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The International Honor Society in Psychology

eye

on **PSI CHI**

Revisions in
Graduate Record Exam Bring

GOOD NEWS!

Bring It On:
Preparing for the
Graduate Record
Examination
(GRE)



82 years and growing!



For Psi Chi, this means that we need to broaden the scope of our mission to embrace students and colleagues regardless of geography. The time is right for Psi Chi to sit at the global table and join the transnational discourse on psychology! (Wang, 2010)

Spread the Word. **PSI CHI** is going global.





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Psi Chi Actively Pursues New International Chapters



Susan Amato-Henderson, PhD
Psi Chi Society President
Michigan Technological University

I am honored to serve the Psi Chi membership as President during the 2011–12 year. My presidential responsibilities include attendance at several of the regional and national psychology meetings, where I look forward to meeting many of our members and advisors. My travel plans this year include attending three regional conferences and one international: SEPA in New Orleans (February 16–18), WPA in San Francisco (April 26–29), MPA in Chicago (May 3–5), and International Congress of Psychology in Cape Town, South Africa (July 22–27). Psi Chi's Regional Vice-Presidents, who are elected by the chapters within their regions and also serve as members of the Psi Chi Board of Directors, are busy organizing the Psi Chi programs held at each of the regional conventions. In addition to my travels to regional conferences, I will be planning the Psi Chi programming for APA's annual convention to be held next August in Orlando. Through all of this travel and "conferencing," I hope to meet many chapter members to hear what Psi Chi is doing that works for you, and what we could change or add to better meet your needs!

Between travels to conferences, I will also make several trips to our Central Office in Chattanooga, TN. There, I will assist Psi Chi's fabulous staff members and executives in any way I can. One area of work, which I will discuss below, is assisting our Executive Director on one of Psi Chi's strategic initiatives—Internationalization.

It has been about one-and-a-half years since the chapters voted on the constitutional change to internationalize Psi Chi. During that time, the Board has developed a strategic plan for internationalization and begun its implementation. Prior to the constitutional change, international "affiliate" chapters were accepted for about 25 years. Our "affiliate" chapters at the University of Victoria (Canada), chartered in 2003, and at National University of Ireland Galway, chartered in 2009, are now full chapters with all of the rights and responsibilities that come with full chapter status.

Currently, we have just over 400 Psi Chi members at three international chapters in Canada, Ireland, and New Zealand; and almost 200 members outside of the 50 U.S. states in Puerto Rico and the U.S. territory of the U.S. Virgin Islands. In addition, our Executive Director Dr. Martha S. Zlokovich is working with groups in Russia, Guatemala, India, the West Indies, the Bahamas, Australia, South Africa, India, and Canada to complete their applications. The board recently approved chapters at the American University of Cairo in Egypt and the University of British Columbia Vancouver, both of whom we expect will have their charter members inducted soon. On behalf of the Psi Chi Board of Directors, staff, and U.S. membership, I would like to welcome all of our international members to Psi Chi, and congratulate them on their academic achievements!

Why is it important for Psi Chi to grow internationally? I believe that Psi Chi will benefit in many ways, all consistent with the results of the third Global Survey Report on Internationalization of Higher Education, conducted by the International Association of Universities (IAU) and summarized in an article by Francisco Marmolejo on the Chronicle of Higher Education website (2010). A majority of the 745

institutions surveyed (representing 115 different countries) reported that internationalization was important to them. As summarized by Marmolejo, the top five reasons driving the desire to internationalize higher education were to

1. improve student preparedness,
2. internationalize the curriculum,
3. enhance the international profile of the institution,
4. strengthen research and knowledge production, and
5. diversify its faculty and staff.

Similarly, the top three benefits of internationalization as reported by the International Association of Universities were to

1. increase international awareness of students,
2. strengthen research and knowledge production, and
3. foster international cooperation and solidarity.

The reasons for and benefits of internationalization as reported in the IAU report (www.iau-aiu.net/content/latest-activity) are directly in line with Psi Chi's mission to "produce a well-educated, ethical, and socially responsible member committed to contributing to the science and profession of psychology and to society in general" (Psi Chi, 2011; the full mission statement can be found at www.psichi.org/About/purpose.aspx). While we have barely scratched the surface, our efforts to internationalize Psi Chi will strengthen the organization as a whole, as well as benefit our individual members.

What can you do to help? I urge you to consider the following ideas and play an active role in moving Psi Chi into the global arena:

- Are you a study abroad student? If so, let your new institution and department know about Psi Chi, and the many opportunities that exist for members (www.psichi.org/About/benefits.aspx), including over \$350,000 annually awarded for research and grants (www.psichi.org/Awards/).
- Are you an international student studying in the U.S.? If so, don't forget to let institutions in your home country know about Psi Chi!!
- Are you a graduate student or an alumni member with professional relationships at international institutions? If so, encourage them to consider establishing a Psi Chi chapter! Our Executive Director, Dr. Martha S. Zlokovich, will work directly with them in submitting their application materials. They can find application information at www.psichi.org/About/start_chapter.aspx.

By working together on our internationalizing of Psi Chi, we will all contribute to the future of the field and reap the benefits that can be realized through Psi Chi's vision to "become recognized globally as a premier international honor society, and the premier international honor society in psychology" (Zlokovich, 2010)!

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Psi Chi's Expanding Communication Technology

Can you imagine what Psi Chi's charter members might think about our communication with members now, compared to when Psi Chi was founded in 1929? What would Edwin B. Newman or Frederick Howell Lewis make of tweets, emails, and Facebook news feeds? Some current faculty members and chapter advisors may remember how different communication was as recently as the early 1990s, before Psi Chi had a website, email, or the *Eye on Psi Chi* magazine. It is not that long ago that communication with chapters and members was only by telephone (you know, the kind with a cord attached and a rotary dial!) and through the U.S. mail. Instead of the four-color, 48-page *Eye on Psi Chi* magazine, Psi Chi mailed a four-page newsletter as the primary means of communication. Every fall, Psi Chi printed and mailed chapter notebooks to every chapter. Now all of that information is available online through the website.

Beginning summer 2010, the entire *Eye on Psi Chi* magazine has been available online rather than on paper—a green alternative to printing more than 23,000 copies every quarter. The summer 2011 issue was the last to be printed on paper and mailed to chapters. Members now receive an HTML email notification linking to the latest issue of the *Eye on Psi Chi* if they have subscribed to the email news digest (sent about every two weeks to all chapters, advisors, and subscribing members—about 300,000 email addresses). In addition, you can access the latest digital issue by selecting the bottom left button on the Psi Chi home page at www.psichi.org. Psi Chi members can download PDFs of past issues (Fall 2007 to present) for free (nonmembers pay \$4) at www.psichi.org/Pubs/.

If you are not receiving these email digests from Psi Chi, subscribe now for the latest Psi Chi news and opportunities for members. Go to www.psichi.org and locate the gold box in the upper right corner entitled MEMBER/ADMIN LOGIN. Under TYPE, select “Member” and enter your Psi Chi member ID and password (listed on the member card you received at induction) to sign in. Then you will be able to manage your subscriptions to the email digest, the HTML *Eye*, as well as download a PDF version of the *Eye on Psi Chi* and *Psi Chi Journal of Undergraduate Research*. In addition, you can update your personal information in this section. Call the Psi Chi Central Office or email Chris.Smith@psichi.org if you don't know your username or password or have any trouble signing in.

Twitter is a brand new form of communication for Psi Chi, and you can find the official Twitter account by searching for **@PsiChiHonor**. If your chapter has a Twitter account, sign up to follow Psi Chi and Psi Chi will follow your chapter.

Check out Psi Chi's official Facebook page too. If you are in Facebook, search for *Psi Chi Central Office* (www.facebook.com/PsiChiCentralOffice) to locate (and Like) it and see updates on what is happening with Psi Chi. There are hundreds of Psi Chi chapter Facebook pages, but this is the only official Facebook page for Psi Chi, the International Honor Society in Psychology. Expect to see communication increase on social media such as Twitter and Facebook throughout this academic year as Psi Chi takes advantage of the latest technologies in order to communicate in a timely manner with members.



Martha S. Zlokovich, PhD
Psi Chi Executive Director
Associate Editor



Michael D. Hall, PhD
Psi Chi Society Past-President
James Madison University (VA)

The 2010-11 Report to Psi Chi Members On Looking Back While Moving Forward

As I recently handed the gavel off to incoming leadership (knowing that Psi Chi is in good hands), I could not help but reflect on the past year within the organization. Specifically, I wanted to know whether or not the Board of Directors generally delivered on its targeted initiatives from the beginning of the year, and also whether we had been able to address many of my previously-declared intentions as President. Had the Board accomplished what it had set out to do?

My opening column for the *Eye* at the beginning of the year (Hall, 2010) indicated several ongoing initiatives for the organization. These initiatives included international growth and contact with international organizations, as well as the expansion of opportunities for students across educational levels (which would encourage more graduate students to become involved in Psi Chi, as well as strengthen continuity with similar groups at community colleges and junior colleges). The column also stressed the promotion of diversity (i.e., increasing diversity of membership, sharing information about discipline-relevant issues related to diversity, and supporting members' research related to diversity). Additionally, the board was actively seeking ways to better support and foster leadership development. Many of these initiatives had been previously echoed within my platform as a Psi Chi Presidential candidate. That platform identified several areas for targeted growth, including promoting awareness of opportunities for members and establishing additional opportunities (with a focus on emerging fields), as well as increasing service to traditionally underrepresented and underinvolved groups (e.g., diverse populations and graduate students, respectively).

The Board of Directors made good progress toward meeting most of its goals last year. Psi Chi continues to grow and is gradually becoming the international organization that is indicated by its subtitle. The past year saw the installation of 17 new chapters, including approval of the first chapters within New Zealand and Egypt. Furthermore, ongoing submissions and charter applications include requests from Russia, India, Vietnam, Australia, Canada, Guatemala, and the West Indies. Psi Chi continues to be indebted to Division 52 of APA (**International Psychology**) the many gracious members of which have helped introduce Psi Chi to the international community in psychology and acted as liaisons between Psi Chi and various countries where division members are active. Psi Chi also made the critical decision to move to electronic communication and publications to permit more immediate sharing of information with individual members around the world. (In the absence of such a decision, it would be unlikely that some countries would even be able to reliably and cost-effectively receive information from the organization). As a result, now members should be receiving e-mails with direct links to new issues of the *Eye*, as well as news digests from the Central Office.

Headway also was made toward Psi Chi better supporting its mission to "recognize and foster the contributions that diversity makes to the science and practice of psychology (2011, Psi Chi)." This past year Psi Chi appointed a Diversity Director who, in conjunction with a Diversity Advisory Board, identifies ways that the organization can better meet this mission and report these initiatives directly to the Board of Directors. Issues related to diversity will be making regular appearances within Psi Chi publications. To expedite this

transition and contributions of articles by members, four annual **Diversity Article Awards** will be available beginning 2012-13. Research on diversity issues will further be supported by the establishment of the **Mamie Phipps Clark Research Grants** program that also will start next year.

A concentrated effort was made by the Board to increase other opportunities to members as well, including to graduate students, who have traditionally had available to them fewer Psi Chi awards than have undergraduates. A long-term assessment of existing award programs was initially made so that funds could be allocated to students where they are most needed and to permit the development of several promising award programs. One such program is a jointly-offered grant program with the American Psychological Association of Graduate Students, the **APAGS/Psi Chi Junior Scientist Fellowship Grant** program, which was implemented to provide research funding for students early in their graduate training. This program was very successful in its first cycle with over a hundred applicants (despite being made available only a few weeks before submissions were due).

Several additional award programs also were approved at our most recent board meeting and should come online soon. These include **Graduate Assistantship Grants**, which will provide a full year of graduate assistantship support at the home institution with possible renewal for a second year. Furthermore, more funds were devoted to **Regional Travel Grants** so that members could more readily attend regional conferences, and a new travel grant program without restriction to regional meetings also was approved.

Additionally, Psi Chi renewed its commitment to fostering leadership within the organization and the discipline in several ways. First, the organization directly funded leadership programming at regional meetings last year and will continue to do so. Second, the society began to explore how it might provide more substantial leadership programming in the future, including ongoing discussions with Psi Beta (the National Honor Society in Psychology for Community and Junior Colleges) about how we could promote better leadership continuity between our organizations and perhaps jointly offer leadership-based sessions. Finally, new award programs related to leadership also were approved, including the **Wilson Officer Team Award** that will begin this year, which recognizes outstanding contributions from a group of officers at an individual Psi Chi chapter. Also in development are **Leadership Training Grants for Faculty Advisors**. These awards should aid advisors as they encourage young leaders within the chapters they advise and also help advisors to generate creative ways to maximize their own effectiveness.

It should be clear from this listing of all the new programs and ongoing developments that it was a very busy and exciting year for Psi Chi. It was a pleasure for me to be part of this process, and I am very grateful to you for the opportunity to serve. I look forward to my current year as Past-President of Psi Chi and any opportunities where I can continue to be of service to the organization in the years to come.

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FAQs About Chapter Finances

Melissa Strickland, MBA, Psi Chi Director of Finance and Awards

Many chapter officers begin their term overwhelmed by the financial aspects of running the chapter. My hope is that this column will answer some of the common questions chapter officers and advisors have about administering their chapter financially and how the Central Office can help.

What forms of payment does Psi Chi accept?

Online, Psi Chi accepts major credit cards (Visa, MasterCard, Discover, and American Express) and PayPal payments. Through the mail, Psi Chi accepts checks and money orders. When mailing membership payment to the Central Office, the chapter should submit one check or money order. Psi Chi does not accept individual checks for payment of membership fees.

Can my chapter be invoiced for an order?

Yes, chapters can be invoiced for orders. The chapter would submit a purchase order from the institution's accounting department or business office. This document will have a unique identification number that the Psi Chi Central Office will include on the invoice, and the invoice will be mailed directly to the accounting department or business office at the institution. Once a purchase order is received and an invoice is generated, the order can be processed for shipment. Purchase orders can be faxed, mailed, or emailed to the Central Office for processing. Please include an order form for merchandise or a registration form for new members with the purchase order.

Can an individual be invoiced for an order?

No, individuals cannot be invoiced for an order. Individual members can log into Psi Chi's website using their username and password to purchase merchandise using a credit card or PayPal account.

Can I pay by phone?

No, Psi Chi cannot accept payments by phone. The Central Office uses a third party to process its credit card transactions so the staff never sees a credit card number. This provides better security for our members and chapters when purchasing since the account numbers are encrypted by the processor.

How do I get a copy of a receipt?

Online orders email a Psi Chi Order Confirmation. This lists the items ordered and the amount paid for the items. All membership orders also contain a receipt within the membership packet when it is shipped to the

chapter. If a merchandise order is placed by mailing a check to the Central Office, a receipt should be requested by emailing melissa.strickland@psichi.org

How should I accept payments for new members?

This depends on how your chapter has set up its accounting processes.

The Institution is to Issue a Check

If your college or university is issuing a check payable to Psi Chi, ask the accounting or business department how the new member checks should be made payable. Often these departments will need the check to be made payable to the institution or psychology department.

Chapter Checking Account

If your chapter has its own checking account, the checks would need to be made payable to the Psi Chi chapter and deposited at your local bank. Make sure all the deposited checks clear before making a check payable to the Central Office.

Departmental Credit Card

If you are using a departmental purchasing card, ask the card holder in the department how the new member checks should be made payable. Often the checks will need to be made payable to the institution or psychology department.

Advisor's Checking or Credit Card Account

If an advisor is using his or her personal account, the payments should be made payable to the advisor. It is recommended that the advisor wait to purchase the items from Psi Chi until all the student's checks have cleared.

Do I have to place a merchandise order through my chapter?

No, you may place an order as an individual member online by logging into the website as a member. Many chapters place orders together to reduce the cost of shipping.

What is an EIN?

An EIN is an Employer Identification Number. It is also sometimes referred to as a Federal Tax Identification Number. The Central Office applies for each domestic Psi Chi chapter to receive an EIN so the chapter can be considered a tax exempt entity as a subordinate unit of the Psi Chi Central Office.

Does my chapter have an EIN?

If your chapter is located in the United States or a US territory, your chapter has an EIN. The Psi Chi Central Office applies for and EIN

for your chapter at the time of installation. You can find out your chapter's EIN by logging in as the chapter administrator or by contacting the Psi Chi Central Office.

How does my chapter obtain documentation of tax-exempt status for a fund-raiser or to establish a checking account?

Send an email to melissa.strickland@psichi.org stating that you need a letter about your chapter's tax exemption status. The letter can be addressed to a particular business or bank professional if that information is included with the request. The letter will indicate that your chapter is a subordinate unit of the Psi Chi Central Office and as such are considered tax exempt because of Psi Chi's 501(c)3 status.

Does my chapter have to file taxes?

That depends. If the chapter completes a 990-N Authorization form found at www.psichi.org/pdf/990NAuthorization.pdf then the Psi Chi Central Office can file taxes on behalf of the chapter. If the chapter does not complete the form, then the chapter is responsible for filing a 990-N with the IRS on or before November 15. Chapters located outside the US are not required to file a 990-N, but need to comply with tax laws for the chapter's country of residency.

What is the role of the chapter treasurer?

The treasurer is like the CFO of a business organization. Responsibilities include

- maintaining accounting and bank records for the chapter,
- developing and administering a budget,
- paying chapter bills,
- collecting income such as fees, donations, and merchandise orders,
- filing a Financial Report with the Central Office,
- filing a 990-N Authorization with the Central Office, and
- reporting financial information to the chapter members on a regular basis.

I hope this column has made the financial administration of your chapter seem less daunting. If you have other questions or need more information about the above topics, please contact me at melissa.strickland@psichi.org or at (423) 756-2044 x18.

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How Does *Psi Chi Journal of Undergraduate Research* Measure Up?

Dr. Melanie M. Domenech Rodríguez (Utah State University) is Interim Editor of the *Psi Chi Journal of Undergraduate Research* and is working closely with outgoing Editor, Dr. Randolph A. Smith.

Understanding the complexities inherent in descriptions of research journals can take significant time and energy, and in the end leave the average psychologist and psychology student wondering—what does it all mean? Why does this matter? In this column, I attempt to provide information to illuminate how journals are described and why we care. Additionally, I will review how our own journal, *Psi Chi Journal of Undergraduate Research*, measures up on these criteria. In short, *Psi Chi Journal of Undergraduate Research* is a scholarly journal that is peer-reviewed and indexed. Let's explore these areas so you will feel very excited about this description!

Our Journal is a Scholarly Journal

A scholarly journal in psychology has as its primary content reports of original research or in-depth analysis of topics in our field. It is also intended for an academic audience. The articles tend to be long, and in order to be published, they are judged by a jury of peers (i.e., peer-reviewers). These articles are discernible in that the authors are themselves scholars, often with academic affiliations and include substantive documentation to support all arguments advanced (Eland, 2002). Typically articles of general public interest are published in newspapers, magazines, newsletters, or other outlets. Articles published in scholarly journals are intended to contribute to, and further, psychological science. Articles considered for publication in the *Psi Chi Journal* have to be original work and based on empirical observations. The undergraduate authors who submit their work to *Psi Chi Journal* are scholars looking to contribute to furthering psychological science. Unlike research published in the majority of psychology journals, however, the reviewers judge submissions to our *Journal* in terms of whether the projects are “well researched and conceived for someone with an undergraduate level of competence and experience (Psi Chi National Council, 1996).”

Our Journal is Peer-Reviewed

When a scholarly journal is peer-reviewed, the articles are submitted to an editor or associate editor who then assigns the

article to multiple reviewers (typically two or three). Each reviewer independently reads and evaluates the article for its scientific soundness, including the rationale for carrying out the study and the appropriateness of the methods used to answer the questions of interest. Reviewers also check that statistical analyses are adequate and carried out without error, and that conclusions are based on evidence and not over-generalized. These reviewers also check for, and provide feedback on, grammar and APA publication style. Peer reviewers are typically psychology faculty who have expertise in the specific area of research of the manuscript. Peer-reviewed journals may also be called “refereed,” and *Psi Chi's Journal* has been refereed in this manner since it was founded in 1995.

Articles may take months to move from submission to publication because the peer-review process takes time. Reviewers have 4 to 6 weeks to read and evaluate the manuscript. The *Journal* editor then reviews all of the feedback and makes a decision about whether the article will (a) be accepted as it was submitted, (b) need revisions prior to being considered for publication, or (c) be rejected. This editorial review process can take another 2 to 3 weeks, especially when reviewers' feedback is highly incongruent.

The peer-review standard places the *Psi Chi Journal* clearly in the arena of scholarly publications and signals a standard of rigorous scholarship that is highly desirable in academic publications. When an article is peer-reviewed, the reader can more confidently assume that the arguments on which a study rests are based on psychological evidence and that the findings and conclusions can confidently inform scientific developments. Any one reviewer can have a “bad day” or a “blind spot,” but the combined assessment of three scholars with subject-area expertise along with that of the journal editor is less likely to fall prey to these limitations.

Thus far we have addressed the nature of the content of our *Journal* (scholarly) and that content's quality (peer-reviewed). However, we must attend to dissemination factors to ensure that we meet the first subend of Psi Chi's mission, which is “Advance the science and profession of psychology” (Psi Chi, 2011). How can we possibly advance the science of psychology if very few



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Melanie M. Domenech Rodríguez, PhD, is an associate professor of psychology at Utah State University and a licensed psychologist in Utah and Puerto Rico. She obtained her doctoral degree at Colorado State University in 1999. She is Psi Chi faculty coadvisor for the Utah State University chapter and is a former Psi Chi Rocky Mountain Regional Vice-President. Her research and academic interests are in preventive intervention trials, Latino mental health, cultural competence development, and ethics. Dr. Domenech Rodríguez is actively engaged in programs of research in México, Puerto Rico, and Michigan. In México, Dr. Domenech Rodríguez is engaged in a preventive intervention trial of a Parent Management Training–Oregon (PMTO) intervention in Mexico City. In Puerto Rico, she is examining normative parenting practices in Puerto Rican families in preparation for a proposal for an intervention trial.

Navigating Journal Descriptions

people are reading our *Journal* content? Journal indexing addresses dissemination.

Our *Journal* is Indexed

Indexing signals the *Journal's* inclusion in a professionally recognized database. Databases such as EBSCOHost and PsycINFO provide a central location in which scholars can search across multiple relevant journals for desired scholarly information.

Journals that are not indexed rely purely on subscribers to read their contents and disseminate the information therein at the individual level. Indexes allow broader dissemination of the *Journal* content to interested audiences.

According to the American Psychological Association (2010) publication manual:

The scientific journal is the repository of the accumulated knowledge of a field. The findings and analyses, the successes and failure, and the perspectives of many investigators over many years are recorded in the literature. Familiarity with the literature allows an individual investigator to avoid needlessly repeating work that has been done before, build on existing work, and in turn to contribute something new (p. 9).

Competent dissemination of psychological science adds information for prospective and current researchers to best understand the state of the science in a particular area of inquiry. It is imperative that findings be dispersed effectively. Indeed, it is Psi Chi's ethical and professional responsibility to psychological science and to its *Journal* authors to attempt to disseminate the findings contained in the *Journal* as broadly as possible. The *Journal* is currently indexed in one such database, EBSCOHost (Academic Search Complete). Scholars that have access to libraries that subscribe to Academic Search Complete can have access to *Journal* citations and PDFs of specific articles. We are not fully satisfied that we meet this criterion. The more indexes the *Journal* appears in, the broader the reach of the scholarship contained in its pages. This is one area where the *Journal's* publication team is hard at work to

pursue indexing that is broader within the US (e.g., PsycINFO) as well as overseas. The more indexes in which our *Journal* appears, the more broadly we will be disseminating *Journal* articles.

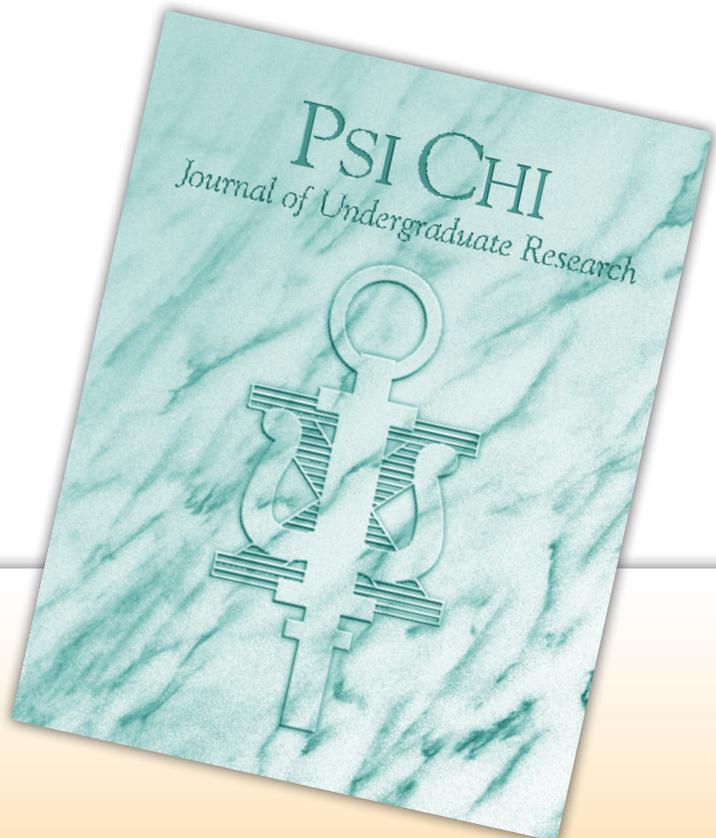
As of today, we can proudly say that our *Psi Chi Journal of Undergraduate Research* is scholarly, peer-reviewed, and indexed. The *Journal* will continue to maintain its rigorous scholarly standards. In keeping with the spirit of our mission "to encourage, stimulate, and maintain excellence in scholarship ... and to advance the science of psychology" (Psi Chi, 2011) we will also assertively pursue indexing in databases beyond EBSCOHost to ensure that we are extending our reach as widely as possible in the service of our members and our academic discipline.

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Connecting Graduate Degrees to the Workplace: A Diverse Sample of Three

The road to a satisfying career is often a long-term, zigzag trip through uncharted terrain, not a fast trip on the interstate after graduation. Do individuals with graduate degrees effortlessly transition to the workplace due to their additional education and maturity? Not necessarily. The pathway to satisfying work is created by the interplay of one's experiences, education, and circumstances.

To illustrate, I asked three individuals who received their baccalaureate in psychology, and subsequently completed graduate degrees, to share their insights by

- creating a brief bio of showing higher education and current job;
- identifying obstacles encountered in the workplace; and
- sharing advice with students.

Here are the results.

Jennifer Bilello

Brief Bio:

BA: Double major in Psychology and English, Hofstra University, 2006;
independent research position at Bellevue Hospital

MA: General Psychology, concentration in Neuropsychology,
Queens College, 2008

I did not further pursue neuropsychology because I realized that, though I found the field compelling, I did not foresee enjoying a career in neuropsychology. Instead, I investigated other avenues in which I could use my psychology background in the workplace.

Current Job: Associate Marketing Manager for Psychology & Sociology at Worth Publishers. I enjoy the collaborative and creative environment inherent in the publishing industry and in marketing. My job constantly challenges me to work cooperatively with my editorial and marketing colleagues to find new and innovative ways to market our texts to an academic audience.

Early obstacles: My adjustment to the workplace came gradually as I grew more comfortable in my role and responsibilities. My work environment was very different from the college environment I had grown accustomed to, and the biggest challenge I faced was the lack of feedback I would receive after completing a task at work. My manager was always encouraging, but feedback was neither as consistent nor as elaborative as I had received as a student. I also hadn't been exposed to much group work during my academic career and needed to learn quickly how to work in a team environment. Over time, working in a team environment became one of the aspects of my job that I appreciate the most. Lastly, I also needed to adjust to having less control over my schedule. I am grateful to have a job that is fairly flexible, but nonetheless, I had to adapt to working an 8-hour day and to completing projects often within tight deadlines.

Advice to students: Learn to write well and expect to apply your writing skills to any job. A graduate social psychology teacher focused heavily on writing, and I'm glad she did. As my job developed, I took on the task of writing an introductory psychology teaching e-newsletter, and my writing skills have proved quite valu-

able. Even if I hadn't taken on the e-newsletter, I would still value my writing skills simply for helping me communicate through e-mail with my colleagues and manager in a clear, professional manner.

Take courses that require oral presentations to develop strong speaking skills. My graduate course in clinical assessment taught me to interact, respond, and communicate with diverse individuals.

Expect your company's organizational culture to be very different from college. Learn how to function in diverse environments and interact with people different from you. Instead of working independently, expect to follow your boss's schedule and, depending on your particular job, expect that your effort may be judged on team rather than individual performance.

Try to find ways to make your job relevant to *you*. Make use of the skills and interests you developed in college, whatever they may be, and bring them to your job. Work with your manager to develop ways to apply your strengths or to become involved in projects that capitalize on your interests and strengths. Though the specifics of psychology course content are only important if you are staying in the psychology field, I've found other ways to bring my interest in psychology to my day-to-day activities at work. I firmly believe that if you can bring something based on your own interests and skills to your job, you will be more motivated and satisfied in the work you are doing.

Shaun Cowman

Brief Bio:

AA: Highland Community College, 1994

BS: Psychology, Rockford College, 2000

MS: General Psychology, DePaul University, 2003

PhD: Community Psychology, DePaul University, 2006

Current Job: Director of Institutional Research at Loras College

Early obstacles: My adjustment to the workplace after graduate school was not too difficult because I was a nontraditional student, and as such had plenty of "real world" work experience. Although my past experience helped to frame my graduate work as training for a future career, I did encounter a couple of challenges.

One challenge of joining the workforce was serving in higher education in an administrative capacity instead of as a faculty member. For example, I saw an in/out group develop between faculty and administrators which made it hard for me to initially gain faculty trust. This can be especially challenging because most faculty in graduate school are seen by students as mentors, not potential adversaries.

Another potential challenge is the rate of adaptation to new events or stimuli. Most of the time in graduate school, students adapt to changes that occur around an academic calendar. In the workforce, adaptation is a daily, if not hourly, phenomenon that usually requires immediate action.

Realize you are returning to a competitive environment. Getting to graduate school is competitive, but it dwindles significantly

Paul Hettich, PhD, Professor Emeritus at DePaul University (IL), was an Army personnel psychologist, program evaluator in an education R&D lab, and a corporate applied scientist—positions that created a “real world” foundation for his career in college teaching and administration. He was inspired to coauthor *Connect College to Career: A Student Guide to Work and Life Transitions* (2005) by graduates and employers who revealed a major disconnect between university and workplace expectations, cultures, and practices.



You can contact Paul at phettich@depaul.edu

after admission into the program. In the workplace, competition is constant and can affect all areas of the work environment.

Advice to students: Get as much “real world” experience related to your field of study. The practical application of knowledge I gained in the classroom via research teams is invaluable in the workplace.

Learn to write well and often. Scientific writing is very different than other forms of writing, and it is a necessity to work in any type of research field.

If you are not used to constructive criticism then make it a point to receive as much as you can before entering the workforce. I was lucky enough to have a mentor in graduate school who was no stranger to *constructive* criticism. Some of my fellow students were not so lucky and often expected to be put on a pedestal. This does not happen very often in the workforce, so get used to criticism.

Abby Miller

Brief Bio:

BA: Psychology, Washington University, 1997

MA: Educational Policy and Leadership with concentration in Higher Education, University of Maryland, 2011

Current Job: Research Project Manager for The Pell Institute for the Study of Opportunity in Higher Education, the research arm of the Council for Opportunity in Education where I conduct research on the retention and success of low-income, historically underrepresented and academically underprepared students in postsecondary education. Also coauthor (as Abby Wilner) of the bestselling *Quarterlife Crisis: The Unique Challenges of Life in Your Twenties*, and *Quarterlifer's Companion*, a practical follow-up guide. I maintain quarterlifecrisis.com, an online community for twentysomethings.

Early obstacles: What struck me when I graduated from college was the “catch-22” of trying to gain experience without already having experience. I did not put a lot of serious, concrete thought into careers as an undergraduate. Unlike many students do today, I did not take advantage of internship opportunities to build relevant experience.

After graduating, I felt that I did not have enough substantial experience on my resume to give me an edge over any other recent graduate, other than a degree from a highly ranked university—a common commodity in the Washington, D.C. job market.

I began my “real world” experience by temping to get a taste of various jobs while building experience. That allowed me to explore not only different job fields but also different office environments, which helped me narrow down the variety of careers I was willing to try. Otherwise, it would have been impossible to know which career was right for me.

Advice to students: I would advise recent or soon-to-be college graduates to postpone enrollment in graduate school until they have built some “real world” experience and sampled different jobs and career fields. It is often the case that a job is not what we expected

based on what we learned in the classroom.

With the increasing loan debts that students now carry, the choice of graduate school program is not a decision to be taken lightly. I did not attend graduate school until more than ten years of changing job fields and figuring out what I wanted to do. In some fields such as medicine—if you are sure that is the right career for you—it may be necessary to attend graduate school immediately.

Personally, however, I am glad that I did not waste the time or money on an advanced degree that I didn't end up using. My current employer assisted with the majority of my tuition, and I attended part-time while working, so I did not end up in any debt as a result of my graduate degree. I am hopeful that my graduate degree will lead to a promotional opportunity in the very near future!

Summary: Connecting Education With Experience

These three scenarios are but a tiny nonrandom sample of options for following your baccalaureate degree with various combinations of graduate education and experiences. Jennifer's position as Associate Marketing Manager in publishing is a sharp contrast to her master's level focus in neuropsychology, but she transferred a great deal of her skills and knowledge and integrated her own interests into a job she enjoys.

Shaun's prebaccalaureate experiences as a nontraditional student motivated him to complete his BS, MS, and PhD degrees successively, the skills from which he now applies in a nonteaching position as the Director of Institutional Research at a college.

Abby achieved success in writing and educational research with her BA several years before choosing a master's program that now enables her to seek new opportunities.

Each individual encountered unexpected obstacles that were subsequently surmounted; each shares with you valuable insights and advice that can contribute to your decision regarding graduate education.

What commonalities do these individuals share? Take note:

- importance of developing strong and diverse writing skills;
- role of research skills;
- requirement each faced of adapting to organizational cultures that were different from college; and
- interplay of their experiences with their decisions about when to seek graduate education.

Gloria Steinem observed, “We make progress by a constant spiraling back and forth between the inner world and the outer one, the personal and the political, the self and the circumstances. Nature doesn't move in a straight line, and as part of nature, neither do we.”

Why not discuss the lines, curves, and zigzags represented in the careers of these persons and by others you may know during your next Psi Chi meeting or career event?

The of the APA Ethics Code



If you ask psychologists what they think of their ethics code, the APA Ethical Principles and Code of Conduct (The “APA Code” or “Code” at <http://apa.org/ethics/code/index.aspx>), you’re likely to hear two basic types of responses. Some people will tell you that it’s nothing but a list of picky, specific rules that has nothing to do with what psychologists do. Others will say the Code is nothing but vague statements and generalities that have nothing to do with what psychologists do.

In fact, the APA Code has *everything* to do with what psychologists do. Like any ethics code, it tries to (a) inspire professionals to act according to important principles and high ideals, and (b) provide specific and useful guidance for how to behave. As a consequence, the Code has some very general statements, some very specific rules, and lots in between.

Because psychologists perform many duties (e.g., teaching, consultation, research, psychotherapy, assessment, supervision), the APA Code, like any code, cannot be totally specific and comprehensive. Psychologists must use their professional judgment; the Code provides the profession’s best guidance for making sound judgments.

Students who want to become psychologists should read the code to get a sense of the values of the professional culture they are entering (Handelsman, Gottlieb, & Knapp, 2005). Let’s take a look at each of the four sections of the Code:

- Introduction and Applicability,
- Preamble,
- General Principles, and
- Standards.

Introduction and Applicability

The introduction basically says, “*Yep, this is an ethics code.*” The section notes that the Code pertains to all the activities of psychologists. However, it goes on to say, “These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.” This raises interesting questions about how we draw lines between personal and professional behavior (Pipes, Holstein, & Aguirre, 2005). The Introduction also says that judgment is involved in ethical decisions. Thus, psychologists cannot blindly follow a set of rules.

Preamble

The preamble is a short mission statement that establishes the notion that psychologists strive to act in accordance with the highest standards—not just to avoid punishment (Handelsman, Knapp, & Gottlieb, 2009). It also outlines the goal of the Code itself: “the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.”



You can contact Mitch at mitchell.handelsman@UCDenver.edu

Mitch Handelsman received his BA in psychology from Haverford College and his PhD in clinical psychology from the University of Kansas. He is currently professor of psychology and a CU President’s Teaching Scholar at the University of Colorado Denver, where he has been on the faculty since 1982. He served for a year (1989–1990) in Washington DC as an APA Congressional Science Fellow. In 2003–04, he was president of the Rocky Mountain Psychological Association. He is a licensed psychologist and a fellow of the American Psychological Association.

Mitch won the 1992 CASE (Council for the Advancement and Support of Education) Colorado Professor of the Year Award, and the Excellence in Teaching Award from the Society for the Teaching of Psychology (APA Division 2) in 1995. He has published several book chapters and over 50 articles in journals ranging from the *Professional Psychology: Research and Practice* to the *Journal of Polymorphous Perversity*. His major research area is professional ethics; he is the coauthor (with Sharon K. Anderson) of a text on ethics in psychotherapy (*Ethics for Psychotherapists and Counselors: A Proactive Approach*) from Wiley-Blackwell. His ethics blog, “The Ethical Professor,” can be found at <http://www.psychologytoday.com/blog/the-ethical-professor>.

Award & Grant Opportunities

Psi Chi Announces New Award and Grant Programs

The Psi Chi Board of Directors approved funding for three new award and grant programs at its recent August meeting. The **Graduate Assistantship Grants** provides stipends of \$3,000 to support four teaching assistantships and four research assistantships during any academic semester. Applications are due on **January 1**. The **Diversity Article Awards** provides four awards of \$300 each for the best *Eye on Psi Chi* articles published by student authors on diversity issues. Applications are due on **July 1**. Beginning in 2012-13, Psi Chi will also offer the **Mamie Phipps Clark Research Grants**. Each grant offers up to \$1,500 to defray the costs of conducting a research project focusing on ethnic minorities. The first round of applications are due on **November 1, 2012**. For more information on any of Psi Chi's award or grant programs, please visit www.psichi.org/Awards/ or email awards@psichi.org

APAGS Basic Psychological Science Research Grant

APAGS is committed to promoting psychological science and the needs of science oriented graduate students. The **Basic Psychological Science Research Grant** provides support for up to 4 graduate students conducting psychological science research studies. Funds for this \$1,000 scholarship may be used for thesis, dissertation, or other research.

The intent is to fund psychology graduate students in science oriented fields. Students in fields with a practice component (e.g. clinical, counseling, and school) are not eligible. Students in the following fields are eligible: cognitive, cognitive neuroscience, computational, developmental, experimental or comparative, industrial/organizational, neuropsychology, neuroscience, perception and psychophysics, personality and individual differences, psycholinguistics, physiological, quantitative, and social.

The deadline for submissions is **December 7**. For more information, please visit www.apa.org/about/awards/apags-science.aspx

General Principles

The general principles are *aspirational*. That is, the purpose of these five principles is “to guide and inspire psychologists toward the very highest ethical ideals of the profession.” (Aspirational also means that psychologists are not punished for not meeting these ideals.) For example, Principle A is “Beneficence and Nonmaleficence,” which basically means that psychologists should do good and not do harm. Beneficence is the most intuitive principle in psychology; most of us write on our graduate school applications that we want to help people. But implementing this principle is not always easy or obvious. What if our clients or students don't want to be helped or refuse our help? For example, can we hospitalize mentally ill people against their will?

Questions like this lead to Principle E: Respect for People's Rights and Dignity. Sometimes you'll see this principle phrased as “respect for autonomy.” In broad terms, Principle E means that people have the right to make choices. We have limits on what we can do for people because we think something is good for them. This principle also encourages sensitivity to individual, cultural, and other differences, “including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.”

Standards

The general principles are aspirational guides for our behavior. The Standards, by contrast, are more in the nature of specific rules. These are enforceable; that is, APA can punish you if you violate the rules.

Some Standards are pretty specific and leave little or no room for interpretation. For example, Standard 10.05 says, “Psychologists do not engage in sexual intimacies with current therapy clients/patients.” Any questions? Didn't think so. Now, what about former clients? What about students? Stay tuned for future columns!

Other Standards take more judgment to implement. For instance, Standard 4.01 starts out, “Psychologists have a primary obligation and take reasonable precautions to protect confidential information...” What constitutes reasonable efforts? (The word “reasonable,” by the way, appears many times throughout the more than 100 specific standards.) Because psychologists act in varied situations, under varied state laws, with varied methods and populations, “reasonable efforts” need to be defined and implemented in light of ethical, practical, and legal concerns.

Conclusion

Being an ethical professional means more than simply knowing a list of rules. It also involves sensitivity to the ethical dimensions of professional work, skill at making ethical choices, understanding the “big ideas”—the general principles behind the rules—and the willingness to consult with other professionals and act in accordance with our ethical beliefs (Rest, 1984).

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Questions (and Answers) About Elements of the Graduate Application

The three-headed panel of Drs. VanderStoep, Handelsman, and Landrum combine our expertise on graduate school admission. This installment of our column was inspired by the lively discussion we had this past August at a workshop the three of us conducted at the APA convention.

Some programs ask for three letters of recommendation, and some four. Can I send all four of mine to every program?

Scott W. VanderStoep, PhD	Mitchell M. Handelsman, PhD	R. Eric Landrum, PhD
<p>Usually not. But if your fourth is either a very distinct kind of letter—a famous psychologist who knows you but doesn't know you extremely well—or someone from your internship to complement three strong academic/research letters, it might work. But this is a risk. A selection committee member may think that if a person can't even follow directions on the application, the person does not warrant admission.</p> <p>If everyone sent four letters, it would increase the size of the e-stack of letters that the committee needs to read. So that fourth letter better be good. (And make sure it's not from an athletic coach. As a former college coach, I can honestly say that I like coaches. But it's usually not appropriate to have a coach write a graduate program recommendation for you.)</p>	<p>You want to follow directions, but you also want to convey important information. The purpose of letters is to give programs a three-dimensional picture of you as a person. If it takes four letters to provide those three dimensions, I say go for it. Five letters, however, is a bit much if the program only asks for three.</p> <p>This is a personal bias as you can tell from my colleagues' responses, but if a program is willing to reject a candidate when the only flaw in an otherwise perfectly crafted application (because you've followed all our other advice) is one extra letter, I'm not sure that's the kind of program I want to attend!</p> <p>You might get some clues about how persnickety programs are by the requirements presented in other parts of the applications. For example, you might only want to send the required number of recommendation letters if programs specify the font styles to use in the application, or that personal statements beyond the word limit won't be read, etc.</p>	<p>There is a good chance that my answer will vary from that of my learned colleagues. If a graduate program requires three letters of recommendation, I recommend you send three letters of recommendation, period. From my perspective, sending four letters means that you cannot follow basic instructions. If you can't follow the instructions to apply to graduate school, then just how well would you do in graduate school? An additional unsolicited letter, which may be well-meaning on your part, can add a substantial amount of work for graduate admissions committee members who may choose to go ahead and read your fourth letter.</p> <p>If your graduate program has 300 applicants for 10 clinical PhD slots and 50% of the applicants add a fourth letter, you have: (a) not set yourself apart, (b) demonstrated that you chose not to follow the directions, and (c) contributed to committee members having an extra 150 pages of reading. If you are truly passionate about providing four letters, contact the graduate program in advance to determine whether this deviation from the norm will be harmful to your chances. You do not want to give a graduate admissions committee an automatic reason to disqualify your application.</p>

What are programs looking for in a personal statement?

Scott W. VanderStoep, PhD	Mitchell M. Handelsman, PhD	R. Eric Landrum, PhD
<p>Two things. First, programs are most interested in how your undergraduate experiences have shaped you intellectually. Second, they want to know how your interests fit with their programs of research.</p> <p>More specifically, programs are likely looking to determine if your background would fit the research needs of a particular professor. Avoid vague references such as “I want to help people,” or “I want to understand what makes people tick,” or “I like research,” or “I’m a good listener.”</p>	<p>You’d be surprised how much information readers can glean from a personal statement, including indications of writing ability, self-reflection, organization, depth and breadth of knowledge, intellectual sophistication, neatness, and the ability to follow directions (such as length, answering the questions asked, etc.).</p> <p>One of the things I look for is the ability to talk intelligibly (if not intelligently) about research experiences. This is a variation of the important “show, don’t tell” adage in writing. For example: Rather than saying, “I worked with Dr. Bigwig on his research for six months,” you might want to say, “For six months I helped Dr. Bigwig (a) interview participants using structured questions, (b) code data, and (c) develop graphic representations of our results. I also sat in on meetings with the research team in which we discussed interviews and EEG methods to test the relative contributions of serotonin and employment history on double parking in large urban areas. I received course credit and a footnote for my contributions.”</p> <p>Bottom line: First, read Sleigh (2009). Second, get started and write something. Third, get feedback from multiple people on multiple drafts.</p> <p>Reference Sleight, M. J. (2009, Summer). Organizing your personal statement: An outline to get you started. <i>Eye on Psi Chi</i>, retrieved from http://www.psichi.org/Pubs/Articles/Article_756.aspx.</p>	<p>A complete answer to that question could fill a small book. To summarize my answer to fit in this limited space, graduate admissions committees are assessing how well you are a match and fit with the program and its faculty. At the same time they are getting a sample of your written communication abilities.</p> <p>Remember when you are writing your personal statement to avoid the “one size fits all” approach. Every graduate school will have a personal statement prompt that is slightly different from other graduate programs. You should not write your personal statement once and then use the copy-and-paste approach for all the rest. Be sure to customize each personal statement so that you are precisely following the instructions provided by the graduate program. One researcher looking at various personal statements identified 13 different themes that are sometimes asked for, so you can see that one generic statement would be rather unlikely to satisfy 13 specific themes.</p> <p>The personal statement is also about match and fit with the program and its faculty. Faculty members on the graduate admissions committee will read your personal statement carefully to see if you did your homework. So, if you want to work with children as a graduate student—and you state this in your personal statement—but no one in the department you are applying to works with children, then you are probably not a good match (and you’ll have low odds of gaining acceptance into that program). Your personal statement will be viewed as a writing sample, as well as an early indicator of match and fit.</p>



Scott VanderStoep, PhD, previously served as Psi Chi Midwest Regional Vice-President from 2002–06 and President from 2008–09. His educational journey began in the same place where he currently works—Hope College (MI)—and where he is associate professor and department chair. In his 18 years of college teaching, he has taught introductory, developmental, social, cognitive, industrial/organizational, research lab, psychology of religion, and advanced data analysis.



Mitch Handelsman, PhD, is currently professor of psychology and a CU President’s Teaching Scholar at the University of Colorado Denver, where he has been on the faculty since 1982. In 2003–04, he was president of the Rocky Mountain Psychological Association. He is a licensed psychologist and a fellow of APA. He currently writes the quarterly column Ethics Matters for *Eye on Psi Chi*. His blog, “The Ethical Professor,” can be found at psychologytoday.com.



A frequent contributor to *Eye on Psi Chi*, **R. Eric Landrum, PhD**, is a former Psi Chi Rocky Mountain Regional Vice-President (2009–11). A professor at Boise State University (ID) and the chapter’s faculty advisor, Dr. Landrum often give talks about issues such as graduate school admissions. He has over 225 professional presentations at conferences and published over 20 books or book chapters, and has published over 65 professional articles in scholarly, peer-reviewed journals.

My GRE scores weren't high. Should I retake them?

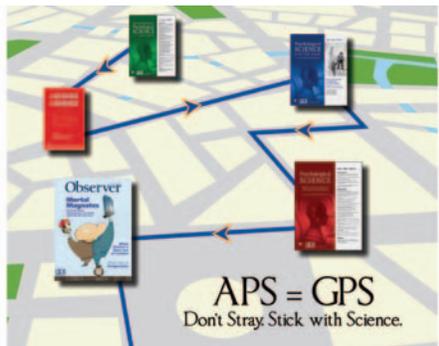
Scott W. VanderStoep, PhD	Mitchell M. Handelsman, PhD	R. Eric Landrum, PhD
<p>Probably not. The GRE is a very reliable test. Unless something drastic happens between Time A and Time B, it's unlikely you're going to do a lot better. Ask yourself what occurred in the interstice (GRE word) to make you think that you'll do better a second time? Did you study more? Were you very sick the last time? Take a practice test first and assess your progress. Do not take the GRE again unless you are very confident that you'll do better.</p>	<p>Judgment call. Do the programs you are applying to use GREs as a strict cut-off? Are your scores above the absolute minimums? Are they within a standard deviation of the averages for the programs? What do the other parts of your application look like? Is there a definable reason why you didn't do as well as you could have the first time? Is there a reason to believe that you will do better next time (such as studying in different ways, dealing with life stresses, etc.)?</p>	<p>If the graduate program you want to go to requires the GRE, and if you truly want to go to that particular program, then my answer would be yes. But don't just retake the GRE without any additional study in-between GRE Time 1 and GRE Time 2; you might benefit from some test-retest bump in scores, but that outcome is something you probably don't want to risk. Get as much detail as you can from the Educational Testing Service (ETS) about your scores, where your weaknesses are, and what you need to improve upon to make yourself a competitive graduate program applicant. Find tutoring on campus and be sure to check the many free online resources. Another strategy is to seek admission to a graduate program that does not require the GRE. However, researchers have data that leads to the conclusion that GRE scores are a very good predictor of graduate school success as measured by graduate schools, so there is a specific reason that graduate schools use the GRE as one of the application criteria.</p> <p>Once again, perseverance can pay off. If you want graduate school admission bad enough, you will make the sacrifices for meaningful study so you can do well on the GRE, thus enabling you to pursue your career goals.</p>

How important is having an undergraduate internship on my transcript?

<p>It depends. Internships are most important for clinical, counseling, and other helping professions. If you are interested in a research-oriented program you should focus less on internship and focus more on working with a faculty member on an empirical project.</p> <p>The internship experience is more important than whether or not it is on the actual transcript; just make sure you describe the internship in your personal statement. Give specific details about the skills you acquired while on the internship and how those skills align with the needs of the program to which you are applying.</p>	<p>It's important to have <i>experiences</i> as part of your background—research and/or clinical, depending on the programs you are applying to. Those research or clinical experiences don't have to be done for academic credit—or pay—to be an important part of your application. Some schools, though, have wonderful internship programs that make it relatively easy to secure valuable experience.</p> <p>I'm a huge fan of internships in general. A 2010 survey by the National Association of Colleges and Employers (http://www.naceweb.org/so2010/0818/intern_salary/) found that social science undergraduates who had internships received initial salary offers that were \$6,000 higher than their fellow students without internships.</p>	<p>It is very important for students to complete an internship, whether they plan to go to graduate school, or not. There are a number of great benefits that can be reaped from internship participation. First, you are showing initiative by getting out of the classroom, where you can start to apply lecture and textbook concepts in the real world.</p> <p>Second, you are practicing workplace skills and abilities that you will need after you receive your bachelor's degree. An internship is a realistic job preview in that you get to see what a particular workplace environment is really like (rather than a stereotyped workplace environment like we might see on TV or in movies).</p> <p>Third, you are networking and building contacts in your community, and an internship supervisor is often a very good source for a letter of recommendation. Also, I've seen many undergraduate internships turn into job offers even before the student has formally graduated.</p> <p>Fourth, an internship often helps a student "stand out from the crowd," because many students do not take advantage of this opportunity for whatever reason. Internships take advance planning and time to arrange, so other students who do not think ahead about their undergraduate experiences will unlikely be able to arrange a meaningful internship at the last minute. If you are given this opportunity, be sure to make the most of it.</p>
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Should I include my personal struggles in my personal statement?

Scott W. VanderStoep, PhD	Mitchell M. Handelsman, PhD	R. Eric Landrum, PhD
<p>Almost always no. Exceptions would be very specific experiences, such as a war veteran wanting to study the psychology of trauma. Stories of previous personal trauma are often just that—traumatic and personal. But it's unpredictable how the readers of the letter will receive these stories. Unfortunately, you could be perceived as high maintenance, troubled, or lacking academic rigor. Given this risk, it's best to focus on the basics (see previous question).</p>	<p><i>A personal statement is not personal. It's a professional statement.</i> Personal experiences might be relevant if you've learned professional lessons from them, but they are not, in and of themselves, <i>credentials</i> (Handelsman, 2011). If you've learned something from your struggles that translates into skills that are useful to graduate school, great. But you'll most likely be able to talk about those skills and their application without much detail about what it took to learn them.</p> <p>Avoid the temptation to think of your personal struggles as if they were professional training [see Handelsman column]. To say that you are qualified to work with all divorcing people because of your own experience with divorce is almost like saying that because you've had a cavity, you would make a good dentist. Your own struggles may have taught you invaluable lessons about <i>yourself</i> that you can use in graduate school, but those struggles usually do not provide enough <i>professional</i> information to become a qualification.</p> <p>References Handelsman, M. M. (2011, Summer). Two misconceptions about psychotherapy. <i>Eye on Psi Chi</i>, retrieved from http://www.psichi.org/Pubs/Articles/Article_878.aspx.</p>	<p>If you must include a mention of your personal struggles, do it vaguely. In general, graduate admissions committees do not need to know the details of what lead to a traumatic event in your life; however, these faculty members will be interested in your coping skills in an adverse situation. Avoid being labeled as a “wounded healer”—that is, a student who faculty members think they will have to “fix” first before the student can learn to help others.</p> <p>In my opinion, it would be much more valuable to provide details about how you deal with adversity when you are put in challenging situations. Even in the best graduate programs, there will be stress and adversity. As with anything worth doing, you may experience times where you want to quit. The graduate admissions committee wants to know that when the going gets tough, you won't quit—so sharing examples of perseverance from your past, without too much intimate detail, is a good strategy to follow.</p>



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Clark University (MA) Psi Chi Chapter's First Biennial Undergraduate Psychology Committee Conference



Psi Chi members of **Clark University** were conference organizers of the successful event.



Jaan Valsiner (middle, **Clark University** faculty advisor) with two of the keynote speakers: Drs. Rick Shweder (left, University of Chicago, IL) and Fathali Moghaddam (right, Georgetown University, DC).

REVISIONS

in Graduate
Record Exam



Bring GOOD NEWS

Trey Asbury, PhD
Texas Woman's University

Preparing for the Graduate Record Exam® (GRE)? A revised version of the exam awaits test-takers, and that's good news. The GRE revised General Test, initiated Aug. 1, 2011, provides new features for a better test-taking experience. Not only is the test more user-friendly, but it does a better job of tapping into the skills required for success in graduate school.

In the past, many students were worried about recalling Pythagorean Theorem and memorizing GRE vocabulary lists, while others were concerned about the design of the exam. For example, in the older version, the test-taker had to answer each question as it appeared on the computer screen. As a result, the test did not allow skipping a difficult question with the strategy of coming back later, nor did it allow checking work before the final submission. Both are reasonable strategies that most students have been using as test-takers since the third grade.

At last, the GRE revised version allows free navigation within a section of the exam. In other words, students will be able to skip items, mark them by clicking a button on the screen, and time permitting, return later to answer and check their work.

Paper and pencil version of the revised test is only offered in locations where computer testing is not available.

Verbal Section

Many students will be pleased that Antonyms and Analogies have been removed from the revised exam, promoting "less reliance on vocabulary out of context" (ETS, 2011). In turn, there will be much more emphasis on reading passages and answering questions about themes, identifying literal and figurative content, and highlighting important passages. It is now possible for students to use the mouse and cursor to highlight a specific line of text within the narrative on the screen.

In addition to the Reading Comprehension questions, Text Completion and Sentence Equivalence subsections comprise the Verbal section of the revised exam. Text Completion questions provide a short narrative with certain words omitted from

the passage. Students are presented with multiple options of target words, and the task requires selecting the specific word that best fits the targeted omission. One of the trickiest parts of this task is finding the word that best fits each omission, as more than one word is sometimes acceptable for an omission blank.

Similarly, the Sentence Completion section provides the challenge of selecting two target words (i.e., two answer choices) that "when used to complete the sentence, fit the meaning of the sentence as a whole, and produce completed sentences that are alike in meaning" (ETS, 2011). This type of question format is another big change to the Verbal and Quantitative sections, because some questions have more than one correct response.

Quantitative Section

While the authors of the revised exam tout the creation of questions that will place an "increased emphasis on data interpretation and real-life scenarios," the same mathematical knowledge set of arithmetic, algebra, geometry, and probability and statistics remains unchanged (ETS, 2011). The most noticeable differences are the addition of a virtual calculator and a subset of numerical entry test items rather than multiple choice questions.

Numerical entry is relatively self-descriptive because there are no answer choices for this subset of questions, and students must use their keypad (or the Transfer Display option) to enter the correct numerical result in a target box.

The Transfer Display is available by simply clicking on the calculator option at the top of the screen for every item in the Quantitative Section. The Transfer Display option allows the user to avoid typing the numeric entry into the target box. However, proceed cautiously with this feature, because a question that asks for a whole number answer will be scored as incorrect if the transferred display includes a decimal point.

Analytical Writing Section

The Analytical Writing Section with two writing tasks contains the least amount of

change. Students will no longer be given the choice of which topic to write about on the revised exam. The time for each writing task is 30 minutes. Directions for completing the two writing tasks remain virtually the same: "articulate and support complex ideas, construct and evaluate arguments, and sustain a focused and coherent discussion" (ETS, 2011). In both the old and revised versions of the GRE, students are asked to analyze an argument and analyze an issue. At least two trained scorers will grade each student response, and scores are generally reported to test-takers within two to four weeks. Scoring for this section remains on a 5-point scale.

New Scoring Scale

Along with a revised exam, comes a revised scoring scale. Revised scores for the Verbal and Quantitative sections range from 130 to 170 points compared to the previous 200 to 800 scale, and the Analytical Writing subsection score is now reported as an average of the two writing tasks.

Go to www.gre.org for more information about the test, registration, or for free official test prep materials.

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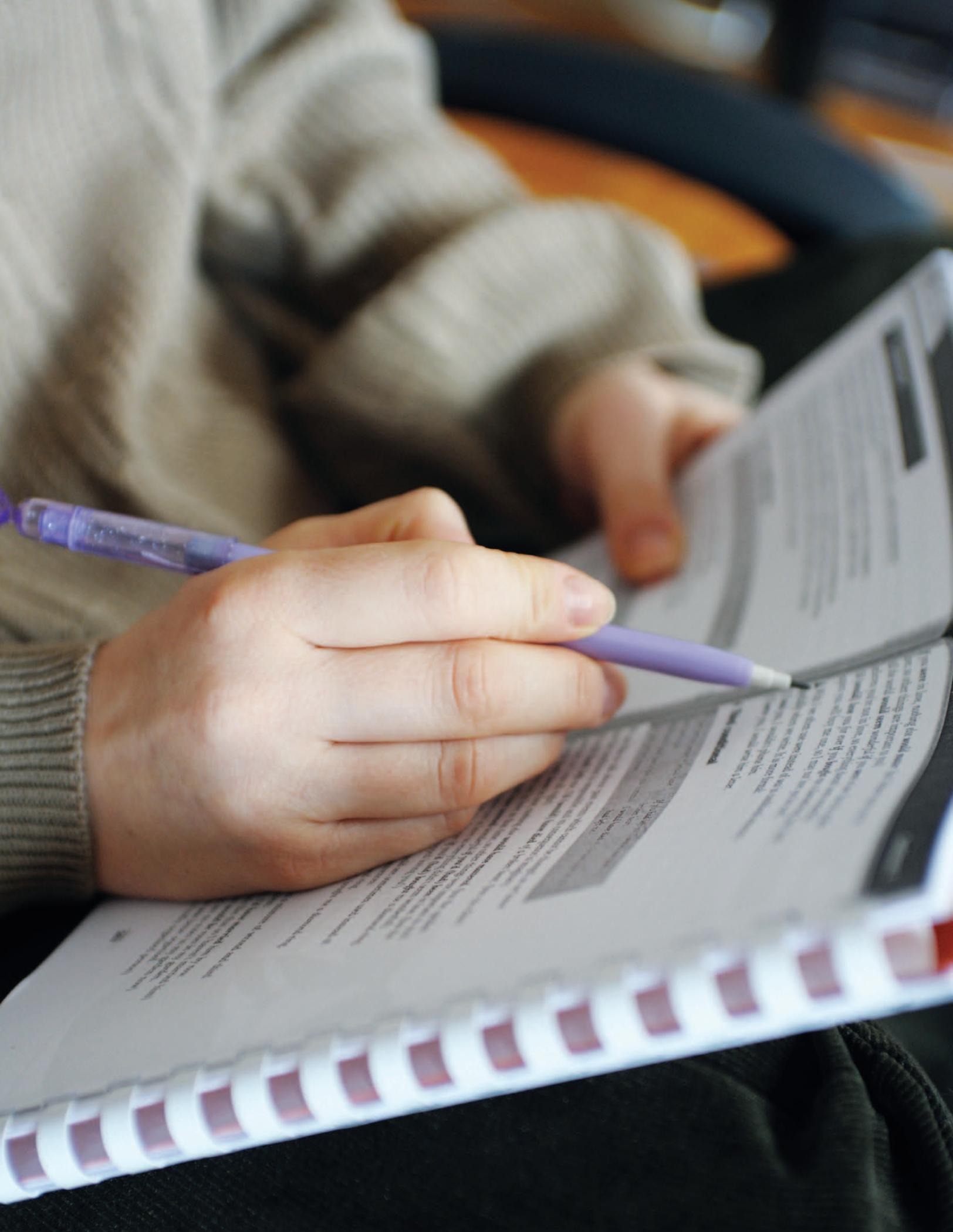
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Dr. Trey Asbury is an assistant professor of psychology at Texas Woman's University (TWU) in Denton, TX. He received his undergraduate degree at the University of Tennessee and his PhD from Texas Christian University. He teaches applied statistics, physiological psychology, behavior therapy, and neuropsychopharmacology.

Prior to his tenure at TWU, he worked as a family therapist and a research analyst for a public school district. His research interests center around family systems, stress and coping. He is a member of the Association of Psychological Science and a reviewer for the *Journal of Traumatic Stress*. Dr. Asbury serves as a faculty advisor for Psi Chi and conducts GRE workshops on his campus. He has attended two GRE national workshops held by Educational Testing Services and currently serves as a GRE Campus Educator. He is married with two children and currently resides in Fort Worth, TX.

Trey Asbury has been a GRE Campus Educator since 2003.



Bring It On: Preparing for the Graduate Record Examination (GRE)

John Gomez, PhD
Our Lady of the Lake University (TX)

When it comes to entering graduate school, there is something even more important than your grade point average (GPA). It's your Graduate Record Exam® (GRE) test scores. High scores can open doors to elite universities and even scholarship offers. Low GRE scores can deny opportunities to otherwise well-prepared and capable students.

The GRE is designed to measure critical thinking and analytical reasoning skills using verbal, quantitative, and writing tasks. It is credited with predicting graduate school grades and performance (Kuncel, Wee, Serafin & Hezlett, 2010). In practice, scores are used to determine eligibility for merit-based grants and fellowships, to award teaching and research assistantships, and to determine financial aid offers (American Psychological Association, 2010). At highly competitive universities, the GRE score is purportedly used as a filter (i.e., the applicant must achieve a certain score or above to even be considered for admission). Most graduate programs publish the average GRE scores for accepted students, and it is evident that a higher GRE score is associated with admission to these more competitive institutions.

Nationally Standardized Test Levels the Playing Field

Because the GRE is a nationally standardized test, graduate schools know that the GRE scores are the only components of the application package that allow direct comparisons among individual students. College grading standards, and therefore GPA, may vary widely at different universities depending on coursework rigors, and admissions committees are aware of this. In contrast, the GRE

experience is a standardized neutral playing field, with everyone across the country taking the same test under the same conditions, thereby providing a better comparison between individual applicants. Unlike other components of the application package, the GRE scores are unambiguous: High scores are always impressive, and poor scores make any student look less capable.

Consider also an admissions committee's explanation for the discordance of a student's high GPA but low GRE scores. It appears that the student performs well according to the standards of their local university as suggested by their high GPA but performs poorly on the national stage provided by the GRE. This invites negative speculation about the quality of the education and faculty at the home university: Perhaps grades were inflated (i.e., it was easy to get an A). Such speculation undermines the student's entire transcript of grades. Additionally, this numerical discord—high GPA, low GRE—invites the perception that the student's letters of recommendation were written by those same professors who handed out the high praise represented by the high grades, undermining another critical component of the graduate school application package. The potential damage is significant when students perform poorly on the GRE. By understanding what makes this unique exam such a challenge, students can prepare to succeed.

Why Students Struggle With the GRE

Students perform poorly on the GRE for at least two reasons: unexpected content and the wrong mindset. The GRE is unlike anything students encounter in college testing. It is imperative to preview the exam and study

practice materials in advance. Those who prepare themselves for a straightforward test of math and verbal skills will find they are chasing the wrong goal because the GRE is actually *a test of critical thinking skills*. Math, vocabulary, and writing are used merely as mediums to test these skills. Mental and emotional discipline also are needed to succeed. Keeping your composure when flustered is an important test-taking skill that must be practiced.

Unexpected Content

Perhaps because the GRE is a standardized test typically taken in the last year of college, some students mistake its content for an exam covering what they learned in their undergraduate years. The content of the curriculum for a liberal arts degree does not appear on the GRE. Even the section titles—Verbal, Quantitative, and Analytical Writing—are misleading.

The GRE Verbal section essentially tests two things: the breadth of one's vocabulary and the ability to read and comprehend a particular kind of passage quickly and efficiently (Green & Wolf, 2009). While most students are compelled to expand their vocabulary in preparation for the GRE Verbal section, Educational Testing Services (ETS), makers of the GRE, is not interested in finding out if you are a walking dictionary, but rather if you have a broad and diverse vocabulary (Princeton Review, 2010). The math skills needed in the GRE Quantitative section include only arithmetic, algebra, and some geometry. Although many students fear the Math section, you only need to refresh your memory about basic high school math.

So how exactly does ETS use verbal and

math problems to test critical thinking skills? Here's an illustration: The Text Completion portion of the Verbal section asks you to find a word that fills out the meaning of a sentence. When seeking a contrast for a key word like *synchronous*, you don't even have to know the word's meaning if you know that the prefix *syn-* suggests 'together' or 'united' (think words like *synthesis*). You then can look for an answer choice that suggests a contrast like 'apart' or 'divided.' The GRE makers like to use words whose roots, prefixes, and suffixes offer clues to the correct answer, so in preparation you should study the meanings of these word parts.

Critical thinking, not math proficiency, is similarly assessed in the GRE Quantitative section. For example, if asked to determine the greater quantity of the product of two columns, 37×43 (column A) or 39×47 (column B), one approach is to do a lot of calculations, compare quantities for each column, and conclude that Column B is larger. In this case, GRE test writers want to examine if the test-taker is perceptive

enough to notice that the multiples in column B (39 and 47) are both larger than the multiples in column A (37 and 43); subsequently, no math calculation should be necessary to conclude that the product of Column B must be larger, too. One of the biggest surprises for GRE test-takers is *how little* math knowledge is essential to answer most questions.

ETS frequently incorporates shortcuts like this so that the perceptive test-taker is rewarded for a quick answer by having more time to answer the subsequent questions. The non-perceptive respondent is likely to answer fewer questions in the allotted time and ultimately achieves a lower score. ETS also sets out common repeating 'trap' answers that draw the respondent to select them. For example, a correct numeric answer may be shown but with an incorrect unit such as dollars instead of cents. Advanced knowledge of these unique test characteristics, of shortcuts and traps, can improve test performance.

Wrong Mindset

The second reason why students perform poorly on the GRE is that they approach the task itself with the wrong mindset. Some think of standardized tests as cruel exercises, but such thinkers usually don't do well on the GRE (Kaplan, 2007). No one likes to be evaluated in a standardized test, but look at your performance on the GRE as a chance to show the graduate programs what you have to offer as a scholar. GRE high scorers choose to think of the test as a game. It is an opportunity for reward, not an instrument for punishment.

Treating the GRE as a game puts into context the weeks of studying necessary to 'win' or achieve high scores. If you play a video game enough times, you learn shortcuts and how to predict traps, and you inevitably improve. The same is true for preparing to take the GRE. Those who look forward to doing battle with the GRE—or at least who enjoy the opportunity to distinguish themselves from the rest of the applicant pack—tend to score better than do those

Psi Chi Faculty Advisors: Teach a GRE Prep Course

Faculty advisors can help students by teaching a GRE preparation course as part of the university curriculum.

This should be a semester-long classroom review of the test components, with both lecture and in-class small group practice sessions. Focus on specific tactics for each section of the test. Explain standardization in testing and the practice effect and how even a few months of routine practice can boost a GRE score. A consistent theme throughout the semester should be managing the test experience itself, including anxiety, distraction, and fatigue. Barron's (Green & Wolf, 2009), Kaplan (2011), and Princeton Review (2010) provide excellent foundational textbooks with practice CD-ROMs and full-length practice tests.

Advantages to Teaching a GRE Prep Course on Campus

As a university course, students enroll as part of their semester course load, and therefore the tuition expense is covered by their annual financial aid package. With the high cost (\$1000+) of any of the popular professional test prep services, the university-based GRE prep course brings the student an advantage most could never afford out-of-pocket.

Structuring the study task and providing motivation on a weekly basis are what students need most from the course instructor; otherwise, they could study on their own. The semester-long classroom format provides a supportive environment where the student can be among like-minded others for the months of

recommended study prior to the exam date. Encourage a social support network between classmates and act as both instructor and motivator.

It is common to deal with students who are trying to manage anxiety and frustration. Teach students that if they prepare, you have no reason to be afraid. They can relieve the anxiety of testing by repeated rehearsal of that situation, because the practice routine brings familiarity and confidence. Confidence in one's ability leads to quick, sure answers and an ease of concentration that translates into more points (Kaplan, 2007).

Too many students have no concrete plans for how to prepare themselves to take the GRE, even though low scores can undermine a student's otherwise strong graduate school application package. Faculty advisors can help students by teaching a GRE preparation course as part of the university curriculum. Mentoring students about graduate school extends into previewing the content of this important "entrance exam" and helping them develop the proper mindset. For further information, or to receive a sample course outline, please contact Dr. John Gomez.

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who resent the task. Attitude adjustment has been proven to raise points (Kaplan, 2007).

Students are often surprised by the emotional discipline needed to succeed on the GRE. Keeping your composure is an important and test-taking skill that must be practiced. Only the very best test-takers are able to finish every section with time to spare, but even these people rarely get every question right. Dealing with some inevitable frustration makes the GRE also a test of self-discipline, revealing how you handle moments of struggle, whether you persist when flustered, and if you recover quickly after making mistakes. Losing a few extra points won't do you in but losing your head will (Green & Wolf, 2009).

A final related reason why some students struggle on the GRE is their lack of physical stamina for what can be a grueling experience. By test day, some students have not practiced the mental discipline needed to maintain focus during the three to four hours of testing and simply run out of gas on the final sections. For the new GRE starting in August 2011, you must be prepared to take up to seven timed sections on test day: two Analytical Writing essays, two Verbal sections, two Quantitative sections, and possibly an Experimental section in the form of a third Verbal or Quantitative section. Build your test-taking stamina by taking as many timed full-length practice tests as possible in the weeks leading up to the test. Rehearsal under the stress of timed conditions is essential.

Practical Steps to Prepare for the GRE

What can you expect? The content of the GRE is predictable year after year, and this is precisely what makes the test so coachable. The concepts that are tested on any particular GRE are the underlying concepts at the heart of every GRE (Kaplan, 2007). Standardization and reliability of the instrument require that the GRE designers test the same concepts repeatedly, the psychometric characteristic that allows test results (actual scores) to remain comparable from year to year across students. Publishers of the *Barron's*, *Kaplan*, and *Princeton Review* study guides for the GRE have gathered innumerable examples and illustrations from past GREs of every possible type of question. Certain vocabulary words appear over and over again, as do variations of the same math questions (only the numbers change).

Practice, Practice, Practice

A by-product of the standardized test and its predictable and unchanging content is the rarely discussed fact that your GRE scores are vulnerable to a *practice effect*. A practice effect (e.g., Kazdin, 2003) is a beneficial effect on any measure of knowledge caused by previous experience with the measurement instrument itself; as a result, the second and subsequent exposures to the unchanging instrument produces a higher knowledge score simply because of the repeated exposure, not necessarily because of new knowledge that's been gained in the interim. This explains why, although the GRE claims to measure capacities that have developed over a long period of time, even a few months of intensive study can improve your actual GRE scores (Green & Wolf, 2009). It is the same reason that test preparation services exist and why they can promise higher test scores or else they will allow you to repeat the service and gain even more practice. If hours of practice per day for weeks before the exam will raise your scores, then it is in your best interest to do so. Take advantage of the practice effect.

A Plan of Study

It can be difficult to excel at studying for both coursework and the GRE in any single college semester but strive to make the GRE one of your highest academic priorities for the three months prior to the test date. While individual course grades for one semester contribute only a little to improve your overall college GPA, a single great GRE score can boost your entire application package.

Commit yourself to studying for one to two hours per day for five to six days a week for at least three consecutive months prior to test day. It will be hard, so remind yourself often that this level of commitment of time and energy is temporary. Plan to put in at minimum the weekly hours of study time equal to a three-credit college course. Establish a focused plan of study based upon your strengths and weaknesses by completing a diagnostic test and subsequently selecting appropriate lessons and practice from the study textbook.

It is vital to stick with the plan; as with any practice, little is gained if it is not methodical, and GRE skills cannot be 'crammed' in the final days before the exam (Kaplan, 2007). Practice at least some of the time by taking complete timed tests, preferably computerized. Practice under

time pressure so that you get accustomed to the pace and stress of the exam. If you feel great anxiety, consider taking complete practice tests once per week at least three consecutive weeks prior to the scheduled exam day. Take the test at the same time of day as your scheduled test and under similar test conditions (i.e., quiet place, timed test, no interruptions). When test day arrives, this routine will greatly lessen anxiety.

Take seriously your preparation for the GRE. Make studying one of your highest academic priorities in the months leading up to the exam. No one likes to be evaluated in a standardized test, but look at your performance on the GRE as a chance to show the graduate programs what you have to offer as a scholar. Your single GRE score can have far-reaching implications for your graduate school future.

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Dr. John Gomez teaches, mentors, and conducts research with undergraduate students in psychology at Our Lady of the Lake University (OLLU) in San Antonio, Texas. He has taught a university-based GRE preparation course since 2008 to students representing more than 20 majors on campus. Outcomes assessment in 2010 showed

pretest-posttest average increases in students' GRE scores of 132 points in the Verbal section and 121 points in the Quantitative section on practice tests. Students' self-reported level of preparedness for the GRE also increased by a pretest-posttest average of 45 percentage points per student (on a 0%–100% preparedness scale). His course is one component of the OLLU Psychology Department's graduate-school-preparatory curriculum, which includes research- and counseling-based concentrations within the major (coursework designed to enhance the necessary knowledge base and skill set) and a university course teaching the graduate school application process. OLLU students and faculty maintain an active Psi Chi chapter, which recently hosted two regional Psi Chi research conferences. For more information about OLLU's model curriculum, please visit www.ollu.edu or contact Dr. John Gomez at jpgomez@ollu.edu.

Psi Chi is pleased to offer over **\$350,000** in awards and grants to its members each year. Don't miss the exciting opportunities and funding these programs provide!

Go to <http://www.psichi.org/awards/faqs/awards.aspx> to learn more.

Here are some upcoming deadlines to add to your chapter calendar or website:

December 1

Paper/Poster submissions for the **APA/Psi Chi Society Annual Convention**

Poster submissions for the **APS National Convention**

Denmark Faculty Advisor Award

Kay Wilson Officer Team Leadership Award

To award the best chapter officer team for exceptional leadership as a group. One award of \$2,000 is available annually. The chapter retains \$1,000 of the award and the faculty advisor divide the remaining \$1,000 among the officers.

Regional Chapter Awards

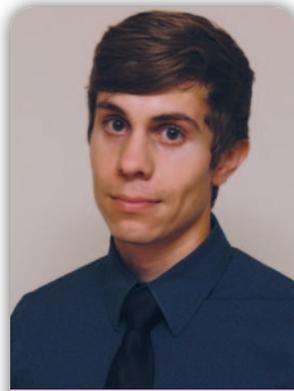
Regional Faculty Advisor Awards

January 20

Collaboration Grants

In order to encourage collaborative and cooperative activities and projects between Psi Beta and Psi Chi chapters, this grant has been established to help collaborating chapters achieve their goals with support from both societies. This grant program will provide seed funding for up to four collaborating chapter pairs. All applicants for the Collaboration Grant will automatically be entered in the Building Bonds Award competition.

RA = Research Advisor



Eric Louis Hehman



Michael Scullin

Bandura Graduate Research Award

Eric Louis Hehman

University of Delaware

RA: Samuel L. Gaertner, PhD

Evaluations of Presidential Performance: Race, Prejudice, and Perceptions of Americanism

The current work examines the role of Whites' prejudice in shaping perceptions of Obama's Americanism and ultimately evaluations of his performance. Specifically, this research proposes that "how American" Obama is perceived will mediate the relationship between racial prejudice and evaluations of his performance for White, but not Black participants, and only for Obama and not for Vice-President Biden. Data were collected from 295 Black or White students surveyed one year after Obama's election. Supportive of our hypotheses, racial prejudice predicted Whites' negative evaluations of Obama's performance, and this relationship was mediated by how American Obama was perceived. Additionally, these relationships were not obtained among Black participants or when Blacks or Whites evaluated the Americanism and job performance of Vice-President Biden.

Eric Hehman is in his fourth year of graduate school at the University of Delaware as a student of Samuel L. Gaertner. He received his BA (2001) from the University of Massachusetts, Dartmouth. His research interests include intergroup relations more generally, but of late have focused on emotional influences in face-recognition and whether racial or sexual discrimination is experienced as a loss of control. He prefers to examine intergroup phenomena from social-cognitive, emotional, and psychophysiological perspectives. In his free time, he travels as often and broadly as possible and frequently wishes he had a dog.

Newman Graduate Research Award

Michael Scullin

Washington University (MO)

RA: Mark A. McDaniel, PhD

Remembering to Execute a Goal: Sleep on It!

Remembering to execute deferred goals (i.e., prospective memory) is a ubiquitous memory challenge and one that is often not successfully accomplished. Could sleeping after goal encoding promote later execution? We evaluated this possibility by instructing participants to execute a prospective-memory goal after a short delay (20-min), a 12-hr wake delay, or a 12-hr sleep delay. Goal execution declined after a 12-hr wake delay relative to the short delay. Interestingly, goal execution was relatively preserved in the 12-hr sleep delay condition relative to the short delay condition. Our results suggest that consolidation processes active during sleep increase the probability that a goal will be spontaneously retrieved and executed.

Michael Scullin began conducting prospective memory research as an undergraduate with Dr. Gil Einstein at Furman University (SC). In 2007, he entered the behavior, brain, and cognition graduate program at Washington University in St. Louis to continue researching memory with Drs. Mark McDaniel, Roddy Roediger, and Todd Braver. His primary interests concern understanding the cognitive and neural underpinnings of memory and how these mechanisms change in older adults. Recently, he has turned his focus toward investigating how memory consolidation occurs during sleep. His dissertation project extends his prior work on sleep and memory to an older adult population to determine whether age-related sleep changes account for age-related memory declines. He intends to pursue postdoctoral training in a sleep laboratory to further his understanding of sleep, memory, and aging. In addition to conducting research, he serves as the Science Committee Chair for the American Psychological Association of Graduate Students (APAGS).

Travel Grants

The Psi Chi Board of Directors began sponsoring Travel Grants for the 2011 Regional Conventions. Each Regional Vice-President provides guidelines specific to his or her region, and each recipient receives from \$100 to \$350 in funding to support travel to the regional conference. The 2010-11 Travel Grant Winners are listed below:

Eastern Region

Megan Aleandri, Saint Vincent College (PA)
Ashley Allshouse, Drew University (NJ)
Krystal Gamez, Albright College (PA)
Maria Gaudio, Saint Joseph's University (PA)
Gina Gowen, Saint Vincent College (PA)
Emma Harrigan, Shippensburg University of Pennsylvania
Jessica Legg, Saint Vincent College (PA)
Erin McHugh, Grove City College (PA)
Anna Milulak, Georgetown University (DC)
Robert Minjock, Saint Vincent College (PA)
Samantha Mykins, Saint Vincent College (PA)
Kaitlin Ryan, Christopher Newport University (VA)
Iiona Scully, Elmira College (NY)
Suzanne Yeager, Moravian College (PA)

Midwestern Region

Midland University (NE)
Minnesota State University-Moorhead
Oakland University (MI)
University of Michigan-Flint
Walsh University (OH)
Wayne State University (MI)

Rocky Mountain Region

Elizabeth Crandall, University of Colorado at Colorado Springs

Southeastern Region

Sarah Bowen, Agnes Scott College (GA)
Amanda Fisher, Drury University (MO)
Morgan Glusman, University of South Alabama
Jessica Jordan, Catawba College (NC)
Jordan McElroy, Winthrop University (SC)
Kyle Picora, Florida Institute of Technology
Leanne Roy, Drury University (MO)
Marie Sabbagh, University of Central Florida, Cocoa
Bethanie Stephens, Florida Institute of Technology

Southwestern Region

Melissa Ledoux, University of Louisiana at Lafayette
Brent W. Schneider, Washburn University of Topeka (KS)

Western Region

Tracy Bookhout, Whitworth University (WA)

Society Convention Research Awards

In 2010-11, up to eight awards each were available to Psi Chi graduate and undergraduate members submitting the best research papers for presentation during the Psi Chi paper/poster sessions at the APA and APS conventions. Five awards of \$300 each were awarded for undergraduate members presenting at APA and APS.

2011 APA Convention Award Winners

Brian John Albanese

University of Connecticut (CT)
RA: Dean Cruess, PhD
"Cognitive and Affective Factors Related to Test Anxiety"

Rebecca C. Kamody

Adrian College (OH)
RA: Stacey Todaro, PhD
"Task Difficulty and Evaluation Affects Stress Levels"

Benjamin Katz

Yeshiva University (NJ)
RA: Jenny Isaacs, PhD
"Self-Efficacy and Its Sources Predicting Research Oriented Careers"

2011 APS Convention Award Winners

Makenzie O'Neil

Gonzaga University (WA)
RA: Anna Marie Medina, PhD
"Goal Priming Versus Mental Contrasting"

Therese C. Yrani

Gonzaga University (WA)
RA: Anna Marie Medina, PhD
"Hostile Fathers Impacting Risk Behaviors of College Students"

Undergraduate and Graduate Research Grant Winners

Eight undergraduates and eight graduates were recipients of Psi Chi Research Grants that were due February 1. This grant program provides funds for Psi Chi members to defray the cost of conducting a research project. The 2010-11 winners, along with their schools, research advisors, and project titles, are listed below.

Undergraduate Winners

Hanna Burke

Ohio Northern University
RA: Phillip Boladz, PhD
"Age-Related Influences on the Production of Intrusive Emotional Memories in Rats"

Monica Patricia Burns

University of Washington
RA: Jessica A. Sommerville, PhD
"Can 12-Month-Old Infants Be Primed to Help?"

Stephanie Lane

University of North Carolina at Chapel Hill
RA: Patricia Curran, PhD
"Startle Habituation and Latent Curve Modeling: Moving Away From Means-Based Analyses"

W. John Monopoli

Dickinson College (PA)
RA: Sharon Kingston, PhD
"Language Ability as a Mediator Between Emotion Regulation and Social Competence in First and Second Graders"

Lindzi Shanks

Texas Tech University
RA: Jesseca March, PhD
"Assessing Stigma of Mental Disorder"

Rachael Elizabeth Sparks

Saint Michael's College (VT)
RA: Melissa VanderKaay Tomasulo, PhD
"The Effects of Nicotine on Stress-Induced Immune Response and Cardiovascular Reactivity in Daily and Light Intermittent Smoker"

Hillary Swann

Idaho State University
RA: Michele Brumley, PhD
"Effect of Direct Spinal Administration of Quipazine on Stepping in the Newborn Rat"

Myles E. Trapp

Butler University (IN)
RA: Tara Lineweaver, PhD
"The Effects of a Brief Mindfulness Intervention on Impulsivity in College Students"

Graduate Winners

Danielle Arigo

Syracuse University (NY)
RA: Joshua Smyth, PhD
"The Effects of Various Social Comparison Targets on Patients With Type 2 Diabetes Mellitus"

Terri Barrera

University of Houston (TX)
RA: Peter J. Norton, PhD
"Motivational Interviewing as an Adjunct to Cognitive Behavior Therapy for Anxiety"

Johanna Bick

University of Delaware
RA: Mary Dozier, PhD
"Psychological, Behavioral, and Psychobiological Correlates of Foster Parenting"

Christina Danko

DePaul University (IL)
RA: Karen Budd, PhD
"The Effect of Parent-Child Interaction Therapy on Strengthening the Attachment Relationship"

Kursten Hensl

Drexel University (PA)
RA: Kirk S. Heilbrun, PhD
"Judicial Understanding of Intellectual Disability and Correlates of Judicial Decision-Making in Atkins Claims"

Anna Mikulak

Georgetown University (DC)
RA: Deborah Phillips, PhD
"Public Attitudes Toward Vaccination: Interactions Between Message Frames, Parenting Attitudes, and Cultural Worldviews"

Cynthia Najdowski

University of Illinois at Chicago
RA: Bette L. Bottoms, PhD
"Stereotype Threat in Police Encounters: Why Innocent African Americans Are at Risk of Being Targeted as Suspects"

Miko Wilford

Iowa State University
RA: Sarah M. Greathouse, PhD
"The Effects of Single- Versus Multiple-Defendant Cases on Juror Decision-Making"

Cousins Chapter Award: Bradley University (IL)

Marybeth Southard

Chapter President

Timothy Koeltzow, PhD

Chapter Faculty Advisor

Congratulations to the Psi Chi chapter at Bradley University (IL) for winning the 2010-11 Ruth Hubbard Cousins Chapter Award. This award recognizes the chapter that best achieves Psi Chi's purpose, which is "to encourage, stimulate, and maintain excellence in all fields, particularly in psychology, and to advance the science of psychology." This award was established to honor Psi Chi's former executive director Ruth Hubbard Cousins.

This award-winning chapter received a \$3,500 check in addition to travel expenses to the 2011 APA/Psi Chi Society Annual Conference in Washington, DC.

Bradley University was chosen as the winning chapter because of outstanding accomplishments and activities of its members during the past 3 academic years. The award is granted to a chapter that excels in the following areas: effective programming of chapter activities, effective membership practices, and participation in Society and regional activities.

Read further about the Bradley University in their essay below.



Enhancing the Freshman Experience

To be successful takes great planning and dedication. One must begin early to cultivate his or her talents and to take advantage of all possible opportunities that make it possible to obtain goals. Unfortunately, it is far too common for psychology majors to get to the point of applying to graduate school and realize that they did not take advantage of all available opportunities during their academic career. Thus, given the relationship between student involvement, academic achievement, and satisfaction (Strapp & Farr, 2010), an imperative goal of a Psi Chi chapter must be to present freshman psychology majors with opportunities for involvement. This will enable the students to use time to their advantage and to have a significant chance at reaching their postgraduate goals. Ideas for fulfilling this objective can include pairing with department faculty to create a course aimed at adjusting incoming majors to the college environment, developing a peer mentoring program, and generating a solid collaboration between Psi Chi and Psychology Club. With such opportunities aimed at engaging freshmen in the department, the passion for psychology can be cultivated much earlier in future members of Psi Chi, making it much more feasible "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, 2010).

Often it seems that the lack of freshman involvement is not rooted in laziness or disinterest, but merely results from a lack of guidance. Thus, it is vital to provide such guidance to incoming freshmen so that they

are aware of all that the psychology department and Psi Chi have to offer. For example, Bradley University Psi Chi created a course offered to incoming psychology majors. With such a course aimed at introducing students to the university and department, not only do the students become better adjusted to the college environment, but they also get a head start by receiving information about opportunities in psychology at their university as well as by listening to advice of professors and fellow psychology majors.

An additional effort at providing direction and guidance to freshmen is through the creation of a peer mentoring program. Bradley University Psi Chi created a program in which each freshman has the chance to be paired with two or three senior Psi Chi members to receive individual advice and guidance regarding how to make the most of their years in academia. These small groups must then meet regularly throughout the semester, such as once a week, to provide encouragement and to help generate goals and plans for the future of the freshmen. In addition to this personal attention, each first-year student in the program may have the opportunity to join a variety of committees led by the Psi Chi members they are paired up with, allowing them to play a vital role in Psychology Club events and projects.

One other promising effort at encouraging greater freshman participation is the building of a strong collaboration between Psychology Club and Psi Chi. At Bradley University, since Psychology Club is usually a program that is comprised of mainly freshmen and sophomores that are not yet eligible for Psi Chi membership, such collaboration has been created through

the designation of a couple freshmen and/or sophomores as Psychology Club team leaders. These students then act as liaisons between Psychology Club and the Psi Chi chapter. This collaboration prevents the Psi Chi chapter from becoming an isolated, exclusive organization of upperclassmen and additionally gives these Psychology Club team leaders the opportunity to attend chapter meetings and offer their personal perspectives. Such early participation will ensure the maximization of institutional memory and gives these students a chance to act as an integral part of Psychology Club, thus preparing for a future role in Psi Chi.

Early leadership is cultivated only through the awareness of the available opportunities. Thus, it is vital that freshmen become knowledgeable of all that psychology has to offer as soon as possible. With the creation of programs such as a course solely aimed at incoming freshman psychology majors, a peer mentoring program, and a collaboration between Psi Chi and Psychology Club, these incoming students may have a greater chance at cultivating their interests in the psychology field as well as at encompassing a greater institutional memory. As a result, success becomes much more feasible in the reaching of personal, academic, and career goals as well as in the overall advancement of the science of psychology.

References

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- Strapp, C. M., & Farr, R. J. (2010). To get involved or not: The relation among extracurricular involvement, satisfaction, and academic achievement. *Teaching of Psychology, 37*, 50-54. doi:10.1080/00986280903425870



Merry Sleigh, PhD
Winthrop University (SC)

Psi Chi congratulates Dr. Merry Sleigh, psychology professor at Winthrop University (SC), for being selected as the winner of the 2010-11 Florence L. Denmark Faculty Advisor Award. This prestigious award is presented annually to the one faculty advisor who best achieves Psi Chi's purpose and has made outstanding contributions to the field of psychology at local, regional, national, and international levels.

The Denmark Award was presented at the APA/Psi Chi Society Convention held in Washington, DC, this past August. Dr. Sleigh's deep commitment and enormous involvement with Psi Chi are described in her chapter's letter of nomination.

Dr. Merry Sleigh became involved with Psi Chi as an undergraduate, serving as chapter treasurer at James Madison University (VA). She completed her PhD at Virginia Tech and a postdoc at Indiana University in developmental psychobiology. She was the faculty advisor of Psi Chi at George Mason University (DC) for 6 years, where she received a 2000 Teaching Excellence Award and the 2003 Southeastern Regional Psi Chi Faculty Advisor Award. Dr. Sleigh is currently an Associate Professor at Winthrop University (WU, SC) and has served as the Psi Chi faculty advisor for the past 8 years. The WU chapter won the Southeastern Regional Chapter Award in 2008. Dr. Sleigh has served on multiple Psi Chi committees, written several articles for *Eye on Psi Chi*, and reviewed for the *Psi Chi Journal of Undergraduate Research*. She received the 2010 Southeastern Regional Faculty Advisor Award and the 2011 Southeastern Psychological Association Mentor Award.

Dr. Merry Sleigh Wins Denmark Faculty Advisor Award

2010-11 Denmark Winner's Letter of Nomination

The Winthrop University chapter of Psi Chi is honored to nominate Dr. Merry Sleigh for the Florence L. Denmark Faculty Advisor Award.

Dr. Sleigh has actively served as the chapter advisor for Winthrop University since 2004 and advised George Mason University's chapter for 6 years before that.

From the beginning, Dr. Sleigh has made many improvements to Winthrop's chapter of Psi Chi. She dramatically increased membership by personally contacting students who are eligible to join Psi Chi, emphasizing the honor and benefits of being a member of Psi Chi. She increased financial resources by encouraging the chapter to raise member dues and initiate an annual fund-raiser, which gave our chapter the ability to offer more services and activities to our members. Dr. Sleigh organized the chapter by creating well-structured student officer positions. She also encouraged the chapter to take on the responsibility of maintaining the departmental bulletin boards, starting a newsletter, and creating a Facebook group to increase Psi Chi's visibility on campus. Dr. Sleigh has influenced us to reach out to the local community through different services, such as book drives and can drives. She has also assisted in launching a scholarship fund program to award a psychology student with a scholarship from the money that we collected through fund-raising. The effects of these early improvements can still directly be seen today.

Under Dr. Sleigh's leadership, our chapter has been recognized regionally by receiving the Southeastern Regional Chapter Award and nationally by receiving the Model Chapter Award for the past 4 years. Dr. Sleigh facilitated these awards by maintaining a high level of quality leadership in the chapter, despite the continual turnover as a result of graduating officers.

As our Psi Chi advisor, Dr. Sleigh motivates students to become strong leaders, and she prepares us for life after college. She uses her knowledge from past experiences with our chapter and others to help steer us in the right direction. Furthermore, she completely supports us when attempting a new suggestion or when we revisit an old idea. Dr. Sleigh does so much for Psi Chi as a whole, but it is what she does for each individual student that makes her an outstanding advisor. Dr. Sleigh's door is always open for students with questions ranging from Psi Chi involvement to class scheduling. She is known for taking time to help students prepare for graduate school by informing them of the steps it takes to get into grad school, writing letters of recommendation, and giving grad school preparation advice. Dr. Sleigh's office is frequently filled with students from her research methods class as she helps them to analyze and understand their data. Not only does she help students prepare for the future, she also cares for each student's well-being. Her availability and genuine concern for her students is what makes her exceptional to this chapter of Psi Chi and to Winthrop University. She was awarded the College of Arts & Sciences Outstanding Advisor Award in 2008, a student-nominated award.

Dr. Sleigh has a hands-on approach to advising our chapter of Psi Chi. She attends all of our meetings,

fund-raisers, induction ceremonies, community service, and social events. Students can tell she enjoys what she does, not only in the classroom but also at all of our chapter's events. One of Dr. Sleigh's favorite things to do at our events is take pictures of all the fun and post them on the psychology department's bulletin board and in the newsletter, then give extra copies to the students. She expresses her appreciation to all the officers and shares in our delight over a successful event. Her gratitude and excitement for psychology and Psi Chi is what keeps the officers motivated to do well.

Another way that Dr. Sleigh gets students involved in Psi Chi is through her passion for research. During her 7 years at Winthrop, she has coauthored numerous publications and 124 research presentations with over 190 undergraduate students. Dr. Sleigh motivates students to participate in research and strongly encourages them to submit it to conferences. With her experience and knowledge of research, she is known among the students as an ideal faculty member with whom to discuss research ideas and is always available to help students with IRB requirements. She plays an active role in finding funding for students to present their research at conferences. She stresses the benefits of research, and her enthusiasm for research rubs off on her students. However, her involvement does not stop there. She attends the conferences with students. Her student researchers have received 10 Psi Chi Regional Research Awards at the Southeastern Psychological Association (SEPA) conferences in 2007, 2009, and 2010. (In 2008, she was on maternity leave.)

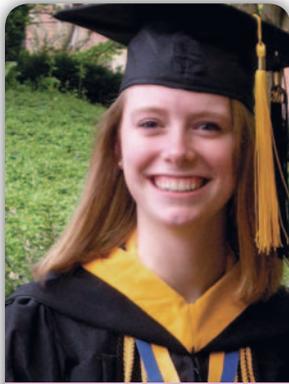
Dr. Sleigh's commitment to Psi Chi is not limited to our chapter. At the regional level, Dr. Sleigh served on the Psi Chi Southeastern Region Steering Committee in 2008 and 2009 as well as the Undergraduate Regional Awards Committee in 2009. She served as a reviewer of submissions to the Psi Chi/CEPO portion of SEPA in 2009 and 2010.

Furthermore, Dr. Sleigh was a National Awards Committee member, is currently the Southeastern Representative on the Election Committee, and serves as a reviewer for the Psi Chi Journal of Undergraduate Research. In addition, Dr. Sleigh and her students have published in the *Psi Chi Journal of Undergraduate Research* and *Eye on Psi Chi*. These *Eye on Psi Chi* articles are targeted toward helping faculty advisors, chapter officers, and Psi Chi members.

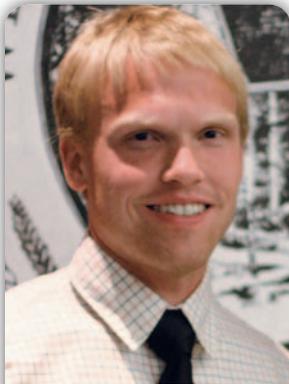
Dr. Sleigh has already received the Psi Chi Regional Faculty Advisor Award in 2003 and 2010. We now would like to nominate Dr. Sleigh for the Florence L. Denmark Faculty Advisor Award because of her extraordinary impact that she has had not only on our chapter of Psi Chi, but the major influence that she has had on psychology as a science and the tremendous role that she has played in the lives of her students.

Sincerely,

Brittany Brock
Psi Chi Chapter President
Winthrop University



Jessica Legg



Justin Karr



Jackson J. Taylor

Allyn & Bacon Awards

Psi Chi would like to thank Allyn & Bacon publishers for sponsoring the 2010-11 research award competition. Cash awards were provided by Allyn & Bacon to the winners as follows: \$1,000 for first place, \$650 for second place, and \$350 for third place.

First Place:

Jessica Legg
Saint Vincent College (PA)
RA: Mark G. Rivardo, PhD

Postevent, But Not Pre-Event, Misinformation Hinders Memory Accuracy for a Virtual Environment Suspect

This study examined the effects of pre- and postevent misinformation on memory of a stressful event. Participants were 67 undergraduates from a small Catholic college exposed to either pre- or postevent misinformation, both, or a control condition and entered an immersive virtual reality scenario of an urban environment containing a “dangerous” target character. A significant interaction of pre- and postevent misinformation on the number of accurate free recall responses was found: Participants receiving inaccurate pre- and postevent misinformation recalled significantly less accurate information than participants receiving inaccurate pre-event misinformation and accurate postevent information. A postevent misinformation effect was found: Participants receiving postevent misinformation reported inaccurate information regarding qualitative height and weight descriptions, and numerical estimations of weight.

Jessica Legg graduated summa cum laude in psychology from Saint Vincent College (PA) in 2011. She was a member of the Psychology Scholars Program, the honors program, and served as chapter secretary of Psi Chi. During her junior and senior years, she became involved in research, publishing in the *North American Journal of Psychology* as a student author in a student-faculty collaborated manuscript, and attended the 2010 RMPA meeting in Denver. In 2011, she attended the EPA meeting in Boston, where she presented her senior thesis, “Postevent, But Not Pre-Event, Misinformation Hinders Memory Accuracy for a Virtual Environment Suspect,” and received a Psi Chi Regional Research Award. She is excited to begin her doctoral graduate studies at Widener University (PA) in the fall in clinical psychology with a specialization in neuropsychology.

Second Place:

Justin Karr
Western Oregon University
RA: Joel Alexander, PhD, and Rob
Winningham, PhD

Omega-3 Fatty Acid Supplementation and Cognition in a College-Aged Population

The cognitive benefits of Omega-3 Polyunsaturated Fatty Acids (n-3 PUFA) are unclear across populations of different ages. The current study used a double-blind, randomized, placebo-controlled pilot design for three weeks of n-3 PUFA supplementation (200 mg EPA/200 mg DHA) on 20 college students. Participants underwent baseline and postsupplementation assessments through a verbal learning test, Stroop test, and trail-making test. Across all measures, the researchers hypothesized greater improvement of n-3 PUFA group over the placebo group. Results indicated that n-3 PUFA supplemented participants ($n = 10$) did not differ from placebo-condition participants ($n = 10$) in their improvement from baseline across all measures, presenting no cognitive effect of n-3 PUFA among college-aged participants.

Justin Karr recently graduated from Western Oregon University (WOU) with two majors in psychology and social science and a minor in biology. He received the highest honor granted by WOU to a male graduate, the Delmer Dewey Award for the Outstanding Graduating Man. As an undergraduate, Justin began exploring research under the guidance of Dr. Robert Winningham, focusing on the cognitive benefits of omega-3 fatty acids. He then expanded his research focus by working with Dr. Joel Alexander, examining meta-cognition through electroencephalogram. As a Psi Chi member, Justin received a research grant to perform a follow-up study on omega-3 fatty acids and cognition, finding similar results to his award-winning study among a larger group of participants. Justin was also a student-athlete on the WOU cross country and track teams. Justin will enter a graduate program in clinical neuropsychology at the University of Victoria in British Columbia this coming fall.

Third Place:

Jackson J. Taylor
New York University
RA: Gigliana Melzi, PhD

Paternal Support of Emergent Literacy Development: Latino Fathers and Their Children

Despite growing evidence supporting the notion that fathers influence their children’s education, few studies examine the intersection of involvement and emergent literacy development. The present study explored the ways in which fathers ($N = 12$) support children’s literacy skills in a low-income Latino community. After completing self-report measures of daily involvement and home literacy, fathers were asked to share a wordless book with their children. Fathers reported engaging in a variety of involvement activities, lending support to the study of fathering as a multifaceted construct. Furthermore, fathers were observed to provide rich linguistic environments during book sharing. Trends among narrative participation scores support past literature suggesting cultural differences in narrative styles. Results provide contributions to the literature on Latino parenting.

Jackson J. Taylor graduated summa cum laude with a BS in applied psychology from New York University (NYU) in 2011. As an undergraduate, he received a Psi Chi Undergraduate Research Grant as well as an NYU Steinhardt Dean’s Research Grant and a departmental grant to support data collection for his honors thesis on low-income Latino fathers and their children. In addition to conducting his own research projects, he also served as vice-president of Psi Chi at NYU, assisted with research for the Latino Family Involvement Project, and cofounded and designed *NYU Applied Psychology OPUS*, an online publication of undergraduate work. Outside of NYU, Jackson interned at the *United States Association for Body Psychotherapy Journal*, where he explored his interests in attachment and the process of psychotherapy. He is currently a doctoral student of clinical psychology at the Demer Institute of Advanced Psychological Studies, Adelphi University (NY).

Model Chapter Awards

Thirty-six Psi Chi chapters qualified for recognition as Model Chapters during the 2010-11 year. The Psi Chi Model Chapter Awards Program annually recognizes and rewards those chapters that consistently maintain outstanding records of membership inductions, chapter correspondence, service projects, and other criteria associated with being an outstanding chapter.

Chapters do not need to submit an application for the Model Chapter designation. All chapters meeting the criteria are designated as winners and receive a check for \$100 noting their achievement as a Model Chapter. In addition, the winning chapters are eligible to win subsequent years. Eligibility is determined after the end of the fiscal year (June 30).

2010-11 Model Chapter Award Winners

Adelphi University (NY)
Ashland University (OH)
Baruch College, CUNY
Bradley University (IL)
Charleston Southern University (SC)
Creighton University (NE)
Davidson College (NC)
DePaul University (IL)
Drury University (MO)
Eastern Michigan University
Embry-Riddle Aeronautical University (FL)
Florida Institute of Technology
Friends University (KS)
Hawaii Pacific University
Lehman College, CUNY
Mesa State College (CO)
Millersville University of Pennsylvania
Morningside College (IA)
Saint Vincent College (PA)
Southeastern Louisiana University
Southern Connecticut State University
Stephen F. Austin State University (TX)
University of Central Arkansas
University of Central Florida at Cocoa
University of Central Missouri
University of Colorado at Colorado Springs
University of Illinois at Chicago
University of Louisville (KY)
University of Mary Washington (VA)
University of North Carolina at Charlotte
University of Victoria (BC)
University of Wisconsin-Green Bay
West Virginia University
Westfield State University (MA)
Whittier College (CA)
Winthrop University (SC)

Kay Wilson Leadership Award

Psi Chi is pleased to announce the 2010-11 Kay Wilson Leadership Award for Outstanding Chapter President, Simone Maria Bolton of University of Baltimore (MD). The Kay Wilson Leadership Award was established to honor Kay Wilson, the Executive Officer of Psi Chi from 1991-2003. Under Kay's leadership, Psi Chi doubled its membership and increased its grants, awards, and visibility. Kay not only demonstrated excellence in leadership but also realized the role Psi Chi plays in developing future leaders in psychology.

"The very essence of leadership is that you have to have a vision."

- Theodore Hesburgh

Being part of a very active Psi Beta chapter at Carroll Community College (MD), I transferred to the University of Baltimore (MD) with the goal to join Psi Chi. However, it was not an easy transition as the chapter was inactive, had no advisor, and I was unable to get in contact with any members. Here my vision and determination began when I made it my responsibility and goal to reactivate the chapter.

Newly elected Psi Chi Advisor Professor John Gasparini asked me to become the president of chapter due to my leadership experience though my position as president for Phi Theta Kappa, my experience as an active member of Psi Beta, and the 3.9 GPA I earned while attending Carroll Community College. I was very thankful for this opportunity because I believed that I would have to wait two semesters before I was eligible to join the Psi Chi chapter. However, because the chapter's bylaws allowed me to join as soon as I transferred, this allowed me immediate chapter membership and involvement with Psi Chi. I began my quest to make this chapter an active, thriving, and productive Psi Chi chapter.

First, I sent invitations to eligible members and organized an induction ceremony with the help of Professor Gasparini. We were able to induct 33 new members in the fall, including many graduate students, and recruit five new officers for our chapter. Overall, this experience taught me that leadership is a process not just a position, involving everyone working together as a team.

A quality of a leader is knowing how to get resources and help when needed. Team work is very important, and without the help of my fellow Psi Chi officers, we would have never accomplished our goals. Knowing this, I made validation and appreciation a habit. In addition, my goal was to try to enable other members to give their best. A good leader strives to bring out the best in people and knows that when others engage in shared responsibility and team work, they feel a sense of

The award is presented annually to one chapter president who demonstrates excellence in leadership of the local chapter. As the winning Psi Chi chapter president, Ms. Bolton received a cash award of \$500 and travel expenses to attend the Psi Chi/American Psychological Association Annual Convention in Washington, DC, to receive an engraved plaque commemorating the award. Please see Ms. Bolton's personal statement about her role as chapter president.



Simone Maria Bolton (University of Baltimore, MD) with faculty mentor **Laura Bittner** (Carroll Community College, MD) at the 2011 APA convention in Washington, DC.

belonging, empowerment, and accomplishment, resulting in productive and motivated members.

Reactivating this Psi Chi chapter and planning activities took motivation, time, and hard work. Therefore, I am grateful for the experience and knowledge I gained as a Psi Beta member. The Psi Beta chapter at Carroll Community College is very active and gave me plenty of experience in preparing for campus activities and community service projects as well as leadership experience. Without the help of Advisor Professor Laura Bittner, I would have struggled to put the induction ceremony together and declined becoming president of the University of Baltimore chapter. Staying in contact with the Psi Beta Chapter also had another advantage: Our chapters collaborated and presented jointly at the EPA conference in Boston. In May, the two chapters participated in the National Awareness of Mental Illness (NAMI) Walk together.



Victor Sungkhasettee



Christina Marini



Tamara Meixner

Guilford Undergraduate Research Awards

The chair to the J. P. Guilford Undergraduate Research Awards Committee, Dr. Maria Lavooy, has announced the winners of the competition. Psi Chi congratulates these 2010-11 winners of the Guilford Awards and wishes them continued success.

First Place:

Victor Sungkhasettee

University of California, Los Angeles
RA: Alan D. Castel, PhD

Memory and Metamemory for Inverted Words: Illusions of Competency and Desirable Difficulties

Accurately assessing how well you have learned something plays a central role in effective study. People assume they learn better from studying fluent information, but studying information that is less fluent and requires more processing actually results in greater learning. Experiment 1 examined whether fluency would influence predicted recall when studying inverted or upright words. People predicted no difference in recall based on word orientation, but recalled more inverted words. Experiment 2 used multiple-list trials in which participants could learn the effects of processing inverted words, and yielded similar results. We interpret these results in the context of desirable difficulties (Bjork, 1994): Reading inverted words requires effortful processing, which benefits recall performance, but people are not aware of these benefits.

Victor Sungkhasettee was the president of Psi Chi at the University of California, Los Angeles and graduated in June with a BA in psychology. He began working as a research assistant for Dr. Alan D. Castel in 2009 with a general interest in memory, which has since evolved into a strong interest in metamemory (i.e., knowing about one's own memory and its capabilities), and investigating how and when people misjudge their own learning. He has presented his work at the WPA conference in Los Angeles. He also submitted this work for publication as first author in the peer-reviewed journal, *Psychonomic Bulletin & Review*, and the paper was recently accepted for publication. This year, Mr. Sungkhasettee will be working as a laboratory manager for Drs. Robert A. Bjork and Elizabeth Ligon Bjork in the Learning and Forgetting Lab and will be applying to graduate schools later this year.

Second Place:

Christina Marini

Adelphi University (NY)
RA: Katherine Fiori, PhD

Work-Family Spillover and Psychological Distress in Women: A Pattern-Centered Approach

Using data from the Wisconsin Longitudinal Study, we evaluated the relationship between work-family spillover and psychological distress in middle-aged women ($N = 2,842$ and mean age = 54). We compared four groups of female participants on psychological distress as measured by the CES-D (Radloff, 1977): (a) those who have low positive and negative spillover, (b) those who have low positive and high negative spillover, (c) those who have high positive and low negative spillover, and (d) those who have high positive and negative spillover. There was a significant difference in depressive symptomatology among groups at Time 2, even after controlling for depressive symptomatology at Time 1. Group 2 had significantly higher levels of depressive symptomatology than Groups 1 and 3.

Christina Marini graduated summa cum laude from Adelphi University (NY). Her experiences working for the Long Island Council on Alcoholism and Drug Dependence's BUDDY Mentoring Program and her passion for research have inspired Ms. Marini to devote her career to bridging the gap between research and its application. She is interested in the processes of separation and reunification in families dealing with issues such as parental incarceration and military involvement in hopes of designing programs that will benefit affected families. Ms. Marini has served as a research assistant for her professor Dr. Katherine Fiori and with her assistance completed an undergraduate thesis entitled, "To Commute or Not to Commute: Attachment Style and Well-Being in First-Year Students." She will begin working on a doctoral degree in human development and family studies at Purdue University (IN) and be employed as a research assistant for the Military Family Research Institute in the fall.

Third Place:

Tamara Meixner

University of Victoria (BC)
RA: James W. Tanaka, PhD

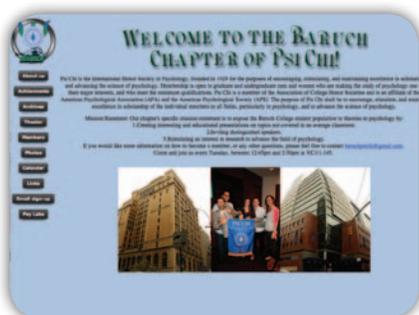
The Moving Window Technique: A Window Into Age-Related Changes in Attention to Facial Expressions of Emotion

In order to investigate the development of emotion recognition strategies, we employed a Moving Window Technique. Participants explored a degraded face with a mouse-controlled window of high-resolution information in order to identify the emotion being expressed (e.g., happiness, anger, fear, disgust). We examined the exploration strategies of children aged 5 to 12 and adults in a cross-sectional design with five age-groups. Results demonstrated an age-related increase in accuracy and decrease in response time (RT), with the facial expression of fear showing the largest improvement in RT. While a general bias to the mouth region was observed, there was an increase in eye exploration with age, suggesting a link between eye selectivity and expression recognition performance.

Tamara Meixner graduated with distinction from the University of Victoria (UVic) in June of 2011, where she received a BA (honours) in psychology and a minor in French. During her time at UVic, Tamara had the pleasure of collaborating on numerous research projects within the domain of object and face recognition under the supervision of Dr. James Tanaka and presented this work at several academic conferences both within and outside of Canada. In addition to this, she spent a semester studying abroad in the Netherlands, volunteered as a peer counsellor for two years, and served as the 2010-2011 UVic Psi Chi chapter president. In the coming year, Tamara will continue conducting research in a lab coordinator position while she applies to graduate programs in clinical psychology for the fall of 2012. In closing, she would like to express her sincere gratitude for being recognized with this award!

Website Awards

The Psi Chi Website Awards annually recognize three outstanding Psi Chi chapter websites.



Baruch College, CUNY
<http://www.baruchpsichi.com/>

The Baruch Chapter of Psi Chi created and launched a website to offer an additional outlet for the information provided at the meetings and to have an easy system for members to receive updates and announcements about upcoming meetings and events. The website allows members to sign up for weekly emails and receive information on how to fill out applications for those not yet inducted. In addition, the website provides information about the many opportunities the psychology department of Baruch College has for its students, such as research positions at several laboratories, summer internships (soon to be launched), and events hosted by faculty members or the department. Students can also access previous presentations, photos, and soon filmed presentations.

The site was designed to have an interface that appeals to the students but also one which differentiates from the official college website; it also conveys the academic and scientific interest Psi Chi serves to foster in its members. The site is very simple and user-friendly, intended to deliver vast amounts of information in a straightforward, quick manner to the students. The layout allows for an easy search and the website is updated regularly to ensure the most current information is available for interested students.

The mission of the Baruch Chapter of Psi Chi is to deepen and expand students' knowledge of various topics in psychology by introducing topics that are not addressed in core classes. In addition, we are dedicated to encouraging engagement in research opportunities to expose students to a major aspect of careers in psychology. The website is designed for full access to these opportunities Baruch College Psi Chi provides. In conclusion, the website exists to help Psi Chi members and psychology students to access an additional outlet for their passion for psychology.

In the coming weeks, we will be publishing more articles in the "links" section, continue to work on the theater (have recorded presentations and interesting videos), and develop an updated "newsfeed."

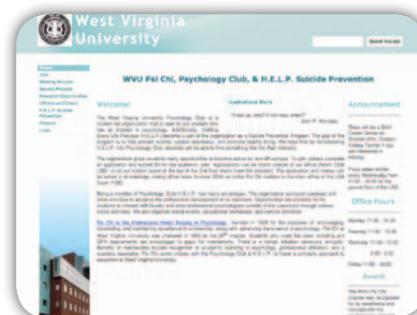


New Mexico Highlands University
<http://nmhupsichi.org/>

The purpose of the New Mexico Highlands University (NMHU) Psi Chi Chapter's site is to increase awareness of our chapter within the campus in an attempt to increase membership; to increase communication between chapter members; to organize chapter and campus events; and to offer knowledge and resources for students who are interested in making psychology their field of study.

The NMHU Psi Chi chapter has been a small organization, with membership being limited to graduate students due to lack of awareness by undergraduate students. Within the last two years, undergraduate membership has begun to increase. With the site, we hope to further increase awareness of our chapter by potential undergraduate members. We are also using our site to increase communication between members. With our membership increasing as well as the energy of the group, our chapter's activities have increased to the point that online organization of events is both helpful and at times necessary. With the many activities of our members and the display of the events on the site, we have culminated interested in the field of psychology by undergraduate students. Finally, the site is also used to provide information for future NMHU students who may be interested in making psychology their field of interest. Supporting academic excellence and furthering the interest of students to the field is one of our chapter's main goals.

The NMHU Psi Chi Chapter's site is innovative, aesthetically pleasing, and very easy to read and navigate. With the format of the site, we are able to give out the information needed by members, and display our activities in a very unobtrusive and eye-pleasing manner. The site is also very functional in that we use it in order to create reminders for members on volunteer activity as well as creating reminders about upcoming events. It has become a very used and loved tool by the members and has increased both awareness and interest in the chapter.



West Virginia University
<https://sites.google.com/site/wvupsychologyclub/>

Purpose

Our chapter's website provides members with information about upcoming events, serving as a bulletin board where information for members can be posted. Also, members and other students at West Virginia University (WVU) can access helpful links and download application forms for Psi Chi and Psychology Club. Our website displays the office hours of the Psi Chi officers, allowing members to easily find out what days and times they can interact with officers and committee chairs in the Psi Chi office in the Department of Psychology. The website serves as a starting point for those interested in undergraduate research, with links to research opportunities at WVU as well as research funding opportunities through Psi Chi. Our photo gallery on the website provides a historical record of activities over recent years.

Uniqueness

Our website incorporates the work of our chapter in promoting mental health awareness and suicide prevention on campus through our Holding Every Life Precious (HELP) program. There is a separate section of our website devoted to that topic, with links to WVU's counseling center and the national suicide prevention hotline. Service activities of our chapter and our Psychology Club also are highlighted with a separate link on our webpage.

Philosophy

The philosophy of our website is to facilitate information flow between officers and committee chairs with other members of Psi Chi and Psychology Club as WVU psychology students generally. Our website encourages Psi Chi's mission by promoting scholarship, including research experience, allowing for the development of the scientific knowledge, ethical values, and social responsibility.



Alessio Pio Giuricich



Lori Kim

Intel International Science & Engineering Fair Awards

For the fifth time, Psi Chi presented awards at the Intel International Science & Engineering Fair (ISEF) for three high school presentations in the field of psychology. Drs. Maria Lavooy (Psi Chi Southeastern Vice-President) and Dr. Nusha Askari (Notre Dame de Namur University, CA) served as judges for these awards.

First Place

Alessio Pio Giuricich
Bishops Diocesan College (South Africa)
RA: Olga Peel

Epidemiology of Sugar Dependence Amongst Adolescents

Adolescents are vulnerable to the initiation of novel or excess substance use because of underlying neurobiological developments. Substance dependence is diagnosed when 3 or more of the 7 criteria according to the DSM-IV-TR are met. The hypothesis was that 50% or more adolescents are sugar dependent. A total of 1,654 adolescents from South Africa were surveyed. The Modified Sugar Addiction Scale, which was compiled by the researcher and is a modified version of the Yale Food Addiction Scale (permission granted), was used. The results revealed that 56% of the total, 40% of the rural, 62% of the urban privileged, and 67% of the urban underprivileged adolescents are dependent on sugar. Females (63%) showed a higher dependence than males (51%).

Alessio Pio Giuricich is in Grade 11 and attends a monastic day school for boys in Cape Town, Bishops Diocesan College. His interest in sugar dependence was initiated by the reality that adolescents consume a large quantity of sweetened foods on a daily basis. He is fascinated with neurophysiology and having investigated the neurobiological development of the brain during adolescence, the possibility of sugar dependence developing during this age occurred to him. Research and scientific exploration has always fascinated him. Hobbies include piano, trail-running, bonsai growing, and tennis. This was his first attendance at Intel ISEF, and he was honored to receive the first place award from Psi Chi.

Second Place

Lindsey B. Saunders
Union County High School (FL)
RA: Heather Horstmann

The Influence of Phrase-Spaced Text on Reading Comprehension of Stroke Patients

This study designed a text format to provide the initial organization for more effective reading comprehension. Testing utilized adult stroke patients as well as adults with no brain injuries. It was hypothesized that both groups would score higher on phrase-spaced passages as compared to neutral passages. The test group was 20 stroke patients in nursing homes and 20 typical adults. Over six sessions, each subject silently read a phrase-spaced passage, a neutral passage, and answered four questions per passage. Subjects in both test groups had higher comprehension scores after reading passages in the phrase-spaced format. There was a significant interaction, $p < .05$, between stroke adults and phrase-spaced formats. The typical adult group did not show significant interaction, $p = .28$.

Lindsey Saunders grew up in Lake Butler, Florida, and will be attending the University of Florida to earn a degree in speech pathology. She became interested in behavioral sciences at a very young age. Her research on improving reading comprehension with struggling readers and stroke patients has received awards from the Army, Navy, American Psychological Association, and Psi Chi. She was a four-time ISEF finalist, placing 3rd in 2009, 3rd in 2010, and 4th in 2011 in the category of behavioral and social sciences. She was also chosen to be the Global Ambassador for Education with the 100 People Foundation and attended the Technomy Conference in August of 2010. She plans on furthering her studies with an emphasis on stroke patients.

Third Place

Lori Kim
West High School (UT)
RA: Brenda Mann

Audio-Visual HIV/AIDS Education in a Tanzanian Adolescent Population

This study examines the effectiveness of methods used for AIDS education programs, such as visual aid, group discussion, and peer education, and explores how HIV/AIDS education program may impact adolescents' attitudes towards taking the HIV blood test. The hypothesis was that students who are taught about HIV/AIDS using an audio/visual aid will retain more information and be more willing to volunteer to get tested than students who are only taught through lecture. The results of the educational methods used proved to be beneficial because the postactivity surveys showed improvement in understanding. As a result, audio/visual methods of teaching about HIV/AIDS do indeed persuade students to get take the HIV blood test and increase their knowledge about HIV/AIDS significantly.

Lori Kim was born in Seoul, South Korea. She currently lives in Salt Lake City, Utah, and will be a senior at West High School this fall. Lori dipped her toes into the world of science when she was a freshman and has continued following her passion since then. She was a finalist at ISEF 2011 this May, placing second in the behavioral science category. This past summer, Ms. Kim traveled to Tanzania to conduct her studies on HIV/AIDS education among the Tanzanian high school students in the city of Tanga. She became interested in this area of research after she had heard about the difficulties of promoting HIV/AIDS education among the youths using the pamphlets provided by the Tanzanian government. Ms. Kim is interested in having a career associated with medicine. She is an active member in her local HOSA club and has competed at HOSA nationals twice.

2009-10 Faculty Advisor Research Grant Winners

Faculty Advisor Research Grants

Psi Chi congratulates the 2009-10 and the 2010-11 Faculty Advisor Research Grant winners. All current faculty advisors and coadvisors who have served an active Psi Chi chapter for at least one year are eligible to apply. The purpose of this program is to provide funds for advisors to defray the direct cost of conducting a research project (no stipends included).

2010-11 Winners

Cynthia Bane, PhD

Wartburg College (IA)

"The Effects of Experimentally Enhanced Mindfulness on Distal Defensive Responses to Mortality Salience"

Diane B. V. Bonfiglio, PhD

Ashland University (OH)

"Coping Style and Autonomic Responses During and Following a Directed Forgetting Procedure"

Scott E. Bowen, PhD

Wayne State University (MI)

"Does Repeated Toluene Exposure Alter Ethanol's Properties?"

Leslie Cameron, PhD

Carthage College (WI)

"Odor Identification in Early Childhood and Children with Autism"

Nathan T. Deichert, PhD

Mount Olive College (NC)

"Depression and Cardiovascular Responses to Stress: The Moderating Role of Emotional Valence"

Cynthia M. Hartung, PhD

University of Wyoming

"Developmentally Sensitive Criteria for ADHD in Emerging Adults"

Dawn Kastanek Kriebel, PhD

Immaculata University (PA)

"The Efficacy of Support Groups in Alleviating Postpartum Depression Among Low-Income Women"

Keith Morgen, PhD

Centenary College (NJ)

"Addiction and Trauma in the Criminal Justice System: Parole Analyses"

Mark D. Terjesen, PhD

St. John's University Queens (NY)

"Developing Best Practices for Sleep Identification and Intervention Among Youth Internationally"

Phillip R. Zoladz, PhD

Ohio Northern University

"Effects of Stress on the Retrieval of Emotional and Nonemotional Words"

L. Brooke Bennett-Day, PhD

Wesleyan College (GA)

An Examination of the Impact of Navon Letter Training on Cross-Race Face Recognition

The cross-race effect (CRE) is a phenomenon in which people recognize faces of their own race at a higher rate than other-race faces. Research has repeatedly demonstrated the efficacy of Navon letter training, which involves a focus on global or local features of a stimulus in increasing face recognition accuracy. The present study presented a refined attempt at a replication of Navon letter training, along with an examination of the impact of training on decreasing the CRE. Data from 51 female participants failed to offer any support for training with Navon letters, although they did show the expected CRE. These results suggest that Navon effects, although present in some face recognition studies, may not be consistently applicable to CRE issues.

Brooke Bennett-Day is an assistant professor of psychology at Wesleyan College (GA). She received her PhD in social psychology from Florida State University. Being at a small college, she teaches a number of different courses, but among her favorites are social psychology, research methods, forensic psychology, and systems of psychology. In addition to her psychology responsibilities, she is also the current program director and advisor for the Human Services major and serves as the faculty advisor to a small but enthusiastic chapter of Psi Chi. Dr. Bennett-Day's research interests primarily focus on the intersection of psychology and the legal system, including juror decision-making and the impact of race on face recognition. Since arriving at Wesleyan four years ago, she has also worked with students to conduct research in a number of social psychological areas, including prejudice, perceptions of others, and mortality salience.

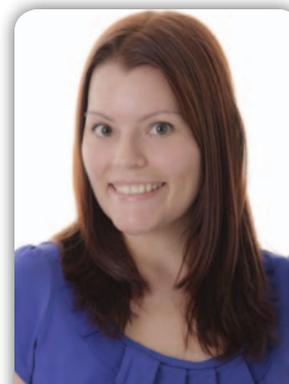
Timothy Koeltzow, PhD

Bradley University (IL)

Developmental Effects of Continuous Methylphenidate Administration on Dopamine Transporter Expression in an Animal Model of Attention-Deficit/Hyperactivity Disorder

Continuous versus intermittent infusion of methylphenidate (MPH) during four weeks of adolescent development in a rat model of attention deficit/hyperactivity disorder was assessed. Behavioral measures revealed robust differences based on route of drug administration. For example, rats receiving twice daily injections of saline or MPH (0.8 or 1.6 mg/kg) exhibited hyperactivity in the open field, light/dark chamber and T-maze compared to subjects treated via osmotic minipumps, suggesting that the daily mild stress of injections produced enduring changes in spontaneous and dopamine-relevant behaviors. Additionally, continuous MPH enhanced reward acquisition in a T-maze and attenuated the response to cocaine challenge, suggesting that continuous MPH delivery is adaptive relative to intermittent dosing. Assessment of concurrent alterations in protein expression is ongoing.

Dr. Koeltzow is an associate professor in the Bradley University department of psychology. He earned his BA in psychology at the University of Colorado and a PhD in neuroscience from The Chicago Medical School. He served for 3 years as a post-doctoral fellow at the University of Chicago prior to serving for 3 years as an assistant professor of psychology at Saint Anselm College in New Hampshire. Dr. Koeltzow's research interests are focused on identifying the neural correlates of behavioral changes in rodent models of ADHD, depression and addiction in response to developmental exposure to psychoactive medications or environmental enrichment. The implicit mission of the Drug Abuse Research Laboratory at Bradley is to engage undergraduate students in meaningful and collaborative research experiences. He currently teaches research methods, history of psychology and physiological psychology at Bradley. He lives in Peoria with his wife, Dawn, and two children.



L. Brooke Bennett-Day, PhD



Timothy Koeltzow, PhD

2009-10 Faculty Advisor Research Grant Winners



Benjamin J. Lovett, PhD

Benjamin J. Lovett, PhD
Elmira College (NY)

Predictors of Students' Benefit From Extended Time Testing Accommodations

This project investigated which cognitive skills predicted students' benefit from extended time accommodations on a standardized reading comprehension test (operationalized as their test score gain from 10 to 15 minutes of time allotted). Students were given six tasks from the Woodcock-Johnson Tests of Cognitive Abilities as predictors. Data collection continues, but in the current sample ($N = 20$) of students with professional diagnoses of either ADHD or a learning disability, the two measures of short-term memory were the strongest predictors of benefit (r s of .50 and .53; p s < .05), whereas measures of processing speed and auditory processing skills did not show significant correlations. These findings suggest more importance of short-term memory skills than has been recognized previously.



Matt Newman, PhD

Benjamin J. Lovett, PhD is an assistant professor of psychology at Elmira College, a small liberal arts college in Elmira, NY. He received his doctorate in school psychology from Syracuse University in 2007. At Elmira, Dr. Lovett teaches a wide variety of psychology courses, including the psychology of learning, child psychopathology, psychological testing, and the history of psychology. He also enjoys participating in a wide variety of activities held by the Elmira College Psi Chi Chapter. His research focuses on the conceptual and psychometric foundations of psychological assessment; he specializes in the diagnosis of learning disabilities and attention problems, and the provision of testing accommodations to students with these disorders. Dr. Lovett also consults with testing companies on these issues.



Jamie Rhudy, PhD

Matt Newman, PhD
Arizona State University West

Balancing Act: The Challenges Facing Working Students

Research suggests that nearly half of employed full-time college students work enough hours to hurt educational achievement and quality. The majority report that they must work to attend college (King & Bannon, 2002). During 2010, 366 Arizona State University students at five campuses completed a survey that was designed to gather information about students' attitudes, campus perceptions, and time allocations, with a direct focus on working students. Results revealed a disconnect between hours worked and the perception that "work interferes" with coursework; these only correlate with each other at $r(240) = .41, p < .001$. Perceptions of work interference correlated with perceived stress, perceived health problems, and feeling depressed. Underclassmen report fewer difficulties than underclassmen, $t(237) = -2.80, p < .01$.

Matt Newman is an assistant professor of psychology in the Division of Social and Behavioral Sciences at Arizona State University (ASU). Dr. Newman received his PhD in social psychology from the University of Texas at Austin in 2003 where he also completed two years of post-doctoral training in behavioral neuroscience with the Texas Consortium for Behavioral Neuroscience. Prior to joining the ASU faculty in 2007, Dr. Newman served as a visiting professor at Bard College in New York. Dr. Newman's research interests are a product of his social psychology and neuroscience background. His research focuses on the long-term impact of chronic stress, and the reasons this impact varies from one person to another. One current focus of the lab is on the long-term consequences of being bullied during adolescence for emotional and physiological responses to stress in adulthood. More information is available on his website: www.matt-newman.net.

Jamie Rhudy, PhD
University of Tulsa (OK)

Multimodal Assessment of Pain Processing in Native Americans Using Subjective, Behavioral, and Electrophysiological Outcomes: A Pilot Study

Pain problems are more prevalent in Native Americans than any other US group; yet, there have been few attempts to determine what contributes to these group differences. This study used experimental methods to compare Native Americans and Caucasians in their subjective and physiological reactions to painful stimuli. Results suggested that Native Americans had higher ischemia pain tolerance and experienced less pain in response to electric stimulations. Moreover, Native Americans showed reduced temporal summation of NFR (a physiological correlate of spinal cord pain processing). Thus, Native Americans have dampened pain responsivity that may stem from reduced hyperexcitability of spinal neurons. Although speculative, this might lead to an overexhaustion of pain modulation resources, thus putting Native Americans at risk for chronic pain.

Dr. Jamie Rhudy received his BA from Austin College (TX) and Ph.D. in clinical psychology from Texas A&M University. Dr. Rhudy is currently an associate professor of clinical psychology at the University of Tulsa (OK), and his research broadly spans the area of affective neuroscience, with a specific emphasis on pain processing. The laboratory uses a variety of physiological assessment techniques (e.g., electromyography, skin conductance, electrocardiography, electroencephalography, respiration) to assess pain, nociceptive responding, and other related defensive reactions (e.g., startle response). The eventual goal of this research is to identify mechanisms that contribute to and/or maintain chronic pain conditions and to develop noninvasive methods for assessing individuals at risk for developing chronic pain. Current research in the laboratory examines pain processing across the menstrual cycle and in a variety of chronic pain conditions, including fibromyalgia, migraine headache, chronic tension-type headache, and rheumatoid arthritis.

Weylin Sternglanz, PhD

Nova Southeastern University (FL)

Deception Detection via Thin-Slice Communications

People are able to make remarkably accurate inferences from very brief exposures (or “thin slices”) of nonverbal behavior in a wide variety of domains. We examined people’s ability to detect deception (which is normally slightly better than chance) via thin-slice communications. Contrary to our hypothesis, people were unable to detect deception from thin-slice communications; people’s ability to make inferences from thin slices of behavior does not appear to extend to the detection of deception. However, participants’ assessments of senders’ likeability significantly predicted the truthfulness of the senders’ communications, providing support for a model of implicit deception detection. Future research should examine methods by which people can draw on these implicit evaluations to improve their explicit deception judgments.

Weylin Sternglanz is an associate professor of psychology at Nova Southeastern University (FL), where he was named the Student Leadership Advisor of the Year (2008) for his work advising the college chapter of Psi Chi. He received his PhD in social psychology from the University of Virginia (2003), where he was a recipient of the Maury Pathfinder MA Thesis Award and an Outstanding Graduate Teaching Award. He received a BA in psychology from Pomona College (CA, 1996). His primary research interests and publications are in the areas of nonverbal decoding ability, deception detection, and empathic accuracy. He has taught introduction to psychology, social psychology, interpersonal communication, research methods, research practicum, senior seminar in psychology, and an honors seminar in interpersonal perception.

Margaret Stevenson, PhD

University of Evansville (IN)

The Impact of Socio-Economic Status and Race on Perceptions of Juvenile Sex Offenders

White participants read a vignette describing a 16-year-old boy (Black or White) convicted of raping an intoxicated 15-year-old girl (Black or White). Women (but not men) supported sex offender registration more when the victim was White than Black, an effect mediated by women’s belief that the Black victim is more disgusting, sexually promiscuous, and blameworthy. Yet, White participants supported registration more for the White than the Black defendant, an effect mediated by desire for retribution (not utilitarian concerns). Finally, White participants’ racism scores (completed after all measures) were highest when the defendant was White and the victim was Black than any other condition. Results support a Black Sheep Effect: Participants devalued out-group members likely to restore threatened in-group cohesion.

Dr. Margaret C. Stevenson is an assistant professor of psychology at the University of Evansville (IN). She received her PhD in social psychology from the University of Illinois at Chicago in 2008. Her dissertation was awarded the 2008 American Psychological Association (APA) Division 37 Dissertation Award; APA Division 37’s Section on Child Maltreatment Honorary Mention; the 2008 APA Division 41, American Psychology and Law Society (AP-LS) First Place dissertation award; and is currently published in *Psychology, Public Policy, and Law*. She was also the 2010 recipient of the APA Division 37’s Early Career Award in Child Maltreatment. Dr. Stevenson studies various issues at the intersection of children, psychology, and the law, specifically social psychological factors that shape perceptions of child offenders and victims. Dr. Stevenson also serves as Membership Chair for Division 37 Section on Child Maltreatment and was elected to serve as Division 37 Member-At-Large for communications and technology.

Mark D. Terjesen, PhD

St. John’s University Queens (NY)

Developing Best Practices for Autism Identification and Intervention in Vietnam

The aim of this research was to develop the Autism Spectrum Rating Scales (ASRS) in a sample of Vietnamese parents, and examine this measure in relation to parental functioning among 117 Vietnamese parents of children between the ages of 2 and 18 recruited from schools and childhood development centers in Hanoi and Ho Chi Minh, Vietnam. Vietnamese parents endorse similar ASD symptom profiles and severity of Autism Spectrum Disorder (ASD) symptoms on the ASRS as their U.S. counterparts. Vietnamese children diagnosed with an ASD present with greater difficulty with social communication, peer socialization, adult socialization, and social-emotional reciprocity when compared to typical children. Vietnamese parents of autistic children reported significantly more stress and dysfunctional cognitions than parents of typical children.

Dr. Mark Terjesen is associate professor of psychology at St. John’s University and a core member of the school psychology program of which he was program director from 2001 to 2008. He earned his PhD in clinical and school psychology from Hofstra University. He is an active part of the research and training initiatives for the Albert Ellis Institute for Rational Emotive Behavior Therapy in Manhattan, New York. Dr. Terjesen was president of the School Division of the New York State Psychological Association (NYSPA) in 2004 and in 2011. He was the recipient of the Academic Division of the NYSPA Virginia Staudt Sexton Early Career Award for Early Career Contributions to Academic Psychology (May, 2002). He served as the president of the Trainers of School Psychologists in 2009 and has presently internationally and coauthored papers or presentations with over 45 different students in his academic career.

**Weylin Sternglanz, PhD****Margaret Stevenson, PhD****Mark D. Terjesen, PhD**

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 emailed to psichieye@psichi.org. For digital photos, email only high-quality resolution images (600KB) 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
RMPA	Rocky Mountain Psychological Association
SEPA	Southeastern Psychological Association
SWPA	Southwestern Psychological Association
WPA	Western Psychological Association

East

Adelphi University (NY)

Adelphi University's chapter of Psi Chi has been busy promoting its initiatives of scholarship and research. A record number of Psi Chi members participated in Adelphi's 8th Annual Research Conference. The chapter's faculty advisor, Dr. Katherine Fiori, chaired the conference, and Psi Chi members Jessica Alcaraz and Hara Stephanou won awards for best undergraduate poster and oral presentation in psychology, respectively. Chapter members presented research at this year's Eastern Psychological Association (EPA) Convention in Cambridge, MA and the National Conference for Undergraduate Research in Ithaca, NY. Adam Clark (treasurer) attended a Psi Chi focus group on Psi Chi best practices held at Pace University and came back with great ideas for collaborations with other chapters. Adelphi's chapter hosts speakers every semester to inspire students to engage in research. This spring, Dr. Michael MacKenzie from

Columbia University spoke about his research on foster care placement trajectories. The chapter also held an induction ceremony in honor of new members at which there was a record number (38). Faculty, officers, members, and inductees all gathered for an evening acknowledging academic merit. Adelphi's chapter has avidly been working to raise funds for events and to send nonpresenting members to conferences. The chapter organized bake sales and a raffle in order to raise awareness and funds. Members were also able to engage in some philanthropy during the spring semester; several members, including the outgoing vice-president (Allison Madden) and incoming president (Suzy Rinaldi) participated in the "Scramble for Charity" egg hunt and won \$150, which they donated to Autism Speaks.

Franklin Pierce University (NH)

The chapter had weekly meetings, where members reviewed scholarly journal articles. Members also attended the NHPA conference in April and did activities with children in the community.

Fordham University at Lincoln Center (NY)

The chapter had another active spring semester under Viany Orozco (president). Most of these diverse activities were with Fordham Psychology Association, which included a law-psychology tour of Bronx Supreme Court, with Officer Tina Perez; a forum on healthy cities in the 21st century, featuring experts Sarah J. Benoit, MA (Fordham), Noema Chaplin (Servas), Dr. Harold Takooshian (Fordham), Dr. Peter R. Walker (urban planner), Dr. Arline L. Bronzaft (GrowNYC), Dr. Bruce Berg (Fordham), Bryan C. Ardouny, JD (Armenian Assembly), and Rev. Moses Williams (New Brunswick, NJ); and a forum on new directions in forensic psychology, with Dr. Harold Takooshian (Fordham), Margo G. Masi (Fordham Psychology Association), Viany A. Orozco (chapter president), Robert Emmons, JD (Nassau County Courts), Dr. Thomas A. Caffrey (past-president, NYSPA Forensic Division), Dr. Gabrielle Stutman (founder, NYSPA Forensic Division), Dr. Rafael Art Javier (Saint John's), Dr. Nicholas Tolchin (Central New York Psychiatric Center),



A Dr. Yvonne Rafferty (psychology professor), Niemat Ahmadi (native of North Darfur), Jean Bucaria (director, National Organization for Women), and other **Pace University (NY)** students show off their pink bracelets demonstrating that they will not stand for violence against women anymore.

B The **Fordham University at Lincoln Center (NY)** Chapter sponsored a forum on new directions in forensic psychology, featuring a panel of experts.

C **Fordham University at Lincoln Center (NY)** Chapter held a spring induction ceremony with family, faculty, and speaker David Glenwick (far right).

D The Chapter of **Adelphi University (NY)** held a spring induction ceremony at which a record number of 38 members were inducted.

E Guest speaker at the spring induction ceremony of **Westfield State University (MA)** was Carolyn Maylor-McClendon (past-president), alumna, and current supervisor at the Connecticut State Prison system.

F Members of the **Adelphi University (NY)** Chapter organized a bake sale and raffle to raise money and awareness of Psi Chi.

G **Pace University (NY)** Psi Chi members Heather Montemarano (vice-president), Sarah Leclerc (president), Brittney Mongelli (treasurer), Veronica Paredes, and Jasmine Clayton pose in front of their table full of items (posters of diverse emotions, a song, books, Play-Doh, markers, stickers, etc.) that all JumpStart children could use.

Dr. Chricelyn Tussey (director of assessment, Bellevue Hospital Center), and Lauren E. Kois (NYU & AP-LS). The chapter also sponsored a lecture, "Studying prosocial behavior: Why and how?" with Dr. Henry Solomon (Marymount Manhattan); a trip to the 39th Hunter Psychology Convention, where members presented their research findings; a workshop on graduate study in psychology with Dr. Stephanie Rowley (University of Michigan); and an annual psychology gathering and induction of 8 new members. In most every psychology course offered and made short announcements related to Psi Chi.

The chapter has also continued an Outstanding Psi Chi Member Award, worth \$50 a semester, for the member who is most active (determined by a point system). Another event the chapter held was a curriculum vita/graduate school workshop, where professors helped students with their vitae and answered questions related to graduate school. They have a GRE study group, where members get together to study and prepare for the exam. Plus, the chapter has a tutoring

system, assigning one or two individuals to a particular course and having those who need help contact the tutor to set up individual tutoring sessions. The members were also active in several community service activities (e.g., Walk for Lupus and serving dinner at the local veteran's home).

Pace University (NY)

On April 25, chapter cosponsored an event with other organizations on campus: Stand Against Genocide and Students Organizing Against Rape. The chapter invited Dr. Yvonne Rafferty (psychology professor), Niemat Ahmadi (native of North Darfur, long-time human rights activist, and founder of the Darfuri Leaders Network), and Jean Bucaria (deputy director, National Organization for Women) to discuss violence against women domestically and internationally. The speakers discussed rape, child sexual trafficking, and domestic violence. During the last 30 minutes, the students/audience were able to ask questions on what the panelists thought about legalizing trafficking and prostitution and how students can act to

stop violence.

The chapter also worked with JumpStart, a national organization that trains college students and others to work with preschool children to make sure that the children do well in their school environment, on April 16. Members came together to go to Sara Roosevelt Park, set up an activity for the children, and spend a few hours with the children to do the activity. Members had kids draw whatever emotions they felt that day and make necklaces out of the drawings. There were also stress balls that were given to the children to teach them healthy ways to manage anger. These activities were based on the book *When Sophie Gets Angry—Really, Really Angry*. The chapter also took part in Cooley's Anemia Care Walk on May 1, where members walked the Brooklyn Bridge back and forth to support Cooley's Anemia Foundation.

Pennsylvania State University at Erie, The Behrend College

To start the year, the chapter had a welcome back picnic for students to get to know each other and the

professors. They followed that up with an Alzheimer's walk, raising money. Each week, they then had teacher conversations about their research project. Once an event was organized, it was incorporated into their weekly meetings. This includes making cards for soldiers and veterans and multiple graduate school conversations, including Alfred University graduate admissions workers coming to talk with members. In December, the chapter had a Christmas event for children, where members purchased gifts for children who were not going to receive any or who were hospitalized over the holiday. They ended 2010 with Habitat for Humanity, building the foundation and dry-walling a house one snowy Saturday morning. The New Year brought on more events and activities: They had more teacher presentations and a clothing and chocolate sale. The sale was to help pay for the Psi Chi Banquet that hosted 75 people, including multiple professors. The chapter's community service event incorporated cleaning the local lake, Presque Isle, by removing debris and dead fish from the beach. To end the spring



The Westfield State University (MA) spring induction ceremony featured several faculty members who attended to support new inductees including Department Chair Dr. Jack Szpiller (far left). The officers (from left to right with the blue ribbons) are Keara Fiorentino, (president), Amanda Benlein (public relations), and Megan Willey (secretary). Dr. Susan E. Dutch is the faculty advisor (far right).

Chapter Activities

semester, they hosted a speech by a local judge on the topics of drug courts and allowing convicted individuals to go to rehab instead of taking the prison term.

Saint Vincent College (PA)

In September and October, the chapter held a Halloween treat bag sale. Over 150 bags of snacks and school supplies, which were purchased by parents, were put together by chapter members and delivered to students. In December, the chapter helped sponsor a Battle of the Bands. Proceeds from a 50/50 raffle totaled \$125 and were donated to the Blackburn Center, a local shelter for women and children who are victims of domestic abuse and sexual assault. The fall semester ended with a service project for St. Anne Home, a local assisted-living facility for the elderly. Each resident made a list of Christmas gifts they would like to receive, and chapter members purchased one or more gifts from their wish list. From March 10–13, 12 Psi Chi members traveled to Cambridge, Massachusetts, for the Eastern Psychological Association (EPA) Convention. Six senior Psi Chi members

presented their research theses at the conference. Two members, Gina Gowen and Jessica Legg, each won a \$300 Psi Chi award for their outstanding research. In addition, 5 junior members and one new inductee attended the conference in order to gain experience. The final project of the spring semester was a drive to collect donations for the Blackburn Center. Members purchased items such as diapers, sheets, clothes, and other items. On April 10, the chapter was fortunate to induct 17 new members. The new inductees had the opportunity to participate in the final project of the year and participate in the election of new officers.

Southern Connecticut State University

The chapter of Southern Connecticut State University (SCSU) collaborated on two campus-wide service projects in the fall semester. The Adopt-A-Family outreach project provided food and staple items for needy families in the New Haven community. As Psychology Alliance, Psi Chi and Psychology Club members volunteered to decorate collection boxes, sort donations, and

advocate for this outreach event. Over 340 boxes were collected for the local shelter food pantry. The second service project reached out to troops serving overseas. Psychology Alliance along with other SCSU clubs made 850 creative and decorative holiday-themed cards to brighten the holidays for service men and women. This was also intended to honor all SCSU students currently serving in the military. These service events blended members with the SCSU community, working towards a common goal. In addition, the chapter coordinated informational sessions to help members prepare for their journeys after graduation. A lecture, presented by Dr. Deborah T. Kraemer, a member of the SCSU faculty, provided students many insightful hints to graduate programs, the interview process, and personal statements. Later in the semester, a GRE practice session helped students determine their readiness, review test-taking strategies and tips, and learn about upcoming changes in the GRE. The chapter's traditional fundraiser, "Pies for Psi Chi," a profitable pie sale was held just prior to Thanksgiving.

At the end of the semester, the chapter welcomed 51 new members at a welcome open house luncheon. All new members were inducted at the chapter's annual induction ceremony in May.

Western Connecticut State University

The chapter was very busy this year, hosting fund-raising events for local community services. They raised \$2,000 for the university's Relay for Life campaign during the spring semester.

Midwest

Bradley University (IL)

The chapter started the semester with a kick-off dinner and idea brainstorm in order to encourage innovation for the future. The first few events of the semester were meetings such as a movie night (Inception), a meeting of the minds, and Lab Jams (a meeting of individuals from different labs). These events were successful in integrating those interested in psychology and provided educational information geared towards a number of venues. The chapter



also focused on practical skills, holding a GRE practice test session as well as an interview workshop led by Dr. Huffcutt. Throughout the semester, there were informational meetings concerning Psi Chi Executive Board positions and sequential speeches and voting for aforementioned positions; a new board was then voted in and gained insight into the workings of Psi Chi Exec. for the rest of the semester in preparation. In regard to fund-raisers, Relay for Life was the big event of the semester, where canning and a bake sale were utilized to raise funds, which ended up totaling over \$2,000! Additionally, graduate school panels and workshops were presented in order to provide information to undergrads. The end of the year was capped with two major events: Celebrate Psychology and attendance at the Midwestern Psychological Association (MPA) annual meeting in Chicago, IL. Over 20 student poster presentations were sponsored as well as a Psi Chi best practices poster. The chapter finished the year brainstorming for the next and full of new ideas to maintain excellence as an organization.

DePaul University (IL)

On May 23, the DePaul University psychology department hosted its 16th Annual Psych Night. Undergraduate and graduate students presented their research and internship experiences, and the chapter held its annual induction ceremony. Forty-five members were inducted, and the former officers handed over their positions to the incoming officers: Kayla Schubert (president), Stephanie Torres (president-elect), Christene Narikkattu (secretary), and Kate Calabra (treasurer). Also, Dr. Theresa Luhrs took over as the new faculty advisor. There was a short speech to acknowledge the chapter's very own former vice-president, Kate Zelic, for her award as the Psychology Outstanding Senior of the Year. The evening was a celebration with family and friends of the accomplishments of students over the past academic year. The chapter welcomed the new members and said its farewells to this year's graduates. Overall, the event and ceremony went smoothly, and everyone really enjoyed the outstanding research posters on display at the event!

Eastern Michigan University

This past year, the Psi Chi chapter participated in local charities and fundraisers to help feed the homeless, raise awareness of depression and cancer, and prevent suicide. The chapter also held meetings every other week to educate students on topics such as how to get into graduate school, what the difference is between a PsyD and a PhD, various career paths in the field of psychology, and GRE preparation. The chapter has seen a growth in Psi Chi applications and members due to the hard work of our officers. The chapter is thankful to all faculty advisors, officers, members, and university professors in the psychology department for helping us make these past 12 months a success!

Indiana University-Purdue University Fort Wayne

This past spring semester, the chapter inducted 40 new members during a dinner ceremony on April 19, funded by fund-raising efforts from the fall semester. During the first week of May, members attended the Midwestern Psychological Association (MPA)

Convention in Chicago, where many of them presented research. Also, members assisted with free HIV testing and counseling for the campus' World AIDS Day event and teamed up with Psychology Club to sponsor a booth with information about coping with stress. This summer also proved to be an active one for the chapter, with members creating and participating in a newly formed GRE study group that meets three times a week as well as helping to sponsor a Walk-A-Thon and raise money for the local chapter of the National Alliance of Mental Illness (NAMI).

Loras College (IA)

During the spring semester, the chapter was very busy participating in Brain Awareness Month, the Midwestern Psychological Association (MPA) Convention, and hosting a research night on campus. Brain Awareness Month is an international celebration sponsored through the Society for Neuroscience. Chapter members reached out to the community by teaching K-12 students and teachers about brain health and function. Nine members attended and/or



A Members of the **Bradley University** Chapter made chocolate brain lollipops for their Relay for Life bake sale.

B **DePaul University** Psi Chi officers, grad student representative, and Dr. Joe Ferrari (faculty advisor) attended the Chapter's 16th Annual Psych Night.

C Several members **Saint Vincent College (PA)** Psi Chi attended the Eastern Psychological Association (EPA) Conference, where they listened to Dr. Elizabeth Loftus, Distinguished Lecturer (center).

D Psi Chi inductees of **Western Connecticut State University** for 2011 (left to right): Brian Osar, Meredith Taliyon, Arielle Berthod, Melissa Hood, Tabytha Donaldson, Ryan Slaiby, Danielle Spangler, Zachary Kunicki, Matthew Donofrio, Mariana Ornaff, and Laura Bergh.

E Chapter members of **Eastern Michigan University** participated in Relay for Life as one of their chapter service events.

F Psi Chi members of **Eastern Michigan University**.

G New **DePaul University** Psi Chi inductees were welcomed into the Chapter at their 16th Annual Psych Night.

H **Indiana University-Purdue University Fort Wayne** Psi Chi officers for 2011-12 year Natalie Bruick (vice-president) and Stephanie Lochbihler (president) wear T-shirts from the chapter's sponsored Walk-A-Thon benefiting the National Alliance of Mental Illness (NAMI).

I Nine **Loras College** Psi Chi members attended the Midwestern Psychological Association (MPA) Convention in Chicago.



Chapter Activities

presented at this year's MPA Convention in Chicago. Loras College Psi Chi students showed off their creativity and scientific inquiry by organizing and presenting at a research night on campus.

Ohio University

The Ohio University chapter of Psi Chi was very productive during the 2010–11 school year. Officers focused their efforts toward bringing in bimonthly speakers from clinical and experimental psychology as well as community organizations. The group participated in the Student Involvement Fair, Research and Volunteer Opportunities Fair, and a Graduate School Fair on campus. The chapter attracted over 150 active followers on its Facebook page and had a very successful T-shirt sale fund-raiser. The group also participated in working to restore grave markers at the former Athens Mental Health Center cemetery as a much-needed community service event. The year culminated at the 2011 induction ceremony. The keynote speaker, Dr. David Baker (executive director, Center for the History of Psychology at the University of Akron)

gave a fascinating talk about the Center and even presented some information on Ohio University's contributions to the history of psychology. Forty-two new members were inducted into the chapter this year, and they said goodbye to a great group of club officers and graduating seniors. The new officers are definitely looking forward to next year!

Southwest Baptist University (MO)

The chapter enjoyed a very successful semester during the spring. Love spread across campus when the chapter began the term by sponsoring a Valentine's Day flower sale. As students, faculty, and staff all purchased colorful carnations to symbolize friendship and romance alike, the visibility of the chapter increased significantly throughout the university. In March, Dr. Shelley Kilpatrick (faculty advisor) accompanied a group of students to the Great Plains Student Psychology Convention in Topeka, KS. During the conference, students received both group and individual awards. In April, the chapter conducted the most successful "Kid Friendly Food Drive" in the history of the chapter. The

annual drive assists local food banks to accommodate the rise in requests that accompany children's summer break from school. Additionally, chapter leadership expanded the drive from campus-wide to community-wide for the first time this semester. Psi Chi students collected food and monetary donations outside local grocery stores as well as around campus. The drive was a great way to get all members of the chapter involved and hundreds of dollars of food was donated for the community's kids. The chapter concluded the semester with an awards ceremony that recognized members' participation as well as numerous graduating officers and members.

University of Central Arkansas

The 2010–11 academic year was a successful one as the chapter improved the quality of meetings through the experience of returning chapter leaders and fresh perspectives of newly-elected chapter leaders. Bimonthly meetings provided psychology students with guidance for their collegiate careers. Meetings were organized around two

objectives: (a) to help students prepare to market their skills and abilities in graduate school applicants, and (b) to improve the decision-making process about careers. Among the most popular meeting topics were: "Graduate School Tips" by Dr. Bill Lammers; "An Introduction to Comparative Psychology" by Dr. Jennifer Brinegar; "Psi Chi, the International Honor Society in Psychology Informational Meeting" and "Volunteer and Research Opportunities" as presented by chapter leaders.

The chapter also held socials, which served as avenues for interaction with chapter leaders and faculty. The chapter provided volunteer opportunities to students and held several fund-raisers: a "Walk-A-Thon" to benefit the Conway Human Development Center and one to assist with chapter costs. Student and faculty attendance at chapter meetings increased significantly due to strong advertising efforts, and members responded well to the revised approach to activities. The 2010–11 academic year improvements and renewed vision created a foundation that will propel the organization for many years to come!



A Loras College (IA) Psi Chi member Maggie Riedl works with an elementary school student as part of their Brain Awareness Month.

B Psi Chi members of Wright State University (OH) attended the Midwestern Psychological Association (MPA) Convention held in Chicago May 4–7, 2011.

C Amanda Luedtke, Craig Van Pay, and Caitlyn Gurtl from the University of Wisconsin–Green Bay Chapter gave a presentation about the college experience to visiting middle school students.

D Students from Edison Middle School visited the University of Wisconsin–Green Bay and listened to a presentation by the Psi Chi Chapter about the college experience.

E The Chapter of Wright State University (OH) inducted nearly 30 new members in their spring induction ceremony.

F 2010–11 Psi Chi and Psychology Club presidents of Wright State University (OH) Nicole Sapharas (back center) and Ashley Koverman (back, center) with 2011–12 presidents Amanda Williams (left) and Leah Miller (right) pose with Dr. Martin Gooden (faculty advisor).

G Members of the Chapter of Ohio University.

H Montana State University–Bozeman Psi Chi members volunteered at Mountain View Senior Living and helped the residents with bingo.

I A Psi Chi member of Montana State University–Bozeman shows off her Valentine's Day card made while volunteering at Mountain View Senior Living.

J The Chapter of Montana State University–Bozeman sponsored a billiards fund-raiser to raise money for members to attend the Rocky Mountain Psychological Association (RMPA) Conference.

K Montana State University–Bozeman Chapter members sport their new Psi Chi merchandise at RMPA.

University of Michigan-Flint

The posters presented by Danielle Dumont and Sarah Dove (Self Monitoring and Memory for Surroundings) and by Andrea Beaulieu and Mike Alnarshi (Relational Aggression and Social Desirability in Females) at the Midwestern Psychological Association (MPA) Convention were very well received. Danielle and Sarah enjoyed answering questions and brainstorming new ideas for future research. Andrea and Mike met a professor from University of Michigan, Ann Arbor campus, and his interest in their topic may lead to a possible collaboration on a project in the future. The feedback from peers, graduate students, and professors at MPA made all their hard work extremely worthwhile. The members in attendance enjoyed poster sessions, including "An Examination of Caffeine Consumption and Sexual Behaviors in a Human Population" (Smajic & Maylee, University of Missouri – St. Louis) and Exercise Addiction in Relation to Disordered Eating (Broome & Horan, Eastern Illinois University), as these are

relevant to members' interests in health psychology. Favorite talks included Dr. Susan Amato-Henderson's "Tips for Getting into Graduate School," and her helpful advice, reassurance, and humor helped take the edge off of what is undoubtedly a stressful process. Attending the conference was a great introduction to what the psychology field has to offer.

University of Wisconsin-Green Bay

On April 14, a group of students from Edison Middle School visited the University of Wisconsin-Green Bay campus. The students visited for a tour to get an idea of what the college experience is like. The Psi Chi chapter put on a presentation of a sample lecture for the group of students. Members of the chapter also answered any questions the students had about being a college student.

Wright State University (OH)

Wright State University's chapter had a very busy spring quarter. From May 4-7, the chapter attended the annual Midwestern Psychological Association

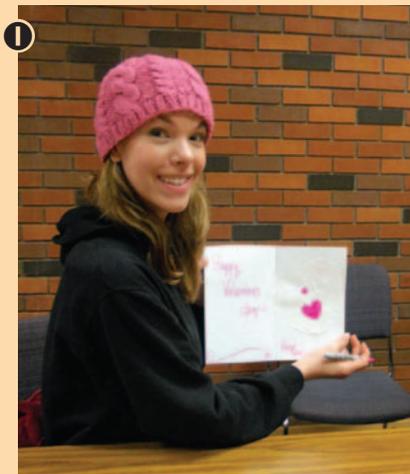
(MPA) Convention held in Chicago. This year, the chapter had a handful of students present research that they had been working hard on over the past year. June 3rd was another busy day. The chapter held its spring induction ceremony then, inducting nearly 30 new members. The 2010-11 officers Nicole Sapharas, Ashley Koverman, Erica Kemp, Lianna Lhamon, Katie Matthews, Chirsty Sechrist, Paige MacCutcheon, Alley Coston, and Jon Kaczur were all present as well as Dr. Martin Gooden (faculty advisor). All new members were presented with their graduation materials, and afterwards members and their guests enjoyed light refreshments. Throughout the spring quarter, the chapter also participated in numerous on- and off-campus events, including Relay for Life and May Daze, and continued collecting donations of aluminum to help out an area cat shelter, Tenth Life. Several meetings were also held throughout the quarter, and 2011-12 presidents Amanda Williams (Psi Chi) and Leah Miller (Psychology Club) transitioned into their new leadership roles with the help of 2010-11 presidents

Nicole Sapharas (Psi Chi) and Ashley Koverman (Psychology Club).

Rocky Mountain

Montana State University-Bozeman

The year was filled with volunteer, social and academic opportunities for members of the Montana State University-Bozeman chapter. They supported Mountain View Senior Living by volunteering to make Valentine's Day cards and help with bingo. The chapter also supported Eagle Mount and sponsored students to attend the Rocky Mountain Psychological Association (RMPA) Convention through social fund-raisers of bowling and billiards. The chapter brought multiple guest speakers: Dr. Dan Gigone to present poster workshops and Drs. John Christopher and Tim Hertzog to discuss graduate school and career option for psychology majors. Attendance for these lectures ranged from 10-35 participants. The chapter recognized two outstanding undergraduate students, Chase Ladd and Bethany Spring, to receive the



chapter's annual award for excellence in academic achievement and work in the community. Members also met bimonthly to discuss past events and plan upcoming events. They were able to provide services to students in the psychology department, volunteer in the local community, and provide fundraisers for a local nonprofit as well as scholarships to help students attend conferences.

University of Idaho

This year, the chapter was very active at the University of Idaho. Members participated in many fund-raisers for Alternatives to Violence of the Palouse, including a clothing drive and making homemade blankets. They had 10 speakers from around the community, describing different branches of psychology and different job opportunities. They also had professors from the university share upcoming research and then give a tour of their laboratory. The chapter had several graduate students speak about the application process for graduate school and held a study session for the GRE.

Over the year, members volunteered on campus, helping with several projects and planting several trees around the university. They also did many activities hosted by the university to further recruit new members.

Southeast

Davidson College (NC)

The members of Davidson College (NC)'s chapter enjoyed a busy and exciting spring semester. In March, Psi Chi members volunteered at the Ada Jenkins Center to continue their involvement with Loaves and Fishes, an emergency pantry providing families in need with food items and household products. Members assisted Loaves and Fishes by providing donations and stocking the pantry with products. Also in March, the chapter held the spring induction ceremony to welcome 11 new members into Psi Chi. The chapter also inducted four new officers for the upcoming 2011–12 academic year at the ceremony. In April, five senior Psi Chi members were honored at the

Senior Psychology Major Banquet. Lauren Wright received the Dr. William Gatewood Workman Award for highest excellence and achievement in psychology. Sara Levintow received the Dr. John Kelton Award for the best-written essay in a senior capstone class in psychology. Sarah McIlroy received the Dr. Edward L. Palmer Award for her extraordinary service to the psychology department and the wider community. Finally, Elizabeth Pitts and Ellie Szykowny received the Sigma Xi Award for the highest quality of psychological research.

Florida Institute of Technology

Psi Chi was proud to celebrate its 30th year as a chapter in July. The 2010–11 academic year was a busy one with weekly meetings and involvement in a number of volunteer activities including a Psi Chi Meet and Greet/Pizza Party with two-dozen guests along with officers and members. Members also volunteered at the President's Picnic and a clothing and food drive for the community organization Daily Bread. Invited speakers included Dr. Julie

Gross ("Preparing for Graduate School: Short and Long-Term Strategies") and Dr. W. Scott Whitacre ("Correctional Psychology: An Overview"). The chapter ended the year with a very successful induction ceremony with Dr. Alvin Wang (Psi Chi Past-President) as guest speaker. Fourteen new members were inducted increasing total membership to 314.

James Madison University (VA)

The chapter of James Madison University (JMU; VA) was very active this year, hosting a variety of speakers, workshops, and service projects. Several professors, alumni, and community professionals were invited to present throughout the year. The members enjoyed sessions about applying to graduate school, maintaining professional contacts, and obtaining job positions with a bachelor's degree in psychology. Through these presentations, members have been given the opportunity to explore potential educational and career options in psychology. Professors from the university also presented on their current research, including such topics

A Psi Chi members participated in the **Tennessee Technological University's** Windows on the World festival, helping to raise \$325 for UNICEF–Haiti.

B **University of Central Florida Cocoa** Psi Chi members toured the Scott Center for Autism Treatment at the Florida Institute of Technology.

C **University of Idaho** Psi Chi members pose as their favorite characters during a fall Halloween activity.

D Members from the **University of Central Florida Cocoa** chapter attended the Southeastern Psychological Association (SEPA) Convention in Jacksonville, FL.

E Psi Chi members of **University of Idaho** display their Rorschach inkblot samples.



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as sleep, happiness, and childbirth. The chapter hosted a resume and vita workshop for members as well as a graduate student panel, where members could get more information about the variety of programs offered at JMU. Helping members prepare for graduate school or a career is an important goal for the chapter. The chapter also assisted with and presented at the JMU Department of Psychology Student Research Symposium. Many members presented their research at conferences throughout the year, including the Virginia Psychological Association, the Association for Psychological Science, and the Southeastern Association for Behavior Analysis. The members had a very busy and successful year ending with a smooth transition to a new group of officers. Members continued their involvement throughout the year. The chapter is looking forward to finding new ways to encourage participation and inspire membership involvement in the upcoming year.

Northern Kentucky University

A standing-room-only crowd attended

the chapter's first spring semester meeting on the psychology of terrorism. Dr. Kathleen O'Connor discussed characteristics of terrorists as well as different types of terrorism. The chapter held meetings every other week, with speakers discussing psychological topics or career opportunities. Three university psychology professors presented: Dr. Mark Bardgett and students from his lab discussed how early-life exposure to antipsychotic drugs may alter later behavior; Dr. Angela Lipsitz described unusual sleep disorders; and Rachael Clark, MS, explained positive psychological. Cindy Scharf, Katie Baum, and Lauren Rawe (all researchers at Cincinnati Children's Hospital Medical Center and psychology alumni from the university) discussed research opportunities at the hospital. Two other alumni turned heads in different directions: Dr. Holly Riffe, who first earned a BS in psychology and now directs the university's social work program, enlightened future therapists about the advantages of the MSW degree, and Amy Finke, MS, a senior analyst with Burke, described the

interesting world of market research. In addition to holding meetings, the chapter went cosmic bowling, made cards for hospitalized children, and sold hoodies saying "Psychology: Ratified Science" and featuring a rat coming out of the pocket. The chapter concluded their year with a formal ceremony, where they inducted 23 new members and presented 24 graduating seniors with Psi Chi honor stoles.

Tennessee Technological University

During the spring semester, the chapter of Psi Chi participated in activities on campus and around the community. In March, several members attended the annual Southeastern Psychological Association (SEPA) Convention, which was held in Jacksonville, Florida, with two members of the chapter presenting their research. The chapter held its spring induction ceremony on April 4, inducting eight new members. On April 16, members participated in university's Windows on the World (WOW) festival, raising \$325 for UNICEF-Haiti. Members contributed by designing, fabricating, and playing a

variety of children's games. Money was also raised by selling a wide selection of refreshments that included baked goods, popcorn, and cold drinks. On several occasions, Psi Chi members, along with members of Psychology Club, visited Morningside Nursing Home, interacting with residents and passing out Easter eggs filled with candy. The chapter also instituted a soda can tab box for which all proceeds will benefit the Ronald McDonald House.

University of Central Florida at Cocoa

The University of Central Florida's (UCF) Psi Chi chapter at the Cocoa campus is proudly run under the advisement of Drs. Erin Murdoch and Margo Storm and led by its dedicated officers: Marie Sabbagh (president), Michelle Sallette (vice-president), and Christopher Madsen (secretary). This past year, the chapter organized a multitude of workshops entitled Managing MyUCF, Careers in Psychology, Finding the Right Graduate Program, and Graduate Application Process. Additionally, the chapter toured the Scott Center for Autism Treatment at the Florida Institute



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F Dr. Alvin Wang (Psi Chi Past-President) poses with Psi Chi officers of **Florida Institute of Technology** following the spring induction ceremony.

G The **University of Mary Washington (VA)** Chapter held an induction ceremony in the spring, where they welcomed 10 new members.

H The Chapter of **University of Mary Washington (VA)** sponsored their 26th Annual Psi Chi Symposium, where Dr. Alex Rutherford (center) of York University was the keynote speaker.

I Spring inductees of **Florida Institute of Technology** along with faculty advisor Dr. Maria Lavooy (Psi Chi Southeastern Regional Vice-President).

Chapter Activities

of Technology, the Space Coast Early Intervention Center, and Devereux in the spring semester. The UCF Cocoa chapter of Psi Chi also sponsored a toy drive event during the winter holiday season. Over 100 toys were collected for the South Brevard Sharing Center's underprivileged families. Furthermore, the chapter welcomed guest speakers from the Florida Institute of Technology who spoke about the graduate school application process. Members from the UCF Cocoa chapter attended the Southeastern Psychological Association (SEPA) Research Convention in Jacksonville, Florida, in early March. Student presenters included Marie Sabbagh (president) and Erika Wheelhouse (former secretary). Marie Sabbagh also hosted the Psi Chi Hospitality Lounge and was awarded the Psi Chi SEPA Travel Grant for the spring semester. On April 1, Marie Sabbagh presented her thesis poster at the UCF's Showcase of Undergraduate Research Excellence and was awarded an Honorable Mention Scholarship. The chapter conducted an induction ceremony on March 18 and welcomed

four new members to the UCF Cocoa Psi Chi chapter.

University of Mary Washington (VA)

The first spring event held by the chapter was the career forum, where members assembled a panel of guests who hold psychology-related jobs with an undergraduate degree. The career forum enables psychology majors to learn about career opportunities outside of graduate school. Next was the spring induction ceremony, where 10 new members were welcomed into the chapter. The inductees enjoyed a playful rendition of the Platonic Myth followed by refreshments with faculty. The chapter continued the power card fundraiser in order to establish the Psi Chi Travel Scholarship fund, which helps cover expenses for Psi Chi members traveling to conferences. When applying, members must write an essay detailing need for financial support and outline a budget. In the spring semester, they awarded their first 3 travel scholarships! In addition, the chapter hosted the 3rd annual potluck dinner, where members contribute food to a social with faculty. The chapter

also participated in the psychology department's annual Topher Bill Auction by donating a food basket. Furthermore, the chapter donated \$100 worth of goods to the Fredericksburg Hope House, a transitional facility serving homeless women and children. The chapter also sponsored GRE prep sessions open to all students, featuring a local test preparation agency, Griffon Prep. The faculty advisor also ran a psychology GRE prep session. Finally, the chapter held 4 all-member meetings to prepare for their largest event, the 26th Annual Psi Chi Symposium. The symposium is a two-day event at which psychology majors present their research projects. The event included a keynote speech by Dr. Alex Rutherford of York University as well as awards for the best research projects and faculty superlatives.

Virginia Wesleyan College

The chapter of Psi Chi had a strong year focused on building membership and community activism. In January during their winter session, the chapter sponsored a showing of Memento for the campus. The members also

organized several events for Eating Disorders Awareness Week, including an "Operation Beautiful" Post-it note campaign, a talk on nutrition by Dr. Joyce Easter (professor of chemistry), a yoga/pilates class with a focus on body acceptance, a showing of Beauty Mark: Body Image & the Race for Perfection, and a panel discussion with Drs. Rachel Calogero and Taryn Myers (coadvisors), both of whom specialize in research in this area. Members also organized "A Day Without Shoes" in conjunction with TOMS Shoes and attended a tour at Eastern State Mental Hospital. The chapter also inducted 11 new members during the spring semester.

West Virginia University

Wrapping up the spring semester, Psi Chi at West Virginia University (WVU) hosted a departmental symposium presented by Dr. Bob Feldman (University of Massachusetts Amherst), entitled "The Truth about Lying: Recognizing the Liar in Your Life." The chapter also sponsored a "fireside chat" at Dr. Dan McNeil (faculty advisor)'s home for Psi Chi members and Dr.



A New inductees of the Chapter of **Virginia Wesleyan College** (left to right): Alex Maguire, Curran Lee, Randy Rice, Heather Miller, Ryan Wade, Kim McKinney, Andy Brown, Shelby Bryceland, and Jay Coble.

B Chapter officers of **Virginia Wesleyan College** (left to right): Dr. Rachel Calogero (coadvisor), Amber Grader (vice-president), Kara Davis (president), Jesse Tomczack (treasurer), Jessica Coleman (secretary), and Dr. Taryn Myers (coadvisor).

C At the spring induction ceremony, the **Southeastern Louisiana University** Chapter gives out honor cords to graduating members.



Feldman, providing a laid-back setting to interact with a renowned researcher and textbook author. In April, the chapter participated in the annual Tri-State Psychology Undergraduate Conference at Marshall University (WV), presenting posters and an oral paper. Also in April, the chapter inducted a total of 38 new members; the formal ceremony included a keynote speech from Dr. Miranda Reed (university faculty) entitled, "Molecular Mechanisms of Alzheimer's Disease." The chapter continues to be active in service, collaborating with the West Virginia Family Grief Center and the Ronald McDonald House on a monthly basis. Psychology Club and Psi Chi members donate food and time to create home-cooked meals for families in need. Given their faculty advisor's ties with New Zealand through his Fulbright fellowship, the chapter sponsored the New Zealand Earthquake Relief Pizza Fund-raiser on campus to support the rebuilding in Christchurch, New Zealand. The final bittersweet event of the year was the chapter's "Senior Send-Off Dinner." The chapter invited and treated all graduating psychology

seniors to a night of celebration at a local restaurant. Complete with food and fun, it was a great way to say congratulations to seniors!

Wheeling Jesuit University (WV)

The Wheeling Jesuit University Psi Chi chapter sponsored and participated in numerous events and activities involving members of the Wheeling community with special needs. The chapter organized and sponsored a kickball team in the Augusta Levy Learning Center Charity Kickball Tournament as well as face-painting at several dances and events held on campus. The chapter sponsored a presentation about career opportunities through the West Virginia Department of Health and Human Resources. Amanda McCreary spoke about her work with Child Protective Services, and Ed Hickman spoke about his experiences and work in Youth Services. Five of the chapter members traveled to Cambridge, MA, in March for the Eastern Psychological Association (EPA) Convention, along with primary and secondary Psi Chi advisors Drs. Debra Hull and Bryan

Raudenbush. Members Stefanie Mertz and Alaina Antoinette presented "The Impact of Body Size on Perceived Personality," with Dr. Hull as their advisor. Three students presented separate studies with Dr. Raudenbush. Sarah Mogan presented "Effects of Scent Administration on Online Consumer Product Selection, Quality, and Value." Mark Sappington presented "Effects of Peppermint Scent Administration on Enhancing Cognitive Video Game Play Performance," which he worked on with fellow Psi Chi member Andrea Bova, who graduated a semester early. August Capiola presented "Physiological Responses of Food Neophobics and Food Neophilics to Food and Nonfood Stimuli." Eleven chapter members graduated in the spring.

Southwest

Southeastern Louisiana University

The Psi Chi chapter was very busy these past few months. The chapter held a meeting each month, each with a different guest speaker from

the university's faculty: Drs. Nischal Rodrigues, Leblanc, and Paula Varnado-Sullivan. The chapter also participated in the university-sponsored event Rock-n-Roar. This event is for high school students to compete in a literary rally and see what Southeastern has to offer for their bright futures. The chapter also participated in Brain Awareness Week! Members volunteered to decorate a bulletin board in the psychology building with tons of information regarding the brain. The chapter held a T-shirt sale to promote psychology among the students and participated in community events. Every year, the chapter walks as a team for the March for Babies Run/Walk. This is to help promote healthy babies and pregnancies across the country. Lastly, the chapter held an induction ceremony for welcoming new members into Psi Chi and formally inducted the new officers for the next year.

Southwestern University (TX)

The chapter of Psi Chi hosted and cohosted several helpful panels and informational session throughout this past year. During the spring



The Chapter of **Stephen F. Austin State University (TX)** shows off their Psi Chi T-shirts designed by their members.

Chapter Activities

semester, Southwestern University's Career Services cohosted a "Careers in Helping" job panel with the chapter, where Southwestern alumni talked and answered questions about their current jobs related to psychology. The chapter also hosted an internship panel, where current students talked about their experiences with past internships. During the fall semester, the chapter also hosted a number of events, including an internship informational session regarding internships for academic credit, a graduate school panel, and a capstone informational session concerning the different types of psychological research available at the university. In addition, 12 new members were inducted at the fall induction ceremony.

Stephen F. Austin State University (TX)

The members of the Psi Chi chapter at Stephen F. Austin State University are very appreciative of being selected to receive the Regional Chapter Award for the Southwestern Region. They plan to spend the award money in accordance with the Psi Chi values by promoting

scholarship, benefiting humanity, and making advancements in psychology. For example, they plan to buy GRE study guides that can be utilized in future semesters to help students prepare for the Graduate Record Examination (GRE) Revised General Test. Furthermore, the chapter plans to use part of the award money to purchase a snow cone machine as an investment for future fund-raisers. This past fall, the chapter rented a snow cone machine in order to make and sell snow cones as one of their fund-raisers. The snow cone sale was a great success, and they plan to continue to sell snow cones in future semesters to raise money to support chapter activities.

In addition to fund-raising, the chapter organized several other events. First, the chapter traveled to present their members' research at the Southwestern Psychological Association conference in April. Furthermore, the chapter held a spring induction ceremony to induct new members as well as to announce new officers for the upcoming school year. Moreover in the fall, our chapter plans to present GRE and graduate school admissions preparation

workshops as well as continue tutoring students in their psychology courses.

West

Hawaii Pacific University

The Hawaii Pacific University (HPU) chapter of Psi Chi, along with the Psychology Department and Psychology Club, held the 5th Annual HPU Psychology Conference & Awards Dinner Banquet on April 9. This event, conceived of by a former chapter officer, Kimberly Nolan, has been increasing in scope, attendance, and popularity and is still the only annual university-level psychology conference in the state of Hawaii. This event brings together the students and faculty of HPU and area universities for a day of expert speakers, faculty and student research presentations and posters, and networking and socializing. This year, they had the great fortune to host Dr. Jacopo Annese, neuroanatomist and director of the Brain Observatory at the University of California-San Diego, as the keynote speaker. Dr. Annese

shared details about his center's work on "Project H. M.," in which they have performed a histology on the brain of famous amnesic "Patient H. M." and about his Digital Brain Library project and other research at the observatory. Those attending the conference were among the very first in the world outside of his lab to see the highly detailed images of H. M.'s brain. Other speakers and topics included Dr. Tracy Trevorrow ("Applied Psychophysiology and the Role of Psychologists in Treating Central Nervous System Disorders"); Dr. Daryl Fujii ("Neuropsychology in Eight Asian Countries: Clinical, Economic, and Sociological Implications"); Dr. Edward W. Kinghorn ("Mapping the Functional Human Brain During Awake Neurosurgery"); and Dr. Stan Smith ("Can Neurobehavioral Effects of Chronic Alcoholism Be Reversed with Extended Abstinence?"). Students, faculty, and guests enjoyed a complimentary dinner afterwards, and several outstanding students were recognized for their academic, university, and community service. This conference is partly funded by



a Psi Chi Undergraduate Psychology Research Conference Grant awarded to the chapter.

Whittier College (CA)

In March, the chapter of Whittier College (CA) inducted 10 new members, and on April 16, they were pleased to host their 10th Annual Psi Chi Whittier Undergraduate Research Conference (WURC). WURC participants included undergraduates from Whittier, UCLA, CSULA, and Cal Poly Pomona as well as Dr. L. Alan Sroufe (professor emeritus of University of Minnesota and Whittier alumnus (class of 1963) as the Distinguished Alumnus Guest Speaker). Dr. Sroufe's presentation was titled, "The Legacy of Early Experience: How Early Attachment Experiences Frame the Development of the Person." In addition to the 10th Annual Psi Chi WURC, several chapter members also presented research at two professional conferences this year: the Western Psychological Association (WPA) Convention in Los Angeles and the Society for Research on Child Development Conference in Montreal, Canada.



A New members from the fall and spring join the past and present officers and faculty members of the **Hawaii Pacific University** Chapter of Psi Chi at the induction ceremony held during the 5th Annual Hawaii Pacific University Psychology Conference on April 9, 2011.

B The Chapter of **Whittier College (PA)** held its 10th Annual Psi Chi Whittier Undergraduate Research Conference, with students from Whittier, UCLA, CSULA, and Cal Poly Pomona in attendance.

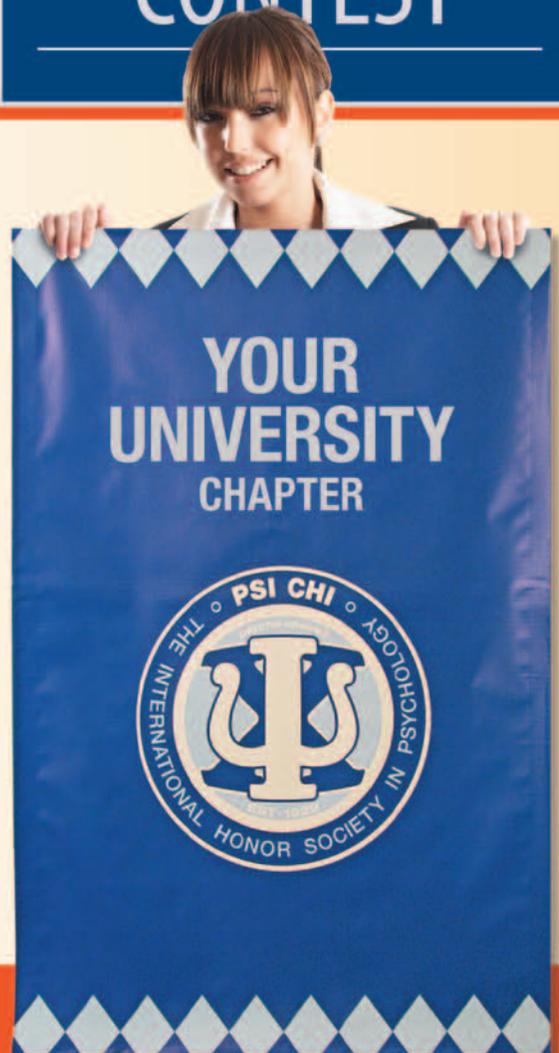
C The Chapter of **Whittier College (PA)** inducted 10 new members at their spring induction ceremony.

D Dr. Jacopo Annese (Keynote speaker of the 5th Annual **Hawaii Pacific University** Psychology Conference) poses with psychology students during the Awards Dinner Banquet.

E Officers of the **Hawaii Pacific University** Chapter of Psi Chi: Irina Kobzar (co-vice-president), Tabitha Carreira-Halliwell (president), and Alyssa Nuño (co-vice-president) with Dr. Brian Metcalf (faculty advisor) attended their Awards Dinner Banquet.

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