Morgan State (MD) Bear Pack donation tables for the Food Resources Center.

Below: With gratitude, the Fordham-Lincoln Center (NY) Chapter presented a message from Dean Auricchio.

Svetlana A. Aslanyan (Armenia), and Tara Pir (CEO, IMCES).

Morgan State (MD)

MEETING/SPEAKER EVENT: Guests from Stevenson University's new PsyD program provided students with information about the program, admission requirements, and more.

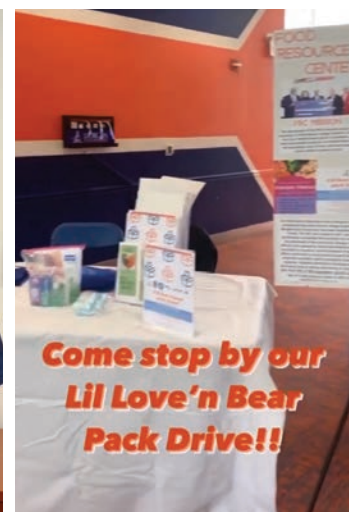
COMMUNITY SERVICE: The chapter collaborated with the Food Resources Center at the university to implement a donation drive. They assisted in collecting food, toiletries and other health and beauty products, PPE, and clothing to donate to college students facing food and financial insecurity.

New Jersey City University

MEETING/SPEAKER EVENT: On September 20, 2021, the chapter hosted the PSYCH Star Speaker Series with special guest Dr. Jeremy Sawyer, assistant professor at CUNY's Kingsborough Community College. His talk investigated the impact of play on children's private speech (self-talk) and motivation in activities with differing demands. He shared results of his coauthored study (Sawyer & Brooks,

2021). As a Neo-Vygotskian, Dr. Sawyer considers sociodramatic play as a beneficial activity for development. Dr. Sawyer's engaging talk, "Extending Vygotsky: Sociodramatic Play Increases Preschoolers," was well-received and inspired the audience to implement more motivational play into their daily lives.

MEETING/SPEAKER EVENT: On November 1, 2021, the chapter hosted the PSYCH Star Speaker Series with special guest Maya Rose, a PhD candidate in educational psychology at CUNY (advisor: Dr. Patricia Brooks). Learning a new language is difficult, yet some succeed at it. Maya's brilliant talk "Talking Turkish: Studying How Adults Best Learn a Second Language," discussed how variations in practice tasks influence comprehension of Turkish nominal morphology. She shared preliminary findings from her dissertation and provided information on impressive protocols and adaptations to conduct research in a safe and sound setting during times of COVID-19. Maya Rose was awarded the NSF Doctoral Dissertation Research Improvement grant.



Pillar College (NJ)

INDUCTION CEREMONY: The chapter conducted its Fall 2021 Induction Ceremony on December 3, 2021. The ceremony was conducted virtually and included five students and a faculty member. Dr. Maxine Bradshaw (advisor) officiated the induction ceremony, which was streamed live on Facebook. During the ceremony, participants were introduced to Dr. Mark Chae (coadvisor), who read the Platonic Myth and gave the induction address. Dr. Jonanne J. Noel was the Induction Officer. After the ceremony, the 2021 inductees were featured in the Pillar College Student Life social media pages.

University at Buffalo, SUNY

SOCIAL EVENT: The chapter, in collaboration with another student club, held a social Halloween event where students could decorate items of clothing, such as T-shirts, or food items, such as cookies and cupcakes. Students were provided with blank shirts and fabric paints, as well as cookies and cupcakes that they could decorate with frosting, sprinkles, and small candies.

INDUCTION CEREMONY: The chapter hosts an induction ceremony every semester. In fall 2021, the chapter inducted 37 members! Additionally, several friends and family members attended the ceremony to support the new inductees and celebrate with cake and cookies.

SOCIAL EVENT: In collaboration with the Health Promotion office on campus, the chapter hosted a destress event that included do-it-yourself aromatherapy sprays, coloring books, board games, and therapy dogs. This event was held in the Student Union during the last week of classes. The dogs, in particular, were a big hit with students.

Wagner College (NY)

FUND-RAISER: During Mental Illness Awareness Week, the chapter hosted a campus bake sale. Individually wrapped brownies, chocolate-covered pretzels, chocolate chip cookies, and cupcakes were sold to faculty and students for \$2 per item. Over \$200 was raised, and all proceeds were donated to the National Alliance on Mental Illness (NAMI).

COMMUNITY SERVICE: The chapter officers and members destressed before finals and showed their thanks to the community in an afternoon of Thanksgiving letter writing! All cards were hand-made individually and sent to the residents of the Norwegian Christian Home and Health Center in Brooklyn, New York.


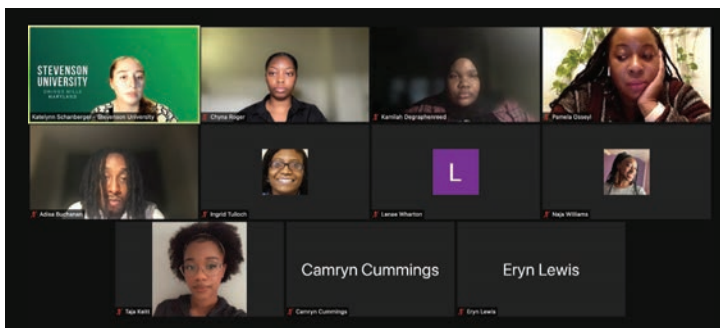
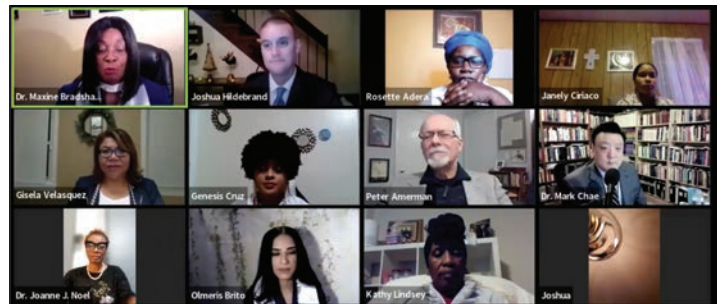
INDUCTION CEREMONY: The chapter wrapped up the fall 2021 semester with an in-person induction ceremony. Psychology faculty and advisors were in attendance, along with friends and family via Zoom. Refreshments were enjoyed and some exciting ideas for spring 2022 chapter events were shared! Congratulations and welcome, new members!

The NJCU Psychology Society & Chapter of Psi Chi cordially invite you to the Virtual 2021 PSYCH Star Speaker Series

**Let's Zoom with Special Guest:
Jeremy Sawyer, Ph.D.**

"Extending Vygotsky: Sociodramatic Play Increases Preschoolers' Private Speech and Motivation Across Activities"

Moderated by Dr. Peri Yuskel (Department of Psychology)

Top: New Jersey City University Chapter hosted the Virtual PSYCH Star Speaker Series with Dr. Jeremy Sawyer.

Upper middle: Pillar College (NJ) Chapter's online induction ceremony.

Above: University at Buffalo, SUNY Psi Chi officers (from left to right): Chantel Fatorma (community service coordinator), Matthew Negersmith (secretary), Jasmine Greggs (president), and Ashlan Hubbard (vice-president). Not pictured: Kristen Kibler (social media voice/graphic designer).

Far left: New Jersey City University Chapter hosted the Virtual PSYCH Star Speaker Series with Maya Rose, a PhD candidate in educational psychology at the Graduate Center, CUNY.

Lower left: Morgan State (MD) hosting guests from Stevenson University's PsyD program in a virtual event.

Middle: A University at Buffalo, SUNY student decorating cookies at the Halloween social event.

Below: **Wagner College (NY)** Chapter officers and members raising funds for individuals and families affected by mental illness.

Right: **Wagner College (NY)** Chapter officers and new members at the Fall 2021 Induction Ceremony.

Lower right: **Wagner College (NY)** Chapter members showcased their creativity and shared warm Thanksgiving wishes to nursing home residents of Brooklyn, New York.



MIDWEST

DePaul University (IL)

MEETING/SPEAKER EVENT: On October 27, 2021, the chapter hosted a panel of psychology graduate students simultaneously in-person and on Zoom, so they could share their graduate school experiences with undergraduate members. The panelists discussed a variety of graduate school topics, including the decision-making process to attend graduate school, the application process, financial benefits and costs of attending graduate school, school-life balance, and how to find a program and mentor that fits one's goals. The event ended with an open Q&A session. This event was a great way for current psychology students to connect with their peers and mentors.

SOCIAL EVENT: On November 10, 2021, the chapter hosted a game night to help students relieve some stress before entering finals week. The chapter hosted the evening in-person and on Zoom. The chapter provided snacks and drinks, along with several virtual and in-person games for everyone to enjoy. It was a fun evening getting to know one another and taking a break from studying and writing final papers.

Lakehead University (ON)

COMMUNITY SERVICE: To support the professional development of students in psychology, the chapter offers an

ongoing mentorship program. The program works by matching a mentor (senior undergraduate/graduate student) with a mentee (junior undergraduate student) based on similar psychological, research-related, and career/education-oriented interests to best promote mutual learning, knowledge sharing, and networking. Throughout the year, mentors will provide guidance on a number of psychology-relevant topics. Topics will vary based on the needs of the mentee. However, generally, support is provided for academics, funding opportunities, involvement in research, finding a research supervisor, graduate school, exploring different educational and career paths in psychology, and many more! Over the years, this mentorship program has become a valuable and collaborative opportunity for both mentors and mentees to learn and support!

MEETING/SPEAKER EVENT: The chapter has been involved in expanding student knowledge and confidence in all things psychology by offering monthly seminar series virtually. These educational sessions focus on relevant topics, such as applying for graduate studies, following APA guidelines, and planning for future careers and involvement within the broader psychological community. By offering these informational seminars, students are provided with the resources to continue their learning in a meaningfully and community-

focused manner, and are connected to broader supports that can assist their professional development and educational journey. These seminars have been integrated into upper-year psychology undergraduate classes and have been a valuable asset for both students and professors alike.

FUND-RAISER: The chapter understands that post-secondary education can be expensive! To assist undergraduate students in advancing their academic and professional goals, the chapter is proud to announce that they have created an annual \$300 Professional Development Bursary in 2021 that will be offered each academic year moving forward. The application is open to undergraduate chapter Lakehead University members who have participated in psychological conferences, poster events, and/or any other professional development venture!

Minnesota State University-Moorhead

MEETING/SPEAKER EVENT: The chapter hosted Kelly Florence and Meg Hafdahl, authors of *The Science of Serial Killers* virtually on October 21, 2021. They were on hand to discuss their research findings and answer questions such as, "What is the science behind serial killer's motivations like Ted Bundy and John Wayne Gacy?" and "What is the science behind female and male serial killers?" The chapter was able to purchase a handful of copies of the newly released book to randomly give away.

COMMUNITY SERVICE: The chapter held a five-day "Thanks-For-Giving" event November 15–19, 2021, to gather donations to the Dragon Pantry to benefit students who are experiencing food insecurities. The chapter collected over 700 nonperishable food and personal care items for the campus food shelf. Chapter members also donate one night a month to keep the Dragon Pantry open during the evening while school is in session.

Northwest Missouri State University

MEETING/SPEAKER EVENT: The chapter hosted an alumni panel for all undergraduate students in the behavioral sciences to learn more about different postgraduation paths and opportunities. The panel included three panelists, Jordyn Wood, Alicia White, and Katey Mason, who pursued different opportunities by going straight into the workforce or beginning graduate programs postgraduation. Panelists shared their experiences with their undergrad program and provided insight and advice for those who are graduating soon. This event allowed time for students to ask questions about concerns and to learn more about the process of job searching and what employers or grad schools look for in candidates.

University of Michigan

SOCIAL EVENT: The chapter and UPS (another psychology club on campus)



Far left: Minnesota State University Moorhead: (from upper left to right) Abiola Adebayo, Devin Muchenhirn, Aujaune Eubanks, (from lower left to right) Kate Watson, and Amber Roerick.

Left: Minnesota State University Moorhead Chapter officers, Kate Watson (president) and Amber Roerick (treasurer) presenting the first round of donations to Kara Gravely-Stack (dean of students).

Upper middle: Over 48 people attended The Science of Serial Killers Event at Minnesota State University Moorhead.

Middle: Northwest Missouri State University's Katelyn Johnson (vice-president) introducing alumni panelists.

Below: University of Michigan Psi Chi and UPS members on at Wiard's Cider Mill near Ann Arbor.



collaborated to host a Cider Mill Trip to Wiard's Cider Mill near Ann Arbor! They organized this social event for their members to bond and connect with members from other psychology student organizations on campus over cider and donuts. This event supported the tight-knit community the chapter strives to create within the organization.

MEETING/SPEAKER EVENT: The chapter and UPS collaborated to host a virtual research event with the Psychology Department. There was a presentation on how to find research by one of the department's advisors, Caitlin Posillico, followed by a Q&A session. Caitlin is currently finishing up her PhD in the biopsychology area and has been advising in the chapter office for three years. She brought a wealth of knowledge about the Psych Department and offered a unique perspective as a current PhD student and researcher.

MEETING/SPEAKER EVENT: The chapter partnered with the LSA Opportunity Hub (one of the career centers on campus) to lead a resumé and cover

letter workshop for members. This event was followed by an opportunity for members to get a professional headshot to use in their professional development journey.

ROCKY MOUNTAIN

Universidad de Sonora (Mexico)

CONVENTION/CONFERENCE: In early November 2021, members held a virtual Brian Awareness activity. Its objective was to promote interest in psychology and neuroscience topics to PreK–6 students. Chapter members used videos, hands-on experiments, and artistic activities to bring awareness about brain structure and functioning and how these are linked to differences in perception and behaviors. Members created packets, including videos, PDFs, and materials, for two activities: “Build a Brain” and “Trick or Treat Your Brain.” These allowed children to explore their creative skills as well as inspire them as future scientists.



INDUCTION CEREMONY: The chapter celebrated its third induction ceremony online on December 10, 2021. Drs. Nadia Corral and Martha Frias (advisors) introduced 10 members and confirmed they met the necessary requirements and qualifications. Dr. Reyna de los Angeles Campa Álvarez (Psychology Department coordinator) was present to welcome the new members. New chapter officials were installed, and they accepted their responsibilities as president (Damariss Andrade), vice-president (Jennifer Espinoza), secretary (Paola Escobedo), and treasurer (Beatriz Valenzuela).

SOUTHEAST

Lipscomb University (TN)

MEETING/SPEAKER EVENT: The chapter invited anyone from campus to come watch an episode of *Criminal Minds* and then have a Q&A with Dr. Katie Spirko, who works in forensic psychology to discuss what was accurate, and how psychology is used in criminal investigations.

University of Mary Washington (VA)

MEETING/SPEAKER EVENT: The chapter sponsored a workshop that

helped instruct students about how to prepare a curriculum vitae for graduate school or postbachelor's degree jobs. This workshop was prepared and run by Dr. Mindy Erchull (advisor). The officers created posters and sent out emails to publicize the event, and there was good attendance. First, Dr. Erchull presented some general guidelines on how to create a CV, and then she went on to present a series of example CVs from former students that she thought illustrated certain sections of a CV particularly well. At the end, she took specific questions and looked at some student's CV drafts.

INDUCTION CEREMONY: The chapter welcomed 23 members this fall! Officers informed students of their eligibility by announcing their selection during one of their psychology courses in order to celebrate their undergraduate successes with all their classmates. The chapter invited one of the department's newest faculty members, Dr. Marcus Leppanen, to be the speaker at the ceremony. He shared his perspective on academic integrity with the chapter. Additionally, during the ceremony, officers read aloud the Platonic myth to officially welcome the inductees with a fun story. Since the ceremony was held virtually so that friends and family could attend,

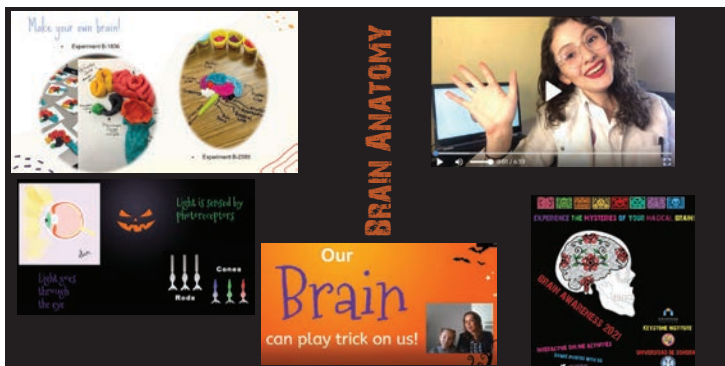
a collage was created with photos of new members rather than taking the traditional chapter picture.

West Virginia University

MEETING/SPEAKER EVENT: During the October meeting, the chapter hosted speaker James H. Berry, DO, who is a physician and director of Addiction Services at the university's Department of Behavioral Medicine and Psychiatry, where he also is chair. Dr. Berry described various treatment

options for addictions, including CBT and motivational interviewing. He also spoke about the opioid epidemic and its clinical and social implications in communities in Appalachia and elsewhere in the country.

SOCIAL EVENT: Instead of the annual trip to a haunted house, the chapter hosted an outdoor Halloween party to remain in accordance with the university's COVID-19 guidelines. Those in attendance enjoyed the movie *Hocus Pocus* while painting pumpkins



Middle left: Sample of activities and flyer from **Universidad de Sonora (Mexico)**.

Middle right: Christine and her service dog Ruby enjoying the Q&A at **Lipscomb University (TN)** with Dr. Spirko.

Bottom left: A group photo of costumed **Lipscomb University (TN)** students getting ready to learn about forensic psychology.

Bottom middle: Dr. Spirko, dressed as a triceratops, explains forensic psychology at **Lipscomb University (TN)**.

Bottom right: **West Virginia University** Chapter hosting its first paint and sip.

and snacking on Halloween treats. Chapter development was a highlight of this event as chapter members were able to get to know each other in an open and inviting setting.

FUND-RAISER: Following the October meeting, members of the chapter walked to the campus Chipotle to support a chapter-hosted fund-raiser. Thirty-three percent of the sales went to the chapter, where they will be used for scholarships for chapter membership, future fun social activities, increasing campus

presence, and ensuring members receive the benefits of career development, psychology-centered learning events, and networking.

Winthrop University (SC)

SOCIAL EVENT: After being socially distanced because of COVID last year, the chapter had several in-person social events to start the semester. One event was a Halloween trivia contest. Teams of two students, some in costumes, competed against one another by

holding up their team's name and multiple-choice answer. The top three teams received cash prizes, and others received Halloween-themed door prizes throughout the event. This event was a low-stress way to get members engaged with the chapter and to interest new members.

SOUTHWEST

Our Lady of the Lake University (TX)

COMMUNITY SERVICE: The chapter participated in hOLLUween and distributed treats to children (and adults!) in San Antonio in a drive-up costume parade. The chapter participates in this annual event that serves San Antonio's Westside community, every year.

Texas State University

MEETING/SPEAKER EVENT: On October 7, 2021, the chapter held its fourth meeting of the fall 2021 semester at the Undergraduate Academic Center.

The meeting was led by Maddox Evans (vice-president), temporarily filling in for Tyler LeBlanc (president), and Dr. John Davis. Dr. Davis spearheaded the event by talking the members through the Psi Chi Grant and Award application process. Members of the chapter will now be able to employ the skills learned from the meeting to aid their psychological journey throughout their collegiate careers.

MEETING/SPEAKER EVENT: On October 21, 2021, the chapter held its fifth meeting of the fall 2021 semester at the Undergraduate Academic Center. Led by Tyler LeBlanc (president), the meeting consisted of a presentation from Dr. Ollie Seay about internship opportunities available to chapter members. The internship discussed related to gaining experience in assisted living communities for people with cognitive disabilities. Members who were interested were encouraged to apply and interview for the intern positions.



Top left: A photo collage of fall 2021 inductees to the University of Mary Washington (VA).

Middle left: Our Lady of the Lake University (TX) members Victoria Lopez, Haley Smith, Mary Garza, and Samantha Martinez.

Middle right: First place winners of Winthrop University (SC) Halloween Trivia.

Bottom: Teens competing in Winthrop University (SC) Halloween Trivia.



MEETING/SPEAKER EVENT: On November 4, 2021, the chapter held its sixth meeting of the fall 2021 semester at the Undergraduate Academic Center. The meeting was led by Tyler LeBlanc (president), in which a panel of current graduate students from Texas State University's Master of Arts in Psychological Research program presented to members. Members interested in psychological research gained valuable knowledge about research programs and how to apply for said programs.

WEST

California State University, Long Beach

MEETING/SPEAKER EVENT: The chapter coordinated with five professionals holding MAs and PhDs from clinical, research, and administrative fields to create a panel. To get the meeting started, each panelist was asked questions to help introduce them to the members and highlight important aspects of their work. Afterward, students were able to ask questions regarding the daily roles of each panelist as well as tips on how to identify possible future careers. Many students were able to network with the panelists as well as other members who shared similar career goals.

SOCIAL EVENT: As access to campus became increasingly available, the chapter developed the idea of Friday Psych Nights to create events for psychology students who have been attending classes predominantly

online. The goal of these events was to allow students to develop connections outside of the classroom with fellow club members. The most exciting Psych Night this semester was the Halloween Game Night, where members were encouraged to dress up and play board games while enjoying each other's company. For many, it was their first opportunity to see the friends they had made online, in person.

SOCIAL EVENT: Each year during the first week of school, the university holds an event called Week of Welcome where clubs and organizations set up panels to recruit students. The chapter was lucky enough to combine with two other psychology organizations to create a booth filled with useful information. At the booth, students were able to learn about meeting times, meeting topics, ways to get involved, and benefits of becoming a member. From this meeting, the chapter was able to recruit many new students and raised the attendance of the first meeting by around twenty individuals as compared to last year.

University of Nevada, Las Vegas

SOCIAL EVENT: Come one, come all to the chapter Fall Mixer, the chapter's first in-person event since the pandemic started. Students got to know more about Psi Chi/Psychology Club on campus as well as meet other members by playing games and chatting.

SOCIAL EVENT: In collaboration with 10+ psychology research labs at the university, the chapter hosted



Top left: Instagram recap post of the booth at the **California State University, Long Beach** Chapter's Week of Welcome.

Top right: Instagram recap for the **California State University, Long Beach** Friday Psych Nights Halloween.

Bottom right: Members focusing on an intense card game as they engaged in one of the **California State University, Long Beach** Friday Psych Nights.

their research matching event as an opportunity for students to check out the psychology labs on campus that have open spots for new research assistants. This virtual event was a wonderful opportunity for students to network with other labs and get a glimpse into the world of research.

CONVENTION/CONFERENCE: The chapter's annual PSYCHTalks was an opportunity for undergraduate psychology students to present their research, which could have been at any stage, in a safe and low-stakes environment. Students had 5–7 minutes to present with a 3-minute question and answer period. This fun and enriching event was another chance for students to add a line on their curriculum vitae.

University of Nevada, Reno

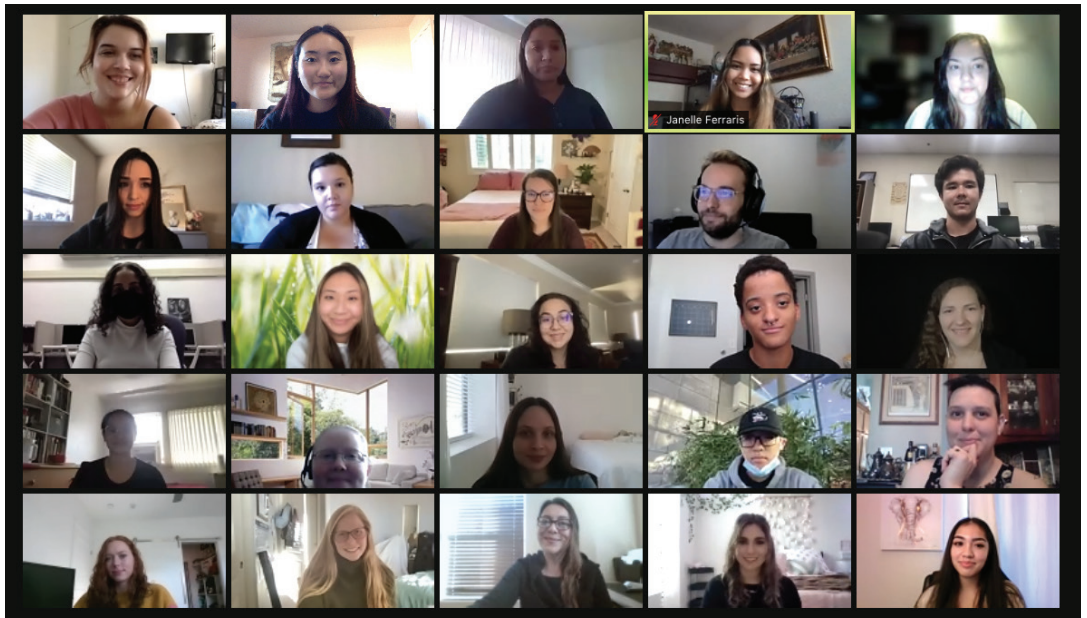
SOCIAL EVENT: The chapter had an amazing time at the Ferrari Farms pumpkin patch in Reno! This awesome social event was free. Students were able to take a break from midterms, enjoy the pumpkins and corn maze, and feed corn to the animals. Activities like this promote mindfulness and social well-being.

University of California, San Diego

SOCIAL EVENT: Shortly after the beginning of the school year, the chapter hosted a virtual destressing event. Members were encouraged to make origami art by folding any paper on hand. While some of the directions might have been challenging, everyone had a great time laughing, socializing, and getting to know each other as they worked on their creations.

COMMUNITY SERVICE: The chapter continued its ongoing efforts to provide support and inclusion to new students who have transferred from a community college. Over 70 students enrolled as mentees matched with one of 14 volunteer mentors. This connection gave transfer students an easy way to build friendships and get help navigating college without feeling overwhelmed or intimidated.

MEETING/SPEAKER EVENT: The psychology department hosted a Pathways to PhDs event that featured Dr. Leslie Carver, a current professor of developmental psychology at the university, and a panel of five students in doctoral and postdoctoral programs. Each panelist shared the unique path that led them to where they are today. After the guests took turns answering various questions about graduate school, attendees had an opportunity to talk one-on-one with a panelist during a breakout room session. This insightful event served as an encouraging reminder that students should follow the best path for themselves.



Top: University of Nevada, Reno chapter at the Ferrari Farms pumpkin patch.

Middle: University of Nevada Las Vegas students smiling for a group picture before going to break out rooms with lab representatives.

Left: University of Nevada Las Vegas students playing the card game What Do You Meme?



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