

eye ON PSI CHI

SUMMER 2022 | VOL 26 | NO 4

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and The Great Resignation
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ABBREVIATIONS

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

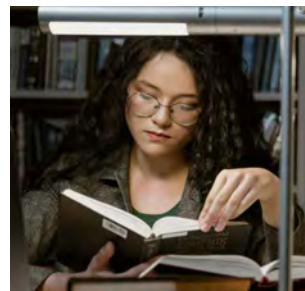
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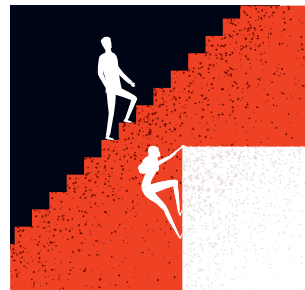
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Merry J. Sleight, PhD, and Paul Hettich, PhD



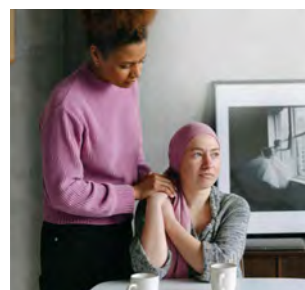
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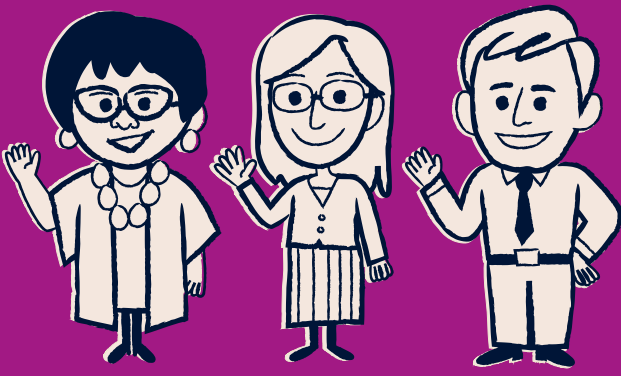
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Summer Time— and the Livin' is Easier?

Martha S. Zlokovich, PhD
Psi Chi Executive Director

Summertime and the livin' is easy

—George Gershwin

Summer breeze, makes me feel fine, Blowing through the jasmine in my mind

—Seals and Croft

No matter your musical preference, I hope you are enjoying your summer—and that things are much easier compared to the summers of 2020 and 2021. Summer is traditionally a time when most Psi Chi officers leave campus and put chapter activities and planning on hold. By July, few chapters host inductions or any other activities.

However, after two and half years of online learning, summer 2022 may be the perfect time to get to work and plan ahead for the next academic year. This is especially true if your chapter has been meeting and inducting new members via online or hybrid events. It is possible that none of your current officers have yet experienced a fully in-person, on-campus term!

You may be asking yourself questions like these about running your chapter effectively. How do you go about planning a membership drive and holding inductions on campus? Where will the in-person chapter meetings and events be held? When and where can officers confer with their chapter's faculty advisor? How can members meet psychology department faculty? How many events can include virtual participation for those who still need to maintain physical distancing? How can the chapter restart those in-person activities that members have been missing the most?

Answering such questions may actually be easier in some ways now, than would have been the case in the past. A silver lining, if you will, when planning chapter events is that more people are now experienced with meeting virtually to accomplish their goals. If ever there was a time when officers could meet virtually during the summer—this is it! As for the southern hemisphere chapters currently experiencing winter weather, this advice can be also applied to your winter break, and/or saved for your warm weather break.

My first suggestion is to elect next year's officers before the start of the summer break. This not only allows for overlap during the transition between outgoing and incoming officers, it allows the new officer team to meet before the start of the next academic

year. This allows them to plan meetings and events that start very soon after the first academic term starts rather than taking a month or two to develop a game plan.

Electing officers before the summer break also gives them plenty of time to learn more about their positions. If their faculty advisor has not done so already, the officers can request that their advisor update them online. This gives officers access to more areas on the www.psichi.org website than most members.

Materials on the website explain the tasks of all officer positions ([Chapter Handbook](#)), and also 20–30-minute [Chapter Chat videos](#) that share tips specific to each position. In addition, officers can search through *Eye on Psi Chi* articles, using topics such as “chapter growth” or “leadership.” There are also relevant blogs, some of which I list below.

Officers can plan during the summer for how the chapter will accomplish its main activities, which are:

1. Recruiting and inducting new members.
2. Planning ahead for interesting and effective chapter meetings and social events.
3. Developing a chapter fundraising plan.
4. Holding chapter meetings and events.
5. Electing and on-boarding new officers, at a minimum the four required positions of President, Vice-President, Treasurer, and Secretary positions.
6. Voting as a chapter for the Board of Directors between January 15–February 15.
7. Celebrating graduation.

This summer might be the perfect time to review and update (or draft using the chapter bylaws template) your chapter's bylaws and consider additional officer positions. Your chapter is allowed to add officer positions as needed, and Psi Chi offers suggestions such as Webmaster, Publicity Chair, and Historian. A relatively new officer position is the Help Helped Me Officer, who works to destigmatize asking for help. This position might be especially needed as everyone attempts to return to normalcy after a very difficult couple of years.

While I certainly hope you are having a relaxing summer, I encourage you to think ahead to the upcoming academic year. What can you do to make the upcoming year an enriching experience for yourself and others?

Resources for Psi Chi Officers



Articles

[How to Effectively Run an Honor Society Chapter](#)

[Diverse Chapter Recruitment Strategies
With Denise Friedman, PhD](#)

[Building a Strong Officer Team](#)

[Pass It On: Leadership Continuity](#)

[Chapter Micromanager or Chapter Leader?](#)

[Stay Engaged in Psi Chi: Opportunities for
Undergraduates, Graduate Students, and Beyond](#)

[Connecting Chapters With the IPALs Program](#)

[My Psi Chi Presidential Initiative: Help Helped Me](#)

[Filling Your Cup as an Introverted Leader](#)

[Strength in Numbers Maximize Your
Chapter's Potential](#)

[Psi Chi UCA Receives Model Chapter Award
TEN Years Running!](#)

[Join Us for Lady Gaga's #BeKind21-Day Challenge!](#)

[How to Include Psi Chi Leadership Experience
on Your Resumé/CV](#)

[Five Tips for Psi Chi Officers](#)

[Twelve Strategies to Increase Participation
in Your Chapter](#)

Chapter Chat Webinars

[Chapter Chat Officer Information
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[Chapter Chat: Virtual Commencements](#)

Important Links

[Chapter Officer Roles](#)

[Chapter Leadership](#)

[Chapter Service Projects](#)

[Chapter Grants and Awards](#)

[Submit Chapter Activities](#)

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[Chapter Handbook
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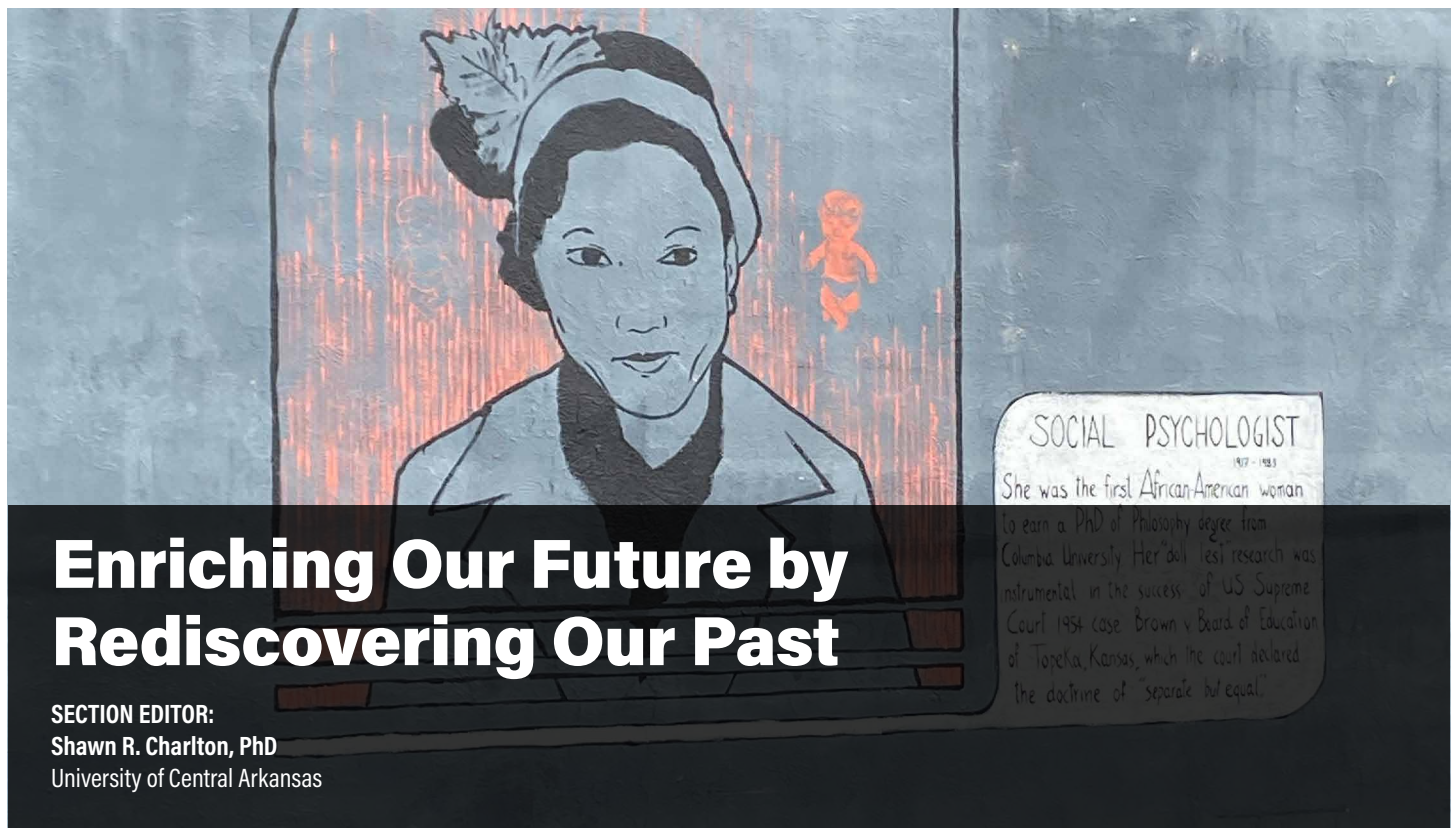
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Enriching Our Future by Rediscovering Our Past

SECTION EDITOR:
Shawn R. Charlton, PhD
University of Central Arkansas

Several years ago, I was sitting at a red light during my first drive through Hot Springs, Arkansas, when I noticed a mural of psychologist Mamie Phipps Clark painted on the wall of a gas station—Definitely not the typical subject of a gas station mural! I confess, at that time my knowledge of Dr. Clark was limited to her place in the title of the [Mamie Phipps Clark Diversity Research Grant](#), offered through Psi Chi (if you are not familiar with this grant, I encourage you to check it out), and a small memory of a connection between her and her husband with the *Brown v. Board of Education* Supreme Court case in the United States. I definitely did not know of Dr. Clark's connection to my home state of Arkansas. Seeing that highly unexpected mural encouraged me to delve into the history of Dr. Clark. I was fascinated by her story, her work, and the connection between Arkansas and some of psychology's past (I recently had a similar moment of discovery as I became aware of Florence Price, a Little Rock, Arkansas, native who, in 1933, became the first African American woman in the United States to have a composition played by a major orchestra; Davis, 2022).

My discovery of Dr. Clark's mural in Hot Springs isn't the only time I have encountered the broader history of psychology in unexpected places. Last spring, after watching Tom Hank's portrayal of Fred Rogers in *Mr. Roger's Neighborhood*, I decided to learn more about Rogers's past by reading *The Good Neighbor: The Life and Work of Fred Rogers* by Maxwell King (2018). In this book, Maxwell briefly explored Rogers's long-time consultation with developmental psychologist Margaret McFarland.

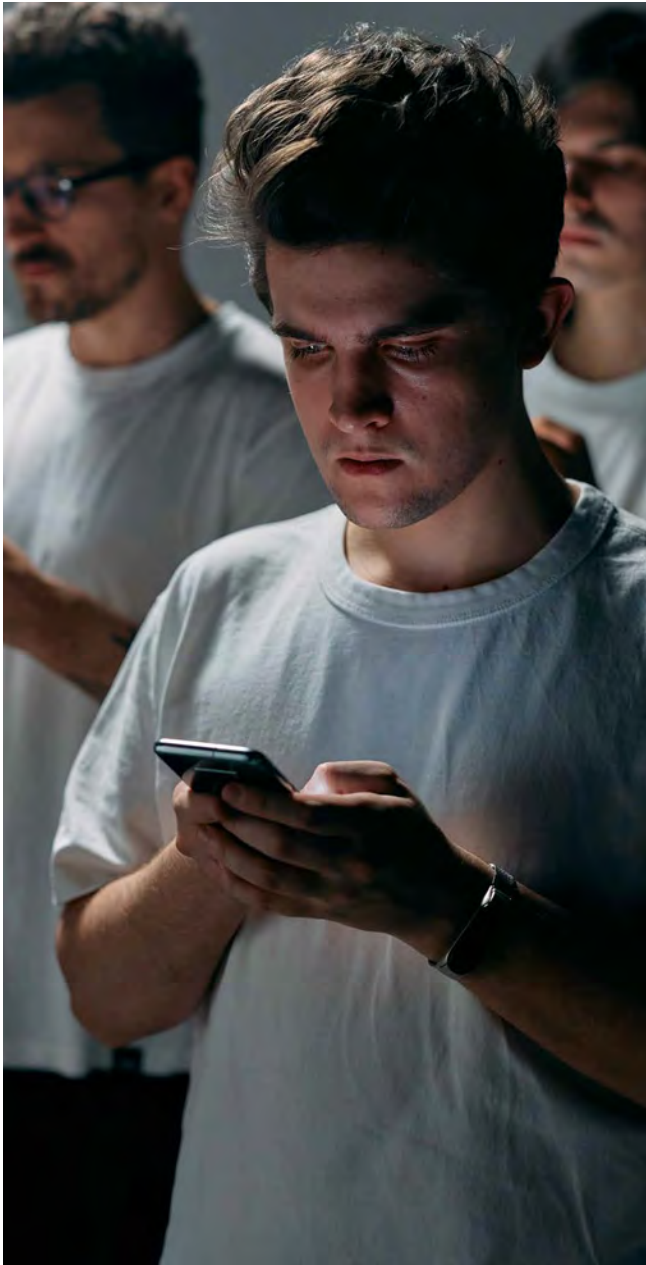
McFarland worked with Rogers for over 20 years, with Rogers frequently walking from his studio to McFarland's office at the University of Pittsburgh to take hand-written notes on their discussions about child development (Caron, 2020). Prior to reading Maxwell's biography of Rogers, I had no clue of McFarland's role in shaping *The Neighborhood* (and through that program, the lives of many children).

I mention my serendipitous discoveries of Drs. Clark and McFarland's place in the history of psychology to highlight the enriching effect of learning the more complete story of psychology's past (and the past, in general). The current cultural climate in the United States supports this more transparent approach to history. This broader, more transparent, approach to exploring and discussing the victories and defeats of our past puts us in a better position to create a psychology that provides more complete and accurate explanations of human behavior and is more welcoming and inclusive. In many ways, our future depends on our ability to fully and openly examine our past (the good and the bad).

In this edition of *Psych in the Headlines*, we explore potential changes in the emotional intelligence of youth, some of the overlooked history of ASD, a change in the name of one of APA's journals, and thoughts on the psychology of Wordle.

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SUBMIT TO THIS SERIES

Do you know about a major contemporary event related to one of the many areas of psychology?

Share it with us for potential publication in this series! Recurring contributors are also wanted.

For full submission guidelines, visit www.psichi.org/page/PsychologyInTheHeadlines

Young Adults' Emotional Intelligence Continues to Decline: Is This Due to Random Error or Pandemic Chaos?

Seungyeon Lee, PhD

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Growing awareness of mental health focuses on the impact of the recent worldwide pandemic. Work-life balance is difficult to maintain while dealing with COVID. We must manage frustration, hyperactivity, and despair—likely to prevail for some time. Human emotions affect our attitudes, behaviors, and perceptions, all of which bring up the importance of emotional intelligence (EQ), a psychological construct to be learned and reinforced over one's life. Green (2021) found that those with high EQ showed greater empathy, self-control, and sociability. Yet, today's young adults are less likely to interact with others, which does not encourage social empathy. As such, are we seeing a decline of EQ in young adults?

Khan et al. (2021) conducted a meta-analysis of previous literature regarding EQ between 2001 and 2019. They found that three facets—emotionality (one's understanding of other people's emotions), self-control, and well-being—declined among college students over the past two decades, according to cross-cultural samples of the United States, Canada, the United Kingdom, and Australia (with approximately 17,000 participants). Khan et al. (2021) engaged in additional analyses about how technology was negatively associated with both self-control and well-being. An upswing in students' use of social media and a greater dependence on technology became more prevalent, following the pandemic's emergence in 2020; a decline in EQ could be an ongoing phenomenon under these conditions. If this is the case, new studies may support the use of early mental health interventions for college students.

If this is indeed a trend, additional studies can identify contributing factors that affect EQ. Gong and Jiao (2019) published findings on how some effects of EQ actually decreased over time. They conducted a "meta-meta" analysis with the previous literature to discern if, as they predicted, EQs were in fact declining. The authors noted that this could be due to methodological issues: the studies used different models, which might have overestimated effect sizes vs. those with patently different results.

Current EQ findings must be interpreted with discretion, considering that the samples were from the prepandemic era. However, sociocultural changes can affect everyone, which may require guidelines to bolster a sense of positive well-being. Despite the undermining conditions, young adults are less likely to have social interactions or experience feelings of empathy. A generational decrease in self-efficacy and empathy has become a serious issue, as one's ability to adapt to change is an important skill. We need a better understanding of our triggers and finding alternative plans, which impact our decision-making and our behavior.

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One of History's Lost Treasures and Contributors to ASD: Dr. Grunya Efimovna Sukhareva

Carly Breslin

Psi Chi Headquarters

About 17 years before Dr. Leo Kanner's description of children, with what is described as "classical early infantile autism," and 18 years before Dr. Hans Asperger identified "autistic psychopathy" (later known as Asperger Syndrome) in four of his male, pediatric patients, Dr. Grunya Efimovna Sukhareva's original paper characterized autism spectrum disorder (ASD; Posar & Visconti, 2017). Influenced by Swiss psychiatrist Eugen Bleuler, Dr. Sukhareva widened Bleuler's idea of autism and published her paper, "Die schizoiden Psychopathien im Kindesalter," in 1926 (Zeldovich, 2018).

Even in the 1920s, Sukhareva detailed "the importance of the presence of sensory abnormalities, which only recently regained their proper weight in the description of ASD in the DSM-5" (Posar & Visconti, 2017). Despite her obvious contribution, she is rarely cited in ASD literature and few scholars can name her as a pioneer of psychology. But why?

Posar and Visconti (2017) believed the reason she is so unknown is due to the Russian journal her paper was originally published being fairly unknown to the scientific community. Although it is unknown if Kanner and Asperger knew of her work in the 1940s when they published their seminal findings, Kanner did cite another of her articles later on (Posar & Visconti, 2017).

The Canadian Autistic Society believed Hans Asperger might have read Sukhareva's 1925 paper discussing her original findings, but did not credit her. This is likely true since Sukhareva's paper was translated and printed in a German journal in 1927, following its original publication in Russian (Sher & Gibson, 2021). In addition, Asperger was a known anti-semitic who aided the Nazi party by reporting children of Jewish backgrounds with ASD characteristics, so maybe he refused to cite Sukhareva due to her Jewish background (Sher & Gibson, 2021).

Interestingly, all three of these renowned doctors worked mainly with male children when conducting their work categorizing ASD. This brings us to the issue with diagnosing women with ASD today. With little research on ASD in the early 20th century, and no known research on ASD in women in that same time period, have we come very far since then?

Yes and no. Yes, because clinicians are starting to understand that ASD does not manifest in the same ways in men as it does in women. However, the research is still miles behind research on men diagnosed with ASD, not to mention the lapse in research around ASD presenting in transgender, nonbinary, and gender-fluid individuals (Strauss et al., 2021). We still have a long way to go in ASD research and equity aid, however, we should remember to thank Dr. Grunya Efimovna Sukhareva for her astounding contributions to the field of research.

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Changes That Move Us Forward: From *The Journal of Abnormal Psychology* to the *Journal of Psychopathology and Clinical Science*

Shawn R. Charlton, PhD

University of Central Arkansas

Volume 130 of the *Journal of Abnormal Psychology*, APA's flagship journal for reporting "basic research and theory in the broad field of psychopathology and other behaviors relevant to mental illness, their determinants, and correlates" (APA, 2022), introduced a foundational change to the journal—a new name: *The Journal of Psychopathology and Clinical Science*. In discussing the reasoning behind the move away from the original title of the journal since 1906, the editors-in-chief, Angus W. MacDonald III, Sherryl H. Goodman, and David Watson wrote:

Given this deep foundation, the careful selection of the original title, and its role as the field's banner carrier for 115 years, what could impel us to turn from the *Journal of Abnormal Psychology* as the title for this publication? A major impetus is the relentless progression of the terminology treadmill: the terms *abnormal* and *abnormality* now are pejorative tropes. Many colleges and universities have changed the name of their introductory abnormal psychology courses, and in others the professors feel compelled to provide lengthy critiques of the term *abnormal* in the course title. Within our pages we publish studies about people already stigmatized on top of their day-to-day distress and suffering. How can we honor their stories and efforts? (2021, pg. 2)

The impact of language on how people are viewed and treated is an important consideration as we interact with others. In writing about the importance of the journal's name change in the *Washington Post*, Steven Petrow reflected on the impact of language surrounding mental health disorders from when he was growing up:

Since first being diagnosed with depression and generalized anxiety in my early 20s, I felt the stigma of being considered "abnormal." Back then, I regularly heard friends use pejorative words like "nuts," "psycho," "schizo," "insane" and "Looney Tune" as general insults to anyone for any transgression. The not-so-subtle message: It's okay to mock those with mental health issues—that we are somehow weird, stupid, scary or dangerous. (Petrow, 2021)

As I have discussed with others, both in and outside the field of psychology, the move away from using "abnormal" to describe behaviors associated with mental health difficulties we often focus on the conflict caused when there is a discrepancy between the dictionary definition of a word and the common usage of the word. While the "normal" in abnormal technically refers to the typical or modal manifestation of something, and not a value judgment, this isn't consistent with how "normal" is commonly used. Rather, "normal" is most often (normally?) associated with "good" or "right" (this same conflict occurs with the use of *positive* and *negative* attached to reinforcement and punishment). When discussing the breadth of human behaviors with others, we have a responsibility to use words both for clarity of scientific meaning *and* for their ability to connect with the community. Moving away from *Abnormal Psychology* in our journal titles, course titles, and general usage will come with a cost but that cost is easily outweighed by the benefits to individuals and society.

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Some Thoughts on the Psychology of *Wordle*

Shawn R. Charlton, PhD

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These headlines typically focus on recent happenings in the field and science of psychology, with an aim of making contact with the scientific literature. This headline is a little different. With the meteoric rise of James Wardle's new puzzle game, *Wordle*, over the past several months (Victor, 2022), psychologists have shared a number of thoughts on psychological explanations for the popularity of the game. Here is a sample of these suggested explanations:

Wordle as a Social Experience: Dr. Matt Baldwin from the University of Florida highlighted the shared social experience created by *Wordle*. By having one puzzle each day with the same answer for all players, *Wordle* creates an experience that can be immediately bragged about, celebrated, and compared with others (Jargo, 2022).

Wordle as Instant Gratification: Sebastian Ocklenburg (2022) from *Psychology Today* suggested that one of the key psychological factors behind *Wordle* is the instant feedback provided with each attempt. Immediately after submitting a guess, squares turn green (correct letter in the correct place), yellow (correct letter, but not in the correct place), or stay the same color (white or black depending on the current game settings). The combination of challenging, but not extremely difficult or rare, words, limited availability (only one puzzle per day), and immediate feedback creates a strongly compelling psychological experience.

Wordle as a Guilt-Free Entertainment Snack: The once-a-day aspect of *Wordle* may serve two functions. As noted above, the limited availability creates a craving for the next round. At the same time, being limited to only one serving a day may also reduce the guilt that becomes attached to

games that become more time-consuming. As described by Kelli Dunlap, a clinical psychologist and game designer, *Wordle*'s time demand is only a few minutes each day, allowing us to experience fun without guilt (Cohen, 2022).

Wordle as a "Lightbulb" Moment: In speaking to *Discover Magazine*, Matthew Baldwin, highlighted the potential for activating the dopamine system through moments of "insight" (Orlando, 2022). Those who have played the game have likely experienced the sudden burst of excitement that comes from suddenly seeing the solution. This feeling is reinforced as the squares are revealed as green, one-by-one, after hitting submit.

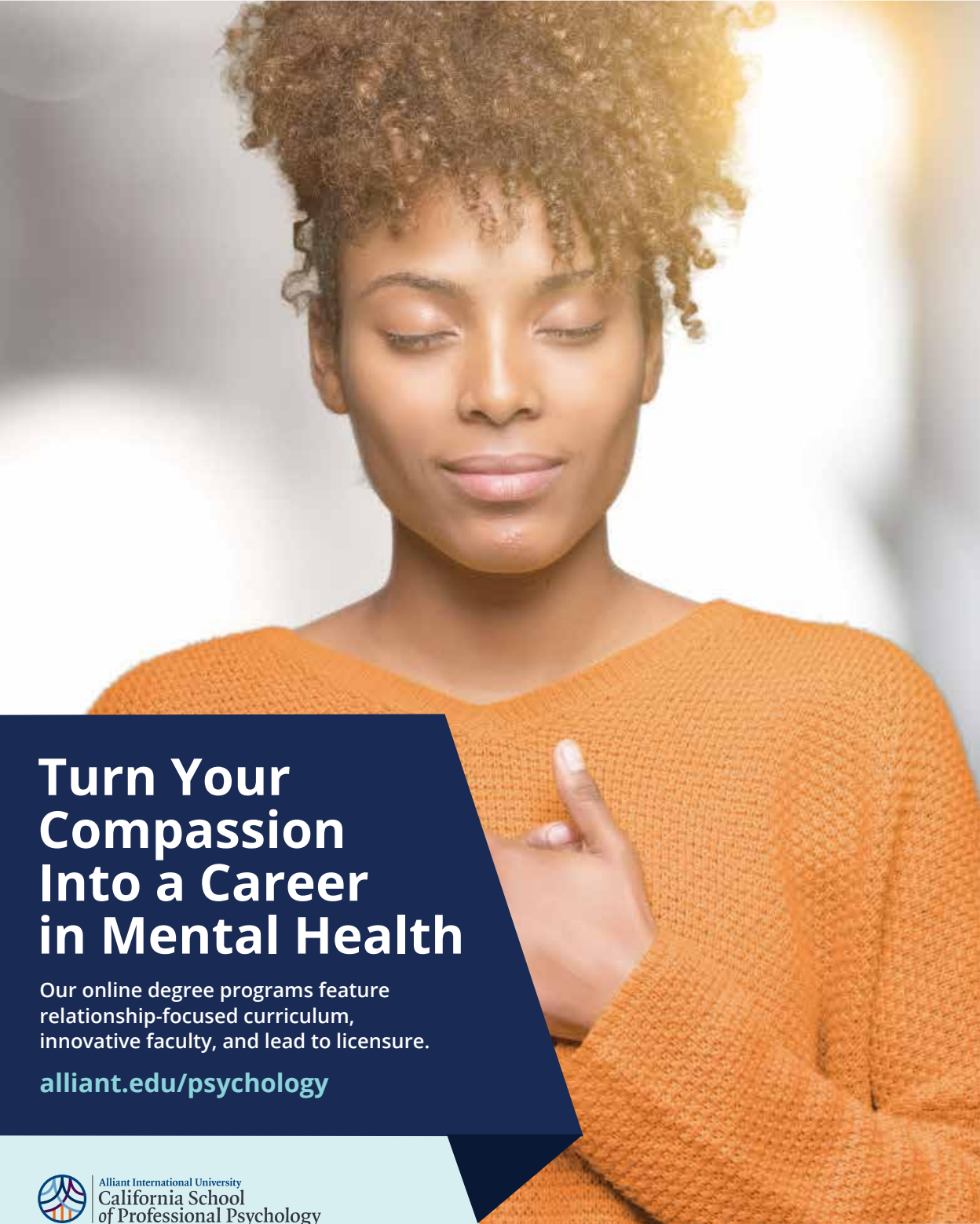
The exact psychological explanations for *Wordle*'s popularity will not be known until psychological science has a chance to systematically examine people playing the puzzle. Perhaps more challenging to guess than the daily *Wordle* is whether the puzzle will remain popular long enough for psychological science to provide answers regarding the potential explanations that have been provided.

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The Impact of the Pandemic and The Great Resignation on Workplace Bound Psychology Graduates

Paul Hettich, PhD
DePaul University (IL)

Why would 11.5 million American workers quit their jobs during the second quarter of 2021, during the pandemic, when so many businesses were closing and leaving millions of people unemployed? (Gardner, 2021).

But it happened, and the effects of the pandemic and “The Great Resignation,” as it is known, still ripple across the economy as this article goes to press. Why?

In an interview with Phil Gloudemans of the *Boston College News*, Psychologist and Professor David Blustein shared his views:

The Great Resignation is clearly a fast-moving and powerful trend, one that has surprised many experts, including myself. Like most macrolevel phenomenon, the Great Resignation is likely due to a confluence of factors that has coalesced to create a transformation in how people engage in work (2021, p. 2).

What led to The Great Resignation? Dr Blustein explains.

- The pandemic exposed workers to a deadly virus, a game-changer, which threatened their lives while often working in unhealthy environmental conditions.
- Wages increased for many workers, especially those employed in low paying jobs.
- Some people who quit their jobs because of the pandemic

retired, leaving openings to be filled.

- During the pandemic, people saved money from reduced travel expenses, dining out, avoiding luxuries, and other cost-saving measures that built a financial cushion for them.
- Competition had increased across several fields that strengthened the confidence of workers to leave their current job and find a better one.

Blustein does not believe, as certain commentators contend, that government stimulus checks encouraged workers to quit their jobs because labor shortages continued in states that refused additional federal benefits. Research by Blustein and his students reveal that people have experienced a sense of existential threat to their security that may be evoking a “Great Rethinking” about the nature of work. “For many people in the U.S. and across the globe, work has often resulted in stress, tedium, health risks, interpersonal conflict, and disempowerment, particularly for people who have been marginalized” (Gloudemans, 2021, p. 2). We must rethink how society engages in work, survival, and sustainability, as the country rebuilds from the disruptions caused by the pandemic. Blustein also believes that the Great Resignation can lead to higher wages and improved working conditions as employees in some companies gain or take back power that had been diminishing for decades.

A Corporate Perspective

From a university research laboratory, we move to a corporate training setting. “What’s Next After the Great Resignation” was the title of an online seminar led by Ben Brooks, founder and CEO of PILOT Inc, a software-based employee coaching firm. The online seminar was sponsored by *HRE Executive* (an online magazine that covers various labor issues addressed by human resources departments) and Calm Business (a software company creator of meditation and sleep-related products). Brooks identifies three major problems/challenges related to the pandemic. First, he believes that everyone (e.g., employees, managers, customers, vendors) is collectively burned out, isolated, and disengaged from work because of COVID. Well-being and mental health are at an all-time low in most organizations, and many people do not have good coping skills.

Second, when organizations shifted to hybrid and remote modes of operating, employee experiences became degraded. People were working two hours longer each day to maintain productivity. They experienced less connectivity, less fun, and less humor as screen time became their primary experience (Readers, can you relate to that situation?). Diversity, equity, and inclusiveness (DEI) efforts were diminished.

The third problem is that people are unprepared for the “now” of work. That is, they seem unaware of the significant changes that remote and hybrid modes of work will require for workers to be successful in their current and future roles because the bar for success is higher when employees are not working in an office. Human resources departments must help employees navigate their transition to new modes of operating. In addition, they need to expand mental health and well-being programs in systematic and holistic ways by creating events that promote socialization, employee growth, and empathy, such as recognizing employee work anniversaries, birthdays, and giving workers time to grieve.

Of all the issues Brooks articulated, mental health is the most salient. According to Jan Bruce, CEO and cofounder of meQuilibrium (a Boston-based well-being and resilience training platform), “The biggest challenge facing employers in 2022 is to be able to predict and prevent employee mental health problems early—before they have a negative impact—and create a culture of well-being” (Buscaglia, 2022). To that end, the Society for Human Resource Management’s Center for Workplace Mental Health has identified approaches that employers can use. They include (a) creating employee assistance programs that facilitate access to mental health support, including easy access to screening tools; (b) proactively articulating information regarding mental health benefits; (c) providing coverage for treatment and medications; (d) creating a comprehensive wellness program that addresses mental health and stress management; and (e) training managers in conflict resolution and management skills to reduce excessive stress (Buscaglia, 2022).

Workplace Issues

One major function of an organization’s human resources department is hiring new personnel. Each year the Michigan State University Collegiate Employment Research Institute (CERI) publishes *Recruiting Trends*. This report is compiled by CERI from detailed data collected from employers regarding

their hiring plans. In addition, information about organizational size, sector, location, salaries, academic disciplines sought, internships, and published sources is presented. Below are a few “snapshots” (some are disturbing) of the economy and workplace as highlighted by psychologist and author Phil Gardner in the 2021–2022 report.

1. Eighty-seven percent of employees prefer to work remotely, but some managers do not trust about a third of their employees to be productive while working remotely. Most employers support a hybrid workplace that consists of three days per week in the office and remote the other days.
2. “During the pandemic, 30% of the workers younger than 40 considered changing occupations or field of work compared to 20% of the overall workforce” (Gardner, 2021, p. 2).
3. Although occupational groups, such as healthcare and service workers, might have survived during the pandemic, women experienced severe disruption to their careers. At the time of this report, about 4.2 million women who had left their jobs during the pandemic to care for children had not returned to the workplace; some day care centers remained closed or understaffed. In addition, because some managers believe that individuals working in the office outperform those working at home, these displaced women face “damaging long-term prospects,” especially those working in research positions, compared to men (Gardner, 2021). Rice University Professor Eden King maintains that women are not opting out of the workforce as sources claim. Given that work and its income is necessary for family support, he believes that women are being *pushed* out (Clay, 2022).
4. College debt aside, 35% of millennials *incurred* debt to attend a bachelor/bachelorette party and 20% of them to attend a wedding.
5. “Eighty-four percent of Black households carry student debt with individual loans averages = \$23,000 (median = \$44,000), compared to Whites’ \$17,000. Black households carry more than twice the college debt as Whites” (Gardner, 2021, p. 2). In addition, the “median income of Black households with college degrees in their 30’s plummeted in inflation adjusted numbers from \$50,500 in 1990 to \$8,200 today. White household of the same demographic grew 17% to \$138,000” (Gardner, 2021, p. 2).
6. Job options are “awful” for women without a college degree.
7. Although the gap between men and women attending college widens (more men choose not to attend), men continue to dominate the engineering, technology, and finance fields. However, some experts question if the United States can sustain a strong labor market if men’s identity is at odds with the pursuit of higher education.
8. “July 2021 was the hottest in 150 years of record keeping with a global average = 62.07 degrees). The last seven days of the month were the hottest ever recorded” (Gardner, 2021, p. 3).

There is much to ponder regarding these eight points. Yet, there is some good news for workplace bound college graduates. Employers from all organizational sectors and sizes plan to increase hiring across all majors, but with an emphasis on

business and engineering candidates. Graduates who seek full time positions or internships/co-ops can expect opportunities to be plentiful this year. However, they should expect virtual recruiting sessions in some hybrid form with digital and AI assisted technologies. Applicants must be well-prepared for the interviews, very aware of their Zoom background environment, arrive on time, demonstrate interest in the opportunities an organization offers, and take responsibility for managing their job search. Most employers expect new hires to remain three to five years in their organization, before seeking new opportunities (Gardner, 2021).

Skills Employers Seek

To learn what employers look for when they interview applicants, we turn to the NACE (National Association of Colleges and Employers) annual survey of employers, *Job Outlook 2022* (NACE, 2021). Table 1 lists the attributes (skills) that employers look for on the resumes of job applicants in 2022, and those they sought in 2021 for the same question (Gray, 2021).

Because this question is asked annually in the survey, the percentages and rankings will vary from year to year, but the inclusion of these attributes is relatively consistent; all of them are important.

I have followed the NACE Job Outlook report for over a decade and never have I seen year to year differences on key attributes so marked as they are represented on Table 1. The data for the 2022 survey was gathered between August 18, 2021, and October 1, 2021, at a time when there were high expectations in the United States that the pandemic was diminishing. Data for the 2021 survey was collected during the same period during 2020 when the pandemic was intense throughout the United States. Spend a few minutes and speculate about why particular attributes showed a positive or negative change of four percentage points or more (arbitrarily chosen by me) between the two years.

TABLE 1			
<i>Attributes That Employers Seek on Resumes for 2021 and 2022</i>			
Attributes	% Respondents		Change (2022–2021)
	2022	2021	
Problem-solving skills	85.5	79.0	+ 6.5
Analytical/quantitative skills	78.6	76.1	+ 2.5
Ability to work in a team	76.3	81.0	– 4.7
Communication skills (written)	73.3	72.7	+ 0.6
Initiative	72.5	67.8	+ 4.7
Strong work ethic	71.0	65.4	+ 5.6
Technical skills	64.9	67.8	– 2.9
Flexibility/adaptability	63.4	65.9	– 2.5
Detail-oriented	62.6	56.1	+ 6.5
Leadership	60.3	67.8	– 7.5
Communication skills (verbal)	58.8	73.2	– 14.4
Interpersonal skills (relates well to others)	56.5	57.6	– 1.1
Computer skills	52.7	65.4	– 12.7

Note. Adapted from Job Outlook 2022, Figure 36, with the permission of the National Association of Colleges and Employers, copyright holder.

With most work shifting to Zoom or hybrid, it seems logical for supervisors to expect better problem solving, greater initiative, stronger work ethic, and greater attention to detail. But is teamwork, leadership, computer skills, and especially verbal communication less important in a remote or hybrid environment in 2022 than in the previous year? Chances are that multiple explanations are feasible.

Survey respondents were also asked to identify the most important *career readiness competencies* that graduates should possess from a list of eight items. Rated from highest to lowest, the competencies include *critical thinking, communication, teamwork, equity and inclusion, professionalism, technology, career and self-development, and leadership*. Unfortunately, in terms of the actual proficiency displayed by recent graduates, only *technology* merited “very proficient” by employers. That message should warn students that employers expect a higher level of competence from graduates than most graduates believe they possess and can demonstrate.

Table 1 identifies the skills in general terms, but hiring managers will expect applicants to be more specific, i.e., to operationally define their skills. Interviewers will seek evidence (examples) of applicants’ achievements. Not coincidentally, each of the attributes, which employers seek in this survey, correspond directly or indirectly to the five domains of 17 skills that comprise the Skillful Psychology Student list (APA, 2018). Log on to <https://www.apa.org/careers/resources/guides/transferable-skills.pdf> and compare the Skillful Psychology Student list to Table 1. Show these two lists to those individuals who doubt the value of a bachelor’s degree in psychology. Your undergraduate psychology major *does* prepare you with skills required in the workplace, especially when your teachers discuss the skills, and *if* you work at it.

Skill Identification Exercise

As an exercise for applying this information, create three columns on a sheet of paper: coursework, job, and nonclassroom college experiences. In each column, identify specific examples or situations in which you have practiced the skills described in Table 1 or The Skillful Psychology Student. What evidence can you produce for acquiring each skill at a high, moderate, or low level? As an alternative to, or in addition to, this exercise, work with your college career services to identify *and* assess your skills, perhaps by creating a skills portfolio. Be sure to perform this assessment periodically, because when you prepare for a job interview, the hiring manager will likely ask you more questions about your skill-driven experiences than your coursework and grades. I call this situation “The Great Graduate Dilemma.” Namely, teachers emphasize the *content* of psychology (i.e., its concepts, theories, research), but your interviewers will emphasize the *skills* you must bring to a job. This dilemma, if not addressed before job interviews, could become the “Catch 22” in 2022 for psychology graduates joining the workforce. That is, to get a decent job you need a college degree, but now that you possess a college degree, you might not get that job because you cannot articulate your skills and skill-based experiences. **So, know the skills you possess and the evidence that supports them.**

TABLE 2

Influence of Specific Attributes (College Outcomes)

Attribute/Outcome	2022 Average Influence Rating
Completed an internship with your organization	4.4
Has internship experience in your industry	4.3
Major	3.8
Has general work experience	3.7
Has held leadership position	3.6
Has been involved in extracurricular activities (clubs, sports, student government, etc.)	3.5
Has no work experience	3.3
High GPA (3.0 or above)	3.1
School attended	2.6
Is fluent in a foreign language	2.1
Has studied abroad	2.0
Other	3.0

Note. 5-point scale, where 1 = No influence, 2 = Not much influence, 3 = Somewhat of an influence, 4 = Very much influence, and 5 = Extreme influence.
Adapted from Job Outlook 2022, Figure 36, with the permission of the National Association of Colleges and Employers, copyright holder.

A Hierarchy of Important Experiences

Sometimes, employers must choose between two equally qualified candidates. In such instances what factors do they consider? Table 2 presents data about the most important, specific attributes (defined here as college outcomes or experiences) that influence their decision, in the order of their importance. First, note that internships are not only at the top but well ahead of the closest outcomes below them. You should complete *at least* one internship during college in a nonacademic setting that aligns with your career plans. Second, do not diminish the value of your work experiences. Document the time periods of your jobs, the primary tasks you performed, and the skills you developed. Chances are, that the waitstaff position, fast food job, or retail sales job you once held taught you time management, teamwork, customer service, and interpersonal communication skills, as well as knowledge about a particular business. Third, notice further down the table that *lack* of work experience operates against you. In fact, this criterion is more important than your grades and school attended, at least for many employers. Finally, although study abroad and language fluency are at the bottom of this list, these experiences will likely be valued more highly in companies that work closely with international organizations.

Skills That Psychology Baccalaureate Graduates Use

Now you know the attributes that employers seek on a resumé and value most when applicants are equally qualified, but what skills and tasks do bachelor's level psychology graduates *actually* perform in their jobs? Emsi/Burning Glass is a labor market analytics firm with a proprietary database containing 145 million

TABLE 3

Most Frequent Skills Possessed by Baccalaureate Level Psychology Graduates

Skill	%	Skill	%
1. Customer service	57	11. Event planning	24
2. Leadership	49	12. Communications	23
3. Microsoft Office	49	13. Time management	22
4. Management	48	14. Operations	18
5. Sales	41	15. Psychology	18
6. Microsoft Excel	40	16. Teaching	17
7. Research	36	17. Teamwork	16
8. Microsoft Word	36	18. Team building	16
9. Microsoft PowerPoint	35	19. English language	16
10. Public speaking	34	20. Spanish language	14

Note. Source: Conroy, J., Lin, L., & Stamm, K. (2021). Datapoint: A Psychology Major Opens Doors. This chart and text first appeared in the *Monitor on Psychology*, July/August, 2021. Reprinted with permission.

profiles gathered from resumé on job boards, digital profiles from websites, and other sources; 321,007 of its profiles were bachelor's degree holders (James Bond among them? —a touch of humor). Table 3 lists the top 20 of the 92 skills possessed by bachelor's level psychology graduates and used in diverse work environments.

The skills on this list can be acquired and applied in various settings. The skill of *research* is ranked seventh, which indicates that it is a critically important and widely used, in-demand foundational skill for several occupations. On the other hand, it must be disappointing to see *psychology* ranked fifteenth. Keep in mind, however, that liberal arts disciplines, like psychology, are designed to provide both a general exposure to the field at the bachelor's level, as well as a specific preparation for graduate and professional programs that require an extensive curriculum. You might not apply most concepts or theories mastered in your undergraduate coursework to your career, but they do contribute to your overall perspective for approaching the challenges and rewards of life and work. The first-year student who wants to major in psychology to “help people” can feel affirmed that the most frequently used skill is customer (client) service, that is, helping people. The 20 skills on this list should also serve as skill-enhancing opportunities to be achieved through jobs and other nonacademic opportunities during college. Finally, note the importance of the four Microsoft programs in the top ten skills. Why not make it your goal to master this software before your graduation, if you haven't by now?

Concluding Comments

The Great Resignation has its roots in the pandemic—although some conditions were operating before its appearance. Change and adaptation are the only constants that we can expect now as the world tries to emerge from an ever-evolving virus while constructing a new normal. Consequently, as the virus recedes, the economy recovers, and work environments morph into new structures and processes, students should reach beyond the often-cloistered culture of the college campus and pay close attention to diverse and reliable news sources regarding the

economy, the labor market, and specific jobs and career. To assist in this process, I have provided data about the skills employers expect to see reflected on your resumé, the criteria/attributes they consider when qualified applicants are tied, and the proficiencies they expect of college graduates. Furthermore, you are now acquainted with the skills and practices that bachelor's level psychology graduates perform on their jobs. Your task (and responsibility) is to transform this information into action plans by working with your advisors and career services professionals. Follow the progress of the Great Resignation, observe its effects on the labor market, as well as on your personal and professional goals, and adjust accordingly.

I close with a quotation attributed to several individuals including Church of the Latter-Day Saints president Thomas S. Monson, singer Dolly Parton, and businessman/entertainer Jimmy Dean, among others. Because of these individuals and the diverse experiences they represent, this brief, timely, and insightful quotation should merit your thoughtful consideration. Tape it to your computer.

*We cannot **direct** the wind
but we can **adjust** our sails.*

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What's Going On?! Establishing a Baseline for Future Efforts of the DAC

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

I entered my role as Director of Diversity (DD) for Psi Chi in October 2021, the same month that the American Psychological Association (APA) issued a public apology, acknowledging and pledging to reckon with APA's role in perpetuating the racial hierarchy embedded in the United States (APA, 2021). This apology occurred amid so many important events:

- the COVID-19 pandemic was still continuing,
- the trial for those involved in the murder of Ahmed Aubrey was about to begin, and
- month-long events were taking place associated with raising awareness for many causes (e.g., Breast Cancer Awareness Month) and celebrating National Hispanic Heritage Month.

As I write this, it is the middle of Black History Month, and this article will be published in the summer, right around Juneteenth. As an African American woman from Texas, I have celebrated and recognized Juneteenth my entire life. The first federally recognized Juneteenth National Independence Day Act was signed into law on June 17, 2021, two days before the June 19 date, when the holiday is recognized (Congress, 2021).

However, it is essential to acknowledge that this is the first nationally recognized Juneteenth with sufficient lead time to properly prepare to celebrate on a large national scale. The weight and meaning of the dates, times, and events surrounding my involvement in this role has been staggering, and informative.

Time has been, and will continue to be, an ever present, persistent, recurring, and consistent theme in this DD role. The consideration of time, and the timing of things has also come with some level of pressure (real and imagined) in this DD role. Pressure to address justice, equity, diversity, and inclusion (JEDI) within Psi Chi immediately. Even in considering what to write for this column, there was an urge to make a big swing, shift the discourse, make a grand assertion, and definitively establish the future of the Diversity Advisory Committee (DAC) and recognize the history of Psi Chi concerning JEDI. I wanted to get it right, handle the position and organization with care, and do justice to the DAC. To do this, I went back to the basics: reviewing the mission, purpose, and key responsibilities of the DAC, and the role of the DD. That review allowed me to be reflective about the role of DAC and think about the future of the DAC, while considering its role.

What Is the DAC, and What Does the DAC Do?

Psi Chi includes a webpage dedicated to the DAC on their website which provides a welcome, resources, activities, and additional information about the committee (Psi Chi, 2022). The DAC webpage provides specific insight into the DAC's mission and purpose and establishes the key responsibilities of this committee.

Mission Statement

The role of the Psi Chi Diversity Advisory Committee (DAC) shall be to ensure that the Society reflects the rich diversity of people and perspectives in psychology. Although the focus of diversity initiatives within Psi Chi may vary over time and circumstance, it is likely that the major initiatives of the DAC will address issues of race, culture, ethnicity, gender, sexual orientation, and physical ability. The DAC shall oversee and assess all initiatives related to diversity.

Purpose Statement

Attend to diversity issues within Psi Chi, support diversity in the science and practice of psychology, and develop methods of assessing the degree to which Psi Chi is meeting its diversity goals. As one example of the Committee's tasks, the Board of Directors often calls upon the Diversity Committee to help with programming at the regional conventions.

Key Responsibilities

- Serves as a resource for the Vice-Presidents to ensure diversity programming is available at the regional conventions.
- Reviews Vice-President diversity programming requests.
- Reviews Mamie Phipps Clark grant applications.
- Attends national and international diversity conferences as representatives of Psi Chi.
- Maintains contact with the Executive Director to report activities on behalf of Psi Chi and the DAC.
- Develops initiatives that meet the mission and vision of Psi Chi and the DAC.

However, after reviewing the overview of the DAC, I decided to take a step back. I then consulted with the DAC, the leaders of Psi Chi, and other trusted advisors and decided to pause and reflect. Although we cannot predict the future, it is apparent that organizational, societal, and historical awareness will be central to ensuring an equitable future for Psi Chi. It is further apparent that Psi Chi has not systematically taken a deep dive into the past to understand, document, and reconcile with the historical approach to justice, diversity, equity, and inclusion in Psi Chi. Thus, the DAC's and DD's role in the next year will be to document current and historical practices in Psi Chi that either affirm or discourage membership and belonging for specific demographics within the organization. This work will not only inform the work of the DAC moving forward, but it will also be imperative for the future of Psi Chi as we evolve and grow to meet the needs of our diverse current and prospective membership. Thus, as the DD for Psi Chi, I am proposing that the DAC and I will be working toward the following items to ensure that Psi Chi's future JEDI pursuits are done with intentionality and consideration of the historic trends and future goals of Psi Chi, the DAC, and the JEDI initiatives.

Establishing a Baseline: How Will the DAC Address Diversity in Psi Chi

- Establish a timeline and action plan to review the historical policies, inclusion, and practices instituted by Psi Chi, related to historical and current minoritized populations.
- The DAC will develop a Committee Operating Manual to document tasks of the DD, DAC members, policies, and procedures for ongoing responsibilities and steps to take when responding to new developments, requests, or initiatives.
- Recruit more diversity and inclusion within chapters (including faculty advisors) and across the organization (including Board members).
- Develop more online and web-based programming for broader outreach, such as webinars and virtual colloquia that focus on diversity issues in psychology.
- Revisit the DAC's name, mission, and purpose to make sure all are aligned with the current and future goals of the committee.

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The Challenges That Come When Doing Organization Development Work

Marie Carasco, PhD
Senior Organization Development Director, Microsoft

In this second installment of our series on the field of Organization Development (OD), I want to begin by reminding everyone of its definition: “Organization development is a planned process of change in an organization’s culture through the utilization of behavioral science technologies, research, and theory” (Burke & Noumair, 2015, p. 12). This article will continue our understanding of OD by looking at the challenges that arise when doing OD work.

No Real Step-By-Step Guides

In my first article in this series, “[Leveraging Applied Behavioral Science in Business Settings: The Field of Organization Development](#),” I introduced the values, methodologies, and phases of OD practice used to support change in business settings. As someone who has been in the OD field for about 15 years so far, there were very few “how to” guides that explained the ins and outs of doing OD work. As I learned more about the field, I quickly came to the realization that doing OD work was like reading a recipe book, then trying it out for yourself. Beyond this, if you had any luck, you got to work with a more experienced colleague to glean even deeper insights through observation and debriefs. However, in recent years, I have both read and contributed to books that have helped to bridge that gap (see Additional

Resources). These are helpful starting points; however, it is still important to understand the foundational theories that inform ways of doing OD work. After that, like any other applied science, you have to take opportunities to experiment with and try things out. Some of the safest places to do so are in academic settings, training programs, or if you are fortunate enough to work for a company that will allow you the opportunity to run a small pilot/experimental project, that would be even better. Whatever you do, you must make time to connect theory with practice!

Some Projects Are More Person-Centered Than Others

The kinds of projects an OD practitioner works on depends on a specific target group or business need. For example, the work can be focused on the needs of an individual, a pair/triad, teams and groups, intergroup relations, or across an entire organization. As a result, some projects are more technical in nature and might not require as much attention to the human sensitivities element in OD work as others. For example, *stream analysis* is an OD approach that

graphically represent[s] the complex set of relationships that exist in an organizational problem situation...the

interrelationships are charted and can be visually analyzed by tracking through the charts and identifying sets of connected problems... [t]hrough an analysis of the problems existing in each of these areas, it is possible to understand why people are behaving in dysfunctional ways (Porrás, 1987, p. 7–8).

Stream analysis is a highly analytical process; however, in direct contrast, when taking an OD approach like *process consultation*, which “seeks to give the client insight into what is going on around him, within him, and between him and other people...to [help] figure out what he should do about the situation” (Schein, 1988, p. 11), the OD practitioner must be an expert in giving helpful feedback and will need to understand how to navigate and help in the resolution of emotional issues. Although many OD practitioners can take on any number of projects that require them to use skills that are emotionally or rationally grounded, most have their preferences and sweet spots. As you experiment with various types of OD approaches, also known as interventions, give attention to what energizes you and what drains you. These are clues to where you might want to further your experience and expertise.

Sharing an Opinion

Everyone has opinions, the question for OD practitioners and consultants is if we should share them. Burke (1994) outlines two positions on this issue, the *contingent* who only facilitate change at the client's direction and help them get there; and the *normative* who facilitate at the beginning, over time provide recommendations, and later argue for specific directions for change. When I was starting out in the field, I took the position of the contingent and held that position for many years, leaning on the data and recommendations that came from the client to inform any potential next steps. There were several good reasons for this approach. First, philosophically, OD espouses that the client has the solutions, and we help them identify those solutions. Another reason is, quite frankly, the blame game. If the OD consultant's recommendation turns out to be one that doesn't work, the client can easily pass the responsibility away from any factors connected to the organization system to the OD practitioner. Finally, when solutions come from the client, those changes tend to endure over time. In recent years, I've embraced more of the normative approach, based on my assessment of the client's maturity in the areas of integrity and accountability. Which approach should you take? For a new practitioner, I would recommend starting out with a contingent approach to build that muscle and stick closely to the OD value that “clients have the solutions.”

Decision Speed vs. Inclusion

One of the most important OD values is the notion of collaboration and inclusion in our work: “In so far as possible, OD practitioners who are supporting individuals, teams, and organizations in managing change take steps to involve the people who will be asked to make the changes” (Carasco, 2021, p. 34). However, I've found that sometimes the business moves faster than its best intentions and those who could be included are not. Some of the reasons may be things like inclusion of certain groups invites additional questions and opinions that would slow down the turnaround of a desired action or decision process. Although

speed can increase efficiency, there is a potential cost to things like employee engagement, resistance to the future change efforts, and attrition. When employees are excluded from events and experiences that they believe they should be a part of, dissonance and low morale can develop, which in the worst cases may lead to employees being disruptive/unhelpful during a change effort, or ultimately leaving the company.

In-House vs. External Expertise

It may come as a surprise, but different challenges and benefits arise from being an internal OD practitioner (an OD professional employed at a given company) vs. an external OD practitioner (an OD professional hired as a consultant and is not an employee at the company that hired them). Foss et al. (2005) defined several foundational competencies specific to an internal OD practitioner. These competencies include knowledge of professional theories, techniques, human values, self-awareness, and performance skills (p. 632). Other key characteristics are summarized below, to which I will add my thoughts on the benefits and challenges juxtaposed to an external OD practitioner.

Business acumen. Recommendations that come from OD practitioners ought to be grounded in an understanding of industry specific trends as well as current client operations. An internal OD practitioner should have a clear conceptualization of the businesses they support and the challenges they face. This allows them “to think strategically and leverage support for critical strategic issues” (Foss et al., 2005, p. 635). The same is true for an external OD practitioner. However, it may be easier for an internal OD practitioner to gain greater depth of this understanding while being imbedded in the business. External OD practitioners may need more time to gain this insight and might experience hurdles such as limits to their access of sensitive information.

Collaboration. Cross-functional approaches to management have become the norm and create interdependence between clients, departments, and contractors that require strong interpersonal skills to leverage relationships for successful task completion. Internal OD practitioners have an advantage here, while their external counterparts will need to rely on internal stakeholders and the positional power of the project sponsors to help them establish these relationships.

Credibility. To truly be acknowledged as a business partner, both internal and external OD practitioners must not only have strong performance outcomes, but also maintain integrity through ethical and professional practices. One way of doing so is to be transparent in disclosing the breath and complexities that might come with a given intervention. It's debatable whether credibility is stronger for an internal vs. an external OD practitioner. One might argue the act of bringing in an external practitioner automatically establishes clout in that it calls attention to something lacking internally, which leads to establishing some immediate trust. Whereas an internal practitioner may need more time to develop this same level of credibility and trust.

Resourcefulness. As financial statements are monitored for indications of waste and excess, it is important to leverage creativity to maximize results within financial constraints. Internal OD practitioners are more likely to do so based on

forcing functions like budget cuts. However, many external consultants tend to charge a premium for their service without regard for an organization's financial constraints.

Initiative. The act of taking initiative must be balanced against the abuse of power. What is required instead is an ability to make the right decisions, at the right time, at the right altitude, with a level of care and finesse that is both inclusive and engaging. Internal OD professionals have the upper hand on the nuances needed to navigate the use of initiative. External OD professionals would do well in partnering with internal stakeholders who understand how to manage the delicate balance of initiative well.

Maintaining detachment. It may seem a bit unusual to have detachment as a positive attribute for an employee, however, in the case of an internal OD practitioner, it is an important aspect to building credibility. Detachment that facilitates the avoidance of preferential treatment is very positive, and allows the practitioner to retain objectivity and neutrality. This is significantly more challenging for internal OD practitioners who have developed strong relationships through multiple opportunities for collaboration within their organization. External OD practitioners on the other hand are more likely to find detachment easier to embrace since those internal relationships and connections are new or nonexistent.

Self-mastery through personal development. In the first installment of this series, we discussed "use-of-self" as a fundamental value needed in doing OD work. Given that much of the work performed as an internal and external OD practitioner requires interaction with others and leading interventions, the practitioner should be aware of and manage his or her preferences, limitations, biases, development areas, and strengths. When they do so, both internal and external OD practitioners can choose the best way to address difficulties that come up during a client engagement and get the right level of support when he or she is triggered. The personal development needed for self-mastery will take place over a lifetime!

Once you begin doing OD work, you'll be faced with the challenges of not having a step-by-step guide, leaning into either analytical or emotionally grounded interventions, grappling with sharing your opinions, and moving at speeds that may prevent thoughtful inclusion. Your choice to be an internal or external OD practitioner will also present their own unique benefits and obstacles. Which of these would you find easiest to navigate? And based on what you've come to understand about OD so far, what are some other challenges you might anticipate?

Additional Resources

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Marie Carasco, PhD, is an organization development strategist and thought leader on leader identity development and high-potential talent. As a social scientist and inclusive change agent, she has served as a trusted advisor to C-level leadership teams in the aerospace, engineering, oil and gas, government consulting, nonprofit, and education sectors. She has taught graduate-level courses in Leadership, Organization Development (OD) & Change, Managing Groups and Teams, Group Conflict, and Managing Diversity at George Mason University, City University of New York–Brooklyn College, and Azusa Pacific University. She is also a practice supervisor/SME and mentor at Concordia University in Montreal, Quebec, to graduate students transitioning into consulting. Dr. Carasco holds a PhD in workforce education and development with an emphasis in human resource development and OD from The Pennsylvania State University and an Executive MBA in organizational behavior and coaching from the University of Texas at Dallas. She also holds a psychology BA and industrial-organizational psychology MA from CUNY–Brooklyn College. She is the coauthor of *The Essential HR Guide for Small Businesses & Startups* published by the Society for Human Resource Management and a proud lifetime Psi Chi member.

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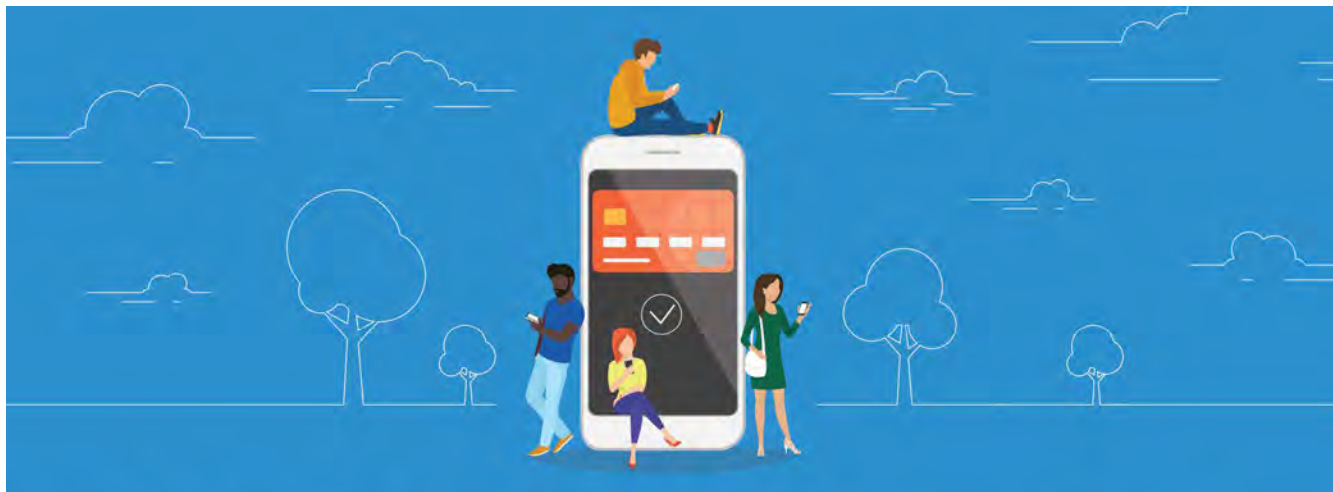


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Our New Graduate School Advice Columnists Tell All

Julie Radico, PsyD, ABPP

Penn State Milton S. Hershey Medical Center

Mitch Prinstein, PhD, ABPP

University of North Carolina–Chapel Hill

Jocelyn Turner-Musa, PhD

Morgan State University (MD)

Over the past decade, Psi Chi's Three Heads ARE Better Than One columnists answered 80+ questions about graduate school success for *Eye on Psi Chi*. We cannot thank Drs. Scott VanderStoep, Mitch Handelsman, and Eric Landrum enough for their service. Recently, these three stepped down for a well-deserved rest, and we are now delighted to introduce three new columnists who have agreed to continue this ever-popular series!

For this special installment, we invite you to learn about graduate school by getting to know our new writers and their personal experiences in higher education. Please join us in welcoming Drs. Radico, Prinstein, and Turner-Musa!

First question: Why did you want to go to graduate school in psychology?

Julie: I was lucky enough to recognize my passion for the field of psychology while taking AP psychology in high school. Psychology was my major in undergrad, because it was the main area of study that kept me engaged and motivated. I was motivated to get a master's degree to learn clinical skills to be able to provide therapy. While in my master's program, I realized that I wanted to go to graduate school to focus a large portion of my career on teaching and supervising at the graduate level.

Mitch: I wasn't sure I did actually. I loved psychology, but was at a university where everyone went pre-law or pre-med, and I am not good with blood. So I took the LSAT and GRE, and sent in

applications to see what would happen. Once I interviewed at a few grad programs in psychology, I was hooked and decided I would apply as many years as it took to get in. I had found my passion.

Jocelyn: I knew at an early age I wanted to go to college, and by the time I was 15 years old, I knew I wanted to major in psychology. Like many psychology majors, I wanted to "help people." In college I learned that psychology is a science, and research plays an integral role in psychology. I also learned about various subfields of psychology, many of which require research and graduate training. I didn't know about the role of research in psychology prior to going to college, and this scared me a little. However, I talked to my professors to assess what I needed to do to get into graduate school, and I obtained research experiences which made me more confident about going to graduate school. From these experiences, I decided to pursue graduate education in psychology to better help people.

What school(s) did you choose to attend and why?

Julie: I attended the Philadelphia College of Osteopathic Medicine for my masters in counseling and clinical health psychology and my doctorate in clinical psychology. I applied to graduate schools that were in the Philadelphia area, provided training in cognitive behavioral therapy, and provided training focused on working in health related settings (i.e., primary care).

Mitch: I went to the University of Miami, because it was the only place where I got an offer. I was lucky that it also was a perfect fit with exceptional mentors who I was really excited to work with.

Jocelyn: As an undergraduate student, I attended a predominately White institution. As an African American, I was oftentimes the only person of color in many of my classes. In fact, I only had two African American professors during my undergraduate education. When thinking about graduate school, I wanted a more diverse experience. Among the graduate programs I applied to was Howard University, a Historically Black University. I was accepted into and attended Howard University where I received my master's and doctoral degrees in psychology.

How was your undergraduate education/experience different from your graduate school education/experience?

Julie: I attended LaSalle University for my undergraduate degree in psychology and received great education there. My undergraduate time focused primarily on learning the underpinnings of the field of psychology related to its history and the basics of completing research. My master's provided me with in-depth clinical therapy skills. Clinical, assessment, and research experiential learning were a large part of my doctoral training. The practicums, internship, and postdoctoral training I completed helped me feel competent in providing evidence-based treatment to patients in medical settings.

Mitch: Undergrad was all about getting good grades and getting my feet wet with research experience. I worked in cognitive psychology back then, with Drs. Gene Winograd and Ulric Neisser. Grad school was a big adjustment—not just socially (switching from fraternity parties to pot-luck dinners overnight), but also in the start to a publish or perish career right away, with little concern about grades anymore.

Jocelyn: My undergraduate education provided me with foundational knowledge about psychology, including the role of research. In graduate school I took a deeper dive into psychology, acquired more research experiences, and learned more about specialty areas in psychology. During my first year in graduate school, I worked as a research assistant in one of the psychology department's labs, and in my second year, I obtained an internship with the Army Research Institute working with cognitive and social psychologists. In graduate school, I was also expected to be more autonomous and not as reliant upon faculty for assistance. For example, while I had a faculty advisor, the advisor was more of a “guide on the side” who provided guidance and support in my graduate education. Being a self-starter and taking the initiative are among important qualities in a graduate student.

What would you do differently now if you were to return to a psychology-related graduate school program?

Julie: Thankfully I'm only 10 months away from paying off my student debt (started with over \$200,000 in loans!), but if I could go back and do something different in my undergrad training, I would have gone to community college for the first 2 years and then transferred to a local university accepting the credits. Similarly, I might have broadened my graduate program search to include programs that provide tuition coverage and a stipend. I feel really thankful

and appreciative of the training that I received in my graduate program and my subsequent career, so I do not know that there is much I would change about my graduate school time.

As I reflect through the pandemic, I am very thankful that I stayed in touch with many of the fellow psychologists I graduated with and would go back with the perspective of really cherishing that time together, including comprehensive exams, working on my dissertation, and being elbow-to-elbow in classrooms for hours on end.

Mitch: I did not do a postbacc then, because it was rare and unnecessary for admission at the time. But the extra time to live life before jumping into a grad program might have been a welcome break if I were to do it again today. On the other hand, it was nice to be on the younger side when I graduated, so there are some real pros and cons. I was a wierdo who actually enjoyed graduate school, because unlike my law school friends, I got the chance to start doing the actual job almost right away. I started seeing patients in Year 2 and teaching my own class in Year 3, and I loved it.

Jocelyn: If I were to return to a psychology-related graduate school program, I would get more teaching experience and publications. As a graduate student, I was very fortunate to get a research assistantship and a few research experiences. However, I didn't get the opportunity to teach until the end of my graduate program, as an adjunct faculty at another university. It would have also been helpful to get more peer-reviewed publications while in graduate school. There's a lot of competition out there and more publications, research, teaching, and clinical experiences make you a more competitive job applicant.

What do you think helped (or hindered) your graduate school application/selection?

Julie: I believe my graduate school application was helped by having research experience outside of the required undergraduate curriculum, although I think it could have been helped even further by having involvement in more than three studies.

I also had involvement in volunteer work that I think helped round out my application. I think it is important to show the review committee that you worked hard scholastically but then also spent time volunteering to give back to the community.

Mitch: It was almost impossible to get useful advice about what graduate school was like, how to apply, or what to expect. It is one of the reasons I have been so dedicated to professional development ever since. We should be making it easier for people to learn what we do and how to follow our path, and reduce barriers for those who may not always see people who “look like them” among their professors.

Jocelyn: I believe my research and leadership experiences helped in the graduate school application/selection process. As an undergraduate, I had an opportunity to be actively involved in several research projects, presenting at the Carolinas Conference, and working as a research assistant at a large insurance company. I also did volunteer work and served as president of the Psychology Club and charter member of Psi Chi. I think these cumulative experiences, along with good grades, helped in the graduate school application/selection process.

Did anything surprise you about graduate school and the application process?

Julie: The application process can be daunting. Many programs required different things (e.g., amount of letters of recommendation and GRE scores). The process was also costly as some programs required application fees. It was important to budget accordingly.

Mitch: The interviews. I had not interviewed for undergrad, nor for law school. But so much was riding on the interviews for graduate school, and I had no idea that it would be me asking most of the questions. It was a time when I could learn a lot, better understand what the life of a graduate student was like, and learn about so much cool research going on in my area. I felt like a half-dozen interviews or so was like a whole extra year of undergrad.

Jocelyn: The application process was a bit surprising. I knew I would have to complete the GRE and have good grades, but I didn't know about the importance of letters of recommendation, resumés, and the personal statements. Luckily, my undergraduate mentor helped me navigate the application process. This included providing assistance on how to secure letters of recommendation and reviewing my resumé and personal statement. With her assistance, I was able to prepare a strong application.

Who were your graduate school mentors, and what was the importance of those mentorships?

Julie: For graduate school, mentors included my advisor, the director of my internship program, and my dissertation chair. All three of these strong, remarkable, women psychologists helped me grow in my clinical skills, professionalism, and research abilities. Also, some faculty and supervisors on practicums acted as career sponsors; they kept me in mind to nominate for committees, awards, and leadership experiences, without being in a formal mentoring role at the time of recommendation. I think it is always helpful to let the people around you know that you are open to new experiences and willing to volunteer your time and energy.

Mitch: Dr. Annette La Greca was my mentor, and she was the most fantastic, brilliant, supportive, and inspiring mentor anyone could hope for. She called me while I sat in a locked bathroom with a mattress over my head while Hurricane Andrew flew overhead to say that we would be studying the effects of natural disasters on children's development. It was the week before my first year of graduate school had even started, and she treated me like I had an important intellectual contribution to offer from Day 1, although I had no idea what I was doing. She offered massive edits to anything I wrote, but somehow still made me feel inspired to keep working on more manuscripts undaunted. Most important of all, she was always invested in the research, in professional service, and in teaching, but cared about my experiences as a trainee more than anything else. With her support, I got access to everything she was doing, but never felt pushed.

Jocelyn: Several faculty members provided me with guidance throughout my graduate education. As such, rather than calling them "mentors," I consider these individuals as "guideposts" lighting the way for me to successfully matriculate through graduate school. Each of these faculty guides assisted me in various ways. From professional development, networking opportunities, emotional support, and job opportunities, they provided me with the guidance needed to successfully pursue a career in psychology.

One of my first faculty guides shared a research opportunity with me that led to an internship that connected me to another faculty guide, who informed me about a position in a research center, which led to my first faculty position.

For fun, could you share a favorite book, film, and psychologist?

Julie: This is a somewhat impossible question as I love movies and books, so I will pick ones that you can rest assured are in my top 20.

- Book: *Slaughterhouse 5* by Kurt Vonnegut
- Film: *Howl's Moving Castle* by Hayao Miyazaki
- Psychologist: Aaron Beck (although a psychiatrist he was the founder of Cognitive Behavioral Therapy which I have seen benefit many patients.)

Mitch: Just read *Project Hail Mary* by Andy Weir, and it is a must for any science geek! It would be impossible to choose just one film, but let's go with *The American President* because it confirms my naïve, just-world, and optimistic take on life. And I will cop out of the favorite psychologist question by saying, "all of them," because I firmly believe that there is no one way to make an impact and no impact that is more important than another. We are all on a big team working to understand, educate, and help humanity, and we need as many great psychologists as we can find to get the job done.

Jocelyn: I have several books and films on my top 10 list. One of my favorite books is also a favorite film, *The Color Purple*. The book was written by Alice Walker. As for a favorite psychologist, there are many psychologists I admire. Thus, it is difficult to select just one. However, one of my favorite psychologists is my first African American psychology professor, Dr. Fayneese Miller. Dr. Miller is a social psychologist and is currently the president of Hamline University. She was tough, but she pushed me and gave me the confidence needed to pursue higher education.



Julie Radico, PhD, works as a behavioral health specialist and assistant professor in Penn State Milton S. Hershey Medical Center's Family and Community Medicine Department. She is Board Certified in Clinical Health Psychology. She earned her doctoral degree in clinical psychology and master's degrees (clinical psychology & counseling and clinical health psychology) at the Philadelphia College of Osteopathic Medicine. Dr. Radico completed her postdoctoral fellowship in the department of Family Medicine at the University of Mississippi Medical Center. Currently, Dr. Radico serves on the American Psychological Association's (APA) Membership Board (2019–2021).



Mitch Prinstein, PhD, ABPP, is the Chief Science Officer of the American Psychological Association and the John Van Setters Distinguished Professor of Psychology and Neuroscience at the University of North Carolina at Chapel Hill. He has published over 150 peer-reviewed papers and nine books, including *The Portable Mentor: Expert Guide to a Career in Psychology*.



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



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Are You Letting *Your Major* Determine *Your Career*, or *Your Career* Determine *Your Major*?

Merry J. Sleight, PhD
Winthrop University (SC)

Paul Hettich, PhD
DePaul University (IL)

Dr. Paul Hettich and I are psychology professors and have spent decades working closely with students who are trying to determine whether psychology is the best fit for their personal interests and career goals. We have watched hundreds of students engage in the decision-making process about finalizing a major and planning for life, following receiving their bachelor's degree. We also work closely with senior students who are considering graduate school or the job market.

With this experience in mind, we would like to suggest that most people engage in these processes by putting the proverbial cart before the horse. Most undergraduate students pick a major and then, as they near graduation, start thinking seriously about different career options for which that major has qualified them. Similarly, we see more advanced students focus almost exclusively on applying to graduate school, thinking more about the graduate school than about the jobs for which they will be qualified on the other side. Or, if students are thinking about post-graduate jobs, they tend to think at an abstract level, instead of spending time carefully considering job availability and specific salaries.

We want to argue for the opposite approach. Our advice is to explore career options before, or in the early stages, of choosing a major.



Potential Problems With Picking the Major First

You should explore majors that you enjoy and match your talents and interests; however, this is not enough information to pick a major. Here are some potential problems that might occur if you focus on a major without first carefully considering the associated career options.

1. You may enjoy the major, but not the careers that are associated with it.

One possibility is that you might find that you enjoy aspects of the major more than the careers that are associated with it. When I began in psychology, I liked learning about different ways that psychology could be used to help people and assumed that being a counselor would be a good match for me. However, when I had an opportunity to work closely with mental health clients and counselors in the local community, I realized that this career path would not be a good fit for my personality. I was very surprised, but grateful that I realized the mismatch early, instead of discovering it after spending four years with that plan in mind. Dr. Hettich had a similar experience. Volunteering with a young adolescent with schizophrenia was a pivotal factor in helping him realize that clinical psychology was not the right path for him.

I have a friend who loved her biology major and pursued medical school, only to discover that she felt very uncomfortable around blood, body parts, and grieving family members. Another friend of mine was a successful business major who discovered that she was unhappy in the corporate world. All of us enjoyed our major classes, but learned that there is a difference between enjoying classroom information and translating that training to a day-to-day life experience.

A recent survey by BestColleges found that 61% of college graduates would change their major if they had the chance to go back and do so (Johnson, 2020). There may be many explanations for this data. One reason suggested by Quinn Tomlin, the public relations manager at BestColleges, was that, "It could be that most graduates see the benefit of a college education in general, but their particular major didn't end up checking all the boxes when it came to landing a fulfilling career" (Johnson, 2020). In other words, Tomlin argued that there may be some disconnect between majors and careers. Ilies et al. (2018) found that education predicted adults having higher job satisfaction, but only because the increased education was associated with the adults having a better goodness-of-fit with their career choice. In other words, education

alone did not predict job satisfaction; instead, using education to identify a successful career path led to satisfaction. These data points emphasize the importance of focusing on life after the major, not just picking the right major. Your time in your major will only last for a short while; however, your career choices may span a lifetime.

2. You may pursue a major that matches your current talents, missing the fact that you may be very talented in an area you have not yet explored.

We are guessing that many of you spent time in middle and high school taking career tests designed to help you identify your strengths, interests, and potential career paths. These tests can be a wonderful tool to start the process; however, most students have limited knowledge about the wide range of careers that are available, especially in a field as broad as psychology. Thus, when thinking about their own interests, students may default into a select set of well-known or popular options such as doctor, teacher, counselor, or computer programmer. These options might be an ideal fit, but there is also the possibility that you missed an even better fit, due to ignorance of its existence. For example, you may be fascinated by medicine, but discover that you prefer to conduct medical-based research rather than become a practitioner. Our concern is that, once the initial areas of interest have been identified, they may narrow students' focus on certain majors, without a full exploration of other majors and their associated careers.

Let me provide an example. In my upper-level classes, there are times when I link up a successful student with one who is struggling. The successful students are sometimes surprised that I see them as having strong teaching potential and sometimes even more surprised when they see that strong teaching ability in themselves. These students learn that they have career skills that they had not previously considered or explored because of their decision to pursue psychology to become a counselor. Their teaching skills were not directly linked to their conceptualization of their major; therefore, they had not taken the time to



These adults were in jobs that pleased their significant others and financially supported their life expenses; however, **what they dreamed of was meaningful work.** The meaningfulness of work is not determined by the educational training that is required or social prestige, but rather **from a sense of personal significance and accomplishment** (Steger et al., 2012). **Meaningfulness is individually, not popularly, determined.**

imagine themselves teaching. If you start by considering different careers, rather than focusing on the careers linked to a particular major, you will have a broader base of options.

Across time and development, different interests and skills emerge. We are sure you can see this in your own life if you think about the unique versions of yourself in elementary, middle, and high school. There is pressure to select a major early in college; however, those first two or three years of college are a limited snapshot of all the experiences that may shape your ultimate strengths and goals. Keeping an open mind about careers also helps you keep an open mind about the very interests, experiences, and opportunities that may evolve and best inform your career decision.

3. You may be vulnerable to pressure from others to select a major that they value.

Students are often judged, whether fairly or not, by their major. I recall that my father wanted me to major in something “computer-related.” He was disappointed by my double-major in psychology and English, not fully understanding the majors and seeing them as lacking the prestige of engineering, science, or math. Because his focus was exclusively on my major, he remained unaware of the many career pathways associated with them. If I had adopted his advice, I might have enjoyed his approval of my major during college, but I also might have missed the meaningful career that I have enjoyed for almost three decades now.

Dr. Hettich and I have both counseled older adults who were contemplating a return to college, because after two decades of investing in a career, they came to the realization that they were not where they wanted to be but were instead where others had wanted them to be. These adults were in jobs that pleased their significant others and financially supported their life expenses; however, what they dreamed of was meaningful work. The meaningfulness of work is not determined by the educational training that is required or social prestige, but rather from a sense of personal significance and accomplishment (Steger et al., 2012). Meaningfulness is individually, not popularly, determined.

Benefits of Investigating Careers Before Finalizing a Major

We have shared with you some concerns about picking a major before thinking about careers. Now, we want to explore the opposite side of the equation, the benefits of exploring careers before settling on a major. Perhaps one reason that students do not engage in this process is that there are significantly more careers than majors. If narrowing down to one major is difficult, then narrowing down career options may feel even more overwhelming. Even within the field of psychology, the American Psychological Association has identified 54 distinct topical divisions, with hundreds of potential careers extending out of those divisions (see <https://www.apa.org/about/division>). We are not suggesting an easy enterprise here but one that is well worth the effort. Let’s focus on some of the benefits.

1. Your identity turns toward future endeavors and interests, rather than being focused on the role of a student.

Early career exploration can be motivating and exciting. Dr. Hettich tells first-year students to regard their first two years of general education courses as a trip through the academic shopping mall, with each class offering an opportunity to “shop” for different interests and experiences. Maybe you decide that you do not want to spend your life doing math, but you appreciate having a structured way to accomplish tasks with a clear, correct answer; these are qualities you might desire in a work environment. Or, perhaps you take an oral communication class and recognize that sharing your expertise on a topic is something for which you have natural talent. In other words, you can use pieces of different classes and topics to start figuring out elements you would desire in a work environment.

Another piece of advice is to avoid thinking of yourself as a “student.” The student role emphasizes your time in college, and by default, your major. Instead, it may be more useful to view yourself as a “young professional.” This identity creates a longer term focus

and encourages the development of professional habits. For example, I challenge my students to think about their behaviors in the college classroom and consider how many of these they would want to repeat during their first month in their post-college job. Will they arrive to work late? Will they make excuses for missed deadlines? Will they check social media during business meetings? If students recognize that they are not behaving the way they would in their career, then I encourage them to make the changes now so that professional attitudes and actions will be second-nature in the workforce.

A focus on your role as an employee, rather than a student, also creates a mindset of greater social connection and personal accountability. As a college student, arriving late to class may elicit a harsh look from a teacher, or submitting a late assignment may negatively impact your grade. These consequences only affect you, whereas these same behaviors in the workplace have the potential to negatively affect tasks with your coworkers and supervisors. College is primarily about your personal development. The workplace focuses on your professional development and relationships with your fellow workers. You may find it useful to begin considering who you are in this broader context while still immersed in the local college context.

2. With career options in mind, you are in a better position to seek skill-building experiences, internships, and job shadowing opportunities.

Universities, particularly those focused on a liberal arts education, are facing increasing pressure to demonstrate that their graduates are being prepared for the job market (Koerner, 2018). We see this pressure in psychology as well. The American Psychological Association's Committee on Associate and Baccalaureate Education identified skills valued by employers that are enhanced through psychological training: <http://www.apa.org/careers/resources/guides/transferable-skills.pdf> (Naufel et al., 2018). You can examine their list with an eye for which activities reflect your strengths and interests, which may be helpful as you think about the diverse array of careers that link to

psychological training.

Although these skills are a typical part of a psychology curriculum, your focus on careers can be a motivator to seek further opportunities to develop and “try out” these skills in a real-world context. Many universities offer internship opportunities, either through individual departments or a career preparation center. If you do not have time to commit to an internship, engage in short-term volunteer work. Your Psi Chi chapter may already be engaged in community service. You can also take the initiative and suggest such opportunities to your chapter. Another option is to contact people with interesting jobs and ask if you can shadow them for a day or two, getting a close and personalized view of the daily experience of their careers. Spending a day with an established professional can give insight about how accurately you are perceiving the knowledge, skills, and abilities that are necessary for their success. Not only are these experiences informative, they can become an excellent addition to resumé, job interviews, and graduate school applications when you are asked to describe your interest and goodness-of-fit.

Dr. Hettich emphasizes an important point to his students. One goal is to discover your own talents and interests; however, just as important is to discover what you do not want to do. As you consider different careers, think about your own comfort level and needs. For example, what aspects of your volunteer and internship experiences do you like best? Do you want a career where the expectations are very clear, or are you comfortable with ambiguity and openness? Would you like regular external feedback or can you monitor your own progress? Would you like to accomplish short-term goals or can you work for long periods of time toward an uncertain endpoint? How much social interaction do you want during the day? Are you looking for a set work schedule or fluctuating hours? Do you want to travel? The key is to be honest with yourself, but also to consider the fact that what you prefer as a college student may be different than your preferences as you get older with a potentially different set of family and financial responsibilities.

3. You can avoid the surprise of finding yourself qualified for a job you do not want or unqualified for a job you want.

I teach a class that introduces students to the psychology major. One of the first things I ask students is to share with me their current career goals. A common situation is that my students, who are majoring in psychology, have career goals that are not a good fit for the major or for which they would be more competitive with supplementary classes or majors. For example, I've had students who want to teach psychology in high school, but are not pursuing any education classes. I've had students who want to become police officers, but have not incorporated criminal justice classes into their schedule. I have seen graduating seniors who plan to become counselors enter a graduate program in general psychology instead of one that would move them toward licensure. Although I value education as an end in itself, college has become too expensive to pursue without an element of career preparation. You do not want to find yourself unqualified for a job that you want or uniquely qualified for a job you do not want.

I had an unusual experience after I finished my postdoctoral training. When I got married and moved to be with my husband, I was surprised to find myself turned down for several jobs for which I felt educated and qualified. I contacted the companies and discovered that I was being rejected because I was “overly qualified.” My education required the company to start me at a higher salary than they wanted to pay, and their policies dictated those salary ranges even when I expressed willingness to enter at a lower salary. I had immediate success when I applied for jobs that were a direct match for my degree. This situation shocked me, because I had the perception that more education was better. I failed to appreciate the fact that the right education might be more important than more education.

So what should I have done differently to ensure that the education I wanted to obtain would align more closely with the careers that I would later pursue? Should I have focused entirely on my career goals ahead of time, instead of obtaining the education that interested me most?



In other words, **majors, careers, and salary** are intertwined variables that **work together** to determine satisfaction, and thus, are **worthy of simultaneous consideration.**

Yu and his colleagues (2020) followed college students from pre-entry through their fourth year, examining their decision-making process regarding their majors. The researchers found that many students chose psychology as a default major after encountering difficulty in their original STEM majors. In the same study, other psychology majors transferred into STEM fields, citing better career earnings as their rationale (Yu et al., 2020). In other words, students who were thinking about careers left psychology, while those who were focused on the major entered psychology. We do not want this information to be discouraging. Instead, it points out that a focus on major versus career might take a student in two different directions. A strong take-home message might be that the students who will be best prepared are the ones who are putting effort into thinking about both.

4. You can make practical decisions in terms of finances, such as how much you want to invest in continued education, when you have clear information about job availability and salary ranges.

The vast majority of millennials see student debt as a major problem for today's young people and an important consideration when considering a college education (Harvard Kennedy School, 2022). College can be an expensive investment. An early investigation of careers provides information not just about the experiences in that job but also the salary ranges and potential for upward mobility. These factors are helpful data as you consider how much money preparing for that career is going to cost. Researchers who examined adults' experience with their college majors and job satisfaction found that college major was not an overall good predictor of job satisfaction; however, when the person's income was high, one's major did predict job satisfaction (Wolniak & Pascarella, 2005). In other words, majors, careers, and salary are intertwined variables that work together to determine satisfaction, and thus, are worthy of simultaneous consideration.

Kantrowitz (2021) offers a simple rule of thumb in terms of borrowing money for college. Your goal should be that your student loan debt at graduation, including all fees and interest, should be less than

the salary you will make in your first year at your job. This rule of thumb should enable you, with focused attention to your debt, to repay your loans within ten years of graduation. The U.S. Bureau of Labor Statistics (www.bls.gov) is one resource that provides data about anticipated incomes in different occupations across the country.

Resources

To further your career exploration in psychology, we have included below some key resources. Each of the two American Psychological Association links contains multiple resources that are rich with information. The *Monitor on Psychology* link may be a good place to start because it contains data on ten dimensions of job satisfaction across three levels of psychology-related education. As you study the chart in the *Monitor* link, try to determine which dimensions are more important to you and if these might differ depending on the stage of your career.

1. APA Center for Workforce Studies: Data Tools, Data Points, and Workforce Facts: <https://www.apa.org/workforce>
2. APA Education Directorate: Poster with resources—Preparing to Use Your Bachelor's Degree in Psychology: <https://www.apa.org/education-career/guide/bachelors>
3. Monitor on Psychology: How Satisfied Are Psychology-Degree Holders With Their Jobs?: <https://www.apa.org/monitor/2019/06/datapoint>

We hope we have provided a convincing argument that it is never too early to begin thinking about your career paths. Your major is important, but so is your career, which will extend a lifetime beyond your major.

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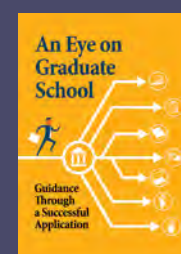


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CLOSING THE GAP AND ACKNOWLEDGING CULTURE CLASH FOR FIRST-GEN STUDENTS

Interview With Nicole Stephens, PhD

Carly Breslin
Psi Chi Headquarters

In addition to tuition fees, can students afford the activities and items that universities expect them to pay for out of pocket?

According to Dr. Nicole Stephens, “A lot of universities are taking really positive steps in that direction, looking at not just the cost of college in terms of financial aid, but also things like whether students have the resources to participate fully in extracurricular activities, go home to their families over the holidays, pay for books and a winter coat, all of the kinds of things that are not thought of in terms of resource gap.” Although these details may seem subtle, “they send a strong signal in the college environment about who belongs and who doesn’t.”

Recently, I sat down to interview Dr. Nicole Stephens over Zoom. Dr. Stephens has conducted research regarding the social class achievement gap in higher education, and stated that closing this gap begins with addressing student resource disparities, especially those that students confront when they transition to college. We also discussed how cultural mismatch theory, Difference-Education intervention, and background strengths each play an important part in increasing education opportunities for all.

Student Backgrounds

Dr. Stephens also brought up the idea that closing the gap has to do with recognizing

the impact of students’ backgrounds. Each student has their own unique background that influences their opinions, thoughts, feelings, and college experiences, or how they frame their college experiences. To close this gap, universities must, in Dr. Stephens’s words, “value and incorporate students’ differences,” in activities, campus culture, and educational settings.

In terms of the social class gap and educational settings below the university level, Dr. Stephens reiterated that finances are a big part of this gap and explained that providing more equal opportunities in education and healthcare is an important first step toward closing this gap. For instance, schools should be funded more equally, rather than determining funding based on the wealth of a school district and property taxes, as is typically done in the United States. Dr. Stephens highlighted this by saying, “The types of educational experiences people have access to, depending on their neighborhood and family income, are dramatically different, highly unequal, and set people up on very different paths.”

The Importance of Interdependence

Following an acknowledgment reinforcing the importance of financial resources for students, Dr. Stephens discussed how the cultures of institutions can be made “more inclusive by

incorporating interdependence” in curricula and campus culture. For students who did not grow up in settings where independence was the cultural ideal, and interdependence was key to their cultural heritage, college can be a very scary new experience.

This refers to cultural mismatch theory. According to Dr. Stephens, cultural mismatch theory “is basically the idea that institutions in the United States, such as universities and workplaces, often promote the norms of independence that are highly valued and the ideal norm in our highly individualistic, American society. When these institutions promote independent norms, there is a differential impact on students from different backgrounds, because not all students come to college having been socialized with independence as a cultural ideal.”

Dr. Stephens highlighted how students from lower socioeconomic statuses “are more often motivated by interdependence,” than those of higher socioeconomic statuses, which does not align with the common ideal of universities and leads to a sociocultural mismatch. Specifically, she explained that “students who are from working class, lower income backgrounds more often come to college to help their families, or support communities, so they have very different understandings of what it means to go to college, why they are there in the first place, and what they

hope to accomplish.” This can lead to more mismatch and feelings of anxiety and loneliness in these highly individualistic, competitive, fast-paced environments.

Dr. Stephens put it best: “When students see that their selves and their understandings are not fully reflected or incorporated into the college environment, then they can feel like they don’t belong, they don’t fit in.” The college culture of independence can cause feelings of inadequacy and isolation among students raised in primarily interdependent environments. These feelings can then affect how the students succeed and perform, academically, as well as socially.

According to Dr. Stephens, because colleges often promote independence, it may be helpful for universities to understand that students can come from different backgrounds where their education may not just be of importance to them and their future career, but also to their family and their community back home. Universities can diminish this culture shock for interdependent students by incorporating more interdependent activities and mentalities. In all educational settings, using interdependence as a key ideal taught to students may even aid in diminishing the anxiety and depression many students face today, due to the educational pressure they tend to be under. If students understand that they do not have to do everything on their own and can lean on others for help, they can feel supported and able to better succeed. Dr. Stephens was clear that “you have to address the resources first, then you can address the cultural challenges that people face.”

Difference-Education Interventions

In terms of resource discrepancies and cultural mismatch, let’s discuss Dr. Stephens’s studies involving Difference-Education Interventions. For these one-hour interventions, participants listen to panelists answer planned questions about how they adjusted to and found success in college. In the difference education condition, panelists’ responses included background-specific information that allowed participants to understand the ways that social-class backgrounds could affect students’ college experiences in terms of both challenges and strengths (Stephens et al., 2019; see for an in-depth overview of the intervention). It was found

that social-class achievement gap for first-gen and continuing-gen college students was narrowed by 63% for participants in this condition, in contrast to the control condition, and that the condition improved the first-gen students’ psychological adjustment and academic and social engagement (Stephens et al., 2014). Further, participants’ responses in a two-year follow-up study suggest that they were better able to use the difference education framework to cope with stressful college experiences (Stephens et al., 2015).

Difference-Education Interventions help students improve and succeed academically, as well as socially. As Dr. Stephens explained, “There are a variety of strengths that people bring as a function of having had very different backgrounds before coming to college.” This means first-generation students are at higher risk for challenges that their non-first-generation peers are less likely to face. Difference-Education Interventions are meant to, in Dr. Stephens’s words, “normalize those challenges and show that there are a variety of strengths and assets that come from having a given background.”

Dr. Stephens was clear that she and her research team are “trying to change that [first-gen] narrative to give students a better, more adaptive way of understanding their challenges.” She went on to discuss that, “As a first-generation student, it is very normal to face particular, class-specific challenges, and there are strategies that you can use to overcome these challenges.” To embrace the strength of their backgrounds, students can reframe how they think about their social class. The literature on social class discusses one’s background as a weakness, or as Dr. Stephens noted, “as though first-generation students are less prepared.” Leading to why “we often talk about first-generation students as though they are deficient or lacking in a variety of skills.”

Campus Narrative and Values

Besides incorporating interdependence and different cultures on campus, institutions need to change their narratives and values. According to Dr. Stephens, this will show that “interdependence is valued in a meaningful and substantive way.” Institutions should keep certain things in mind when improving campus culture for students from collectivist or interdependent backgrounds:

- Why is each student attending a university?
- How should universities aid students in establishing their educational and career goals?
- What sort of goals should universities push students toward?
- How should universities emphasize the importance of support throughout students’ educational journeys?
- Should universities point students down certain paths, or allow students to create a unique path to their journey?
- Should college be thought of as an interdependent experience, with support systems in place?
- Should students work more with others and be evaluated based on group performance? Or, should universities highlight individual achievements?

In Conclusion: Aiding Students

Dr. Stephens’s work is helping to create situations and environments open to first-gen and other marginalized students. It is due to work such as hers that institutions are understanding the need to incorporate activities and skills, such as Difference-Education Interventions, to change campus narratives, close the social class achievement gap, diminish cultural mismatch, and help students adjust to these new and unfamiliar environments. Keeping student backgrounds in mind can be of great aid when creating safe spaces for students to thrive.

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How to Reduce **Intergroup Bias** in the Virtual Workplace

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Prejudice and discrimination at work are still a huge problem. According to the discrimination complaint files with the Equal Employment Opportunity Commission (EEOC), there were approximately 2 million discrimination cases, including retaliation, racism, sexual harassment, and disability bias between 1997 and 2018 (EEOC, 2018). Intergroup bias exists in different organizational functions including hiring, training, performance evaluation, compensation, and promotions. For example, racism in hiring decisions was observed in a past study, which found that White job applicants received on average 36%

more callbacks than Black applicants, and 24% more than Latino applicants (Quillian et. al, 2017). Sexual harassment at work is reported by approximately 38% of women (Stop Sexual Harassment Commission, 2018). In addition, unfair treatment toward LGBTQ workers is increasing. In a recent study, over 40% of LGBT workers reported experiencing unfair treatment such as being fired, denied being hired, or harassed (Sears et. al., 2021). Clearly, employment discrimination and prejudice based on race, ethnicity, gender, age, disability, sexual orientation, etc. continue to persist throughout organizations.

Since the beginning of the COVID-19

pandemic in March 2020, remote work and virtual social interactions have increased. More companies and employees prefer to work remotely due to increased autonomy over work and better work-life balance. With many advantages, remote work comes with some risks of increased prejudice and discrimination due to the nature of internet-based interactions. A better understanding of intergroup bias exhibited in virtual work is crucial in combatting against prejudice and discrimination. This article briefly overviews how intergroup bias impacts virtual work. It also provides suggestions to prevent bias and create more inclusive and peaceful virtual workplaces.



Intergroup Bias in Virtual Interactions

Intergroup bias manifests itself in different forms in virtual settings. Hswen et al. (2021) reported that, during the pandemic, approximately 20% of the 495,289 “hashtags” associated with #Covid19 showed anti-Asian sentiments compared with approximately 50% of the 777,852 “hashtags” that were associated with #ChineseVirus. These verbal attacks created a world of fear and anxiety among many Asian Americans. Felmlee et al. (2020) located over 2.9 million tweets in one week that contain instances of gendered insults (e.g., “bitch”), averaging 419,000 sexist slurs per day, and found that words in a message that reinforce feminine stereotypes (e.g., “ugly”, “stupid”, “promiscuous”) promote traditional, cultural beliefs about femininity, such as beauty ideals, and they shame victims by accusing them of falling short of these standards (Felmlee et al., 2020). Examples of virtual discrimination also include saying mean or rude things about certain races, showing racist

images online, making sexist jokes, excluding someone due to their ethnicity or religion, online threats of physical harm, saying statements that are untrue, stereotyping and implicitly discriminatory, using symbols of hate, and showing graphic representation or actual images of hateful acts.

One of the most utilized formats for virtual work is videoconferencing on online platforms like Zoom, Teams, and Skype. According to Bonomi (2020), intergroup bias manifests itself not only at a conscious level, but also at an unconscious level in these platforms. They said:

Unconscious bias can intersect with language, symbolism and nonverbal cues that reinforce normative social identities with respect to gender, race, sexual [orientation] and socioeconomic status. For example, when the virtual background of a Zoom meeting attendee has pictures of his or her wedding, it unintentionally reinforces the idea that marriage is most fitting between [different] sexes. (p.1)

During a videoconference, dominant social norms and identities may be reinforced, while minority identities may be disregarded, unintentionally.

Why are virtual workplaces prone to prejudice and discrimination? Here are few reasons:

1. Virtual interactions lack information. Text-based communication lacks content, and audio-only communication lacks information received from volume, gesture, or facial expressions (Bargh et al., 2002). Humans don't get information regarding characteristics such as age, gender, race, etc. that would normally occur in face-to-face interactions. In the absence of such information, it is easier to make quick judgments about others.
2. Virtual communication is spontaneous and impersonal. Therefore, stereotypes and biases may not always be inhibited.
3. In virtual interactions, it is possible to conceal identity and remain anonymous, which increases overt

expression of prejudice (LaPiere, 1934). Past research showed that discriminatory behaviors are exhibited more when there is less monitoring (Tynes et al., 2004). This could be because there is no fear of retaliation or punishment when identity is anonymous.

4. Virtual discussions are often shaped by prominent influencers with power (e.g., people with dominant, authoritarian personality) who reinforce and perpetuate intergroup bias.
5. The internet allows a lot of independence and lack of accountability toward fellow members of various groups.
6. Employees in the virtual setting are not forced to interact much with others within the department where they work. In the absence of socialization, employees don't get opportunities for developing interpersonal bonds and friendships which reduce intergroup bias (Ensari & Miller, 2006).
7. The internet allows for rapid access to many individuals at relatively low cost, through email recruitment and web-based survey and experiment media.

How to Reduce Intergroup Bias in the Virtual Workplaces?

It is debatable whether prejudice can be eliminated altogether, however, it may be possible to alter our perceptions of members of other groups. If we can move beyond focusing on our group differences, instead trying to form positive relationships, intergroup conflict may be reduced (Ensari, 2002). Here are some strategies and suggestions to reduce intergroup bias in virtual settings:

1. **Seek out opportunities for virtual personalization.** Allport's famous contact hypothesis (1954) suggests that, if we pay more attention to others' personal attributes instead of group differences, and try to form positive, personalized interactions with others, bias can be reduced. Personalized interactions with outgroup members can disconfirm negative stereotypes about them,

"Inclusion refers to how diversity is leveraged to create a fair, equitable, healthy, and high-performing organization or community where all individuals are respected, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued" (O'Mara, 2015, p. 5).

diminish ingroup/outgroup distinctions, reduce negative perceptions of outgroup, and engender individuation and empathy (Brewer & Miller, 1984; Ensari & Miller, 2006).

Personalization can be achieved in different ways in virtual work settings. Making individuating information available (without violating rights of privacy) and allowing interpersonal interactions are some ways to induce personalization. For example, creating virtual social hours, cooperative virtual team projects, interactive online games or activities using collaborative learning applications, celebrating cultural or religious holidays virtually, and encouraging socialization and friendship among workers are some ideas for personalized interactions. Personalization is effective in reducing bias under certain conditions where it is critical to gain support from leaders, create a common team goal, maintain equal status among team members, and develop mutual interdependence (Allport, 1954).

2. **Reduce anonymity and increase accountability.** Employees are more susceptible to experiencing

prejudice and discrimination when identities are anonymous in the virtual setting. Perception of privacy and anonymity leads to less self-monitoring when expressing beliefs because perpetrators know they may go unidentified (Kahn et al., 2013). Prejudice can potentially be reduced if the virtual setting requires participants to reveal their identities (e.g., sharing names, photo, or camera) when possible. Another way to increase accountability is to record the online interactions. Employees need to be clear about expectations and boundaries based on transparent guidelines for virtual communication, meeting deadlines, and working collaboratively with team members.

3. **Design and execute cyberbullying prevention and internet safety programs.** Remote workers must have a safe, anonymous hotline for complaints without fearing retaliation. Every virtual company should consider offering intervention programs that help employees develop their coping strategies, workshops that increase awareness (e.g., developing critical media), and training programs that educate employees on how to control prejudice

and avoid discrimination (e.g., racial literacy programs). Online diversity and inclusion training programs must be geared toward increasing self-awareness, promoting intergroup tolerance, and providing training on how to engage in inclusive behaviors and practices. The internet itself can have the potential to promote prejudice, therefore restricting employees' access to bigoted sites, filtering biased internet resources, and limiting access to hate-group or racist sites may be necessary.

4. Promote diversity and inclusion.

Diversity refers to an array of differences among employees with respect to their social categories such as age, race, gender, sexual orientation, disability, etc. Although diversity is desirable, the differences among the employees must also be embraced and managed successfully. Therefore, for diversity to be beneficial, it must go hand in hand with inclusion. "Inclusion refers to how diversity is leveraged to create a fair, equitable, healthy, and high-performing organization or community where all individuals are respected, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued" (O'Mara, 2015, p. 5). Inclusion is concerned with the practices enforced by leadership, such as inclusive practices in hiring, career advancement, performance assessment, talent management, and training and development opportunities. Examples of such practices include allowing Muslim employees to pray during their praying times, providing adequate accessibility features for employees with certain physical disabilities, providing frequent breaks in long videoconferences, making everyone feel included in decision-makings, enforcing using inclusive language, offering flexible work arrangements for newly parents, and integrating inclusion philosophy into mission statement. It is always a good practice to check in with virtual employees by holding regular conversations about their

challenges, individual circumstances, needs for special arrangements or accommodations, and how they can feel included and stay connected (Parmelee, 2020).

5. **Challenge assumptions and unconscious biases.** Unconscious biases, which refer to our beliefs about others without us being aware of it, affect the way we work virtually. For example, making a comment about someone's background on the computer (e.g., "I see you have an evil eye décor on your wall, I didn't know you are Turkish?"), or making a comment about someone's personal environment (e.g., "I hear a child in the background, do you have kids?") may lead to inconsequential attributions. Another example is excluding employees who are remote by only including the in-person attendees in decision makings. Identifying how these biases negatively affect employees is critical for creating a peaceful and productive virtual workplace. Taking the extra step in educating the employees about conscious assumptions, as well as unconscious biases, would result in a more understanding workforce that values diversity and inclusion.

Conclusion

Increases in virtual work, more recently due to the pandemic, calls our attention to conscious and unconscious biases exhibited in virtual work settings. Intergroup bias, online or offline, impacts all aspects of work, thus it is critical to recognize our tendency to, at times, stereotype, make judgements, and discriminate. With recognition there comes the responsibility to take preventive steps toward creating inclusive and harmonious workplaces. Inclusion is everyone's responsibility: Every employee should be aware of their own biases, avoid using assumptions, challenge their way of thinking as well as others' assumptions, educate themselves and others, and consider their individual impact at the virtual workspace.

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Nurcan Ensari, PhD, is a social and organizational psychologist who teaches and conducts research in the area of intergroup relations, leadership, and diversity management. She conducts multicultural research with international collaborators from England, India, Turkey, Thailand, Greece, and Hong Kong. She is an ad-hoc reviewer and editor for several journals, and a recipient of academic awards. She is currently a professor and program director in California School of Professional Psychology at Alliant International University. She previously served as the Systemwide Director, the director of the IO Psychology Certificate Program in Turkey, international advisor at Assumption University of Thailand, and adjunct professor at the City University of Hong Kong. Dr. Ensari holds a MA and a PhD in social psychology from the University of Southern California, a MA in social psychology, and a BS in mathematics from Bogazici University in Istanbul, Turkey.



Support for Students From Marginalized Backgrounds

Interview With Mesmin Destin, PhD

Carly Breslin
Psi Chi Headquarters

Something many people may take for granted is the opportunity to learn from their failures, to be able to try again. However, for students from a lower socioeconomic status (SES) background, a single chance might be their *only* chance. Any opportunities they obtain must be handled perfectly because it is less likely that they will be given additional funding to redo any areas where they might have struggled or failed.

A recent interview I conducted over Zoom provided much food for thought. My guest was Dr. Mesmin Destin from Northwestern University in Evanston, Illinois. Dr. Destin is an award-winning associate professor and researcher who, along with his brilliant team, has conducted research on the experiences and motivation of marginalized students, especially those from lower socioeconomic backgrounds. We are honored to have Dr. Destin as a member in Psi Chi's Distinguished Lecture Series and thank him for agreeing to this interview.

The Development of Multifaceted Identities

Dr. Destin explained that the development of people's identities includes how they think about themselves, how they understand their past experiences, their current relationships, how they imagine their futures will look, or what they would like those future goals and ideas to look like. Dr. Destin's focus on the lens of identity concentrates on "how people develop a sense of who they are in response to opportunities afforded to them within their own personal contexts."

Hearing this made me consider how many individuals from higher socioeconomic backgrounds have opportunities to fix their mistakes because they have the resources to take the time to redo what they needed to improve or change. On the other hand, many students from lower SES backgrounds often take large loans out and are on strict timelines to finish school as soon as possible so they can start to repay those exorbitant loans. Paying these loans back is far from easy with interest rates and university tuitions

so high; I can't speak for other countries where education is more accessible, but it is far from accessible for everyone in the United States.

Individual Success and Connection

A key aspect of Dr. Destin's work is communicating with students as an educator in the importance of communicating with those around you to get the most out of your educational experiences. Although individual success is important, so is one's connection to valued relationships. Destin's words reminded me that educators in university institutions are more than just teachers. They hold an impactful role that makes them social actors, and the practices they put forth in their classrooms has influence over their students. Knowing that your professor believes in you, wants you to succeed, is willing to help you grow as a professional and as a person, will help your students to do better both in and outside of the classroom setting. Growing and developing in an accepting environment such as this one can aid in well-being and health,

aside from just professional achievement. This accepting environment can be helpful because that heavy anxiety, second-guessing, loneliness, insecurity, and fear are not weighing down on students so much.

Creating a Supportive Learning Environment in STEM Classrooms

According to Dr. Destin, his team's work revolving around creating a supportive learning environment and "community for students from economically marginalized backgrounds pursuing STEM fields" will greatly benefit both students and educators. Through their work, which is funded by the National Science Foundation, of which Dr. Destin was a scholar, they are working with and through a partner institution's STEM faculty in order to best serve the students who will benefit from programs such as this one. Dr. Destin's team took care to ready an environment able to "engage with students effectively," while making sure "the faculty had adequate supports to develop their teaching in ways that connect with students across a range of these backgrounds." The faculty are able to benefit by sharing feedback among each other to best create opportunities within their STEM courses with "new activities, new grading practices, new projects, and new lectures so they can take their subject matter expertise and link it with this psychologically grounded approach." Dr. Destin's team understands how difficult this transition can be for professors, but this work will be of great help to so many individuals.

Although suggestions of how to help students cannot be applied across all situations, it can be of aid to keep the environment and background of students in mind. It can be helpful to provide opportunities that recognize and cultivate their individual backgrounds and interests—opportunities that help students to grow, both professionally and personally. Having goal-oriented opportunities that allow these students to maintain and cultivate the relationships in their communities at home can help them to feel secure enough to develop relationships outside of their community. Dr. Destin explained how, "There are ways to develop innovative programs and approaches to everyday learning that support those maintained connections and those ways of imagining your future self

and your life, while supporting the values that matter most to young people."

Learning and growing does not need to separate students from the communities they come from. In fact, helping these students to grow in ways that respect their values, communities, and goals can help them to become well-rounded, accomplished individuals. Programs aimed at aiding students from lower socioeconomic backgrounds in these ways are more important than ever at helping individuals to grow into the best versions of themselves. Dr. Destin summed this idea up with this phrase, "The key is to provide opportunities for students to realize and express their full humanity."

Background Specific Strengths

In his team's work on background specific strengths, they hope to present opportunities for young people from marginalized backgrounds "to reflect upon their backgrounds in ways that actually uplift, value, and see the strength and inherent worth associated with their backgrounds and identities." This research aims to support students' well-being and motivation toward their goals. Although organizations, such as background-specific clubs, can be used as such opportunities to aid students and help them to reflect on their background-specific strengths, Dr. Destin wanted to emphasize "strength-based community scholar programs," as these are great ways for students to connect with people from backgrounds both similar and different to their own. This allows a collaboration among students, which encourages them to celebrate and explore their identities, as well as to understand that their identity is not something they have to overcome, but instead can embrace and include in their learning, goals, and connections with other peers. It is the hope that educators can also incorporate background-specific strengths in the tasks they assign and in part of their teachings.

National Science Foundation Fellowship

As a National Science Foundation (NSF) scholar, Dr. Destin had some great advice for students considering applying to similar grants and foundations as they apply to graduate school. As an undergraduate student, Dr. Destin applied for the NSF predoctoral fellowship while he also applied to graduate programs. He noted

how graduate programs and institutions appreciate when students have their own funding and are "able to help support the graduate program financially." Students may receive certain perks from the program in regards to their research and professional journey by bringing their own funding. He recommended trying to apply for grants such as the NSF grant in order to get the experience of applying and receive "feedback from them on your work, get experience pitching and explaining your work to a funder, such as why it's important and why you approach things the way that you do." Although rigorous, he admitted that this process helped further develop and guide his research.

For anyone afraid to apply, he acknowledged that, yes, "these foundations can be overwhelming and somewhat intimidating, especially as an undergraduate or early graduate student." However, Destin continued to point out how the connections you form with these institutions through the application process will make them seem less intimidating. If you have experience dealing with the NSF under your belt, imagine how you will feel when applying for a grant anywhere; you'll be more prepared and have the experience so many of your peers wish that they had. He said, "Even if it wasn't funded, I think it would have been valuable to have that experience of articulating why I wanted to do what I wanted to do and how I was going to do it."

Today, Dr. Destin has funding from a variety of different institutions, including the NSF, for his larger, ongoing projects. This funding helps support undergraduate and graduate students to be on his research team and take part in gaining experience in a lab setting. We thank Dr. Destin for his valuable insight into his research and experience.



Mesmin Destin, PhD, is an associate professor in the Department of Psychology and School of Education and Social Policy at Northwestern University in addition to a fellow of Northwestern's Institute for Policy Research. In collaboration with his lab group, Dr. Destin investigates factors

shaping the experiences and outcomes of students from diverse socioeconomic backgrounds. His work has been supported by organizations including the National Science Foundation, the Russell Sage Foundation, and the William T. Grant Foundation. He has received a variety of awards, including the American Psychological Association Distinguished Scientific Award for Early Career Contribution in 2019 and a John Simon Guggenheim Memorial Foundation Fellowship Award in 2021.

Psychosocial Issues and Support for Those Affected With Gynecological Cancer

Interview With Sharon Manne, PhD

Carly Breslin
Psi Chi Headquarters

Gynecological cancers are challenging to diagnose early as there is no universal screening or surveillance for them. According to psycho-oncology expert, Dr. Sharon Manne, “The advances in treatment of gynecological cancers, other than prevention, have

been relatively small because there is no overall screening for this disease; women do not regularly receive transvaginal ultrasounds. It is not like breast cancer, where you have mammography tests every few years.”

Unfortunately, without regular screenings, most gynecological cancers are often



diagnosed late, and the prognoses are not usually as good as for many other cancers. As Dr. Manne points out, “It is a difficult cancer,” meaning by this that the treatment is often physically and emotionally taxing, and can lead to neuropathy and emotional issues. The difficulty of the surgeries used for treating the cancers can have adverse health and psychosocial effects, often impacting important roles in their lives, such as the ability to work.

With the HPV vaccine, many young girls are now protected against cervical cancer, which is one type of gynecological cancer. In fact, the HPV vaccine has been such an important medical advancement that the entire country of Australia is close to eradicating HPV and cervical cancer due to the administration of this vaccine. However, Dr. Manne reminds readers that the problems are far from over because older generations of women, who did not receive the vaccine during the significant, developmental preteen era of their lives, are not protected. The vaccine is also not preventative of other cancers, such as ovarian and endometrial cancers.

Emotional Stressors and Testing

Dr. Sharon Manne is this year’s Psi Chi EPA Distinguished Lecturer. She is the founder and co-director of the Cancer Survivorship and Outcomes Center at Rutgers Cancer Institute of New Jersey, as well as a Professor of Medicine and Chief of Behavioral Science at the Rutgers Cancer Institute of New Jersey and the Department of Medicine at Robert Wood Johnson Medical School. Despite the difficult subject matter of gynecological cancer, Dr. Manne’s overall tone throughout this interview is positive; her excitement for helping others shines. She is full of hope and light, able to put anyone at ease, even while conversing about such a difficult topic. In addition to daily mentoring and administrative tasks, she prefers to spend the majority of her time conducting research. It is reassuring to hear her say, “My primary reason for being in the field of psycho-oncology is to improve the quality of life for cancer patients and their families.”

From years of experience and conversations with many patients, Dr. Manne outlines the many psychological stressors that people with gynecological

cancers often face. First, due to the late diagnosis of these cancers, many women go into their treatments knowing there is a relatively low, long-term survival rate. Dr. Manne explains, “For many of the other cancers diagnosed at advance stages, the disease has an uncertain course.” Following diagnosis and recovery, patients are on guard for the rest of their lives.

Second, even patients who survived treatment constantly undergo scans to be sure they are still in the clear. For these scans, the CA 125 levels in the blood are regularly tested and tracked, which can sometimes be elevated, even when there is no need to worry. Experiencing these scans and tests over and over again, with the possibility of relapse and the anxiety of needing to redo tests following bad results, can be extremely taxing on the mental and emotional well-being of these individuals. Dr. Manne is clear, “These survivors face regular surveillance for the rest of their lives. The fear about recurrence is rational. These patients know their disease may get them at some point, following multiple courses of chemotherapy. Although patients diagnosed at earlier stages don’t have this same risk, every patient with some type of gynecological cancer still always worries about regular surveillance tests.”

Third, in addition to the issues related to testing and treatment, such as intravaginal radiation, Dr. Manne also describes emotional and practical barriers related to sexual functioning, urination, bladder and bowel issues, and more. It can be particularly taxing for younger women, who undergo early menopause after a hysterectomy. Many struggle with physical and emotional issues relating to how they feel about their bodies and womanhood while undergoing menopause. Early menopause can interfere with family planning and menopausal changes, such as hot flashes, weight gain, and other body changes can interfere with sexual functioning.

Fourth, many women in treatment for these cancers receive radiation intravaginally. For some, intravaginal radiation can be very stressful and triggering, especially if the patient has a history of sexual trauma. This is why trauma-informed care is so important to keep in mind while treating these women and other individuals going through these cancers. Due to the lack of commonality of these cancers and thus the

uniqueness of these situations and populations, Dr. Manne says, “There is not a big advocacy group for these women, as there is for breast and prostate cancer survivors.”

Psycho-Oncology

Dr. Manne is an expert in the field of psycho-oncology, which according to her, “is the study of the psychosocial effects of cancer on the person, their family, and on everyone around them in the family.” She first entered the field after working as a behavioral therapist for children with behavioral issues. She wanted to return to research and then accepted a job at Memorial Sloan Kettering Cancer Center (MSKCC) as a therapist and researcher in the pediatric oncology unit. As she recalls, “I took the job because it was in a cancer center, and I had an interest in the impact of serious illness on families, which was the topic of my dissertation. I was in the right place at the right time for this area of work, especially as the leader of the new field of psycho-oncology, Dr. Jimmie Holland, was at MSKCC.”

In this position, she began to work under Dr. Holland, according to Dr. Manne, “Jimmie Holland started the Psychiatry Service at Memorial Sloan Kettering Cancer Center. This was the first psychological counseling service for cancer patients in the world. Dr. Holland not only founded the Psychiatry Service at MSKCC: She was the founder of the American Psychosocial Oncology Society and the International Psychosocial Oncology Society. These societies are devoted to the psychosocial effects of cancer on all involved, as well as cancer prevention, which was not part of the field when it began. Through her work at MSKCC and these societies, Dr. Holland trained most of the first psycho-oncologists who are now at centers throughout the world. Dr. Manne continues by stating how the field has grown across the world since she started her career at MSKCC in the late 80s. The field’s expansion includes assisting individuals with genetic predispositions and family members of those affected. Dr. Manne describes those studied and aided by the field of psycho-oncology as being part of “the cancer spectrum.” She says, “When Jimmie started the field, it started out covering time of diagnoses until the patient’s death, so it covered palliative



The CCI session teaches coping skills about what you cannot control **(the cancer)** and what you can control **(how you manage the fear so that it does not interfere with your life goals).**

care. It was a very different field than it is today. It is global now. If you are a general clinical or counseling psychologist, maybe you wouldn't know about it. But if you are a health psychologist, it is not that uncommon that you would. Dr. Holland started a world-wide focus on psychosocial oncology."

Psychosocial Intervention Research Program Focusing on Women Diagnosed With Gynecological Cancer

Over the past 20 years, Dr. Manne has conducted two large randomized clinical trials focusing on women who are newly diagnosed with gynecological cancers. In the first trial, she compared two types of 1:1 therapy approaches: a skill-based intervention, called the Coping and Communication Skills Intervention (CCI), with a nondirective supportive counseling intervention, called Supportive Counseling, or SC. She chose supportive counseling because it is similar to what is traditionally offered to cancer patients at the hospitals where

they are seen. She says, "Most people get some social work contact and then are referred to therapy, if they prefer it or need it. So it is just treatment as usual. What general care is like for cancer patients is support therapy—empathy validation, fostering self-esteem, and fostering current coping strategies. It is not an act of skill-based treatment." CCI is a more structured therapy and includes teaching coping skills, such as stress management, relaxation, and managing emotional reactions, which she describes as "dealing with problems that you can't control by using cognitive restructuring. Cognitive restructuring is kind of a twist in this population because the worrying these participants deal with is not so much about something that might happen, but something that has a high chance of happening, due to the stress of constant testing and possible reoccurrence." CCI also focuses on managing solvable problems more effectively, as well as learning how to get support-based needs met. Dr. Manne says, "This is an important session for these patients who experience discomfort with family and friends talking about cancer and getting support from them. Many participants are women over 65, and their support networks aren't as strong as they might need to be for someone going through such a difficult life event. The session focuses on support solicitation skills, expressing support needs, and expressing needs in general for practical support."

The CCI intervention also includes a session that revolves around general self-care, and managing sexual and body image concerns. Dr. Manne says, "Part of this session is really about sexual side-effects and redoing your sexual schema of how you think of yourself as a sexual person."

In the second large clinical trial, Dr. Manne tested the CCI and the SC interventions, but added another counseling session. For CCI, this included an entire session devoted to managing fears about the future. For most women, fear of the cancer coming back is a key concern. The CCI session teaches coping skills about what you cannot control (the cancer) and what you can control (how you manage the fear so that it does not interfere with your life goals).

Trial Efficacy

The first study showed that both SC and CCI were effective in the first nine months after the patient enrolled in the study. Both CCI and SC reduced anxiety. The SC intervention was more effective among women who were more expressive of their positive emotions. In addition, CCI was more effective for women who experience more physical impairment, which makes sense when you think about it, because CCI's goal was to help the person cope with the cancer and its side-effects, using structured coping skills. The second study actually found that CCI was more effective than SC.

Although Dr. Manne has thought about expanding her intervention research, she has considered expanding this work to patients with other cancers. She refers to the research process as a journey. For her next study, she has placed the CCI intervention online and combined the online intervention with telehealth counseling. This is an intervention which would reach more patients, particularly those who cannot travel to a cancer center for in-person therapy. She is planning to add some longer term online and telehealth booster sessions for between 12 months and 18 months after they receive the CCI intervention. This time period is when most of her participants became more distressed. It is important to maintain skills when the disease comes back, or when the patient begins to worry about this happening. As all researchers know, it is a process to find cost-effective ways to conduct studies and gain funding, so Dr. Manne is constantly applying for grants and readying her data for dissemination. As she points out, it is always a challenge for researchers to translate their work for nonscientists to understand.

Support From Loved Ones

For the loved ones of individuals undergoing treatment for these cancers, Dr. Manne has great advice: "You can do no harm by listening and offering help when they need it. I hear patients often say that people want to change the topic, or they don't look comfortable talking about it, and then the patients hold back and end up coping with a lot internally. A patient may stop sharing altogether because she doesn't want to burden those around her. I always think that things a family member and loved one can do is to just say 'Can I check

in with you to see how you are doing?' or just check in, and ask 'How are you?' and then listen. Don't change the topic. Don't try and solve it. Ask what the person needs and offer what you can do, such as saying 'Is there anything I can do?' Be a listening ear, and make yourself available."

Dr. Manne does not think that loved ones do not care about the patient. Many times, when family do not initiate conversations or follow up during conversations (change the topic), patients "think they are being rejected even though the family never really means it that way. Family may not know what to do to help." The situation is reminiscent of the awkwardness people feel about what to say upon learning that someone died. Dr. Manne says, "The best thing you can do is call to say, 'How are you doing? I was thinking of dropping by with some dessert or dinner,' which can teach the patient to be more forthright about their needs and feelings and provide a sense of confidence in their ability to ask for anything they need. That is what I've learned after talking to patients for all these years."

Dr. Manne adds, "It is a process, and the thing is, when the treatment is done, the cancer and its emotional effects are not over, and it is the same as with grief. I think the needs of this population do not go away because afterward it is like, 'Oh no! No chemo? What is fighting the cancer?' Patients struggle with that fear for the rest of their lives, to some extent. It never really goes away because it has changed them permanently. Some family and friends may not want to talk about it, because no one wants that to happen to themselves, but it happens to most of us in our lives. Most everybody gets some form of cancer somewhere along the line."

The Legacy of a Dream Come True

According to Dr. Manne, "I have always been a psychologist, since I was a teenager; this has been my dream. Moreover, my identity as a psychologist has shaped everything about my life." Dr. Manne's psychological aspirations were triggered following reading the book, *Sybil*. Her love of psychology even led to her studying German in order to read the original version of Freud's work. Although she never did read Freudian Theory in its original language, she did pursue a psychology

major at the University of Illinois and was in the university's Honors Program. While there, she became a Psi Chi member. She worked with Susan Carter Porges in her lab on evaluating sex differences in brain neuron growth patterns in mice. Her honors thesis focused on sex differences in neural networks and growth in the mouse hippocampus and amygdala.

Dr. Manne is very proud to be the 2022 SEPA Convention Psi Chi Distinguished Lecturer and loves to talk about her work with cancer patients. "This work is my longest-running work and the work that is closest to my heart." As retirement approaches, Dr. Manne hopes her peers consider their legacies: "What are you going to do for the future generations of clinical psychology grad students? How can you help the future generation of people in your field?" Speaking as a researcher, she points out that the job markets are really rough, so mentorship needs to include more than just being there for students, but also sharing past experiences with them.

Dr. Manne shares her own past experience of driving around in her car to collect her dissertation data at Arizona State University, admitting, "I was very poor in graduate school and struggled a lot financially. Data collection for my dissertation was very difficult." She understands the financial and emotional needs of students because she remembers her days of being in those shoes. She goes on to say, "For us, people who are a little further in our careers, think about the future generation and do whatever you can do to help. Give students some funds to do research, to foster their own careers." Dr. Manne is a wonderful researcher, person, and mentor who is exactly the type of alumni Psi Chi is proud to have among us, inspiring the next generation of researchers.



Sharon Manne, PhD, is the founder and codirector of the Center of Excellence in Cancer Survivorship at Rutgers Cancer Institute of New Jersey. She is a clinical psychologist and is a professor of medicine and chief of behavioral science at the Rutgers Cancer Institute of New Jersey and

the Department of Medicine at Robert Wood Johnson Medical School. An international expert in the field of psycho-oncology, Dr. Manne has been the recipient of more than 13 R01 grants from the National Institutes of Health. Her work aims to further understand the impact of cancer on survivors and their families and their psychosocial needs. She has published 228 articles and two books.

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 (NJ)

MEETING/SPEAKER EVENT: The chapter remained active in spring 2022, despite the continued New York City lockdown. On January 16, 40 people participated in a webinar on "Teaching International Psychology," arranged with the Psychology Coalition at the UN (PCUN) and four faculty from the Chicago School of Professional Psychology: Drs. Viviane de Castro Pecanha, Michael J. Stevens, Karen Brown, and Maryam N. Tafreshi. A video appears at <https://div52.net/webinars/>

INDUCTION CEREMONY: On February 2, the chapter held its spring induction ceremony, looking ahead to more webinars this spring. The induction was officiated by Professors Harold Takooshian and Elissa Aminoff, the new Psi Chi advisor for Fordham's Rose Hill campus.

MEETING/SPEAKER EVENT: The chapter presented its annual Outstanding Achievement medal to psychologist and Jesuit priest, John J. Cecero, SJ, PhD—a noted author, educator, therapist, and now Fordham Vice-President for Mission Integration and Ministry since 2021. After his ordination as a Jesuit priest (1989) and his PhD in clinical psychology (1996), Rev Cecero served on the tenured faculty of the Fordham Psychology Department (1998–2013). He became the Rector of the Fordham Jesuit Community (2007–2013), and a member of the Fordham Board of Trustees (2008–2014), before becoming the Provincial-

Superior in 2014–2021, leading 600 Jesuit priests in the New York/ New England Province of the Society of Jesus.

SOUTHEAST

Agnes Scott College (GA)

SOCIAL EVENT: The chapter gathered to play the game "Apples to Apples" and eat snacks. It was a great way to get to know other members, especially new members, take a study break, and have fun.

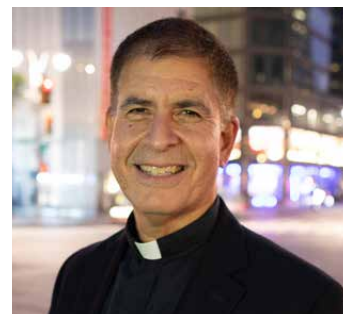
SOCIAL EVENT: The chapter played a game with a beach ball. The ball contained questions and when the person caught the ball, they had to answer the question that their hand touched. It was a great way to get to know each other.

American University of Sharjah (United Arab Emirates)

MEETING/SPEAKER EVENT: The first psychology alumni panel, hosted by the chapter, took place on November 16. The panel included AUS psychology major and minor graduates, Dr. Shreen Sharaan, Alizeh Batra, Sarah Yousef, and Yara Am Ali. They each discussed their own experiences and journeys after graduating from AUS, and shared insightful tips about landing internship opportunities and choosing graduate school fields. Overall, psychology students at different stages of their degree attended this event and found it helpful in planning their time, navigating life as an undergraduate and beyond, and setting expectations for their future careers.

MEETING/SPEAKER EVENT: Joining Psi Chi's International Partners and Leaders (IPALs) program, Psi Chi chapters in AUS and Florida State University held regular book club meetings throughout the months of October to December to discuss Oliver Sacks's *The Man Who Mistook His Wife for a Hat*. While these discussions were rooted in analyzing Sacks's interactions with his patients, they often explored issues beyond the chapters of the book. Not only did members learn about the rare cases Sacks had encountered throughout his career, but they also learned about their partner chapter's experiences as students of psychology at different ends of the globe.

SOCIAL EVENT: The chapter held a mixer event for the members and psychology faculty. During the mixer, members got to meet each other face-to-face for the first time and enjoy food and activities together. To create a fun and comfortable environment for members, the chapter got some card games and board games. Members had the opportunity to ask the faculty members any questions they had about their career paths and the importance of education. Overall, it was a pleasant and informative evening for both students and faculty.



Right: Rev. John J. Cecero, SJ, PhD, received the Fordham—Lincoln Center (NJ) Chapter's annual Outstanding Achievement medal.

Below: On Feb 2, 2022, the Fordham—Lincoln Center (NJ) Chapter induction took place.



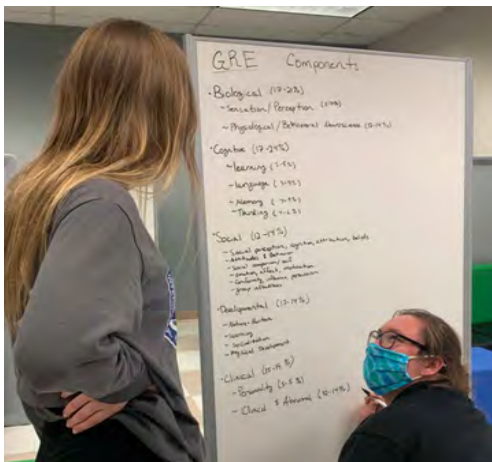


Top: American University of Sharjah (United Arab Emirates) Chapter members and psychology faculty at the first face-to-face Psi Chi event.

Middle: The Agnes Scott (GA) Chapter played Apples to Apples.

Above: The Agnes Scott (GA) Chapter's social.

Right: Bridgewater College (VA) students actively engaging in discussion of the content breakdown of the Psychology GRE.



Bridgewater College (VA)

SOCIAL EVENT: On February 20, the chapter held a Psychology GRE and ACAT study session for all psychology students. The chapter discussed the prevalence of certain topics that are usually featured within the Psychology GRE and reviewed basic concepts that are often found on the test. As a group, they worked through practice exam questions. This event was also a nice review for senior psychology students who are taking the ACAT this semester as well.

University of Mary Washington (VA)

MEETING/SPEAKER EVENT: The chapter held an all-member meeting at the beginning of the semester where everyone was welcomed back and future plans were discussed. The chapter decided to commit to having a Mental Health Awareness Week as this semester's service project and initial planning was discussed. Additionally, members were invited to join a Kahoot game about common psychology myths as a fun bonding event. The winner was awarded an extra "point" that goes toward either a reimbursed graduation cord or a free Psi Chi T-shirt at the end of the academic year.

INDUCTION CEREMONY: To encourage excitement and engagement with Psi Chi, the chapter chose to "tap" new members who were offered a spot in Psi Chi. This included putting together mugs full of candy and stuffing envelopes with a personalized letter, scholarship application, and the official Psi Chi seal. Officers then went into classes where students were eligible to join Psi Chi and gave an explanation of what Psi Chi is and what is required to join. The chapter then read aloud the names of all students eligible to join and

presented them with their mugs and letters. This helps create excitement, enthusiasm, and pride for those who are eligible to be inducted into the society, making it feel more like the honor it is.

University of South Florida (FL)

MEETING/SPEAKER EVENT: The chapter sponsored an informative discussion on mental health representation in media. Following a viewing of different movie clips depicting different mental disorders, the chapters officers and members had an open discussion about the damage and awareness that can come with how mental disorders are portrayed in television, and the influence film writers can have over how society stigmatizes and stereotypes different disorders.

SOCIAL EVENT: The chapter hosted a game night to welcome Psi Chi members back to campus and to sponsor networking between existing Psi Chi members and incoming psychology undergraduates. This event was held to foster a community mindset and help bring students back together, to help make up for the isolation they felt during COVID.

West Virginia University

MEETING/SPEAKER EVENT: During the February meeting, the chapter hosted speaker Kathleen M. Chiasson-Downs, MA, LPC, who is the lead clinician for addiction services in the Department of Behavioral Medicine & Psychiatry at West Virginia University. Katie presented on student wellness and self-care, and then demonstrated yoga-based breathing exercises. It was a great opportunity for those who participated to share ways they practice self-care and potentially inspire others with new techniques.



INDUCTION CEREMONY: In December, the chapter welcomed seven new members. The event was hosted virtually on Zoom, allowing all in attendance to celebrate with the new inductees and welcome them into the chapter.

MEETING/SPEAKER EVENT: During the January meeting, the chapter hosted speaker Amanda Farley, who is the Area Director for American Foundation for Suicide Prevention (AFSP) in West Virginia. It was a wonderful opportunity to learn about the work of the AFSP, and to work together to plan for hosting a future AFSP "Out of the Darkness" walk.

MIDWEST

Baldwin Wallace University (OH)

MEETING/SPEAKER EVENT: The chapter's executive board was involved in recruiting multiple speakers for seminars, one of whom was Dr. Ronald Levant. Dr. Levant is Professor Emeritus of Psychology at The University of Akron, Past-President of the APA and the Society for the Psychological Study of Men and Masculinities, and Editor of the journal, *Psychology of Men & Masculinities*. He was part of the Harrington Psychology Colloquium Series 2021–22 and presented on masculinity and violence in September 2021.

FUND-RAISER: In October 2021, the chapter hosted a bake sale with the intention to donate money to Cleveland's NAMI, the National Alliance on Mental Illness. Members contributed baked goods, which were then sold to students on campus. At the end of the day, the chapter was able to donate \$150 to NAMI.

SOCIAL EVENT: In November 2021, the chapter took a trip to Cummings Center for the History of Psychology in Akron, Ohio. While there, members were encouraged to explore Zimbardo's prison experiment, take part in interactive educational modules, view Bandura's Bobo doll, and lounge on Freud's chaise.

DePaul University (IL)

MEETING/SPEAKER EVENT: During the chapter's first meeting of 2022, officers shared how they are actively involved on campus (both within and outside of psychology) to inform students about different opportunities available to them. For example, students learned about the Psychology Honors Program, Statistics Tutors Program in Psychology, Doctoral & Undergraduate Opportunities for Scholarship, Undergraduate Research Assistant Program, and the Dean's Undergraduate Fellowship. Students also learned about starting their own student organization at DePaul, becoming a Residential Advisor, and finding on-campus jobs and internships. Members left with a much better idea of how to be a well-rounded psychology student at DePaul.

SOCIAL EVENT: On February 16, 2022, the chapter hosted a trivia night. The chapter's copresident created psychology trivia questions and facilitated the virtual game on Kahoot. Questions asked about different schools of thought in psychology, key figures, psychological research findings, myths in psychology, and more. It was a great way for members to engage in some friendly competition and brush up on their psychology knowledge!

Hillsdale College (WI)

INDUCTION CEREMONY: The chapter's induction ceremony took place November 14, 2021, in Hillsdale College's student union. They inducted six members who met Psi Chi's chapter requirements. The ceremony was followed by treats and beverages for new and existing members.

SOCIAL EVENT: "Puppies and PAWsitivity" was a social event conducted in the student union the week before final exams on November 15, 2021. All students on campus were invited to stop by the chapter's station to pet puppies that were brought in from Hillsdale's Humane Society in order to relieve stress due to upcoming exams and the end of the semester.



Top: University of South Florida (FL) Psi Chi Chapter Spring Semester Game Night.

Middle: Two of the puppies that were available for Hillsdale College (WI) students to pet to relieve stress.

Above: The Pacific Lutheran University (WA) Chapter's president, Ricky Haneda, and Phi Alpha president, Koa Beck, distributing the mental health care bags.

SOCIAL EVENT: The movie, *Psycho*, was shown in the campus student union. *Psycho* is known as a psychological thriller. Along with the movie, the chapter provided psychology-themed snacks during the showing.

MEETING/SPEAKER EVENT: Two Hillsdale College professors in the psychology department had a debate discussing their different views addressing the question, "What is psychology?" They also discussed the general differences in their views of what a science is, while being asked questions by a chapter member who served as a moderator.

Holy Cross College (IN)

INDUCTION CEREMONY: The chapter held its annual induction ceremony on February 18. Alexandra Buchlymayer, Lukas Snyder, Josh Amadejo, Anna Beer, Muris Ibrahimovic, and Rachel Scherer were inducted. Officers Mireya Robles, Jack Mason, Julie Wappel, Kyle Martin, and Alison Hano performed the induction ritual. The keynote speaker, Francesca McCarthy, gave an amazing talk about her work in prisons across America.

Saint Louis University (MO)

SOCIAL EVENT: Paired with Active Minds, another mental health club at SLU, the chapter worked with Duo Dogs Inc. to celebrate a day of destressing. This celebration was not only for the club members, but also the Saint Louis University general body, by encouraging

everyone to spend some good time with trained service dogs!

SOUTHWEST

University of Central Arkansas

COMMUNITY SERVICE: The chapter created an interactive activity to help spread gratitude during the COVID pandemic. To help show appreciation to faculty and staff, the chapter created a letter box for students to write thank-you notes to their instructors. They were then passed out anonymously to the faculty.

COMMUNITY SERVICE: To express small bits of activism and create an atmosphere of information flow, the chapter made weekly flyers for students in the psychology hall. These flyers included information on different mental health issues, mental health resources on and off campus, activities for students to do to better help their communities' mental health, and information on mental health opportunities.

MEETING/SPEAKER EVENT: The chapter wanted to focus on gratitude and how to spread acts of kindness around campus. Included in this project was a meeting that included guest speaker, Jason F. Wright, a *New York Times*, *Wall Street Journal*, and *USA Today* bestselling author. Jason focused on how he has seen acts of kindness portrayed in his life and opened the conversation up for discussion with the members to hear their thoughts on acts of kindness and where they see it in their lives.

ROCKY MOUNTAIN

University of Denver (CO)

MEETING/SPEAKER EVENT: The chapter hosted a virtual panel of six graduate students currently seeking a PhD in a specific psychology program (e.g., clinical, cognitive, developmental, social) from the University of Denver. Nearly 30 chapter members interested in attending graduate school had the opportunity to ask a host of questions about finding a mentor, discovering research interests, navigating the application process, etc. The speakers shared their experiences, advice, and insight into what pursuing psychology at the graduate level can be like for motivated undergraduates.

MEETING/SPEAKER EVENT:

Representatives from 11 different research labs from the University of Denver's Psychology Department spoke to nearly 75 undergraduate students about opportunities for them to get involved in psychological research. The research night virtual event highlighted what each lab researches, upcoming experiments, and how to get involved. An abundance of effort was made to also invite undergraduates from minority-based communities, knowing they are underrepresented in the research field. Many in attendance ended up joining a lab, while gaining invaluable experience and connections as aspiring psychologists.

WEST

Pacific Lutheran University (WA)

COMMUNITY SERVICE: The chapter partnered with PLU Phi Alpha to create mental health care bags to distribute to students on campus. The chapter received funding from Pacific Lutheran University to purchase supplies for the bags; included in them was a list of mental health resources, a face mask, a fidget toy, and other items. Members from both honor societies distributed the care bags in the main building at the university in order to reach as many students as possible. This project helped students feel cared about and supported by their peers and was very well received.

University of Victoria (BC, Canada)

FUND-RAISER: On November 30, 2021, the chapter held its annual end-of-semester celebration in support of the Victoria Shoebox Project. For 2 hours, 35 students gathered together to enjoy card-writing, gift-wrapping, pizza, and great conversation. With the help of substantial donations from UVic faculty and students, as well as generous funding from Psi Chi's Activity Grant, the chapter filled more than 23 shoeboxes (surpassing its goal!) with both practical and enjoyable items for local women impacted by homelessness. Given the success of the event, the chapter looks forward to finding creative ways to expand the event next year.



Above left: Saint Louis University (MO) members with a service dog.

Above right: Duo Dogs Inc. lineup for the Saint Louis University (MO) Chapter event.



Right: University of Victoria (British Columbia, Canada) Chapter board members behind the wrapped and filled gift boxes.



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