

spring 2015 | vol 19 | no 3

www.psichi.org

The International Honor Society in Psychology

eye

on **PSI CHI**

Applying to Doctoral Programs
in **Clinical Psychology:**
Buyer Beware

**Comparing
Situations**

Purging Disorder
and Other Eating Disorders



**I GOT INTO
GRADUATE SCHOOL!
Now WHAT?**



1929-2014
85th
Contents | SPRING 2015
ANNIVERSARY

DEPARTMENTS

- 3 From the Editor**
In This Issue
- 4 Executive Director's Message**
Toot Your Chapter's Horn
- 25 Chapter Activities**

COLUMNS

- 6 International**
Social Identity: Practical Planning
for Becoming a Global Citizen
- 8 Student Insight:
Chapter Growth**
Reawakening a Psi Chi Chapter
Through Leadership and Dedication



22

FEATURES

**10 I Got Into Graduate School!
Now What?**
Merry Sleight, PhD
Darren Ritzer, PhD
Winthrop University (SC)



**15 Applying to Doctoral Programs
in Clinical Psychology:
Buyer Beware**
John C. Norcross, PhD
Christie P. Karpiak, PhD
University of Scranton (PA)

INTERVIEWS

**18 Comparing Situations
With David C. Funder, PhD**
Interview by Bradley Cannon



**22 Purging Disorder and
Other Eating Disorders
With Pamela K. Keel, PhD**
Interview by Bradley Cannon



31

ABBREVIATIONS

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

SPECIAL ANNOUNCEMENT

- 5 NEW! GEICO/Psi Chi Undergraduate Scholarships**
- 31 Looking for a Worthwhile Cause
for Your Chapter to Support?**



PSI CHI BOARD OF DIRECTORS

SOCIETY PRESIDENT
Betsy Morgan, PhD
president@psichi.org

PAST-PRESIDENT
Maria J. Lavooy, PhD
pastpresident@psichi.org

PRESIDENT-ELECT
Dan Corts, PhD
presidentelect@psichi.org

EASTERN REGIONAL VICE-PRESIDENT
Deborah Harris-O'Brien, PhD
easternvp@psichi.org

MIDWESTERN REGIONAL VICE-PRESIDENT
Regan A. R. Gurung, PhD
midwesternvp@psichi.org

ROCKY MOUNTAIN REGIONAL VICE-PRESIDENT
Susan Becker, PhD
rockymtnvp@psichi.org

SOUTHEASTERN REGIONAL VICE-PRESIDENT
Merry J. Sleight, PhD
southeasternvp@psichi.org

SOUTHWESTERN REGIONAL VICE-PRESIDENT
Evan Zucker, PhD
southwesternvp@psichi.org

WESTERN REGIONAL VICE-PRESIDENT
Jon Grahe, PhD
westernvp@psichi.org

EXECUTIVE DIRECTOR
Martha S. Zlokovich, PhD
martha.zlokovich@psichi.org

EXECUTIVE OFFICER/COO
Michele Rumpf
michele.rumpf@psichi.org

In This Issue

To commemorate Psi Chi's 85th Anniversary, we will reprint some past messages from the Psi Chi Newsletter. This issue presents Dr. Loyd Rowland's rousing "Charge to Psi Chi Initiates," which he originally wrote for the Baylor University (TX) Chapter's induction ceremony. When Dr. Rowland's article was first published during WWII, he kindly gave his permission for chapters to use it for their own induction ceremonies.

Charge to Psi Chi Initiates¹

Loyd Rowland, PhD, Baylor University (TX)

You are now the novitiates of Psi Chi. You have indicated by your action that you have more than a casual or sampling interest in psychology as one aspect of knowledge. In the period just ahead of you, therefore, it is reasonable to expect of you certain achievements, certain points of view, certain loyalties.

More than in the case of the average college student it may be expected of you that you will develop an understanding of yourself. This understanding will be good for you. It will call attention to all your traits and abilities and will enable you to evaluate yourself more objectively. You will be expected to strengthen those aspects of your nature which need strengthening and to advance in those directions where you find yourself naturally strong.

You will learn to scrutinize with more than the usual attention [of] your motives. You will give large place to the better ones because you will know that happiness depends upon the goodness of the motives that are operating in your life.

You will try to keep a unified self. You will avoid as many wars within as possible. You will try to develop a consistent life. You will know, further, that you must have goals and that these must be reasonable and in line with your abilities and your social and economic assets.

You will properly educate your emotions. You will control yourself through understanding and a suitable choice of situations. You will come more and more to get enjoyment out of the subtler emotions. The harsher emotions that are at the same time unpleasant in character you will permit to develop less and less frequently. In all this, through the understandings you will have developed and in the practices followed, you will have begun to reach that dynamic status known as mental health.

Along with this personal achievement should go a better understanding of other individuals.

You, more than untrained people will know your limitations. You will know the dangers of reading your own points of view, experiences, and motives into other people. And yet you will know that this reading is unavailable and necessary. The difference will be that you will be more critically careful in attributing to others your experience.

You will see the whole social structure in a manner that is more than topographical. You will have an inside view. You will come to see human needs as the source of all national and international strivings, whether in the people or in the leaders. You will come to see mankind as essentially alike in abilities and traits, except as selection and localized conditions have rendered otherwise. Yours is a scientific foundation for belief in democracy.

From this time forward you may be expected to look upon your science as a developing effort to understand human nature. As you grow in perspective you will become more and more dissatisfied with the incompleteness of your science. This will be an indication of your maturity. You will realize, upon circumspection, however, that understanding human nature through psychology, even though incomplete and imperfect, is better than any other way. The flashes of insight of the poet or the artist may at times seem to you to be keener, more penetrating into human nature than your own, but they will be less generally applicable.

With respect to your association with the local chapter of Psi Chi, the members have a right to expect of you

- Attendance upon all meetings, except where absence is unavoidable,
- Participation in programs when asked,
- Furtherance of the cause of psychology on the campus,
- Adoption of the role of loyal alumni in the years ahead.

¹ From "Charge to Psi Chi Initiates" by L. Rowland, 1944, *Psi Chi Newsletter*, p. 1-3. Copyright 1944 by Psi Chi, the International Honor Society in Psychology. Reprinted with permission.



Martha S. Zlokovich, PhD
Psi Chi Executive Director

Toot Your Chapter's Horn

Is your chapter doing a good job of letting others know about the great things it does? Are people across campus aware of your chapter's commitment to advancing the science and profession of psychology, campus life involvement, and hours volunteered in support of your community? Do all members of your psychology department know about your chapter's support of student research and publication, as well as your chapter's assistance with preparing students to become strong competitors for graduate school and job openings?

There are several reasons that promoting the activities of your chapter matters. Most university faculty, administrators, and boards are concerned about engaging students "in co-curriculum high impact practices and contributing to individual lives, universities, communities, and society" (ACHS, 2015). All of these groups explicitly seek to retain students until they graduate and to provide them with educational experiences that ultimately lead to great careers. Chances are your chapter is supporting such campus initiatives in many ways. So it is important to let them know how your chapter's activities support soon-to-be-released honor society standards from the Council for the Advancement of Standards in Higher Education (2015).

It is important to "toot your chapter's horn" so that administrators and decision makers on campus will appreciate the many ways in which your chapter supports their educational and institutional goals, especially the ones that are most important to them. Doing so lets them know that your chapter is a partner in advancing the university's educational mission. Don't let anyone mistake your chapter for a social club focused only on fun and games (although I hope fun and games are a part of your chapter experience)!

Such "shameless self-promotion" should not be viewed as unseemly or immodest, but as the final step in supporting your members. For example, having already established a serious academic reputation before your chapter requests funds for a chapter event from a dean, provost, student association, or other group on campus will make it easier for your chapter to receive funding. A chapter's good academic reputation can also help faculty advisors when they apply for tenure, promotion, or merit awards if the time they spent on chapter activities is viewed as enhancing their teaching, research, and service responsibilities rather than detracting from them.

The first step in building such a reputation is to

determine what initiatives are important on your campus. Your faculty advisor and department chair can be of great help in figuring that out, but so can your institution's communication outlets. The most general and enduring initiatives will be in your institution's mission and vision statements. More current concerns are likely to appear in recent speeches by the campus president, newspaper, faculty senate proceedings and resolutions, press releases to local news outlets, and promotional materials. Look for phrases or messages that are being repeated by many people across many forms of communication.

The second step is to be sure your officers are aware of those initiatives, and the third is to be sure they can articulate how your chapter supports them. The last step is getting the word out—tooting your chapter's horn! In addition to the four required officer positions, many chapters also elect members to positions such as publicity chair, web master, social media voice, or campus liaison. Some or all of these officers may address your chapter's publicity within and outside of your psychology department. Some or all of them might have used Psi Chi's Officer Guidelines to help them decide how to go about it (to find the Officer Guidelines online, log in at psichi.org, click on Officer, and then select Officer Guidelines under Chapter Materials). Make sure your officers coordinate with one another on your chapter's messages and that no one misses an opportunity to let others know what has been accomplished.

It is critical that your officers work together with your faculty advisor to communicate across campus that Psi Chi supports the university's educational mission by seeking to "encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology" (Psi Chi, 2015). Align your chapter's activities and communication about those activities with your university's strategic plan, mission, and/or goals. That way your members, officers, and faculty advisor will be more likely to receive the credit they deserve for the time and effort they put into making your Psi Chi chapter and its members successful.

References

- Association of College Honor Societies. (2015). Services: PR Toolkit. Retrieved April 2, 2015, from <http://www.achsnaatl.org/documents/pr-tool-kit.docx>
- Council for the Advancement of Standards in Higher Education. (2015). Standards. Retrieved May 19, 2015, from <http://www.cas.edu/standards>
- Psi Chi. (2015). Purpose and Mission. Retrieved May 19, 2015, from <http://www.psichi.org/?page=purpose>



NEW! GEICO/Psi Chi Undergraduate Scholarships

Psi Chi Scholarships support deserving Psi Chi students based on financial need, academic performance, leadership experience, and community service involvement.

What is it?

Four undergraduate scholarships of \$3,000 each to be used for educational-related expenses (e.g., tuition, fees, and books). Scholarships are awarded based on multiple criteria including student financial need, merit, and academic performance.

How does it work?

- Be an active Psi Chi member enrolled in an undergraduate psychology-related degree program.
- Review the scholarship requirements and obtain your transcript(s).
- Obtain your most recent financial aid award letter.
- Write your personal essay.
- Write your financial need essay.
- Ask your Psi Chi faculty advisor to write a letter of recommendation. [If you prefer a letter from a full-time faculty member who knows you better, you will ALSO need a letter from the Psi Chi faculty advisor speaking to your chapter involvement.]
- Receive a results letter from Psi Chi by July 24, 2015.

Who is eligible?

Any undergraduate Psi Chi member currently majoring in psychology or a closely related field who will be enrolled during the Fall 2015 semester is eligible to apply.

When to apply?

Apply by the June 30 deadline.

Who funds these scholarships?

Major funding for these scholarships was given by GEICO Insurance, Psi Chi members, and additional donors dedicated to providing students with educational opportunities.

**To learn more about our
new scholarships, go to
psichi.org/?GEICOPsiChiScholars**



SOCIAL IDENTITY: Practical Planning for Becoming a Global Citizen

Who are you? How do you think of yourself? Are you like all people around the world? Are you totally unlike anyone else? Who makes up your in-group? Who makes up your out-group?

Social psychologists who study identity and particularly social identity may have some interesting answers even if they have never met you. For example, you would probably agree that some of the above questions, perhaps all of them, can be answered in multiple ways. Did you know that the various answers to these questions can be influenced by subtle external circumstances? For example, Social Identity Theory (Tajfel & Turner, 1986) explains how we can define ourselves differently from moment to moment and from situation to situation. It suggests that we think of ourselves on a *personal versus social identity continuum*. At the personal end of the continuum, we think of our individual traits and characteristics. At the social end, we think of ourselves in relation to groups

that we belong to or with which we identify.

Personality psychologist Gordon Allport (1961) thought of identity as consisting of three levels: Each of us is like all other people in some ways, each of us is like some other people in some ways, and each of us is completely unique in some ways. Even if you are an identical twin, you have experiences that are not exactly duplicated.

So what does all this have to do with the initial questions about you? And how does Psi Chi fit in? Psi Chi has recently expanded its domain from *national* to *international*. Psi Chi is now the International Honor Society in Psychology. Along with that expansion has come a new identity for the Society. The benefits that Psi Chi has made available to special high achievers such as you are being made available to high achievers in other countries where psychology is also vibrant as a science and profession. Along with that change comes a change in who you are, at least in one particular detail. You are a member of Psi Chi and now you share that

John M. Davis is a professor of psychology and Honorary Professor of International Studies at Texas State University. He served as Psi Chi President from 2006–07. During his term in office, he initiated and led the successful effort to expand Psi Chi from the National to the International Honor Society in Psychology. Correspondence concerning this article should be addressed to John M. Davis, Department of Psychology, Texas State University, San Marcos, TX 78666. E-mail: jd04@txstate.edu



distinction with people beyond your own country. Does thinking about that make you feel a little different? You are now a member of an *international* Society of high achievers. You have colleagues in other countries who would enjoy meeting you and learning about you. You also have opportunities to learn more about the rich variety of the human experience. Remember, each of us is unique in some ways, and there is much to learn about the great diversity of human experience.

I know this to be true from my own experience. Even as a child, I was enthralled by stories of exotic places told by visiting missionaries that my parents invited to our home on Sunday afternoons after church. My parents also made a point of getting to know the International Student Advisor at a university about 30 miles from our home. With his help, we met and became friends with two young men from Kenya who were studying engineering. They stayed with us on many weekends, and I was fascinated to learn about their lives, and about the history of Kenya and its struggles.

I made a promise to myself to grow into a person who could be capable and comfortable living anywhere in any country or culture. Knowing that language would be important, I studied Spanish in high school. I continued to study Spanish as an undergraduate psychology major and then, while earning a master's degree in psychology, I studied German.

After completing the master's degree, I was encouraged by my German professor, Willis (Oz) Sadler, to spend some time in Germany. He planned to be there on a one-semester faculty exchange program at Schiller International University. I took his advice, and it changed my life. In Germany, I had opportunities I would never have previously imagined. I was committed to improving my German language skills and willing to work at any job to do so.

Although I didn't have enough money to study at Schiller, I earned room and board there before the semester began by doing janitorial work. I helped move furniture, swept floors, and even overhauled bicycles in preparation for the upcoming semester. When the semester began, I was planning to move on and look for another menial position where I could continue improving my German. However, something totally unexpected happened. The faculty member who had been hired to teach psychology failed to arrive. Professor Sadler told the President of Schiller that I could do the job, and to my amazement I was offered the position. Although I felt rather unprepared, I accepted and taught psychology courses and also served as the psychological counselor that year at Schiller. That was a wonderfully enriching experience, and I made several life-long friends.

I could have continued to teach at Schiller, however, I was committed to improving my German language skills. At Schiller, I was teaching in English, so I decided to move on. I was accepted at the University of Heidelberg to study German language and literature and was able to greatly improve my fluency in German. Then I moved to the University of Erlangen-Nurnberg where I continued studying German language and literature as well as psychology.

Although I returned to the United States to complete my PhD in psychology, I continue to think of Germany as my second home.

I have benefited from many other international experiences: living in other countries, conducting cross-cultural research, leading study abroad programs, and traveling to present research at international psychology conventions. All these experiences have contributed to who I am.

What about you? Do you want to be more international? If so, here are some practical ways to begin your life-long journey as a global citizen:

- Look for the international content in your psychology textbooks.
- Learn about the international interests and experiences of the faculty in your department.
- Get to know international students and international faculty on your campus.
- Enroll in a psychology course that covers international psychology, cross-cultural psychology, multicultural psychology, cultural psychology, psychology of diversity, etc. If your department does not yet have such a course, see if one of the faculty members in your department has an interest in one of these areas and would agree to supervise you in a special topics course.
- Enroll in a cultural anthropology course.
- Commit to taking courses in a foreign language, or perhaps additional courses if you already have a foundation.
- Encourage your Psi Chi chapter to find a sister chapter in another country. Psi Chi now has chapters in 10 countries outside the United States. You can find more information on the Psi Chi website at http://www.psichi.org/?international_chapte
- Consider applying for a student Fulbright Award. Yes, students are eligible for Fulbright Awards. There is probably a Fulbright representative on your campus.
- Enroll in a study abroad program. Most universities and colleges organize study abroad programs and often provide financial support.
- Consider joining the Peace Corps for two years after you graduate.
- Consider working in another country and really achieving fluency in another language.

I urge you to broaden your horizons and learn as much as you can about people in other countries and in other cultures while you are a university student. As a member of Psi Chi, the International Honor Society in Psychology, you've already been accepted into an international peer group. You can begin including *international* in who you are, in your social identity.

References

- Allport, G. (1961). *Pattern and growth in personality*. Oxford, England: Holt, Reinhart, & Winston.
- Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel and G. W. Austin (Eds.), *The social psychology of intergroup relations* (2nd ed., pp.7–24). Monterey, CA: Brooks-Cole.

Reawakening a Psi Chi Chapter Through Leadership and Dedication

Danielle Namour
Palm Beach Atlantic University (FL)



As I reflect back upon the journey of reawakening the Psi Chi Chapter at Palm Beach Atlantic University, FL (PBAU), I am encouraged by the progress made. This experience began in the Spring 2014 semester when I discovered the existence of Psi Chi and contacted a professor to see if this was something available through PBAU. I am passionate about the field of psychology and was hopeful to find a professional campus organization that honors both academic excellence and growth in the field of psychology. Thus, when I learned about Psi Chi already being on campus, I was thrilled because I saw the potential that the chapter could have in the academic lives of PBAU psychology students for personal growth and development on campus and within the community as well. After applying and receiving approval, I joined Psi Chi, volunteered to serve as chapter president, and jumped into rebuilding Psi Chi as an active and thriving chapter on campus.

Events to Regain Interest in Psi Chi

Throughout Summer 2014, I planned for the events that I felt would best stimulate professional development and support high academic standards within the PBAU Psychology Department. The first of these was to take part in Club Rush during the first week of school as an opportunity to bring awareness of the new chapter on campus. To do this, I was given a substantial e-mail list from the Psychology Department of individuals who had been Psi Chi members at PBAU at some point throughout the years. I contacted each of the individuals on the list to ask them to volunteer at the Psi Chi Club Rush table and get the word out about the chapter. Unfortunately, this first attempt to revive the chapter was rather discouraging when I discovered how outdated the list was. I received only one response from a fellow student who was willing to volunteer for an hour. Pressing on, however, I designed and printed brochures and pamphlets, which were distributed during Club Rush, thus giving me a new viable list of potential members. After Club Rush was complete, I e-mailed the individuals who had left their information on the sign-up sheet to encourage them to join Psi Chi online and also letting them know about upcoming plans for the new year.

Danielle Namour will graduate from Palm Beach Atlantic University, FL, May 2015 with a BS in psychology. She has been accepted to Colorado State University for a Masters in Occupational Therapy beginning Fall 2015 and will then attain a PhD in Occupation and Rehabilitation Science from CSU. Her future plans are to open her own private clinic with an emphasis on targeting developmental delays in children. With a passion for helping others, she assisted in a physical education program at a school for children with autism where she helped host outdoor activities and engaged the children, along with a Cancer Fatigue Project where she worked with a cancer patient with different exercises to relieve the fatigue symptoms being experienced. She will be presenting a poster of that research project entitled "Cancer-Related Fatigue and the Benefits of Exercise" at the 2015 Association for Psychological Science Convention in New York, NY. During her years at PBAU, she organized the first-ever Autism Speaks U PBAU Club and also rebirthed the Psi Chi PBAU Chapter. As president of (a) Autism Speaks U PBAU, which aims to raise awareness and fund-raise for individuals with autism, (b) the Transfer Club, which has the goal of connecting incoming transfers, and (c) Psi Chi PBAU, Danielle is actively involved in making a difference in her community through university organizations.



The first official Psi Chi event that I organized was a special presentation by Rebecca Tilleson, Vice-President of Human Resources for Comcast®. She did a fantastic job speaking about "Getting the Interview and Getting the Raise" on October 10. In order to bring attention to Psi Chi, I opened up the event to the entire university by creating flyers, which were posted all across campus. I also spoke to each of my professors and asked them to promote the event during class. In addition, I sent a copy of the flyer to the school to be e-mailed out with their weekly newsletter to the entire student body.

Adding a Personal Touch

Another personal goal was to organize an actual induction ceremony for the new members. Thus, I wrote a personal letter with each invitation for all qualifying individuals, put it in an envelope, and tied it off with a bow. I hand-delivered each invitation or asked professors to personally hand them out in class. The letters included specific information about joining the chapter, with payment deadlines, so that I could effectively plan the induction ceremony.

Not only did I make myself available to answer any questions and to coordinate with the incoming inductees, but I also implemented the induction ceremony by determining room location, food, programs, and all the other minute details. Although I would not recommend tackling an induction ceremony without an officer team for additional help, I can attest to the fact that the task is doable. I am thankful for the support of Christine Fink, secretary for the School of Education and Behavioral Studies, Dr. David Compton, our chapter's faculty advisor, and Dr. Gene Sale, dean of the School of Education and Behavioral Studies, who also helped in pulling together the first-ever official PBAU Psi Chi Induction Ceremony. With a turnout of approximately 50 people, the induction and candlelight ceremony was executed smoothly with great pomp and recognition for all. A photographer to chronicle the event, a cake and other refreshments, and most importantly supportive friends and family members of the inductees all added to the event.

This year, we welcomed 16 inductees to the PBAU Psi Chi Chapter on a campus of approximately 3,700 students! Since the induction ceremony took place last semester, I am even more encouraged to see the new interest of others to become chapter officers to help host future innovative professionally oriented events and activities. I am already in the process of planning an installation of officers for the following positions: vice-president, secretary, treasurer, chaplain, and historian. I am excited to have the support of both the psychology

department leadership, as well as the individual students filling these positions. I see an amazing future for Psi Chi at PBAU.

Leadership and Legacy

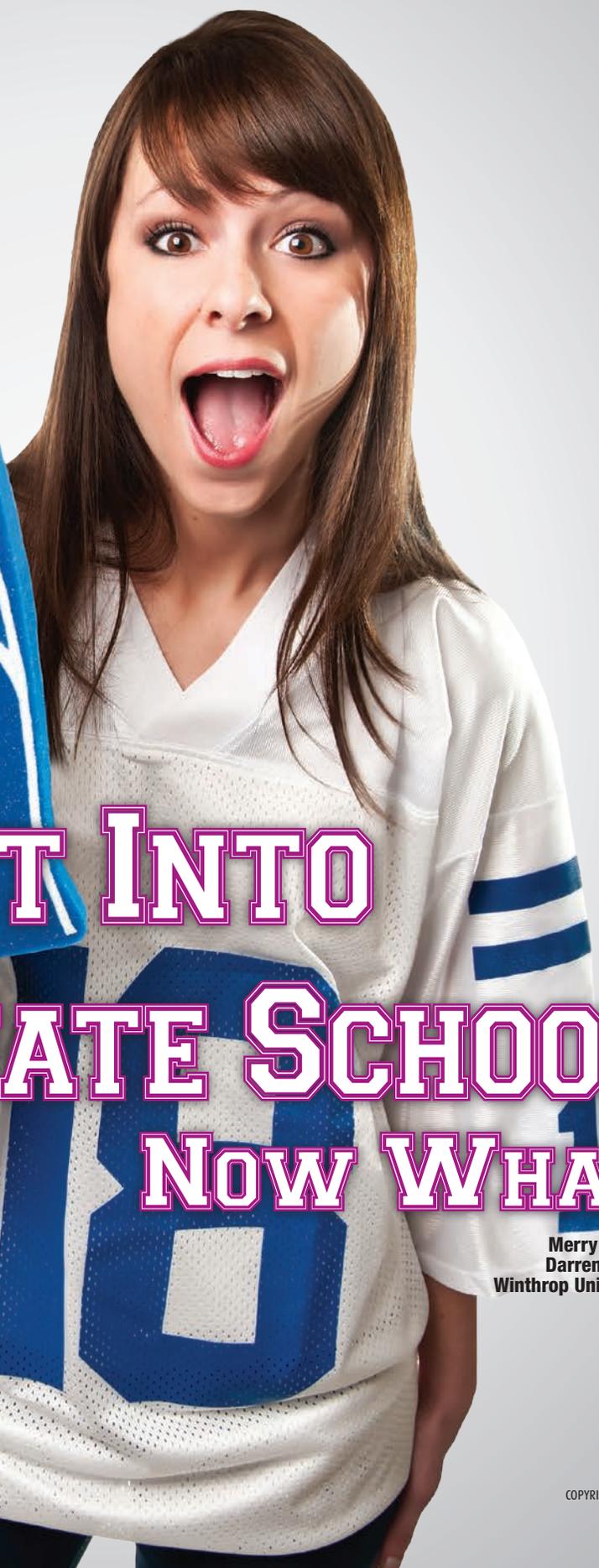
It is interesting to consider why the chapter became relatively inactive in the past. Although I do not know exactly, my guess would be that students who are eligible to provide leadership to Psi Chi are generally very dedicated to their academic pursuits and participating in their field. For this reason, finding student leadership can sometimes be a challenge. However, if one person takes the lead, I have found that others will decide to get involved and a "snowball effect" creates momentum to accomplish the task.

Because this is my senior year at PBAU, I will not be here past this semester to personally sustain the chapter. In order to prevent my chapter from becoming inactive in the future, I am working diligently to install a strong and committed officer board of individuals from the group of new inductees. Several of those new officers are still juniors, so I plan to train them to carry on the torch of responsibility. I intend to create complete documentation on the induction ceremony and all the detailed steps necessary to host such an event. Additionally, we will be having another induction ceremony this spring to bring in further active chapter members, so I will be training the junior inductees on how to put that event together themselves. My final goals for this year are to work with my officers to develop specific events with guest speakers and to cast the vision for future activities as well. Having self-taught myself all of the events that occurred this year, I am hopeful that my training for the upcoming leaders of the chapter will prove beneficial for the long term.

Resources to Overcome Obstacles

I faced numerous obstacles due to being "short-staffed" including working with an outdated database of chapter members, organizing an induction ceremony, and building awareness for a "new" chapter by educating my fellow students. Reviving a chapter can be very difficult and self-defeating at times, and it can be easy to give up if you do not have the passion or drive to continue. In this situation, I have found that the solution is to reach out to leaders at your institution and ask them for help. Additionally, take advantage of the "Contact Us" option on the Psi Chi website to receive help and suggestions in making things happen.

As you develop your chapter and confront any difficulties, I would be more than happy to assist you and answer any questions. You can contact me at Danielle.Namour@colostate.edu



**I GOT INTO
GRADUATE SCHOOL!
Now WHAT?**

Merry Sleigh, PhD
Darren Ritzer, PhD
Winthrop University (SC)

W

ith another year of the Super Bowl behind us and baseball

season starting, our thoughts have been on all of the preparation and work that is required to get to the end of a sports season. A parallel could be made with the graduate school application process. Many students, who completed the grueling application process and gleefully received their acceptance notifications, might be tempted to take a well-deserved rest for having accomplished a long sought-after goal. However, we would like to suggest that gaining admission to graduate school is similar to making it to the championship game in sports. The achievement is a significant one, but there is still work to be done in order to move that success to the next level. In other words, do not think of the season as over just yet. The following is some advice that applies to teams during that final stretch of training, as well as to students who are transitioning between being an undergraduate to a graduate student.

1 Continue Training and Preparing.

Gaining admission to graduate training is a significant achievement. In the process of celebrating, visualize the next goal ahead of you. Athletes do not stop training simply because they have made it to the play-offs. In fact, this time is often characterized by increased motivation and effort. The team that awaits athletes in the next round of play will be the best yet, and in the same manner, new graduate students will move into an arena with some of the best and brightest students and faculty in their field. During the final undergraduate semester and the summer, students can prepare themselves to hit the ground running once they arrive at graduate school.

- **If possible, start or continue conducting research and collecting data.** Research experience is always valued by and contributes to success in graduate programs (Alvarez, 2013; Grover, 2006; Koch, 2008). Better yet, bringing data to your graduate program allows you to submit your work to the next professional conference that you

plan to attend. Mentors will appreciate seeing that initiative.

- **Investigate outlets in order to convert current data sets into publications.** A range of journals exist, and it is likely that you can find one that matches your data. Every publication does not have to be in the most prestigious journal. There is value in simply experiencing the process of publishing and having a tangible product for your curriculum vitae.
- **Seek out opportunities during your last semester and summer before graduate school.** For example, if teaching is part of your graduate funding, ask if you can assist one of your current teachers in some way. If you will be working with specific laboratory equipment, find a way to be trained on that equipment.
- **Start thinking about your personal budget in light of your next step and then prioritize.** You may find that you need professional clothing for teaching assistantships, academic presentations, or conference attendance. As a graduate student, you may choose to invest in reference materials, professional memberships, or travel that is not directly covered by graduate funding.
- **Although your final grade point average will be calculated after graduate admissions are decided, stay focused.** Your goal should be to learn, instead of thinking that your job of earning good grades has ended. The first reason is that the information you learn during your last semester may one day improve your graduate school research or a class you are asked to teach. Second, the most successful professionals consider themselves lifelong students, and you should also work to adopt this self-identification as you evolve into a young professional.
- **Practice the way you want to play.** Practice does not make perfect. Perfect practice makes perfect. Do not wait until you are physically at your graduate program to begin “acting” professionally. We surveyed undergraduates and asked them about their current behaviors and the way they planned to behave in their careers. Students who reported poor behavioral habits such as tardiness and dishonesty had powerful intentions to

make drastic changes following graduation (Ritzer & Sleight, 2004). The concern is that change is not easy, especially when behaviors have been ingrained. To be a successful graduate student, start the process early by adopting good habits and making them second nature.

2 Get Ready to Play in a New Environment.

Just as athletes may have to adjust to a new time zone, climate, or altitude for the championship game, graduate students will have to adjust to a new playing field. Many students may find themselves transitioning from an environment of comfort and success to one that is relatively unknown and perhaps a bit intimidating. Athletic teams often manage this change by familiarizing themselves with the new environment prior to having to perform in it. Incoming graduate students can adopt the same strategy by giving themselves time to mentally and physically acclimate to their new context.

- **Start envisioning yourself as more than a “college student.”** Although being a student will continue to be an element of your identity, you should also envision your new roles. Graduate students will be part of a cohort of peers, and those group dynamics, be they cooperative or competitive, will powerfully influence graduate training. Graduate students also will be supervised by others and may simultaneously be in a position to supervise. Graduate students will develop multifaceted relationships with their mentors, gradually moving from being learners to creators of knowledge. Taking the time to honestly evaluate strengths, weaknesses, and goals is the first step toward becoming the person you plan to be.
- **Be realistic about the acclimation period.** Some students find it especially challenging to leave a realm where they have excelled to enter an unknown situation. If you expect to repeat your undergraduate experiences, you may find yourself disappointed. Instead, be open to the growth that occurs when you get pushed out of your comfort zone and have the chance to prove yourself in new ways.

3 Focus on Being a Team Player.

The best teams are comprised of players who focus on team success rather than just individual success. Future graduate students need to have the same mentality. Graduate school classes will consist of some of the best and brightest students from around the country. There may be a temptation to see these peers as competition for faculty attention or other resources. However, viewing the graduate school cohort as a team increases the chance for each member to succeed.

- **Decide in advance how you will choose to interact with your classmates and peers.** If you think of them as competitors, you may create a self-fulfilling prophecy. If you think of them as collaborators, you are likely to develop lifelong friends and colleagues in the coming years. The reality is that the habits that you develop as a graduate student will follow you into the workplace. Practice patience, tolerance, and gratitude. These characteristics will help you appreciate the people that surround you at all stages of your career. When you have a positive local environment, you are in a better position to weather storms that may arise in the global environment such as university-level personnel or policy changes.
- **Consider writing a short note to faculty, staff, and other students with whom you interacted during the application process** to express your excitement about joining the program and working with them in the future. Keep these contacts short because you do not want to be seen as needy.

4 Be Prepared to Learn From New Coaches.

As athletes move to new levels of performance, they have the opportunity to learn from new coaches. These coaches might be hired to push athletes beyond what they think is possible or to help athletes bring their mental game into alignment with their physical abilities. These coaches might address an overlooked weakness or advance an existing skill. In all cases, the goal is to improve the athlete, even when the process

feels uncomfortable. In the same way, graduate students open themselves to a world of new coaches in the form of faculty members and more experienced graduate students. When the goal is self-improvement, the wise graduate student will accept useful advice and constructive feedback regardless of the source. Process can be just as important as products.

- **An extensive body of research indicates that finding a mentor is a key to success in graduate school** (Burns, 2012; Spivey-Mooring & Apprey, 2014). For example, mentors can positively impact retention and job placement of graduate students (Moak & Walker, 2014). Data collected from graduate students also suggests that mentoring relationships are not accidental and effortless; students may have to initiate and work to maintain them (Cox, Cullen, & Buskist, 2008). Take the time to look for faculty members with whom you connect, and then find ways to build relationships. Do not limit yourself to one person but instead develop multiple relationships in the hopes that one will become a close mentorship.
- **Not all advice is useful and not all feedback is constructive.** Be open to hearing from others, while at the same time striving for discernment. If someone does not have your best interest at heart, consider their words in that context; good advice can come from bad people, but it is less likely. When someone is genuinely working on your behalf, allow their perspective to carry weight. Be willing to temporarily see yourself through others' eyes in order to evaluate whether that is the image you want to project as a graduate student and young professional.
- **Do not make the mistake of thinking that only those in positions above, or parallel to, you can coach you.** Treat everyone with respect and recognize them as potential teachers. For example, staff members often have a unique perspective in an academic department and can help a receptive student navigate the landscape. Students, whether you teach them in the classroom or supervise them in a laboratory, also see the world from a different angle. Students may enhance your efforts by providing fresh ideas, creative solutions, or relevant examples. Most exciting, graduate students can develop their own mentoring skills by

investing in undergraduates. Be receptive to coaching and training from all directions.

- **Do not try to recreate former mentoring relationships from your undergraduate years with different faces.** Be receptive to the individuality and personality quirks of your new teammates. The professor who seems intimidating or standoffish at first may have a significant impact on your life. You do not want to miss a meaningful relationship because of limited information or misunderstood impressions. Finding methods to communicate and connect with others will likely have benefits that extend far beyond graduate school as you work with a variety of clients, colleagues, and supervisors.

5 Do Not Forget Your Old Coaches.

The wise athlete who is open to learning from new coaches is also smart enough to appreciate the former ones. Although it might temporarily help television ratings, there is a discomfort associated with watching a player speak poorly of former coaches or teammates. In many sports leagues, players can potentially find themselves returning to that same team or missing a chance for an open spot on that team in a later season. Because the future is unknown, burning bridges is never a good idea. This principle also holds for undergraduate students with graduate school in their sights. Psychology can feel like a small world. Faces from the past often reappear, and people's paths intersect in unexpected ways. Thus, old connections may not stay old forever. Like the wise athlete, the wise student values people from their past.

- **As you move forward, show appreciation to those you leave behind.** You deserve credit for your accomplishments, but they occurred in a context, and it is a rare person who achieves their goals without help along the way. Having an attitude of gratitude benefits the giver and the receiver. A good rule of thumb is to be remembered as the person described in the letters of recommendation written on your behalf.
- **Keep in touch with former colleagues and mentors.** You may need an encouraging word one day that can best come from someone who knows

and cares for you. Your former faculty members navigated graduate training themselves and may be able to provide words of wisdom, support, or an outsider's perspective during those times. In fact, there may be graduate school situations that are easier to discuss with someone who is not in the midst of them. A strong mentoring relationship does not have to end because of physical distance, especially in our technologically interconnected world.

- **Be open to links between your new and old schools.** Graduate programs are seeking top students every year. You may be able to create a recruitment pipeline notifying your former department of graduate training opportunities and your new department of potential graduate students.

6 Do Not Let Your Hype Outpace Your Actual Performance.

Any athlete who performs in front of others has critics. The bigger the audience, whether it be attracted by athlete popularity, pay, or self-promotion, the more vulnerable athletes are to harsh criticism. Sometimes this criticism reflects our human tendency to keep a close eye on those who are placed on a pedestal. Other times, it may be a sign that the athlete's reputation has outpaced his or her performance. Incoming graduate students are in somewhat of the same boat. They have presented their body of work to the graduate admissions audience, and now they will be evaluated in light of what was promised. The successful student will be the one who lives up to their application packet and interviews.

- **You put effort into presenting yourself in the best light for your graduate school application.** Continue to present yourself in an honest and positive light. Dress as a young professional. Be thoughtful in your communication. Be on time. Attend class with an emphasis on learning. Complete assigned tasks and gratefully accept additional responsibility when time allows. Express appreciation. Be the student who you would want to teach.
- **Have the courage to seek forthright**



feedback. Remember that you learn more from failure and weakness than from success. After victories, there is no need to think of better approaches. Instead, you can simply repeat the successful formula. After losses, however, you are forced to assess your performance more critically and think of new strategies. Thus, feedback and failure often lead to growth, while victory can lead to stagnation.

7 Stay Positive.

At times, athletes might feel like the other team is playing with deflated balls, as if everyone else has advantages that they do not. This perception is dangerous because the mental game is as important as the physical game. Coaches know that a winning attitude is necessary to win. Staying optimistic and resilient are keys to success in winning the graduate school game as well. If graduate school was easy, more people would start and finish it. Just like in sports, only the tough make it to the finish line, and toughness reflects an underlying belief that the finish line can be crossed.

- **Perhaps you have taken our earlier advice and submitted your work for presentation or publication only to have it declined, maybe even with some harsh feedback.** Do not give up. Most psychology professionals have shared this experience. The difference between those with a lengthy publication record and those without is sometimes as simple as persistence. Take the feedback provided, revise, improve, and resubmit. Every round of feedback is a valuable tool to prepare for the next round of feedback. You might not have picked the correct outlet the first time, but you can do so the next time.
- **Another possibility is that you were accepted to a graduate program but were not assigned to the mentor of your choosing.** This disappointment may be a blessing in disguise. Your graduate program had more information than you do and used it when making their decisions. Your chosen mentor might not have had time or funding to devote to a new student, in which case it is in your best interest to be assigned elsewhere. The graduate faculty might have recognized a better personality fit



between you and your assigned, versus preferred, mentor. Last but certainly not least, your interests may evolve as you progress through your training. The topic and lab that you had your heart set on during the application process may not ultimately be ideal for your later goals. Although you should enter graduate school with focus, you should also be open to growth and change that come from unexpected directions.

- **If you were not offered funding through your graduate program, think broadly.** Investigate the range of paid job opportunities on your graduate school campus. There may be graduate assistantships in other departments or through campus organizations such as residence life, where graduate students can earn a stipend while maintaining the flexibility needed to succeed in graduate school. Be creative and persistent as you explore the options. You will find it a great advantage to have a campus job versus taking out loans or seeking outside employment.
- **Have a mindset to take advantage of opportunities as they arise, and do so with the awareness that you are preparing for a long-term future.** For example, your graduate program may

contact you and ask whether you are interested in teaching a class that frankly does not interest you. Instead of focusing on the class content, focus on the experience. The process of teaching may have far more worth than the cost of your disinterest.

- **There will be tasks that you encounter in graduate school on which you fail partially or completely.** After all, if you knew everything already, you would not need to be trained. See these challenges as a way to grow and be better prepared for future obstacles. For example, if you serve as a teaching assistant, you will be asked a question that you will not be able to immediately answer. You will have to decide whether you are going to bluster forward, without admitting your weakness, or use the event as a catalyst for self-improvement. When I teach, every time I am asked a question that I cannot answer, I find the answer and remind myself that it is the last time I will be unable to answer that question.

The world of sports is obsessed with collecting performance statistics on everything and everyone from leagues to coaches to teams to players. As you move forward, remember that your statistics cover more than one game. You are not a snapshot

statistic that was captured on your graduate school application. Instead, consider your ongoing body of work and stay consistently productive. The curriculum vitae that you started for your graduate school application does not stop during the interim between undergraduate and graduate school. In fact, your professional statistics will be built over a lifetime. As we have seen, getting into graduate school is your ticket to play at the next level. But, like the athlete, you have to keep playing even though the arena might change.

References

- Alvarez, L. D. (2013). My new school year resolution—Bringing projects to publication: Advice for faculty and students. *Psi Chi Journal of Psychological Research, 18*, 137–142.
- Burns, S. R. (2012). Relationship issues: Peers, faculty, and families. In P. J. Giordano, S. F. Davis, & C. A. Licht (Eds.), *Your graduate training in psychology: Effective strategies for success* (pp. 33–39). Thousand Oaks, CA: Sage Publications.
- Cox, B. D., Cullen, K. L., & Buskist, W. (2008, Winter). Making the transition from undergraduate to graduate student: Insights from successful graduate students. *Eye on Psi Chi, 12*(2). Retrieved from <http://www.psichi.org/?page=122EyeWin08dCox>
- Grover, S. F. (2006, Fall). Undergraduate research: Getting involved and getting into graduate school (A student's perspective). *Eye on Psi Chi, 11*(1). Retrieved from <http://www.psichi.org/?page=111EyeFall06bGrover>
- Koch, C. (2008). The value from the graduate school perspective. In R. L. Miller, R. F. Ryeck, E. Balcettis, S. T. Barney, B. C. Beins, S. R. Burns, R. Smith, & M. E. Ware (Eds.), *Developing, promoting, and sustaining the undergraduate research experience in psychology* (pp. 283–285). Washington DC: Society of the Teaching of Psychology.
- Moak, S. C., & Walker, J. T. (2014). How to be a successful mentor. *Journal of Contemporary Criminal Justice, 30*, 427–442. doi:10.1177/1043986214541608
- Ritzer, D. R., & Sleigh, M. J. (2004, January). *Students' perceptions of college as preparation for the job market*. Poster session presented at the National Institute on the Teaching of Psychology, St. Pete's Beach, FL.
- Spivey-Mooring, T., & Apprey, C. B. (2014). University of Virginia Graduate Mentoring Institute: A model program for graduate student success. *Peabody Journal of Education, 89*, 393–410. doi:10.1080/0161956X.2014.913453



Merry Sleigh, PhD, is an associate professor at Winthrop University (SC) and Director of Undergraduate Research for the College of Arts and Sciences. She is in her second term as the Psi Chi Southeastern Regional Vice-President. Dr. Sleigh has won numerous awards for her mentoring, teaching, and advising. She is particularly passionate about helping students develop skills for future success through participation in undergraduate research.

Darren Ritzer, PhD, is currently an associate professor of psychology at Winthrop University. He earned his undergraduate degree in psychology from Lafayette College in Eason, PA and, he earned his PhD in industrial/organizational psychology from Virginia Tech. Before arriving at Winthrop University, Dr. Ritzer was a major in the U.S. Army.

A young woman with blonde hair, wearing a black top, is looking upwards with a stressed expression, her hand on her head. She is surrounded by a large, messy stack of papers and folders in various colors (blue, green, yellow, black). The background is white.

Applying to Doctoral Programs in Clinical Psychology: **BUYER BEWARE**

John C. Norcross, PhD, and Christie P. Karpiak, PhD
University of Scranton (PA)

The experience of applying to clinical psychology doctoral programs resembles, for most students, a maddening whirlwind. Boulder-model PhD or Vail-model PsyD? Which of the 280 doctoral programs in clinical psychology? Applications must be organized, personal statements written, letters of recommendation solicited, GREs taken (and agonized over), and CVs perfected. And the demands of the senior year do not magically pause to make room for all this extra work (Norcross & Sayette, 2014).

The prospect of possibly needing to apply again the following year can appear tantamount to a catastrophe. It is tempting to view acceptance into any doctoral program this year as a better outcome than other options such as waiting another year or considering different degrees. But acting on this sense of urgency could lead to serious trouble in a few years, and usually many thousands of dollars, down the road.

Your anxiety naturally is focused on whether any doctoral programs will welcome your particular combination of strengths and interests. In the midst of the intense concern about your qualifications, it is easy to lose sight of the program's qualifications.

Undergraduates often are not aware of the importance of applying to programs that will get them to their career destination: a fully trained, licensed clinical psychologist with plentiful career possibilities across the country. That will typically entail attending a doctoral program in clinical psychology that is

- accredited by the American Psychological Association (APA),
- sending its students onto APA-accredited internships, and
- graduating students who pass the national licensure examination.

So amid the anxiety of just getting into any doctoral program in clinical psychology, please take a few moments to apply to those programs that will get you to your goal. Attend to the compelling data provided by directors of clinical training, APA, and internship and licensing organizations in psychology. Here are the facts.

APA Accreditation

APA accredits doctoral programs in clinical psychology, counseling psychology, school

psychology, combined psychology, and emerging areas. Take note that APA does not accredit master's programs. APA accredits only the doctoral psychology program, not the entire university.

Some webpages contribute to this confusion by highlighting the accreditation of the *institution* by an educational accrediting body (e.g., the Higher Learning Commission) and making it hard to find information about the *doctoral program's* accreditation status. Accepting a spot in a program that lacks APA accreditation can prove risky for your future, and we advise students not to do so unless they have carefully weighed the following five possible implications.

1. The first implication is the quality of the education you will receive. Accredited doctoral programs must meet stringent requirements. In many cases, a lack of APA accreditation indicates that a program does not meet these basic standards, standards that translate into student experiences in classes and other training venues associated with the program. APA accreditation ensures a modicum of program stability, quality assurance, and professional accountability.
2. Accredited programs have a formal appeals mechanism to the profession and to APA. This does not apply to students attending nonaccredited programs; you have no recourse in APA.
3. Graduates of APA-accredited programs are practically guaranteed to meet the educational requirements for state licensure. And the licensure pass rates are, on average, higher for graduates of APA accredited programs than nonaccredited programs (Templer, Stroup, Mancuso, & Tangen, 2008).
4. Students from APA-accredited programs find themselves in more advantageous and competitive positions in terms of their internship match rate (Callahan, Collins, & Klonoff, 2010; Graham & Kim, 2011). In fact, starting in 2017, students from nonaccredited programs will not even participate in the computerized internship match process until students from APA-accredited programs have completed their matches.
5. The eventual employment outcomes favor

psychologists graduating from accredited programs (Graham & Kim, 2011).

The federal government, the Veterans Administration, and many university positions now insist on a doctorate and internship from APA-accredited programs. As we warn our students, "Do you want to spend your entire career explaining and defending why you did not attend an APA-accredited program!?"

APA-Accredited Internships

To receive your doctorate in clinical psychology, you must complete a one-year, full-time or a two-year, half-time internship. In the past, if you were attending an APA-accredited doctoral program, you would rather easily obtain an APA-accredited internship on match day when a computer matches applicants to internship sites in February. But in the present, the proliferating number of doctoral programs, particularly large PsyD programs, has dramatically increased the number of doctoral students seeking APA-accredited internships. The result is an internship imbalance or "crisis" between the rapidly growing number of internship applicants and the slowly growing number of internship spots.

In 2013, 76% of applicants were matched to an APA-accredited internship position on match day. That leaves one-quarter of doctoral psychology students without an accredited internship. About half of the unmatched students completed an unaccredited internship that year, and about half will need to apply next year, delaying their graduation by a year. That's why it is vital for you to select schools that will maximize the probability of you being in that three-quarters, not in that unfortunate one-quarter.

It is here, the completion of the degree and internship, where the picture is especially bleak for students in unaccredited programs. Students from unaccredited doctoral programs are dramatically less likely than those from accredited programs to gain acceptance into an APA-accredited internship (Norcross, Ellis, & Sayette, 2010). Indeed, students in accredited programs are three times as likely as those from unaccredited programs to get an accredited internship (<http://mitch.web.unc.edu/files/2013/10/MatchRates>). APA-accredited PhD programs placed 81.5% of their students in accredited internships, and accredited PsyD programs placed 47.3%. By dramatic contrast, only 26.5% of students from unaccredited PhD



to doctoral programs where three-quarters or more of the students secure an APA-accredited internship and pass the licensure examination on the first try.

In the end, the decision about a doctoral program is more personal than these rules suggest. This constitutes our general advice, but you will need to tailor it to your individual situation and goals. On occasion, a couple of our students have entered doctoral programs with inordinately low internship match rates or depressingly low licensure pass rates, but they did so with their eyes wide open.

That's precisely our intent in helping you select potential clinical programs: creating well-informed consumers aware of the facts and the tradeoffs. *Caveat emptor!*

References

- Callahan, J. L., Collins, Jr., F. L., & Klonoff, E. A. (2010). An examination of applicant characteristics of successfully matched interns: Is the glass half empty or half full or leaking miserably? *Journal of Clinical Psychology, 66*, 1–16. doi:10.1002/jclp.20664
- Graham, J. M., & Kim, Y. (2011). Predictors of doctoral success in professional psychology: Characteristics of students, programs, and universities. *Journal of Clinical Psychology, 67*, 350–354. doi:10.1002/jclp.20767
- Grus, C. L., McCutcheon, S. R., & Berry, S. L. (2011). Actions by the professional psychology education and training groups to mitigate the internship imbalance. *Training and Education in Professional Psychology, 5*, 193–201. doi:10.1037/a0026101
- Norcross, J. C., Ellis, J. L., & Sayette, M. A. (2010). Getting in and getting money: A comparative analysis of admission standards, acceptance rates, and financial assistance across the research-practice continuum in clinical psychology programs. *Training and Education in Professional Psychology, 4*, 99–104. doi:10.1037/a0014880
- Norcross, J. C., & Sayette, M. A. (2014). *Insider's guide to graduate programs in clinical and counseling psychology* (2014/15 edition). New York, NY: Guilford
- Templer, D. I., Stroup, K., Mancuso, L. J., & Tangen, K. (2008). Comparative decline of professional school graduates' performance on the Examination for Professional Practice in Psychology. *Psychological Reports, 102*, 551–560. doi:10.2466/PRO.102.2.551-560



John C. Norcross, PhD, is Distinguished Professor of Psychology at the University of Scranton, a board-certified clinical psychologist, and coauthor of the *Insider's Guide to Graduate Programs in Clinical and Counseling Psychology*. He serves on APA's Board of Educational Affairs and in the past served

on the Item Development Committee for the psychology licensure examination.

Christie P. Karpik, PhD, is Professor of Psychology at the University of Scranton, an adjunct clinical associate professor of Clinical Sciences at the Commonwealth Medical College, and a licensed psychologist.

and 7.6% from unaccredited PsyD programs matched with APA-accredited internships.

Placement rates for specific programs are available from APPIC (www.appic.org/Match/Match-Statistics) and in the *Insider's Guide to Graduate Programs in Clinical and Counseling Psychology* (Norcross & Sayette, 2014). In this competitive environment, please check the placement rates for all programs to which you are applying including the accredited ones.

APA and the training community are working to reduce the internship imbalance (Grus, McCutcheon, & Berry, 2011), but it is a complex problem that will not be fixed soon. The upshot is for you, as an applicant, to critically evaluate the internship match rate before you apply and then again after you have received admission offers.

National Licensure Examination

After years of hard work completing a doctoral program and an internship, you naturally expect to pass the national licensure examination in psychology—the Examination for Professional Practice in Psychology (EPPP; www.asppb.net/?page=FAQs). But not everyone passes on the first try or even on subsequent tries.

The accreditation of the doctoral program and internship is a valuable indicator of the quality of the training provided, and it also facilitates documentation of internship training for the licensing board in the state where you wish to practice. The absence of accreditation of either the doctoral training

program or the internship will translate into extra hassle, often significant hassle, in preparation to take the licensing exam.

If you attend an APA-accredited program, you stand a 77% probability of passing on any single attempt (www.asppb.net). If you attend a non-APA-accredited program, that chance drops to 65%.

As you select potential doctoral programs, seriously consider the licensure pass rates of their graduates. These statistics are helpfully presented on the website of the Association of State and Provincial Psychology Boards at www.asppb.net. Click on the link for Psychology Licensing Exam Scores by Doctoral Program, and you will find a table of pass rate for each program.

For example, graduates of the University of Alabama's clinical psychology program have recently passed at a 94% clip. That's typical of the smaller, more competitive, PhD programs in the scientist-practitioner (Boulder) tradition. Graduates of the less competitive, huge PsyD programs, particularly the for-profit institutions, typically score lower on the EPPP (Graham & Kim, 2011; Templer et al., 2008). Their average licensure pass rates fall in the 55% to 75% range.

One day, while discussing these numbers in class, an undergraduate spontaneously yelled, "Why would anyone even *think* about applying to a doctoral program where only half the graduates can pass the licensure exam!?" That memorable event led us to formulate the three-quarters rule: Apply only



Comparing Situations

With David C. Funder, PhD

By Bradley Cannon

Think about what you were doing last night at seven o'clock. Now, consider the person nearest to you. Did this person have a similar experience to yours, and if so, how could you measure both situations to know for sure? To begin to solve this question and many others like it, Dr. David C. Funder (University of California, Riverside) created the Riverside Situational Q-Sort (RSQ). In this interview, he describes the RSQ's evolution, results, and future, as well as how students can improve their likelihood of experiencing a successful career in research.

Dr. Funder earned a PhD at Stanford University in 1979 and has since published numerous research articles, particularly about delay of gratification, attribution theory, the longitudinal course of personality development, and the psychological assessment of situations. Especially noted for his work in personality judgement research, Dr. Funder is the author of a widely-used personality textbook, *The Personality Puzzle*, and a research book entitled *Personality Judgement: A Realistic Approach to Person Perception*. Former President of the Society for Personality and Social Psychology, he is also a past editor of the *Journal of Research in Personality* and a past associate editor of the *Journal of Personality and Social Psychology*.

“In mental health, it is also sometimes believed that there’s one way to be sane, but lots of ways to not be sane. As a Leo Tolstoy once said, ‘All happy families are alike; each unhappy family is unhappy in its own way.’ ”

other” (UCLABEC, 2015). Thus, Dr. Funder created the RSQ to help close this gap.

How It Works

The latest version of the RSQ includes 89 items, which participants may rank on a q-sort (see Figure 2) by placing the items most characteristic or uncharacteristic to a particular situation on the outside edges and the items least relevant on the inside. This quasinormal distribution forces participants to select a small subset of the items as highly characteristic or uncharacteristic of the situation. The format also prevents rater response sets such as acquiescence and extremity, and forces participants to compare each item with the others (Sherman, Nave, & Funder, 2010). A few example RSQ items include

- “situation is potentially enjoyable,”
- “situation is complex,”
- “a job needs to be done,”
- “talking is permitted,”
- “situation may cause feelings of hostility,” and
- “close personal relationships are present or have the potential to develop” (Guillaume et al., in press).

Ratings can then be used to measure the experience people have in certain situations. For example, if the person experiencing a situation uses it, they can basically describe how they experienced the situation that they were in. However, different people could also describe the first person’s situation from a more objective standpoint. Likewise, different people could describe their own unique situations for comparison, even cross-culturally as Dr. Funder’s International Situations Project has recently shown by comparing situations that 5,447 people experienced at 7 p.m. across 20 countries around the world (Guillaume et al., in press).

Describing the RSQ in his own words, Dr. Funder says, “Its big strength is that it’s the first attempt that anybody has really made to come up with a measurement instrument for situations. A few people have tried to measure situations in various ways in the past, but they treated coming up with a categorization for situations as the end point. Basically, they wanted to say, ‘Okay, there are seven different kinds of situations. Now we’re done.’ The RSQ tries to move beyond that by saying, ‘let’s actually measure real situations and see what we can do with that.’ This has been very different because social psychology has been the study of situations for a long time, but it has never tried to assess situations holistically. In other words, there is nothing in social psychology that allows you to, for example, compare three different situations during your day. Which two of those situations are the most similar, and which is the most different? Nothing in social psychology has allowed you to answer that question until the RSQ.”

Three Intriguing RSQ Findings

- 1. Similarity over time.** The RSQ has also been used to show that the situations a person experiences over time are more similar to each other than they are to the situations that someone else experiences and vice versa, which is part of the reason why people’s behavior is consistent over their lives (Sherman et al., 2010). “That’s an important finding,” Dr. Funder explains, “because after we were able to access the degree of situational similarity, we were able to rule that out as the only reason that people are consistent over time. In other words, you are consistent in your behavior over your life, over and above what we could explain by saying that you are just in the same situations all of the time.”
- 2. Cultural similarities.** One of the RSQ’s bigger and possibly more surprising findings was how similar experiences were described by different cultures from around the world. This indicated that language translations worked correctly and that many experiences must have a similar meaning across cultures to a considerable extent. Findings also showed that, around the world, the typical situation at 7 p.m. is a largely pleasant social interaction—whether you are in Estonia or Canada or Italy.
- 3. Negative variations.** Another interesting and unexpected RSQ finding was that

there is generally more variation in the negative items on the RSQ than in the positive items. One of Dr. Funder’s coauthors, Dr. Sylvie Graf (Academy of Sciences of the Czech Republic) said that this may be because all societies regulate behavior to some degree, which Dr. Funder believes to be the best explanation so far. “As Freud said, that’s what society is for: to regulate people’s behavior. Different societies regulate things differently, but they are almost always trying to regulate what they perceive as negative behaviors. Those norms may shift across cultures, the extent to which people follow those norms may change, and the way that cultures enforce norms may be variable as well. This all appears to indicate that negative experiences vary more across cultures than positive experiences.”

Another basic principle that Dr. Funder says may explain the increased negative variations is that there are simply more ways to be unhealthy than there are to be healthy. “For example, if you go to the doctor, and they say that you’re healthy, then that is sort of one thing. However, if they say that you’re sick, you could have any number of problems. In mental health, it is also sometimes believed that there’s one way to be sane, but lots of ways to not be sane. As a Leo Tolstoy once said, ‘All happy families are alike; each unhappy family is unhappy in its own way.’ ”

Strengths and Weaknesses

Despite the many revelations provided by the RSQ, Dr. Funder is the first to say that it is still relatively new and that he looks forward to making modifications in the future. Before working with the RSQ, Dr. Funder made a deliberate choice to not wait until he had the perfect instrument because, if he did that, he believed that the RSQ would never get started. Instead, he developed a reasonable approximation and began using it and refining it as he went.

As an example of a potential area of refinement, the RSQ was written to have a general purpose that could be applied in medical, international, industrial, school, daily-life, and many other settings. Dr. Funder considers this to be both a strength and a weakness. “That’s all good,” he says, “but the disadvantage is that it could probably use fine-tuning for people who want to use it within particular settings. For example,

if you were going to write a situational q-sort for the purpose of comparing cultures, you might have different items in it than what our instrument has. Or, if you were going to look at medical visits, you might want to have different or more items. In fact, Dr. Kate Sweeney, a colleague at the University of California, Riverside, is working on that topic, and she did add a few items for the purpose of trying to capture what goes on during medical visits.”

Another challenge that the RSQ faces is the fundamental problem of cultural comparison that anyone conducting cultural comparison lives in a culture themselves. “Particularly in anthropology, there have always been historic misgivings about, for example, an American trying to understand the culture in the Philippines because we just never will. Doing so is a major endeavor in its own right because nobody stands apart from culture and can really compare them to each other.”

As Dr. Funder notes, “that is an extreme point of view, but it does make a certain amount of sense in that it underlines the question of how to compare cultures when everyone has a cultural perspective of their own. No one really has an answer for that, but I think a partial answer is to collaborate with a team of researchers from the other countries too.” In this vein, Dr. Funder’s international Situations Project includes approximately 25 authors from 20 different countries who participated in the research at every stage from translating the instruments and participating to looking at the final research report (Guillaume et al., in press).

Envisioning the Future

“I think that any time we understand why people do what they do, we are benefiting society. That’s kind of the whole idea of psychology. In this particular case, we are trying to understand how situations and the way people perceive situations impact what they do. And in a case of international comparisons, we are trying to understand how and why people in different countries act differently in response to maybe the same objective stimulus because they actually experience situations differently. We currently have a grant proposal pending that we hope to use to expand our International Situations Project to many more countries. The paper that we just got accepted for publication looks at 20 countries (Guillaume et al., in press), which is really not enough if you want to look at country-level variables. We

would like to expand it around the world. To the extent that we can capture that, I think that this could help international understanding.”

In the future, Dr. Funder also sees the potential to expand the study of situational assessment into applied settings. “For example, Dr. Sweeney is trying to use the RSQ to assess medical encounters (i.e., doctor visits) that are more or less successful in achieving their health aims for the patient such as whether the patient complies with the doctors’ instructions on how to behave more healthily or how to manage whatever problem they have. There is some potential there to improve the delivery of medical care, and we’ll see how that goes. Another potential could be to look for characteristics of more and less successful companies and environments. The other thing I would like to do in the future is to really explore some of the applied potential of the RSQ for studying ethnic communities in the United States.”

Advice for Students

So how can students learn to break old boundaries and further the science of psychology as Dr. Funder has done via his research? According to him, “the most important thing for students right now is to get as much training in statistics as they possibly can, and I don’t necessarily mean advanced techniques. Those are all very well and good, but I am really talking about the fundamental theoretical basis of statistics such as the general linear model, the idea of the normal distribution, and other basic stuff that underlies all of the ‘fancy’ techniques. Probably one of the most accidental lucky breaks I have had was that my first statistics course was not in a psychology department, which is where most psychologists take their first and maybe all of their statistics training. All of the psychology statistics courses were full when I was a sophomore, so I had to take mine in the statistics department from a real mathematical statistician.”

This has influenced how Dr. Funder has thought about statistics ever since because his first course started with the theoretical basis of statistics instead of computational techniques. “I think there are a lot of debates going on right now in psychology about replication and so forth, which I’m not sure if everybody in the field even follows. I don’t think some people understand the issues very well because they don’t have the basic statistical background to really grasp the arguments

that are being made. I think understanding statistics from the ground up is going to be critically important to be at the forefront of the next generation.”

Just as importantly, Dr. Funder concludes by describing how his experience of having two mentors influenced his future career, enabling him to become an expert in comparing and contrasting people, behaviors, and situations alike. Students seeking experiences of academic success comparable to Dr. Funder’s would be wise to heed his advice:

“My first mentor was Dr. Jack Block, my undergraduate advisor at Berkeley. I did my senior honors thesis with him and stayed in contact for the next 40 years. Then, my second mentor was Dr. Daryl Bem when I went to graduate school. The two of them were both world-class, brilliant individuals and very different from each other, so I sort of got to see two completely different ways to be brilliant, and try to learn by combining and contrasting their two styles. I don’t know any other way you can become a researcher than through mentorship. It is absolutely the most critical thing in anybody’s career to find someone who you are intellectually compatible with, learn from a lot from, and who supports you and helps you out. That’s the only way to have a life in the academic world and possibly in life in general.”

References

- Guillaume, E., Baranski, E., Todd, E., Bastian, B., Bronin, I., Ivanova, C., . . . Funder, D. C. (in press). The world at 7: Comparing the experience of situations across 20 countries. *Journal of Personality*. Retrieved from <http://rap.ucr.edu/pub16.pdf>
- Sherman, R. A., Nave, C. S., & Funder, D. C. (2010). Situational similarity and personality predict behavioral consistency. *Journal of Personal and Social Psychology*, 99, 330–343. doi:10.1037/a0019796
- UCLA Center for Behavior, Evolution, and Culture [UCLABEC]. (2015, February 23). *The world at seven: Comparing situations across 19 countries with Riverside Situational Q-Sort* [Video file]. Retrieved from <https://www.youtube.com/watch?v=i25FaHWzIBQ>



David C. Funder, PhD, is Distinguished Professor of Psychology and former chair of the psychology department at the University of California, Riverside. He is the winner of the 2009 Jack Block Award for Distinguished Research in Personality, former president of the Association for Research in Personality and of the Society

for Personality and Social Psychology. Dr. Funder is a former editor of the *Journal of Research in Personality* and a former associate editor of the *Journal of Personality and Social Psychology*. He is best known for his research on personality judgment and has also published research on delay of gratification, attribution theory, the longitudinal course of personality development, and the psychological assessment of situations.

PURGING DISORDER and Other Eating Disorders

With Pamela K. Keel, PhD By Bradley Cannon

When you imagine someone with an eating disorder, you probably picture an extremely over- or underweight individual. The person you envision may also have unhealthy eating habits such as binge eating or food purging via self-induced vomiting or the misuse of diet aids or laxatives. However, what about individuals of average weight who don't binge eat but do have dangerous purging habits that negatively affect their health in the present and future?

Dr. Pamela K. Keel from Florida State University has dedicated a large part of her professional career to recognize and better understand this group of people who suffer from what is referred to as *purging disorder* (PD). According to Dr. Keel, PD is an eating disorder that shares characteristics with both *anorexia nervosa* (AN) and *bulimia nervosa* (BN) in that individuals who have PD experience concern with weight and shape, and often feel intense fear of gaining weight or becoming fat. They may place a great deal of importance in terms of how they feel about themselves as people based on their overall figure. This causes them to perceive food as something that might make them fat or change their shape.

Who Is Most Likely to Have an Eating Disorder?

Florida blue sky and white fluffy clouds do not stop Dr. Keel from scheduling 45 minutes to speak with us about the characteristics and dangers of PD and other eating disorders. Sitting in her relatively new office overlooking the university's Mike Long Track, she says, "Eating disorders are severe forms of mental illness, and many people do not realize that, among all mental disorders, eating disorders are associated with one of the highest risks of death. A recent study out of Germany looked at



five-year outcome in PD, AN, and BN (Koch, Quadflieg, & Fichter, 2013). One of the startling findings was that 1 out of 20 of the patients with PD had died before the 5-year follow-up! This death rate was significantly higher than observed for BN. It did not significantly differ from AN, but it was also descriptively a little higher than what was observed for AN. Those findings would need to be replicated, but it would seem that PD is associated with an increased risk of premature death like other eating disorders."

Purging disorder may cause dehydration, electrolyte imbalances, low blood pressure, heart arrhythmia, broken blood vessels in the eyes, and numerous other negative side effects. When asked why people engage in purging despite these risks, Dr. Keel explains that no one thing leads to an eating disorder. She briefly describes the three main influencing factors below.

1. Culture. "Imagine someone who is born female in a culture that idealizes thinness, has large quantities of highly palatable food, and has lots of encouragement to

indulge in eating that food. However, the same culture also says that the person has to be thin in order to be beautiful—and not just beautiful, but also acceptable and liked and successful in a very broad way. Beauty has been idealized, not just in terms of appearance, but in terms of how people are viewed as human beings."

2. Psychological features. "The same individual may also be psychologically perfectionistic, more inclined to strive for those cultural ideals, and also characterized by higher levels of negative affect. Thus, they may be particularly prone to try to find a way to feel better about their lives. In terms of personality features, they may also be more likely to have problems with negative urgency, the tendency to react in ways that are potentially self-destructive when feeling unhappy. If they experience increases in negative affect, they may be less likely to keep food that they have eaten down."

3. Biological makeup. "On top of this, the individual may have features that influence how they physically feel when they eat. In other words, eating may make them feel really uncomfortable because of how their bodies respond to food in a way that other people's bodies don't. Individuals with PD express feeling excessively full, bloated, and an increased desire to vomit. That may also contribute to the propensity to purge after eating a normal or small amount of food."

As Dr. Keel reemphasizes, "If you imagine all of these factors working together, you can appreciate why it would be incredibly hard to just stop engaging in the behavior even with the costs being as high as they are. In fact, when you think about how high the costs are to continue purging, you know there's got to be a lot there maintaining it."

Why Official Recognition of PD Matters

Despite the severity of PD, many people have still never heard of it. One reason for this is that the term has only recently been listed as an Other Specified Feeding or Eating Disorder in the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) in 2013. To describe the importance of having a disorder officially recognized, Dr. Keel uses the example of how binge eating disorder (BED) research increased after it was added in the DSM-IV in 1994. “BED was first introduced into the literature by Albert Stunkard in 1959 to describe a subset of individuals presenting for obesity treatments and characterized by having large, out-of-control binge eating episodes. These individuals didn’t do anything to compensate for their eating, so in many ways, it looked like they were the opposite of anorexia nervosa. A search of PsycARTICLES from 1959 to 1994 reveals only 15 publications on BED. However, if you look from 1994 (when BED was listed in the DSM-IV) to around April or May of 2013 (when the DSM-V came out), you will find more than 850 published works.”

“That’s clearly a dramatic increase in research on BED, and many of those studies looked at treatments in terms of using cognitive behavioral therapy, interpersonal therapy, and antidepressant medication; it turns out each can be helpful to individuals with BED. This is very compelling evidence from recent history that (a) getting something officially recognized impacts what we focus on as researchers, and (b) what we focus on as researchers impacts our knowledge, which then impacts our ability to help people who suffer from these problems.”

Dr. Keel has encountered individuals with PD when she was a clinical fellow at Massachusetts General Hospital and via her eating disorder research. She has also been contacted by people who found out about her research online. Through these communications, an additional reason becomes clear about why it is essential that PD be officially listed in the DSM. “In one e-mail,” Dr. Keel recounts, “I remember a woman describing that she had struggled with trying to understand *if* she had an eating disorder because she hadn’t seen a match between herself and the descriptions for AN and BN.” Incredibly, this woman had been telling herself that maybe she didn’t have an

eating disorder because she was not starving herself or having binge eating episodes. She might not have kept researching and found out that she had a problem at all if she had not been frightened because she had noticed that she often vomited blood.

Future Treatments for PD

In preparation for this interview, Dr. Keel went online to see what was currently funded in terms of eating disorder treatment studies through the National Institute of Mental Health. Although she did find some treatment trials for AN, BED, and for more broadly defined eating disorders, she located *nothing* currently in the works for PD.

This absence of current treatment trials probably delays the timeline for specific PD treatments, which is especially disheartening considering the individuals whose lives may depend on it. Fortunately, Dr. Keel is not one to become discouraged. When asked what future treatments might look like, she says, “My guess is that people would start with approaches that have demonstrated efficacy for AN and BN because PD does share some features in common. For adolescents, family-based treatments may be useful. For late adolescents and adults, cognitive behavioral therapy may be useful. However, the key is to actually test these questions empirically, rather than assuming that things will work, regardless of clinical presentation.”

Indeed, Dr. Keel is quick to mention that it is important to never skip steps in the research process. She says, “To be a scientist, you have to be incredibly patient. You have to be really good at paying attention to your long-term objective because not a lot is gained by investing time and resources in trying to develop a treatment before you have a good understanding of the maintaining factors of an illness.”

The Path to Eating Disorder Research

Dr. Keel’s enthusiastic attitude does not reflect unseasonedness, but rather her longstanding perseverance to understand eating disorders. In fact, she first became interested in this topic during her sophomore year in college when she was an anthropology major who happened to take a psychology elective on eating disorders. “I found myself not just doing the required reading, but also doing the recommended reading. Then, I found myself talking to people in the dining hall about the reading. When I ran out of things to read, I

went out and found new things, and I had a sense that this is probably how I should feel about something that I would want to spend a career on. Being drawn to something at that level was a new experience for me.”

According to Dr. Keel, one influence that contributed to her success is the fact that she had multiple mentors throughout her education and professional life. “I went to the North Carolina School of Science and Math, which is a public residential high school. Even back then, I would go and talk to one of my instructors, Dr. Steve Warshaw, during office hours on a regular basis. Sometimes we would talk about the class and about what I wanted to do professionally. When I took Intro to Psychology in my junior year at college, I met with Dr. Todd Heatherton during office hours, took a research assistant position with him in my senior year, and helped him with a large study. When I went to the University of Minnesota, my number of mentors increased even more. They included my graduate advisor Dr. Gloria Leon, Drs. William Grove and Bill Iacona in the clinical program, as well as Jim Mitchell and Scott Crow in the department of psychiatry.”

“No one person can give you everything you need. What is really effective is to identify the people who are really good in areas that you need mentorship in, and then work with them to receive guidance in those areas. Go to different people for your different mentorship

Terms to Know

Readers who are less familiar with eating disorders are encouraged to review the following brief definitions.

- **Binge eating disorder (BED)** = Usually occurs in overweight or obese individuals who eat excessive amounts of food
- **Bulimia nervosa (BN)** = Usually occurs in individuals of normal weight who binge eat and then use (a) purging methods such as self-induced vomiting or the misuse of diet aids or laxatives, or (b) nonpurging methods such as fasting or excessive exercise to lose weight
- **Anorexia nervosa (AN)** = Occurs in underweight individuals who may also binge eat and purge
- **Purging disorder (PD)** = Usually occurs in individuals of average weight who purge but do not binge eat

needs. That's something I continue to do. As you get further along in your career, you will kind of shift more toward peer mentorship where you learn from people of your same age group. At some level, you also learn from people who are younger than you too." Dr. Keel pauses to laugh. "That's one of the things that happens as you get older: You have to be more flexible about who you learn from!"

Dr. Keel hopes that future psychologists will become involved in PD research, especially those with expertise in treatment research. In order to inspire and support future researchers, she provides the following advice to students. "The first step to get engaged in research is to read so that you will have an understanding of what's been done, what's already known, and what questions remain

unanswered for a topic that you are excited about. Identify a faculty member who shares your interests and go to them with those important questions that haven't been answered yet to see if there is an opportunity. This may involve adding to a study that they are already doing or developing your own study, whether it be an independent research project or a senior honors thesis. Think about the ways that you can actively become a part of doing research. Then, do the study, collect the data, and write up your results. That's how I got started, and that's how the students I have worked with got started too."

Reference

Koch, S., Quadflieg, N., & Fichter, M. (2013). Purging disorder: A comparison to established eating disorders with purging behavior. *European Eating Disorders Review, 21*, 265–275. doi:10.1002/erv.2231



Pamela K. Keel, PhD, is a professor of psychology and director of the Eating Behaviors Research Clinic at Florida State University. In addition, Dr. Keel is codirector of the NIMH-funded Integrated Clinical Neuroscience Training Program and is the director of Clinical Training for Florida State University's Clinical Psychology doctoral program.

She has authored more than 180 papers and two books on eating disorders. She is an associate editor for the *Journal of Abnormal Psychology* and serves as a standing member of an NIH grant review panel. Dr. Keel was elected as a fellow of the Academy for Eating Disorders (AED), the Association for Psychological Science (APS), and the American Psychological Association (APA). She served as president for the Eating Disorders Research Society and president for the Academy for Eating Disorders.

Ask an Expert: Dr. Keel Discusses Eating Disorders

How do you know if you have an eating disorder?

"Don't rely on matching yourself to the diagnostic criteria in the DSM. They're too narrow, and it becomes too easy to not meet criteria for AN, BN, or BED. Instead, pay attention to whether your eating patterns are causing you distress. Are you distressed about your eating? Do your eating patterns interfere with your ability to fulfill a major role in your life? Do they inhibit your work as a student or at your job? Do they hinder your friendships or relationships with family members? Also pay attention to your physical health. Are your eating patterns in some way hurting you physically? If any of these things are true, that is evidence that you have an eating disorder."

If you recognize someone with a disorder, when is it appropriate to say something?

"It is difficult to give one answer that is context free on this one. In many ways, it depends on the nature of your relationship with the person. If you are a close friend or relative, you don't want to ignore the problem or pretend that everything is okay. It is appropriate to express concern toward someone you care about when you see them struggling. But you also want to approach in a nonjudgemental and information-seeking way, rather than making up your mind that you know what is going on. You want to start with a statement such as 'I feel concerned because this is what I am seeing. What do you think is going

on?' In other words, let the person talk to you."

"You also want to be available as a source of support. You want to reinforce how their well-being is most important to you and that you want to be supportive to them in doing what they can to be as healthy and happy as possible. You want to offer to be available to them to think about options and problem-solve around those options, but you don't want to put yourself into a position of feeling like it is your responsibility to treat them. You already have an important relationship with this person, important enough that you would bring up this really difficult topic with them. You need to protect that relationship. You can't try to be the person's therapist. Instead, you want to support them in getting the help that they need."

What tactics should you avoid when talking to someone about their eating disorder?

"Don't be the food police. Don't be the person monitoring whether they are eating the way that you think they should be eating. That will likely create a very bad dynamic in which the person avoids being around you and feels defensive and awkward, which will make their relationship with food harder than it already is."

"The other thing is to be very self-aware of your behavior around your own eating and around conversations you have about weight and shape. Concerns about weight and shape are so ubiquitous that it is really normative for people to engage in fat-talk, which is where people make

self-denigrating statements about their weight, shape, or eating. Those kinds of statements can be very confusing to someone struggling with an eating disorder. On the one hand, the person hears that you are concerned about their eating and that you want them to be healthy, and yet they also hear you express concerns about being too fat. That sort of mixed message is kind of like saying 'I don't want you to be concerned about being too fat, but now I'm going to talk about my concerns about being too fat.' Instead, really try to think about how you interact with food and how you manage your own body image."

What encouragements would you offer to someone with an eating disorder?

"I think the first thing I would say is that, across studies, there is reasonably good evidence that getting any form of treatment is better than getting none. It is worth the time, money, energy, and effort to go ahead and look into available resources to get help because, in general, something is better than nothing. Then, depending on the kind of eating disorder that you have, there are some very good specific treatments that can help you get better. An individual who might have been struggling with an eating disorder for years may be able to get treatment and, within months, be completely remitted. Most people who achieve remission from an eating disorder actually maintain that remission and do so over long periods of time. There really is an opportunity to do something about an eating disorder."

East

Central Connecticut State University

To spread the news about upcoming events, members started a monthly newsletter called Central Psychology News, which includes professor spotlights, event details, chapter updates, and current events from the world of psychological science. The chapter sponsored the Research Stories Colloquium Series, which gave students the unique opportunity to present their research to peers and faculty. Presenters were able to practice presenting in front of large groups while showcasing their research. Attendees who had not yet taken Research Methods reported that they felt significantly more prepared about completing their research in the

future. Additionally, the chapter created a panel series in which students shared their experiences of getting involved in research on campus and studying abroad. Members also hosted an interview workshop where professors from the department shared their insights regarding the interview process and then conducted mock interviews with interested students.

The chapter also hosted a bake sale with homemade desserts and a fund-raiser at a local frozen yogurt shop, raising more than \$300 to support chapter activities. Members volunteered for the Allen Street Clean Up in New Britain and traveled to Manchester Community College to promote psychology as a major. Overall, the chapter raised funds, doubled active membership, and made a

difference at the university and beyond.

McDaniel College (MD)

The chapter hosted an invited speaker November 6, 2014. Dr. Jaime Kurtz of James Madison University (VA) gave a talk about the psychology of happiness entitled “Savoring College Life: An Application of Research in Positive Psychology.” The lecture was well attended.

Slippery Rock University (PA)

The chapter recruited seven members who were excited about joining the organization. Information regarding the chapter was given at meetings such as professional development, bylaws, and information on future activities for the semester. Members elected new officers for the 2015–16 semester. Recently, the chapter cosponsored the movie *The*

With over 1,000 chapters, Psi Chi members can make a significant impact on their communities. Let us know what your chapter has been doing and share your fund-raiser ideas with others. See submission information listed below.

Submission deadlines*

Fall: June 15
 Winter: October 15
 Spring: December 15
 Summer: February 15

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

Submission specifications

- Only activities that have already occurred and are submitted in paragraph form will be published.
- Do not send future plans, calendars, or summarized lists.
- Limit reports to 250 words. If you wish to report more extensively on a special activity, series of programs, etc., contact the Central Office at psichieye@psichi.org.
- Write your report in the third person rather than the first person (e.g., “the chapter sponsored” vs. “we sponsored”).
- Include full names, degrees, and titles of speakers/leaders, their institutions, and their topics.
- Report chapter events such as discussions, lectures, meetings, socials, fund-raising events, conventions, field trips, and honors received by students, faculty members, and/or the chapter.
- Report attempted solutions to chapter problems—those that were effective and those not so effective.
- Color photos are welcomed; the number of photos per chapter is limited to two per issue. Include accurate, typed captions. Photos may be mailed (include a self-addressed, stamped envelope for returned photos) or e-mailed to psichieye@psichi.org. For digital photos, e-mail only high-quality resolution images (100 KB) using a 5-or-higher megapixel camera. Do not send digital printouts from a photo quality printer.
- Photographs and chapter reports submitted to *Eye on Psi Chi* may be featured on our website (www.psichi.org).

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



A Utah State University (USU) members display their Christmas tree for the USU Festival of Trees.

B Donated Christmas trees at Utah State University

C Central Connecticut State University members Kimberly Iacino, Rachel Lindberg, and Jaclyn Vancour volunteer to clean up their community.



Chapter Activities

Loving Story, based on an interracial couple during the time of the Jim Crow laws. The chapter opened up the department computer lab for students taking psychology courses to use during school hours for more convenience. The chapter also allowed students to proctor and tutor other students. The chapter continues to grow as members put forth hard work and effort.

Southern Connecticut State University

Chapter members were involved in a book drive to provide books to an underprivileged elementary school in the community. Members also collected books for a book fair at the Helen Street School in New Haven (CT) to distribute books to children. The chapter had fund-raisers where members came to support sales. Psi Chi hosted a number of speaking events for professionals to explain different job opportunities and

skills acquired from their occupations. Professors from within the university also attended meetings to describe the different tracks a student can take within the psychology major.

Midwest

Ohio State University at Newark Campus

Teaming up with the Psychology Club, Psi Chi members helped raise more than \$150 for the local food bank by selling chocolate-covered pretzels. In addition, a penny-drive fund-raiser collected \$125 for the local humane society, just in time for the holidays. Six Psi Chi members had their research accepted to be presented at MPA 2015.

University of Central Missouri

Thirteen members were inducted during the fall semester, and one of the new

members was awarded the New Member Award for an essay regarding why he wanted to become a member of Psi Chi. For community service, members picked up four large bags of trash on a preassigned mile of Highway 13 in Warrensburg (MO). Early in the semester, the chapter cosponsored a program titled "The Many Faces of Posttraumatic Stress Disorder." The program featured a neuropsychologist from a local veterans affairs hospital. And finally, the chapter helped promote and support the Healthy Body Image Program, an online program that gives participants information to help them improve their body image and eating habits.

University of Findlay (OH)

In November, the chapter hosted a bake sale to raise funds for club apparel. Members also used their funds to go out to dinner as a means to facilitate chapter

bonding. Most recently, most of the chapter's efforts have been focused upon actively planning for upcoming spring events on campus.

University of Missouri-Columbia

The chapter welcomed a graduate fellow from the campus's writing center to discuss tips on writing personal statements for chapter members. Many members planned on attending graduate school, and some were preparing to submit applications soon after the presentation. Members were provided with a copy of a mock personal statement and were asked to analyze and discuss its strengths and weaknesses. The speaker then addressed each member's comments about the document and went into detail about specific areas to focus on when writing a personal statement. The following week, the chapter welcomed a speaker from the university's career center to discuss how to write and organize a



resumé for a job or for graduate school. The speaker discussed different parts of a resumé, which types of organization make the most sense, and how to effectively describe one's experiences and skills. Regardless of future plans, members have benefited greatly from professional development workshops such as these.

Rocky Mountain

Utah State University

The chapter participated in the annual Utah State University Festival of Trees where local clubs purchase and decorate Christmas trees, which are displayed on campus for a week and then donated to local families. Chapter members planned and shopped for decorations, and gathered in the university student center to decorate and display their tree.

Southeast

Davidson College (NC)

The chapter inducted members in a ceremony with both current members and faculty in attendance. Members organized a peer mentoring program between upper-class psychology majors and potential psychology majors to help with course selection and guidance through the major. The chapter organized a research talk, featuring multiple student researchers discussing a variety of research experiences both at and outside of the college. The chapter also hosted a panel where faculty discussed the psychology program with potential majors. The chapter cohosted a campus distress event with a student-run wellness organization on campus to serve the student body by promoting psychology

well-being. Lastly, in collaboration with the psychology department, members organized multiple Psych Coffees to facilitate more informal meetings between psychology faculty and students.

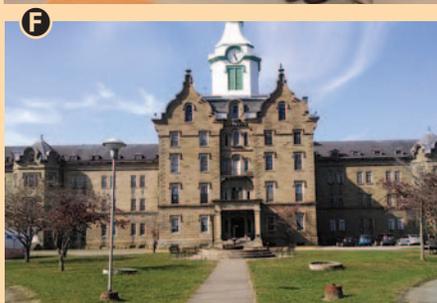
Northern Kentucky University

Despite changes in leadership and advisors, the chapter continued with its legacy of supporting the academic intentions of the Department of Psychological Science and the university. Chapter officers participated in student engagement events such as Fresh Fusion and Fall Fest to connect new students with campus organizations. The chapter hosted an Open House, Departmental Picnic, Halloween Party, and Christmas Party to encourage fellowship between faculty, staff, and students. The chapter designed T-shirts for the annual fundraiser to represent the department and encourage camaraderie. The chapter

showcased scholastic opportunities within the department including independent research, co-ops/internships, and Honors in Psychology projects, which range in diversity from social psychology to behavioral neuroscience.

Chapter and Psychology Club meetings featured guest speakers who highlighted psychological concerns beyond the classroom. Dr. Stuart Bassman spoke about the devastation of depression and suicide. Dr. Kathleen O'Connor shocked the audience with images on social media and self-harm. And Brad and Stacy Fowler introduced the astonishing reality of who recovering addicts are and how their addictions affect individuals as well as their families.

For community service, officers and members organized a Christmas donation drive in which toys, books, stocking stuffers, and cash were collected for the GLAD House, a mental health



A Northern Kentucky University Chapter and Psychology Club officers, advisors, and members display items donated to the GLAD House for Christmas 2014.

B University of Mary Washington (VA) Chapter copresidents volunteer at Pumpkin Palooza

C West Virginia University Chapter and Psychology Club leaders and members initiate and recognize one undergraduate student into Psi Chi membership at the final meeting of the semester in November 2014.

D University of Mary Washington (VA) students who volunteered to write letters to veterans

E West Liberty University (WV) members listen to the "nurse" in the doctors' quarters upper floor of the Trans-Allegheny Lunatic Asylum.

F West Liberty University (WV) Chapter visits the Trans-Allegheny Lunatic Asylum building.

G West Liberty University (WV) Chapter's trip to the Trans-Allegheny Lunatic Asylum

Chapter Activities

and prevention agency for high-risk children and their families to receive therapy, life-skills training, and support. Additionally, the fall ceremony concluded with the induction of 10 new members and recognition of 13 graduating seniors. Several members also presented at local, regional, and national conferences in 2014.

University of Mary Washington (VA)

The second half of the semester began with the chapter's annual CV Writing Workshop. The workshop is part of the chapter's series on graduate school preparation and was led by Dr. Mindy Erchull (advisor). The chapter also participated in the annual Pumpkin Palooza as the first of multiple fall service projects. Pumpkin Palooza is an event where community members bring their children, dressed in festive Halloween costumes, to campus to go trick-or-

treating and participate in Halloween-themed activities. Psi Chi had their own station where costumed kids were able to compete in a game of donut-on-a-string. Many members volunteered to pass out candy, manage the stations, and give all of the children a wonderful Halloween experience! The second service project was a letter-writing campaign for Operation Gratitude, an organization focusing on thanking military service members and veterans across the country. The last all-member meeting of the semester included planning for the sales of the Powercard fund-raiser. Additionally, Psi Chi sponsored the annual fall poster session, where psychology students showcased their research and findings for the semester. Professors and members appreciated learning about their peers' research projects, and enjoyed cookies and punch afterward.

West Liberty University (WV)

The chapter sponsored their first field trip to the Trans-Allegheny Lunatic Asylum in Weston (WV) in October 2014. This was both a fun and educational trip open to any students interested in learning more about the history of psychology as it related to the treatment of persons considered to be mentally ill. Twenty-four psychology students and four faculty participated in a tour of the facility that included a case study highlight of past patients, a history of the frontal lobotomy, and how the field of mental health has changed throughout the years. It was a thought-provoking excursion that led to discussions that have been continued on in the classroom. The chapter looks forward to sponsoring more psychology-related events.

West Virginia University

In mid-October, the chapter hosted

the annual pool tournament, giving members the opportunity to invite Psychology Department faculty members to be a part of two-person teams to compete for the coveted honor of being departmental champions. Weekly pizza sales continued, as well as Analyze This! dinners with graduate students to help undergraduates learn about graduate school and service activities for the WV Family Grief Center. The Career Development Liaison chair also promoted two workshops for students and chapter members including one about personal statements and another about constructing CVs and resumés. In addition, several social events included a yearly trip to the Fright Farm, a fun haunted house experience; a Thanksgiving-themed potluck dinner; and a relaxing wine glass painting night. Members were also given the opportunity to hear from one



of the departmental undergraduate advisors, Dr. Elizabeth Levelle, at the October member meeting for tips on how to have a successful undergraduate career. At the final meeting of the semester, Alaina Tetrick (graduate student) spoke to the chapter about her graduate program in school counseling, as well as other helping professions. Christianne Connelly (president) and Dr. Dan McNeil (advisor) also conducted an initiation ritual to welcome a new Psi Chi member, Matthew Trickett, to the chapter.

Southwest

University of Central Arkansas

The chapter invited Dr. Jim McNulty, a social psychologist from Florida State University, to host a workshop and campus-wide talk on February 10,

2015. Dr. McNulty's research focuses on the science of intimate relationships, a perfect topic with Valentine's Day only four days after his talk! Dr. McNulty's workshop was for chapter members and interested graduate students and faculty members. The workshop was "Beyond Main Effects: Toward a Contextualized Understanding of Relationships." During this presentation, Dr. McNulty summarized his work on the importance of context in understanding relationships. He showed how psychological processes such as forgiveness are beneficial for some couples, but not for others. Following his workshop, Dr. McNulty gave a campus-wide presentation entitled "The Science of Intimate Relationships." During this presentation, he summarized relationships based on scientific research including his most recent research. The chapter was fortunate that

the university's Student Government Association provided funding from the Student Activity Fee Allocation to support this great opportunity to expose the UCA community to psychological science. This support was only possible because the 2014-15 officers realized their goal of making the chapter a Registered Student Organization, which enabled advantages including funding for public speakers and assistance with conference registration fees.

Texas Wesleyan University

The chapter was involved in many volunteer activities during past year. In addition to the continuing tradition of working with the Ronald McDonald House, members also made new connections in the community. Many members volunteered with Serendipity Equine Therapy. Additionally, the chapter partnered with PAWS across Texas to

bring therapy dogs to the university in a finals week tradition to relieve the stress of studying. The chapter donated to both organizations this year, as well as to Safe Haven, a local domestic shelter.

West

California State University, Sacramento

While tabling at the beginning of the semester to promote events and recruit new members, the chapter hosted a Valentine's Day card drive for hospitalized children at two local hospitals. Collectively, 83 cards were decorated and delivered on Valentine's Day. Raising awareness of opportunities to engage in the community has also been one of the chapter's major initiatives. To this end, the chapter held its first annual Opportunity Fair. Fourteen community organizations and graduate programs pertaining to



A West Virginia University Chapter and Psychology Club leaders and members host a pool tournament for faculty, graduate students, and undergraduates in October 2014.

B California State University, Sacramento members pose for a picture.

C California State University, Sacramento members recruit new members.

D West Virginia University Chapter and Psychology Club leaders and members attend Fright Farm, a haunted Halloween excursion.

Chapter Activities

psychology were represented at the event, which was open to the public and hosted in the University Union. Approximately 150 students attended to connect with community organizations. This event was a success, and the chapter is already planning how to make the Opportunity Fair bigger and better next year.

Fielding Graduate University (CA)

The chapter made a decision in fall 2014 to find a new organization to support in Santa Barbara County. Thus, members

chose Big Brothers Big Sisters of Santa Barbara County, an organization under the umbrella of the Family Service Agency of Santa Barbara County, as the focus of the new service project for January 2016. With only two weeks to fund-raise, from January 12 to January 30, 2015, the chapter members successfully sought donations from faculty and the student body. The chapter raised more than \$1,800. The total includes a \$1,000 match from Fielding Graduate University. These funds were

enough to support the pairing of one "Big to a Little" for a year in Santa Barbara County.

The chapter also hosted an event on January 13, 2015, after the induction ceremony. Neuropsychologist Dr. Drorit Gaines (alumna of Fielding Graduate University) presented with energy and expertise on topics often discussed on her Beverly Hills-based radio talk show. Dr. Gaines shared stories of training and research at the University of California, Los Angeles, as well as her passion for

rare disorders. Dr. Gaines encouraged students to engage in the rigors of psychological research and follow their passions.

University of San Francisco (CA)

The chapter attended many Kaplan workshops to get ready for graduate school. Members heard from all kinds of researchers and clinicians during a panel event, and started a great relationship volunteering with San Francisco Parks and Rec.





Looking for a Worthwhile Cause for Your Chapter to Support?

Why not raise money for Psi Chi's Steps to the Future scholarships program, which donates money to deserving students based on financial need, academic performance, leadership experience, and community service involvement. We promise that every penny donated will support some of our most commendable students.

Visit www.psichi.org/donations to learn more.



A A signed check for Big Brothers Big Sisters from the **Fielding Graduate University** Chapter. (listed left to right) Sean Whaley (Big Brothers Big Sisters Mentor), Colin Lim (treasurer), Tiffany Duffing (secretary), David Edelman (Fielding Director of Advancement and Development), Dr. April Harris-Britt (new faculty sponsor of chapter), Aliyah (Dr. Harris-Britt's granddaughter), Jeremy Jinkerson (vice-president), and Jeanie Metivier (president)

B **University of San Francisco (CA)** Chapter lets new students know about Psi Chi.

C **University of San Francisco (CA)** officers and members after a great day of volunteering with San Francisco Parks and Rec

D **University of San Francisco (CA)** officers

E **Fielding Graduate University** new officers (listed left to right) Colin Lim, Jeremy Jinkerson, Dr. Raymond Hawkins (advisor), Rebecca Hodges (outgoing president), Jeanie Metivier (incoming president), and Tiffany Duffing

F New Psi Chi members of the **University of Texas–Pan American** Chapter.

G **University of California, Merced** officers and new members at the Psi Chi induction ceremony.



Dress Smart on Your Big Day!

View and purchase our merchandise at psichi.org/store

Consider purchasing our Psi Chi graduation regalia and other merchandise items. From T-shirts to decals, we have everything you need to impress your family and friends wherever you go. Navigating our store—cart to checkout—is quick and easy.



Check back often for new items and promo codes on our store's main page.