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The Public Eye on Psi Chi

On September 15 this year, President Obama issued an executive order that, regardless of political leanings, all Psi Chi members in the United States should be able to support. The order, “Using Behavioral Science Insights to Better Serve the American People” (The White House, 2015) is a call to make sound, data-based decisions in matters of public life that involve human cognition and behavior. To most of us, using evidence to guide decisions seems perfectly reasonable. In the general public, however, many decisions are guided by common sense and anecdotal evidence; when the data suggest an alternative would be better, there is a tension between the data and what just feels right. To resolve that tension, we as students of psychology know to critically think about the quality and nature of the evidence while considering our own biases. Those who do not understand the value of science find it all too easy to dismiss the evidence and continue on their normal paths.

Why does this matter so much to the President of the United States? The fact is that a little bit of science can make a huge impact on individuals and society. For example, consider the judicial system where many of the researchers I most admire are making an impact. Dr. Elizabeth Loftus (University of Washington) and her colleagues have studied the source and nature of false memories in her laboratory. Dr. Gary Wells (Iowa State University) and his associates have identified multiple weaknesses in the traditional methods of interviewing eyewitnesses and conducting lineups. Dr. Saul Kassin’s (Williams College, MA) research has revealed some remarkable reasons why people might confess to crimes they did not commit. Each of these research areas challenge common-sense beliefs that are difficult to dislodge: That if a witness remembers something very clearly, it must be true; that if a person comes face to face with her assailant, she would never pick the wrong suspect out of a lineup; that if an individual signs a confession, then clearly he is guilty. We know that these beliefs are deeply engrained because these psychologists have at times met strong resistance when trying to put their findings into practice. These beliefs are of critical importance because, when law enforcement, judges, and juries accept those assumptions, they are more likely to send an innocent person to prison (Innocence Project, 2015).

The justice system provides a compelling context to argue about the merits of behavioral science research in the public sphere. The truth is, psychology and other sciences can effect meaningful changes in far more mundane areas. President Obama himself cited management techniques that have led employees to better prepare for retirement, and have produced application procedures that have increased students’ access to federal financial aid. Those are the types of changes that are most clearly reflected in the order. Regardless, as a psychologist, I am excited to see evidence-based interventions in place and producing positive results. But more than that, the psychologist in me puzzles over why those two interventions have been successful, while many other attempts to bring psychological science to public life have fallen short. When science and common sense conflict, people all too easily resolve the tension by ignoring science or explaining it away rather than by changing their behavior.

As another example, the science is clear that driving and talking on the phone make a risky combination, and psychologists such as Dr. David Strayer (University of Utah) have produced enough evidence to get cell phone restriction laws on the books in most states. Chalk one up for science! Unfortunately, many of those laws only address handheld use while hands-free phones are perfectly legal. The evidence shows that mobile phones disrupt driving by occupying the mind, not the hands; switching from handheld to hands-free does not address that problem in the least, nor does it make driving while talking any safer. I have seen the evidence and critically evaluated it. It’s good evidence, but it seriously conflicts with my common sense notions of driver safety. I know that even a hands-free phone call increases my risk of an accident, and yet I can’t help but think how convenient it would be if I could just call home—only for 30 seconds! If psychologists have a hard time convincing themselves, then it is going to be a real challenge to convince the less scientifically literate segments of the population.

Personally, I think the executive order is a good thing, and I hope federal agencies get the message. However, I believe a more realistic expectation would be that some programs will respond to the order while others will continue to rely on assumptions and common sense. That leaves it up to us as psychologists and psychology students—especially as members of an honor society—to advocate for data-based decision making. We need more than just laboratory data; we need to produce compelling real-world evidence, seek out innovative ways to put interventions in place, and develop the communications to get the message across. In some cases, especially when it comes to cell phones, we may have to start by convincing ourselves.

References

*My own behavioral science suggests that a quick Google* search is more efficient than typing this URL.
Meet Psi Chi’s First Annual Undergraduate Scholarship Winners!

Psii Chi announced its first four annual Undergraduate Scholarship winners on July 28, 2015. The winners include John Benicasco (College of Brockport, SUNY), Celine Brooks (Mary Baldwin College, VA), Carissa Jahnz (University of Wisconsin—River Falls), and Karrie Quirin (Spring Hill College, AL). Congratulations to you all!

John Benicasco, a McNair Scholar, has worked hard to pay for housing and educational expenses via loans and a work-study job. Although challenged as an out-of-state student and former foster child with no significant family structure to assist with financial needs, John is double majoring at the College of Brockport, SUNY, with a 3.97 GPA in psychology and a 3.85 GPA in philosophy.

John’s Aspirations:
“Like a lot of people, I vaguely wanted to “help people,” but I had several different ideas about how I would do that. I played around with the thought of being a social worker, a lawyer, a therapist . . . but what I loved more than anything else was learning and sharing information. I realized that I could help as a professor and an educator. I endeavor to become a psychology professor so that I can work to advance the science of psychology directly (through my own research) and indirectly (by teaching the scientific method and inspiring others to use it).”

Community Impact:
“I have always been active in my college community and always felt driven toward social justice issues. I remember lighting up during my first semester in college when I found out that Brockport University hosts a big Diversity Conference annually. The theme that year was religious diversity. I remember excitedly looking over the workshops and lectures when it dawned on me that the conference was completely lacking of any mention of nonreligious individuals! The website was still advertising a call for “cultural showcases” (i.e., people tabling at the conference), and I jumped at the chance . . . Several students approached my table and asked what club I was there to represent. This led me to start a secular club on campus, of which I am currently vice-president.”

Psi Chi Involvement:
“I just successfully ran for president of our Psi Chi chapter! My main project for us this year will be increasing student involvement in, and awareness of, Psi Chi on campus.”
Celine Brooks applied for a Psi Chi Scholarship to help pay for school while she pursues her future in biopsychology and behavioral neuroscience. In past school years, she has worked as an unpaid laboratory assistant to support her professors, and she also eagerly conducted summer research this year to help cover some of her expenses. Celine has maintained a 3.79 overall GPA at Mary Baldwin College (VA) and is passionate about having a career in academia at a top-tier research institution.

Celine’s Aspirations:
"After I graduate from Mary Baldwin College, I hope to carry on the Psi Chi mission in my pursuit of a doctoral degree in biopsychology and behavioral neuroscience . . . This fall, I plan to apply to at least 10 doctoral programs in biopsychology and behavioral neuroscience. After earning my doctorate in biopsychology, I hope to continue doing research either as a professor at a university or by joining a government agency or nonprofit organization."

Community Impact:
“As a female student double majoring in chemistry and psychology, I try to volunteer at events that aim to motivate and inspire other young women to consider a career related to science. A few of the organizations that I am a member of such as the American Society for Biochemistry and Molecular Biology, and the American Chemical Society, help me achieve this objective. Together, those two organizations schedule and plan a science day for area girl scouts at Mary Baldwin College . . . In addition to assisting with the science day, I recently volunteered at a local high school near my college to help motivate high school girls in pursuing an education in the STEM fields.”

Psi Chi Involvement:
“As Psi Chi treasurer, there are a few main tasks that I hope to accomplish. The first is increasing our chapter’s funds. I hope to address this issue by raising money for the organization with fund-raising drives and applying for funding from our college. With additional funds, I hope to plan more campus-wide events and activities for Psi Chi members and others who are interested in psychology.”

About Our Scholarships
Psi Chi’s annual Undergraduate Scholarships program was created to provide deserving students with $3,000 each in financial assistance toward educational-related expenses (e.g., tuition, fees, and books). Students are selected based on financial need, merit, and academic performance. This year, 152 Psi Chi members completed the scholarships application process. According to Dr. Evan Zucker (Psi Chi’s Scholarship Review Committee chair and Southwestern Vice-President), “There were many deserving students. Paring the pool from 152 to 4 was not a particularly easy task.”
Recognition

How You Can Get Involved

Because of the high number of this year’s applicants, a clear need exists to increase funding for future Psi Chi Scholarships. There is much to celebrate after supporting these first four scholarship winners; there is also much work to be done to ensure that this program thrives next year and into the future to benefit our members.

Apply: https://www.psichi.org/?PsiChischolars for complete submission instructions

Donate: https://www.psichi.org/donations/

For all individuals who are able, please also consider donating or raising money for Psi Chi’s Steps to the Future scholarship program so that we can provide additional financial assistance to more hardworking, dedicated, and deserving students next year.

Carissa Jahnz is determined to rely on scholarships, savings from a summer job, and payment as a resident assistant to attend and graduate at the University of Wisconsin–River Falls. Although Carissa was unable to receive financial support from her family, she has an overall 3.96 GPA. She has served in her community through volunteering with Habitat for Humanity, River Falls Food Pantry, and others. It is her hope to “apply the science and profession of psychology in the real world so that the lives of others might be impacted in a positive way.”

Carissa’s Aspirations:

“I love working with people, and I hope that, in a counselor role, I can help them to better their lives and improve their relationships with friends and family . . . I hope to graduate from the University of Wisconsin–River Falls with a degree in psychology, and then go on to school at the University of Minnesota–Twin Cities. There, I would like to earn a master’s degree in integrated behavioral health. This education will prepare me for a career as a licensed professional clinical counselor and a licensed alcohol and drug counselor; because so many mental disorders are now co-occurring alongside drug problems, a dual licensure will help me to help others with both mental and drug issues. I can’t wait to continue to work in a vocation where I would continue to help people and make a difference in their lives.”

Community Impact:

“Throughout my high school and college career, I have been blessed with several opportunities for community service. My first step into service was through my volunteer role as a conflict manager; this opportunity was really the first time that I felt called to help others. Through this position, I was able to assist countless students in conflict resolution. These conflict resolution sessions were always very rewarding for me because I felt like I was truly making a difference for the students. This role also provided leadership opportunities because I was able to lead younger, less experienced conflict managers in how to help their peers resolve tension; helping the new conflict managers grow in their skills and abilities to help students was very fulfilling. Being a conflict manager helped me to stimulate my career search into the field of psychology and counseling.”

Psi Chi Involvement:

“Psi Chi has opened up several doors for me, especially when it comes to leadership. I have experienced a great deal of professional growth because of the Organization. Although I am not an officer in my chapter, I have been a representative for the Honor Society and have watched some very amazing leaders make great things happen. I have learned a lot about leadership from my chapter’s officers that I hope to someday use in both academic and professional settings. I have also experienced the benefits of Psi Chi through networking relationships. I have gotten to know my Psi Chi advisor both personally and professionally, and he has been an extremely treasured resource by assisting me in choosing classes, applying for scholarships, and helping me decide which graduate school to attend. For these reasons, Psi Chi has been one of the best investments of my college career.”
Karrie Quirin hoped to win a Psi Chi Scholarship so that she could pay for tuition, thus allowing her father to finally save up for a much needed surgery. Her strategy to succeed includes graduating in three years instead of four, taking more affordable community college courses in the summer, and working full-time job at Spring Hill College’s (AL) financial aid office. She has a 3.86 overall GPA and is eager to graduate soon so that her father can see how his selfless support has helped her to receive a diploma.

**Karrie’s Aspirations:**
“I aim to become part of a school psychology PhD program where I can further educate myself on the psyche and well-being of our youth. With a PhD in school psychology, I would like to be a school district counselor who focuses on the betterment of school counseling systems because I believe these systems have very poor funding. For many children, school is the safest place. They deserve someone to talk to about issues that may be affecting their grades or social lives. Through these children, I will be fulfilling my purpose of serving others, and through the great upbringing that I can provide them, I believe that they too will fulfill that purpose.”

**Community Impact:**
“My whole life, I have devoted countless hours to people ranging from kindergarten ages to older adults. During my time at Spring Hill, I focused my service on school-age children because I believe the younger years of life are the most influential times when you form the most important relationships. For many, the closest relationships you have when young can be the most detrimental to your psyche. I have witnessed this first hand at the St. Mary’s Home in Mobile (AL). This home is for foster children who have been taken from their families due to abusive or violent home situations. Spending time with them during our tutoring sessions humbles me and makes me realize how privileged I am. The time spent with them educates me on the human psyche more than any textbook can.”

**Psi Chi Involvement:**
“I am an active member of my school’s research lab. When needed, I transcribe, create surveys, and qualitatively code data. This is also one of the reasons I have become a Psi Chi member. I have managed to be very involved in the betterment of people’s psyches while maintaining a 3.86 GPA. Service is very important, but education is just as important, and this is exactly what Psi Chi understands. Although I have only recently been initiated, I have already given many hours to our chapter’s fund-raisers and volunteer days. This past year, my Psi Chi chapter selected our secretary and me to attend the Anti-Bullying Coalition Conference in Mobile (AL). This was an incredible honor, especially because I am interested in continuing my psychological studies in the field of school psychology.”
A smooth and efficient chapter is a boon to your university, the student members, and indeed to yourself. However, creating and maintaining such a chapter is much easier said than done. Throughout my years as advisor to the Rogers State University (RSU) Psi Chi Chapter, I have learned six lessons that may assist in giving your chapter the highest chance for success.

1. Moor Your Chapter to a Strong President

Probably the most key position in your chapter is that of president. The formal installation of the office of the president includes the line, “The conduct, value, and contributions to the university exhibited by this chapter rest upon your shoulders more than upon those of any other officer or member of the chapter.” In my 10+ years as an advisor, I find that no words ring more true. Over the years our chapter has had presidents who were fantastic and those who were mediocre. The chapter itself tended to parallel the president, so in years that they were fantastic so was the chapter, but in years that they were mediocre we didn’t fare so well. Generally it is my position that an “advisor should advise” and try to leave the decision making and business of the chapter up to the officers and members. However, one of the most effective things I did for our chapter was to start “interviewing” candidates for the office of the president. I find this process serves several purposes including (a) letting potential candidates know that this is a serious and important position, which often times includes doing the work of more than one person; (b) allowing me to pass along “institutional and chapter knowledge” to give those who are elected to the position a head start, as well as the tools necessary to be the best president they can be; and (c) to help determine if the candidate is truly suited for the position. The quality of our chapter presidents has been closer to fantastic since I started this practice.

2. Keep SGA on Your Radar

Another important position is that of our chapter’s Student Government Association (SGA) representative(s). Although not listed as a mandatory officer by Psi Chi, I have found this position to often be almost as important as that of the president. First and foremost, SGA provides us with funding for our events—from our yearly induction to the various community service projects the RSU Chapter has accomplished. Equally as important is the information, both formal and informal, that these officers bring back from the meetings. Among the key issues we have learned from our SGA reps are modifications to funding policies, adjudications in the amount that the SGA has to allocate to student organizations, and procedures to access higher levels of financial support. Your SGA representative(s) need to be comfortable with public speaking, persuasive yet charismatic, reliable so they can attend both SGA and chapter meetings, and have an eye for detail so they can report significant findings back to the group.
3. Command a Research Vessel

Although specific positions are critical to your success, I have found that group activities are the lifeblood of the organization. If there are no goals or tasks to accomplish, your group will quickly flounder or languish and you will see meeting attendance and participation dwindle. One valuable goal is a group research project. Pick a topic or area early and get a core group of dedicated students who are not overly involved in individual projects to help with the investigation. Target a state or regional convention so their first presentation experience can be a positive one (i.e., I have found the SWPA convention to be an ideal venue for first-time student presenters in our area).

4. Chart a Quarter/Semester or Year-Long Voyage

For those not as research-oriented, determine a large project for the chapter to focus on. Although smaller projects like food or clothing drives can be helpful and quick, and have their place in every organization, a large-scale effort can keep members engaged for an entire quarter/semester or academic year and generate both excitement and a wealth of creativity. One such yearly project for our chapter is called the “Special Day of Care.” This community service project is targeted at Safenet Services, which is our local women and children’s abuse shelter. The event partners with two local day spas to provide a variety of free beauty services for the women, and a “day of fun” for their children akin to an indoor carnival. Planning for the event is extensive including a specific date targeted around the safety of the participants, daycare workers, security, fund-raising, food, drinks and materials for the activities, as well as many other details. This helps to involve a variety of students, staff, and faculty with varying interests from counseling and social psychology to those interested in working in protection-related fields and services. Such an event is a catalyst for cooperative group efforts and is an excellent hands-on and practical experience that has applications toward a variety of future professional experiences.

5. Hoist Your Chapter Flag

Fostering a group identity can also help strengthen and maintain the bonds of its members with one another toward the chapter. I have found that annually designing and distributing a yearly shirt is a simple yet elegant way to foster a shared identity for our chapter. Whether your chapter chooses a short-sleeve T-shirt, a casual polo, or a button-down oxford, this symbol of unity and belonging can help keep your chapter strong. You can include design contests (with a free shirt as a prize), special editions (my favorite is our limited-edition 10th year anniversary shirt), and occasionally mix in other selections like hoodies, hats, and the like. I always allow a great deal of latitude for the selection process but also strongly suggest including the international logo as part of the design. Although you will have to go through the formal online permission process to use the logo that protects chapter territories and limits selling the shirts to anyone but members, this will give your students a strong sense of group membership. Be sure to order early so your group can wear them at whatever university, community service, or research events you have planned for the year. Order a few extra if you can to both get a better deal and allow for sales at your yearly induction event.

6. Reward Your Crew

Finally, don’t forget to have FUN! All the hard work in both research and community service activities can leave students burned out. Have an occasional pizza party, challenge each other to a chapter bowl-a-thon or laser tag event, or do whatever you call “fun” in your region. Reward your chapter members for their efforts, and they will come back renewed and invigorated for the next challenge!

Kevin M. P. Woller, PhD, is a professor of psychology and former department head at Rogers State University (RSU) in Claremore (OK) where he has served 16 years. He earned his PhD in counseling psychology at Kent State University (OH) in 1999, and his BA degree in psychology at the University of Washington in 1989. Dr. Woller has published 10 articles and has 31 presentations at various conferences. He has earned the RSU Service Award three times in the last 7 years, earned the inaugural 2014 “RSU Advisor of the Year Award,” and is active in both university governance and community service. RSU’s Psi Chi Chapter has earned the Model Chapter Award seven times since its inception in 2003.
An online survey of 400 employers was conducted for the American Association of Colleges and Universities entitled *Falling Short? College Learning and Career Success*. In this report, employers stressed the importance that graduates possess “both field-specific knowledge and a broad range of knowledge and skills” (p. 1) in order to achieve long-term career success (Hart Research Associates, 2015).

Between 80% and 85% of the respondents believed the most important learning outcomes or skills achieved during college are effective oral and written communication, working effectively in teams, ethical judgment and decision making, critical thinking and analytical reasoning, and the ability to apply knowledge and skills to real-world settings. The last of these outcomes is particularly important to employers.

Between 56% and 70% of this sample rated the following outcomes as very important: analyzing and solving complex problems; locating, organizing, and evaluating information from multiple sources; innovation and creativity; staying current on changing technologies and their applications to the workplace; working with numbers and understanding statistics; and analyzing and solving problems with people from different backgrounds and cultures.

Before you confidently conclude that you will possess these skills by graduation, consider the report’s finding that

College students are notably out of sync with employers in their perception of their preparedness on a wide range of skills and knowledge areas, however. Students express much greater confidence in their level of preparedness in all areas than employers indicate they see demonstrated (Hart Research Associates, 2015, p. 2).

In fact, on all but two of these outcomes, at least twice as many students, compared to employers, expressed favorable perceptions of their workplace preparedness. Although the emphasis in your coursework is usually on content (i.e., the mastery of concepts, theories, and research), recruiters are far more likely to seek evidence of your skills and abilities than your knowledge of psychology. Ask yourself:

1. Can you identify the most important skills you have achieved during college and provide evidence of their attainment?
2. How effectively can you communicate this information on a résumé?

In the first of this two-part series, we provide guidance for answering Question 1; the Winter 2016 column will address effective communication in a résumé.

**Identifying Skills**

Because skills will be your currency in the workplace, that is, what you contribute in exchange for compensation, putting language around and prioritizing your skills is key to developing your career plan. By understanding the skills you possess and which you prefer to use, you will be better equipped to select a path and present yourself as a strong candidate.
Your campus career center likely offers tools that can help identify your skills, as well as assist in developing a plan for strategically communicating them to employers. For example, SkillScan® publishes a deck of 64 color-coded cards, each describing a different transferable skill that can be applied in a variety of work situations (e.g., public speaking, brainstorming, and organizing). When sorted by color, various skill categories such as communication, humanitarian, and analytical become apparent. A career counselor might begin by encouraging you to sort the cards into three piles: skills you would like to use, skills you feel indifferently about, and skills you do not wish to use. Next, you might be asked to identify the skills in each category that you currently possess. Note that identifying a skill as one you would like to use does not necessarily assume that you have experience in doing so (more on this later).

Having a strong sense of your proven skills will be of great help in discovering possible first destination positions. Use them as keyword terms when conducting job searches or researching paths on LinkedIn® and other databases. Ask contacts about their early career use of your preferred skills during informational interviews. Through such research, you will come to better understand the types of opportunities for which you are most competitive. The skills you perform well will also come in handy when authoring a strategic résumé and preparing for interviews.

In addition, explore the other two categories as well. Those that you feel indifferently about, yet have strong aptitude and/or experiences in, may help you obtain an entry-level position in your organization or industry of choice. Likewise, carefully considering the skills you do not wish to use in order to identify the true deal breakers (i.e., those representing activities that would be so dissatisfying that a position including them would not be a possible fit) is valuable in helping to narrow down potential next steps.

To conduct a skills assessment like the one described above, consult with your campus career center. They may offer SkillScan® or a similar tool. However, a generic list of transferable skills (easily found on the Internet) could be substituted if you wish to conduct the exercise on your own. Simply replace the card sort step with circling those skills you would most like to use and crossing off those you prefer to avoid.

**Applying and Building Your Skills in the Marketplace**

Next, carefully consider your level of competency in each of the skills you find most rewarding. Recall in detail a time you have successfully utilized each skill, ideally in a work setting, but also draw from course projects, student organizations, or other experiences. For skills that you do not have solid examples of or need to further develop, speak with your career counselor about ways to build your experiences through activities such as internships, volunteer work, campus involvement, or targeted entry-level positions. Recognize that mastering all of your desired skills may not be immediately feasible. Your career counselor can help you identify those that might represent a good starting point.

When it comes to establishing and meeting long-term career goals, consider conducting a gap assessment. A gap assessment offers you the opportunity to identify skills that would constitute a sort of “prerequisite” to achieving long-term success in your chosen profession. To do so, you might start with An Online Career-Exploration Resource for Psychology Majors (Appleby, Millsapugh, & Hammersley, 2015) described in the current Eye on Psi Chi issue on page 17. This publication offers links to professional profiles, videos, and other resources that detail day-to-day work activities and required competencies for a variety of career possibilities for psychology majors. If you are less certain of your intended path, also consult with your faculty mentor and career counselor about options given your list of preferred skills.

After reviewing career profiles of interest and comparing them to your list of confirmed skills, ask yourself: What skills are necessary to be qualified for those careers? What positions, education, or other opportunities might allow me to gain those skills? What is the most logical and feasible series of steps I could take over time to achieve that long-term goal? That is, how can you, through a series of positions and experiences, incrementally work toward closing the gap between where you are professionally and where you wish to be? Through this exercise, you are essentially identifying your ultimate career destination and working your way backward to develop a strategy for getting there. Certainly, with experience, this end goal may shift or change completely. However, starting with a plan will allow you to be strategic in identifying and pursuing opportunities.

In conclusion, we identified important skills employers seek, emphasized the importance of being realistic about your skills, and summarized a process for ascertaining those you possess and seek to apply. In the next issue of Eye on Psi Chi, we will focus on how to translate your experiences into skill statements and communicate them on a résumé.

**References**


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You can contact Paul at phettich@depaul.edu

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

Hilarie Longnecker, MEd, has over 12 years of experience in university career services. As an assistant director at DePaul University’s (IL) Career Center, she designs and delivers one-on-one and large-scale career development services through coaching, events, and resource development. She currently advises the university’s science and health-oriented students, as well as manages the center’s Peer Career Advisor Program.
What did you want to be when you were a child?
My early career aspirations actually had nothing to do with psychology. When I was in elementary school, I wanted to be either a rock star or a waitress at Friendly’s when I grew up. Music has been a lifelong hobby for me, so I came close to my rock star ambitions by singing at some cool venues including Giants Stadium, Madison Square Garden, and Carnegie Hall. I changed my mind about my waitressing aspiration, but I still have fond childhood memories of eating waffle fries and ice cream with my friends at our local Friendly’s.

What sort of student were you?
I was a focused and dedicated student; my favorite academic subjects were English, social studies, and Spanish. I was the valedictorian of my high school class.

Why did you first become interested in psychology?
I took Introduction to Psychology during my first semester in college with a great professor who made the subject matter very interesting. Based on my experience in that class, I declared my psychology major toward the end of that year.

Did you have a mentor who helped you find your career path?
I have had a few mentors who helped me succeed at different jobs throughout my career. Many of them were my managers who provided me with opportunities to develop my skills, coached me with honest feedback, and saw my potential before I did. One mentor encouraged me to apply to my grad school program, where I met other mentors who helped me succeed at work and school. My mentoring relationships have changed over time, but they still help me learn new things about myself and develop in my career.

What sort of jobs did you have before you started your current employment?
During the summers between my college semesters, I analyzed data for child psychology research studies and provided inpatient support at a children’s psychiatric hospital. Although I ultimately realized that child psychology was not for me, I became
interested in the application of psychology in the business world. After college, I spent most of my career working in the field of change management at a global financial services company. I developed and launched new company-wide change initiatives (focused on new product development, risk management, and data management) and showed employees how these initiatives would help them do their jobs. From there, I shifted my career toward employee training and communications; I managed employee training at a large automotive company, and then joined my current company to write communications and manage culture change.

Can you describe what you do at your job in two or three sentences?
I lead the project management office that drives ITT’s corporate culture transformation. My team’s day-to-day activities include implementing training workshops, leadership programs, and employee communications to create a healthy, high-performing culture among ITT’s employees worldwide.

How do you use your psychology training in that context?
Culture change relies on inspiring employees to think and act differently. My psychology studies have helped me understand what motivates people to act in certain ways and how to encourage people through change. Through my current job and my graduate studies, I have also learned a lot about leadership including what makes an effective leader and how people influence each other in the workplace. Employees look to their leaders as role models for corporate culture, so it’s especially important to have leaders’ commitment to culture change.

What sort of personalities do you think are conducive with your career?
Someone who truly wants to help people, has empathy and good listening skills, who can take thoughtful action in ambiguous situations, and isn’t afraid of conflict and change would do well in this type of career. It’s the type of career where there isn’t a single “right” way to achieve the changes you’re trying to make, so you have to be open to trying new things and making adjustments based on what works and what doesn’t work.

How does your career benefit or improve society?
I get to provide people with tools and inspiration that help them be at their best at work (and even outside of work).

What is your favorite memory of being part of your Psi Chi chapter?
I cofounded Vassar’s Psi Chi Chapter and served as copresident in my senior year. My fondest memory was the first induction ceremony, when our chapter first came to life. It’s exciting to see that the Vassar Chapter is still going strong!

Is there something that you know now that you wish you knew when you were in school?
A few things . . . First, success in school doesn’t automatically translate into success in business. You need hard work and perseverance for both, but the business world tends to reward additional skills like networking, calculated risk taking, and strong communications skills. Second, you don’t have to commit to one career for your entire life. In fact, now it’s normal to change careers a few times. Job security is no longer a guarantee, but people have more options to learn, grow, and create their own career paths.

Personality Profile

Favorite psychology-related book: Favorite book: *The 7 Habits of Highly Effective People* by Stephen R. Covey. Habit 5 from this book, “Seek first to understand, then to be understood,” really helped me reflect on and improve my listening habits.

Favorite quote: “When everything seems to be going against you, remember that the airplane takes off against the wind, not with it.” —Henry Ford. Change management gets challenging, and this quote helps keep me inspired!

Favorite band: They Might Be Giants. They have been making creative and fun music for decades. They are also really innovative. For example, in the 1980s they created an early version of on-demand music downloads called “Dial-A-Song,” by recording a new song on their answering machine every few days, then letting their fans call their answering machine to hear the song.

Hobbies: Singing, traveling, walking with friends, watching comedy and late-night TV.

Early bird or night owl: Night owl

Carolyn Kiel helps companies plan, communicate, and execute organizational change and employee training. She has implemented several change management initiatives at global companies including programs to transform corporate culture at ITT Corporation and BMW of North America and an award-winning Enterprise Risk Management program at MasterCard. A skilled trainer and facilitator, Carolyn has also led talent development initiatives in training, women’s leadership, career development and public speaking. Her favorite part of these programs is providing tools that help people do their jobs more successfully. Carolyn has a BA in psychology from Vassar College (NY) and an MA in industrial/organizational psychology from Fairleigh Dickinson University (NJ).
Pet Me, I’m Working!
Therapy Dogs on Duty

Psi Chi Central Office’s dog, Mya, recently completed the process to receive her therapy dog certification. Therapy dogs are used in a number of facilities including assisted living, hospitals, hospice care, nursing homes, libraries, and schools to serve many functions from disaster stress relief and anxiety relief to reading buddies for children. Animal-assisted therapy is gaining traction in mainstream psychology, which is evident in the number of universities that offer graduate courses on this specific subject. Although there is still a great deal of research to be conducted on the effects of animal-assisted therapy, animal interactions have been linked with significant drops in stress hormones such as cortisol, adrenaline, and aldosterone, as well as an increase in hormones such as oxytocin, dopamine, and endorphins.

Receiving Certification
Mya had the predetermined nature to step into the therapy dog role due to her calm and patient presence, openness to physical interaction, and acceptance of individuals of varying age, disposition, and ability. Special training wasn’t necessary, but as Mya’s owner, I took her to a busy intersection before each of her evaluations where we sat at a bench with a sign that read, “Pet Me: I’m training to be a therapy dog. Will you help me practice?” The response was overwhelming and tested Mya’s ability with men and women ranging from children as young as one year old to those in advanced age; people approached in a variety of ways such as on skateboards, bicycles, and wheelchairs one at a time and in groups of six or more. She welcomed anyone and everyone while raising awareness and opening up discussion about animal-assisted therapy.

As a part of the evaluation process, Mya made visits to nursing homes and hospitals where I had the pleasure of witnessing the effects of her presence firsthand. She elicited various responses from residents and patients interested in welcoming her into their rooms. The most frequent responses were excitement and joy, where she was greeted with delighted exclamations and hearty laughs. Mya served as a natural conversation topic, which made patients and residents more inclined to speak with me, expanding their social interaction for the day as I happily answered questions about their animal visitor and listened to their stories and memories of their own beloved pets and previous animal interactions. Some individuals incapable of speech for various reasons, whether from recent surgery or other impediments, seemed to have silent conversations with Mya as they stared into her eyes or held her close. Some did not end up petting Mya at all, but were content to just have her in the room lying next to their beds or chairs. Regardless of how residents and patients chose to interact with Mya, several expressed to me that seeing her was the highlight of their days and that they were grateful for the visit.

Not only has this experience been beneficial to those receiving visits, but it has also sincerely improved my own sense of community service.
and social involvement, and offered me the ability to affect positive change in the mental well-being of others. Mya and I work as a team to present favorable interactions for those confined to alternate living situations and to encourage positive associations for young children with reading, education, personal development, and social skills.

**Get Involved**

By pursuing certification for Central Office’s dog, I hoped to represent Psi Chi’s commitment to encourage our chapters to complete service projects. Our Organization wholeheartedly believes that Psychology revolves around improving the human condition, and helping others in your community can open new doors, provide great personal satisfaction, and improve the lives of others. We encourage every chapter to complete at least one service project as a group each year, but there is certainly no limit to how often members may serve their communities (Chapter service projects, 2015).

Therapy dog certification is offered on a volunteer basis for which members are not allowed to charge for services or visits, so incorporating therapy dogs may be a fun and inexpensive activity your chapter may want to explore. Here are some ways Psi Chi chapters could consider incorporating a therapy dog in their future chapter activities.

1. **Host a therapy dog at your university during exam time.** Several universities already do this to help students relieve themselves of the overwhelming stress that accompanies midterms, final exams, and end-of-the-year projects and presentations. If your university already hosts therapy dogs, see if there is a way your chapter can be associated with the event, perhaps by posting fliers around campus about the opportunity.

2. **Arrange for a certified therapy dog and handler team to visit a local veteran’s hospital, shelter, assisted living facility, or nursing home with Psi Chi members.** Although members will not be allowed to handle the dogs on the visits, they can accompany them and converse with patients and residents as visitors, while observing the dog(s).

3. **Prepare a poster about animal-assisted therapy to present at a campus organization fair, and request the presence of a therapy dog and handler team to help demonstrate firsthand the effects of the research you have to share.** A therapy dog will certainly draw attention to your booth and offer the opportunity to raise awareness about psychological studies and our Honor Society.

Of course, before you can pursue any of these options, you must first receive permission from the facility where you hope to host the therapy dog. All therapy dogs are insured by their licensing organization so that liability does not fall to the host facility in case of an accident.

**Resources**

If incorporating a therapy dog into your next chapter activity is something you’d like to pursue, feel free to explore these resources. Therapy Dogs International (TDI) is happy to help arrange therapy dog visits to Psi Chi facilities and events. Your chapter will need to have a contact from the host facility fill out a memorandum of understanding (MOU) provided by and returned to TDI. Once TDI receives the MOU, they will notify members in the area, who will then call if they’re interested in participating. Contact facilities@tdi-dog.org with your request.

In addition, the American Kennel Club provides an extensive list of therapy dog organizations that you can contact in your search for a therapy dog and handler team. You can find this list on their website at [http://www.akc.org/events/title-recognition-program/therapy/organizations/](http://www.akc.org/events/title-recognition-program/therapy/organizations/)

**Reference**


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**Pursuing Therapy Dog Certification for Your Pet?**

There are several organizations with which you can complete the process to get your dog certified. We’ve listed a few below that are available across the United States, but be sure to do your own research and find the organization that’s best for you. Each program has the same fundamental mission to help where help is needed and asks that dogs meet certain requirements, but they each have variations for you to consider.

**Therapy Dogs International**

Founded in 1976, Therapy Dogs International is one of the largest and most recognizable organizations with almost 25,000 therapy dog/handler teams. Their testing process is quite extensive and dogs must be capable of meeting high standards in a number of testing scenarios. Learn more at [http://www.tdi-dog.org/HowToJoin.aspx](http://www.tdi-dog.org/HowToJoin.aspx)

**Therapy Dogs Incorporated**

This organization, founded in 1990 and boasting over 14,000 members, is currently undergoing a name change to Alliance of Therapy Dogs. Although the evaluation and testing associated with this organization are just as serious as the above, the process is a little less rigorous, which may make it more accessible. Visit [https://www.therapydogs.com/BecomeAMember.html](https://www.therapydogs.com/BecomeAMember.html)

**Pet Partners**

This organization began as a research-based society committed to exploring the effects that animals have on people’s lives. Once findings accumulated relating the positive effects of human-animal interactions, the society created several programs to incorporate animals in service. Certification through this organization is not limited to dogs alone; cats, horses, rabbits, pigs, birds, llamas and alpacas, guinea pigs, and even rats are eligible for evaluation. Go to [http://www.petpartners.org/TAPinfo](http://www.petpartners.org/TAPinfo)

Renee Lamine is Psi Chi Central Office’s Social Media Manager. She and her dog, Mya, joined the fabulous staff at Psi Chi Central Office in 2012 and work remote from Boston, MA. Mya is a 6-year-old collie mix who was rescued from a shelter in Chattanooga, TN. She has proven herself as an ideal therapy dog several times over; both Renee and Mya look forward to volunteering on behalf of Psi Chi and exploring the impact of animal-assisted therapy.
How to Maximize the Blessings and Minimize the Curses of Being a Psychology Major

Drew C. Appleby, PhD
Indiana University–Purdue University Indianapolis
Psychology majors are both blessed and cursed. Their first blessing is their ability to prepare themselves for a remarkably wide variety of careers because the psychology curriculum provides so many opportunities to develop the seven crucial sustainable job-related skills (i.e., communication, collaboration, critical thinking, professional, self-management, technological, and ethical reasoning) that employers value most during the hiring process (Appleby, 2014). These same seven skills also help new hires gain positive on-the-job outcomes (e.g., new responsibilities and promotions) and avoid negative on-the-job outcomes (e.g., reprimands, discipline, and termination; Gardner, 2007). This blessing is the reason why “students who complete a baccalaureate degree in psychology will have completed an almost ideal workforce preparation” (Halonen, 2013, para. 6).

Psychology majors’ second blessing is the knowledge they acquire as they learn about the causes and consequences of human behaviors and mental processes, which are perhaps the most interesting, complex, and important topics addressed in higher education today. The captivating nature of psychological knowledge attracts huge numbers of students to the major, produces more than 100,000 bachelor’s degrees in psychology each year (National Center for Education Statistics, 2012), and prepares psychology majors to enter a wide range of careers that deal with people and their interactions with each other and their environments (Appleby, 2015b).

Unfortunately, there are downsides (i.e., curses) to these blessings. The first curse is that the prospect of making a decision from such a massive set of career choices is a daunting task for many psychology majors. Unlike their education-, accounting-, and nursing-major peers who know exactly what they will become when they graduate (i.e., teachers, accountants, and nurses), only a small percentage of psychology majors continue their education, earn graduate degrees, and become psychologists (Hettich & Landrum, 2014). The rest enter the workforce immediately after graduation in diverse fields such as business, advertising, human resources, social services, health care, law enforcement, technology, education, fitness, recreation, and the military (Appleby, 2015b).

The second curse is that psychology is a very popular major. This may initially appear to be a blessing, but it also means that a bachelor’s degree in psychology places psychology majors at risk in the job market simply because so many are competing with one another for jobs. If psychology majors lack the ability to prove the possession of a strong set of job-related skills, they risk job dissatisfaction (Light, 2010), the disturbing belief that their jobs are not related to their major (Borden & Rajecki, 2000), and the very real possibility of having to accept a job that does not require a bachelor’s degree (Rajecki & Borden, 2009), or—worse yet—that presidential candidate Jeb Bush was correct when he stated that psychology majors end up “working at Chick-fil-A” (Mills, 2015, para. 2).

The experience of teaching, advising, and mentoring thousands of psychology majors during my 40-year academic career has led me to conclude that this group is composed of two subgroups: occupationally savvy students and occupationally not-so-savvy students. These subgroups approach their professional futures in profoundly different ways.

Savvy students adopt a proactive, two-stage approach to their collegiate experience by deliberately using it as an opportunity to explore, identify, and refine their career goals. On the other hand, not-so-savvy students live their undergraduate lives under the ill-fated illusion that they are entitled to, and will acquire, a good job after they graduate simply because they possess a college diploma certifying that they have accumulated enough credit hours to graduate. These are the students who take courses to “get them out of the way,” avoid challenging classes in which they could strengthen important career-enhancing skills (e.g., writing, public speaking, and math), choose easy rather than skill-building electives, and spurn extracurricular opportunities because they believe them to be a waste of time, rather than opportunities to develop valuable collaboration and leadership skills. These unfortunate strategies, paired with the misconception that the work required as an undergraduate
Career Preparation

A student cannot be applied to the “real world” of work, can produce negative consequences. Case in point is the extreme disgruntlement one of my former students described several years ago in The Huffington Post [link](http://www.huffingtonpost.com/2010/05/28/ebay-diploma_n_593105.html) who, in debt and without a steady job, attempted to sell his diploma on eBay® for $36,000 plus $3.50 shipping and handling. Perhaps as a result of living out a self-fulfilling prophecy, he was quoted as saying, “Universities are handing out too many degrees that have zero real-world application.”

So how can you maximize these blessings and minimize these curses? I recommend that you become a savvy psychology major (Appleby, 2002) by pledging to take an active approach to preparing for your life after graduation by doing your best to construct honest and accurate answers to the following four questions.

1. What general area of work would you like to enter (e.g., business, education, health care, or social services)?
2. What specific careers in that general area would you like to explore to determine if they would be “good fits” for you?
3. Which of these careers can you enter with a bachelor’s degree, and which will require you to earn a graduate degree?
4. What specific skills are required for successful performance in these careers?

I have created a resource to help you answer these crucial questions that consists of more than 2,000 hotlinks you can use to explore 280 careers (organized into 15 broad occupational categories) that psychology majors can prepare to enter (Appleby, 2015b). Persons employed in 56 of these careers are psychologists who must hold the appropriate graduate degree. Persons employed in the remaining 224 psychology-related careers (that require the demonstration of psychological knowledge and skills, but which do not carry the title of psychologist) are divided almost equally into two categories: those that can be entered with a bachelor’s degree and those that require a graduate degree. To access this resource, visit [http://www.teachpsych.org/Resources/Documents/otrpr/resources/appleby15students.docx](http://www.teachpsych.org/Resources/Documents/otrpr/resources/appleby15students.docx).

Once you have used this resource to construct the answers to these four questions, your next step should be to meet with your academic advisor. Explain your answers to these questions during this meeting, and then ask your advisor to help you create a plan for the remainder of your undergraduate education that will enable you to enroll in classes and engage in extracurricular activities (e.g., internships, service learning, and leadership opportunities) that will enable you to develop the skills and knowledge you will need to prepare yourself for the career you have chosen.

The final step will depend upon if your career requires you to earn a degree beyond the bachelor’s. If it does, seek the aid of a faculty mentor who can help you create and obtain the documents you will need to apply successfully to a graduate program (i.e., a curriculum vitae, a personal statement, and at least three strong letters of recommendation from appropriate people). If you can enter your chosen career with a bachelor’s degree, visit your career center where a professional employment counselor can help you create the necessary documents and information you will need to be hired (i.e., a resumé, a cover letter, and effective answers to challenging interview questions). It is also prudent to create a Plan A and a Plan B—one requiring graduate school and one requiring a bachelor’s degree—to make sure you have an alternate career strategy if your preferred plan does not produce your desired results.

The approach to professional development for undergraduate psychology majors that I have presented here is based on Goal 5: Professional Development of the American Psychological Association’s most recent set of Guidelines for the Undergraduate Psychology Major (APA, 2013). The authors of this goal clearly state that there are entirely too many “psychology graduates who are not only ill prepared for the work-place, but who also demonstrate significant naiveté about the work-place and entitled attitudes that do not breed work-place success” (p. 10). The solution provided by Goal 5’s authors was to urge psychology programs to create and implement strategies to help their students develop “clearer linkages between baccalaureate preparation and the workplace” (p. 10).

I hope you take full advantage of my resource to help yourself develop professionally. If you find it to be a useful tool in this endeavor, I also hope you will bring it to the attention of your faculty by directing them to An Introduction for Faculty to an Online Career-Exploration Resource for Psychology Majors (Appleby, 2015a), so they can become aware of how to utilize my resource when they teach and advise other psychology majors in your department.
http://www.teachpsych.org/Resources/Documents/otrp/resources/appleby15faculty.docx

In closing, I would like to share three very relevant quotations. The first is by Dr. Monique Valcour (2013) from an article she published in the *Harvard Business Review* titled “Craft a Sustainable Career.”

Imagine crafting a sustainable career for yourself. Year after year, you perform work that makes full use of your skills and challenges you to develop new ones. Your work not only interests you, it gives you a sense of meaning. You enjoy opportunities for learning and development. You work with people who energize you. You are confident that your skills and competencies make you valuable and marketable and that you can access opportunities through your network. You are able to fit your work together with the other things in your life that are important to you, like family, friends, and leisure (para. 1).

The second quote is from Dr. David Shapiro, the coauthor of a soon-to-be published book titled *Uncover Your Calling: Work Reimagined*, who said, “We make three very big distinctions in the book. There are jobs, which pay the bills; careers, which help us progress financially and personally; and callings, which really give us a full sense of fulfillment, engagement and energy that we don’t have in the other two” (Newcott, 2015, para 8).

The third quote is from Shapiro’s coauthor, Richard Leider, who further clarified the concept of a calling by saying, “When we uncover our calling, we never have to work again . . . we are always doing what we want to do” (para 11 & 14).

My fondest desire is for you to use my resource to identify, investigate, prepare for, obtain, and succeed in the kind of occupation that fits the description of both Valcour’s “sustainable career” and Leider and Shapiro’s “calling.” The best way to do this is to make a firm commitment to engage in the following six-step professional development strategy.

1. **Choose a broad occupational field** in which your work would be a good match for your interests, values, and goals.
2. **Examine several careers in this field** and choose one whose description makes you excited about obtaining it.
3. **Investigate this career** carefully to determine the skills and knowledge you will need to succeed in it.
4. **Work with your academic advisor to develop a plan** to use both the curricular and extracurricular components of your undergraduate education to acquire this knowledge and these skills.
5. **Collaborate with your faculty mentor or a professional career advisor** to create strategies that will convince employers to hire you or graduate school admissions committee to accept you.
6. **Finally, do everything in your power to carry out your academic plan** and to put your strategies to work when it is time to make your transition from college to the next stage of your professional development.

Begin this strategy **now**, not tomorrow, not at the end of the semester, and absolutely not until after you graduate. Just remember the 100,000 other psychology majors who will graduate with you. They all want good jobs too, but until they read this article, you will be the only one who has my resource and a six-step strategy to obtain a sustainable career.

### References


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*Drew C. Appleby, PhD*  
received his BA from Simpson College in 1969 and his PhD from Iowa State University in 1972. He served as the Chair of the Marian University (IN) Psychology Department, the Director of Undergraduate Studies in the Indiana University – Purdue University Indianapolis (IUPUI) Psychology Department, and the Associate Dean of IUPUI’s Honors College during his 40-year career. He has used the results of his research on teaching, learning, academic advising, and mentoring to create strategies to enable college students to adapt successfully to their educational environment, acquire academic competence, identity and set realistic goals, and achieve their career aspirations. He has published over 100 books and articles including *The Savvy Psychology Major* and made over 600 conference and other professional presentations including 20 invited keynote addresses. He created the Society for the Teaching of Psychology’s (STP) Project Syllabus, transformed STP’s Mentoring Service into an online clearinghouse, and founded and served as the director of the Indiana High School Psychology Teachers Conference. He was honored for his outstanding contributions to the science and profession of psychology by being named a Fellow of the American Psychological Association, the Midwestern Psychological Association, and a Distinguished Member of Psi Chi. He has received 44 national, regional, and institutional awards and recognitions for teaching, advising, mentoring, and service. His work with IUPUI’s varsity athletes led him to be named “My Favorite Professor” by 71 student-athletes, and he was designated as a mentor by 777 IUPUI psychology majors, 222 of whom indicated that he was their most influential mentor by selecting the following sentence to describe his impact: “This professor influenced the whole course of my life, and his effect on me has been invaluable.” Dr. Appleby retired from IUPUI in 2011 with the rank of Professor Emeritus.
The mission of the Beck Institute for Cognitive Behavior Therapy is to disseminate CBT throughout the world, and I am particularly pleased to have an opportunity to address students. I hope that many of you have a goal of increasing your knowledge of evidence-based treatment, especially CBT, which has a far greater research base demonstrating its efficacy than any other form of psychosocial treatment.

What Is CBT?
CBT, also called cognitive therapy, is the most highly researched and effective treatment for psychiatric disorders and psychological problems in the world. In CBT, therapists teach their clients specific skills that they can use for the rest of their lives. These skills involve modifying unrealistic and unhelpful ideas, relating to others in different ways, changing behavior, and learning how to regulate emotion—so clients experience a lasting improvement in mood and functioning.

Aaron T. Beck and the Cognitive Model
Aaron T. Beck, MD, developed cognitive therapy in the 1960s and 1970s. Originally trained in psychoanalysis, Dr. Beck began to look for other ways of understanding and treating depression when his research failed to validate psychoanalytic concepts of depression. Dr. Beck recognized that people’s perceptions, specifically the thoughts that go through their minds, influence their emotional, physiological, and behavioral reactions. This cognitive model helps us understand not only depression, but also psychopathology in general. The cognitive model posits that distorted thinking is common to all psychological disturbances.

How CBT Works
According to the cognitive model, when people are in psychological distress, their thinking is often inaccurate and/or unhelpful. Cognitive behavior therapists help people learn to identify and evaluate their automatic thoughts (fleeting thoughts or images that arise spontaneously), and to modify their thinking so that it more closely resembles reality. When they do so, their distress usually decreases, they are able to behave more functionally, and (especially in anxiety cases) their physiological arousal reduces. When their distressing thinking is accurate, clients focus on solving the related problem, evaluating the conclusions they have drawn, and/or nonjudgmentally accepting the difficulty and shifting their attention, often toward action in the service of valued goals. CBT incorporates techniques from many different psychotherapeutic modalities based on a cognitive conceptualization (understanding) of the client, within the context of the cognitive model. Cognitive behavior therapists work hard to establish and maintain a strong therapeutic relationship with clients.

Goals of CBT
CBT aims to help clients reduce their suffering as quickly as possible and achieve a remission of their disorder. CBT therapists help clients work toward achieving their goals; therapists also facilitate remission and teach clients skills (particularly changing their thinking and behavior) that they can use for the rest of their lives to prevent or reduce relapse.

Terms to Know
Action Plan (also referred to as homework): The individualized assignments the client agrees to do at home
Automatic Thoughts: Spontaneously occurring thoughts or images
Cognitive Behavior Therapy (CBT): One of the few forms of psychotherapy that has been scientifically tested and found to be effective. In contrast to other forms of psychotherapy, cognitive therapy is usually more focused on the present, more time-limited, and more problem-solving oriented. In addition, clients learn specific skills that they can use for the rest of their lives.
Cognitive Model: The underlying theory of cognitive therapy that explains individuals’ emotional, physiological, and behavioral responses as mediated by their perceptions of their experience, which are influenced by their beliefs and by their characteristic ways of interacting with the world, as well as by the experiences themselves.
Mood Check: Asking the client to describe how he or she has been feeling this week compared to other weeks with a combination of 0–10 or 0–100 ratings or assessment forms and narrative self-reports.

Learn About
Cognitive Behavior Therapy
Judith S. Beck, PhD, University of Pennsylvania
**A Typical CBT Session**

Sessions may vary somewhat according to the client’s disorder, developmental level, treatment preferences, and other factors, but here is a typical session format for a depressed client. Before a session begins, I usually ask clients to fill out certain forms (for example, the Beck Depression Inventory) to assess mood, which provides me with an objective method for assessing their symptoms. Then, I ask them to tell me in their own words how they have been feeling in the past week, compared to other weeks. This is what we call **a mood check**; it helps clients and me make sure they are making progress over time.

Next, I ask clients to name the most important problems they encountered during the week that they would like me in helping solve. This is called “setting the agenda,” which allows us to figure out how to best spend our time during that day’s session. (I may have one or more items for the agenda, too.) Then, I create a “bridge” between the previous therapy session and the week’s therapy session. I ask them what happened during the previous week that they think I should know about (both positive and negative experiences). I also ask them what they thought was important during our last therapy session, and we discuss the **action plan** items they did during the week. To finish this initial part of the session, especially if we have uncovered too many issues to discuss in one session, we will collaboratively “prioritize the agenda,” deciding together which items are most important to the client to cover. I make sure it’s clear to both of us how the client would like to spend our time together. (It is important to note that we may collaboratively decide to deviate from our original plan during the session if something else more important arises.)

In the middle portion of the session, we discuss the problem or problems we put on the agenda. We usually do a combination of problem solving and assessing the accuracy and usefulness of their thoughts and beliefs about the problematic situation. I teach them new skills that will help them modify their maladaptive thinking and behavior and solve problems on their own. Throughout the session, I ask them to draw conclusions and summarize important points in their own words; they or I write these therapy notes down (or they can enter these notes in their smartphone).

Reading these notes daily at home will be part of their action plan; self-help assignments specifically tailored to them. I also ask them what they would like to do about the problem this week, for example, implementing solutions to problems, responding to their unhelpful or distorted thinking and/or practicing other cognitive and behavioral skills. I make sure they record the action plan, too.

At the end of the session, I ask for feedback: How did they think the session went? Is there anything that bothered them or that they thought I didn’t understand? Is there anything they would like to see changed in future sessions? It’s very important that clients feel safe with us in session, that we vary our style when necessary, and that we treat every client the way we ourselves would like to be treated.

I don’t wait until the end of the session to ask for feedback if I detect that clients are looking or sounding distressed during the session itself. I may need to compromise and modify the standard structure if clients object to it. Flexibly following a structure ensures that clients have the opportunity to think through what is most important to them to discuss in session. I also want them to leave each session with a specific plan that will help them solve their problems and feel better.

**How Is CBT Different From Other Talk Therapies?**

CBT is time-sensitive, structured, goal-oriented, and problem-solving focused. Treatment is collaborative, meaning that clients and therapists act as a team to decide which problems to address in treatment, which solutions to try, which thoughts and beliefs to focus on, which skills clients need to learn, and which self-help assignments they would like to set for themselves. Cognitive behavior therapists emphasize relapse prevention—our goal is to help clients learn skills in order to become their own therapist.

**How Effective Is CBT?**

CBT has been shown to be effective in over 1,000 outcome studies. Research supports its efficacy for scores of psychiatric disorders, psychological problems, and medical conditions with psychological components including anxiety disorders, schizophrenia, and bipolar disorder (combined with medication), addictions, personality disorders, eating disorders, couples and family problems, attention deficit disorder, insomnia, infertility, chronic pain, fibromyalgia, irritable bowel syndrome, obesity, and many others. It has been modified, and studies show it is effective with children, adolescents, older adults, and in group treatment. It is used in a variety of settings: in outpatient psychotherapy, inpatient treatment, forensic settings, schools, community mental health, and many others.

**How do I Become a Cognitive Behavior Therapist?**

CBT courses are often available in mental health graduate programs, but becoming a proficient therapist requires practice, experience, and a commitment to life-long learning. A number of organizations offer workshops and supervision for therapists, and an increasing number of books are published each year that guide students and clinicians in learning CBT for a variety of diagnostic categories and populations.
Initiatives to Aid the Scientific Community
With Eric Eich, PhD
by Bradley Cannon

Are you confident in your ability to conduct research and publish articles in top-tier psychological journals? Today, Dr. Eric Eich, the 2012–15 Editor in Chief of *Psychological Science (PS)*, elaborates on the overarching aim for five initiatives he created at *PS* that he believes are important for researchers and publications to consider for the future. He also provides concrete strategies to become a successful researcher and elaborates on his recent experiences while directing the flagship journal of the Association for Psychological Science.

The Five *PS* Initiatives
To begin the present interview, Dr. Eich takes a few minutes away from his personal research writing at home to explain that “groundbreaking” and replication studies are both critical to psychological science because it has become clear over time that groundbreaking research is not as valuable unless it has been proven to be replicable. However, he and many others (Asendorpf et al., 2013; Makel, Plucker, & Hegarty, 2012; Nosek, Spies, & Motyl, 2012) have found that replications and incremental studies are often less likely to appear in prestigious journals due to the tendency of *PS* and other journals to focus on new, interesting, and exciting discoveries. Because this discourages authors from submitting replicable content to strengthen previous studies and psychological science as a whole, Dr. Eich sought to correct this issue and others at *PS* by creating the following five initiatives (Eich, 2014).
1. Revising Word Limits
One way Dr. Eich encouraged authors to include replication and incremental research at PS was to eliminate the word limits on methods and results sections that are implemented by many psychological journals (Eich, 2014). As he explains, “In the past, most studies had essentially one experiment because that was all the authors could report in such a short space, but now they can routinely have two, three, or four experiments. Removing these word limits helps steer people to report more than just one interesting finding to make sure that their research has a solid foundation and can actually be replicated.”

Dr. Eich had some assistance in making this change after a conversation with Dr. John Maunsell, who was then Editor in Chief of the Journal of Neuroscience, which switched to a somewhat similar exercise a few years earlier (Roediger, 2013). At the time, Dr. Eich had been concerned about whether the articles would become too long going forward, but looking back today, he says, “The research articles and research reports we publish now are longer than they used to be, but authors haven’t gone crazy with the total length, and they certainly seem to like having the freedom to more fully describe what they did and what they found. That was the basis for the Revising Word Limits initiative, so it has worked out really well.”

2. Clarifying Evaluation Criteria
The second initiative (Eich, 2014) was inspired by Endel Tulving, who “drilled into all of his graduated students” that, whenever reading or listening, two questions should usually be asked: (a) What do you know now that you did not know before, and (b) Why should you care? Much later, Dr. Eich told these questions to Dr. Walter Mischel (Columbia University, NY) who suggested a third question: (c) How are the claims made in the article justified by the methods used?

After writing an article about this, Dr. Eich found that a lot of reviewers were spontaneously adopting these three questions for themselves. To elaborate on the reaction, he says, “I never intended for these questions to be set in stone, but people seemed to resonate to it. And so, when I laid out these five new aspects about PS (Eich, 2014), I said that we would evaluate all manuscripts in that way going forward. All the other editors happily seemed to adopt this as well because the questions basically sharpen the discourse by focusing more clearly on what an acceptable paper should or should not be.”

3. Enhancing Methodological Reports
The third initiative involved having authors complete four specific disclosure statements. As Dr. Eich explained in a previous interview, “The disclosure statements cover four categories of important methodological details—exclusions, manipulations, measures, and sample size—that have not required disclosure under current reporting standards (of PS in particular or psychology journals in general) but are essential for interpreting research findings” (Roediger, 2013, para. 18).

Adding to this, Dr. Eich says in the present interview, “This initiative goes back to the Revising Word Limits initiative to encourage people to have a more full account of their methods and results. This initiative also encouraged people to tie in the significance of embracing new statistics in their introduction and to report 95% confidence intervals instead of just the more traditional ways of doing things in the past because it is probably a more meaningful statistic.”

4. Promoting Open Practices (Open Science Badges)
Starting in January 2014, PS served as the launch vehicle for the fourth initiative (Eich, 2014), which was inspired by 11 researchers led by Dr. Brian Nosek. These researchers had been concerned about a lack of open research practices in comparison to other fields, so they created a system to incentivize individuals to make their research more easily replicable.

- The Open Data badge recognizes authors for “making publically available the digitally shareable data necessary to reproduce the reported result.”
- The Open Materials badge recognizes authors for “making publically available the components of the research methodology needed to reproduce the reported procedure and analysis.”
- The Preregistered badge recognizes authors for “having a preregistered design and analysis plan for the reported research and reporting results according to that plan” (Eich, 2014).

Dr. Eich says, “The Open Practices initiative was interesting and complex. In some fields, such as economics, it is required that people make their data publically available. However, that hasn’t been true in psychology, so the question that interested me next was ‘How did these fields get to the point where it became regular or mandatory for people to post their data?’ I am not an economist, but I learned that essentially what happened was that some of the ‘big guns’ in their fields started voluntarily posting their data, and it finally reached a tipping point where it became normative that everyone should do so.”

Dr. Eich says that this initiative started slow “like anything else.” However, he notes that participation has drastically increased (Archive of all online issues, 2015). He explains, “My hope is that, in a couple more years, it will become the norm so that whoever is editor at that point can say, ‘Going forward, this is what we’re going to do. Post your data, post your materials,’ and we’ll just move on.”

5. Embracing the New Statistics
For Dr. Eich, the purpose of the fifth initiative (Eich, 2014) was “to try to get people away from just null hypotheses significance testing,” which he says is how most researchers in North America and most of the world are trained. He says, “It has been well-documented that there are a lot of inherent problems with, for example, the infamous p value and in the interpretation thereof. In some cases, it is useful, but there are also many limitations.”

Thus, Dr. Eich asked Dr. Geoff Cummings, a leading proponent for new statistics, to write an article like a tutorial to show how to use these new statistics. To Dr. Eich’s surprise, he received far more submissions embracing the new statistics than he expected. In fact, several submissions had no p values whatsoever, which he said seemed almost heretical in an empirical journal at the time.

According to Dr. Eich, there are currently a few places that teach these statistics such as the Netherlands where it is very common because a lot of universities teach it and have become experts in it. However, despite the initial success of this initiative at PS, these statistics will never be used on a truly large scale so long as people are not trained in that way.
Distinguished Lecturer

Additional Initiatives for the Future

6. Publishing a New Disclosure Statement

Dr. Eich also thinks it would be valuable for authors “to answer questions such as whether they reported all independent variables, dependent variables, sample sizes, how they determined these variables, and whether they dropped anyone out of the study or made any other notable observations.” He has suggested to the Association for Psychological Science (APS) that it should become routine to publish the authors’ responses, possibly in the supplemental materials. This information would be valuable, not just for the editors’ eyes, but for outside readers and researchers as well.

7. Incentivizing Video Recordings

Dr. Eich has also encouraged APS to create a new sort of open materials badge with a special rider attached to it to incentivize people to do videos of their procedures, ideally from both the point of view of the experimenter and the participants. As he says, “This could be invaluable to future researchers, especially for social psychology experiments because the social interaction or interplay between participant and experimenter can be really subtle and cannot be captured in words.” Making videos of this sort publically available could be extremely helpful so that future researchers could see exactly how an experiment was conducted.

Educating Future Generations

As Editor in Chief, Dr. Eich reviewed literally thousands of manuscripts and picked up many unique insights about effective practices for conducting research, navigating the publishing process, as well as methods to teach these skills to other. Indeed, he believes firmly in the importance of giving students the opportunities to learn, so much in fact that the last course he taught at UBC specifically dealt with providing fourth-year undergraduates with in-press, but not yet published, PS articles for them to practice reading and reviewing.

He says, “In class, we would compare the students’ reviews with the real reviews I actually had in hand. I also made a deal that, if a student found a fatal flaw, they would get an automatic A, which one person did, so that worked out well. The experience was really edifying for the students. When they first started, I found that they tended to say things like, ‘I did not quite understand this or that particular sentence.’ However, as they got better and became more confident, they began to see the bigger picture, and their views changed dramatically.”

“It was very cool to watch this happen. That’s the benefit you get out of doing reviews with students, so the more advisors or graduates and undergraduates who can get involved in the process, the better. It’s fun to do. It’s really challenging, and there’s no right or wrong way about it.”

An Average Day as Editor in Chief

To emphasize the excitement and satisfaction that can emerge from a career in conducting and presenting research, we asked Dr. Eich to describe what it was like to be selected as Editor in Chief of PS. In response, he said that leading PS was such an unusual journal that he simply could not say no.

“I wasn’t really looking for it, but it was a remarkable and unique opportunity. The best and worst thing about it was the sheer amount of reading. In terms of education, it was like being in graduate school on steroids. During my first year, I think I averaged a little over three manuscripts reviews a day, seven days a week. The years after that, I was down to two reviews a day, which actually seemed light by comparison. Certainly, as far as the variety of topics, you get to read some really amazing stuff, and it is a privilege to be able to do so. PS is a high-profile journal, so sometimes there are people who either like it or don’t like it, but that is not to complain about it. It is really quite exhilarating, and my predecessor, Rob Kail, mentored me well so that I was up to speed when I started. I served about two months as an associate editor and two months as a senior editor. Rob always said, ‘Do not ever get sick. That’s the key.’ ”

Indeed, as Dr. Eich humorously recounts, he had to learn this lesson the hard way when he and his wife, Jeanne Elliott, caught the flu in 2013. “I was out for about five days, and then I came back with 26 manuscripts waiting to be reviewed. Fortunately, I never got sick again after that.”

“On one level,” he explains, “it is fun being in the control room so to speak. And I really enjoyed the whole process of getting the five new initiatives up and running to raise the journal’s publication standards and to aid the broader scientific community. That took about a year to accomplish. That was really the most fun because I didn’t want to just push paper in any sense.”

Future Pursuits

In July 2015, Dr. Eich moved on to new endeavors as the Vice Provost and Associate Vice-President for Academic Affairs at UBC to return to his passion of improving the education of future generations by combining the university’s huge influence in teaching and research. He says, “There are already a number of universities like Washington University in Saint Louis and the University of California, Los Angeles that are pushing the boundaries in this area.”
Dr. Eich’s Advice for Aspiring Researchers

Find Friends and Make Mentorships Count!

Dr. Eich is quick to express how crucial mentorship experiences have been in advancing his academic path. In fact, Dr. Eich was not looking to become involved in psychological research at all until he was teamed up with Dr. Herbert Wiengartner (University of Maryland, Baltimore County). “We started doing research together during my undergraduate junior year, and then he arranged for me to get—I think it was originally an unpaid and then a paid—research assistantship at the National Institute of Mental Health (NIMH) in the cognitive neuroscience lab that he was working in and also doing pharmacological studies on memory. That was an incredible mentorship. Endel Tulving was also an amazing man to work with throughout graduate school. Dr. Gordon Bower, who is now retired from Stanford University, has always been a rock for me as well. I could always turn to him for advice, and we became good friends. I also met Dr. Robert Kail, who was phenomenal in helping me get up to speed on PS. I’ve been really fortunate to have a lot of mentors.”

Volunteer at a Lab

Dr. Eich encourages students who have a taste for getting involved in research to go for it. “This will really bring all of the classroom stuff you are learning to life so that you can see it in a different way. If you can get a paid position, then so much the better, and this doesn’t have to be a psychology lab either. In terms of professional publication, there might not be as any specific courses about editorial work, but you will also pick that up as a valuable skill when you get involved in conducting research.”

Ask to Review Manuscripts With Your Mentors

Students should consider politely but persistently asking if they can help when their advisor conducts a review. As Dr. Eich points out, this is a great way to learn how reviews are done, and the earlier students begin to practice the better. “When I was editing at PS, I would often be asked by reviewers, ‘Would you mind if I do a review with my undergraduate or graduate students?’ I would always say ‘yes!’ and I wish more students and advisors would do that because I think it’s a great opportunity.”

Improve Your Writing Skills

It is Dr. Eich’s opinion that the biggest problem students have while writing occurs when they do not have a clear target in mind. In this case, they tend to write to themselves with their own inner voice, which Dr. Eich says is a mistake. “It’s a lot better to have someone in mind—not a fictional person, but a real person—who you know is very smart but who isn’t in the field. Then, write with that specific person in mind to see if they would understand. Sometimes, actually ask that person to read your work. The person should be very smart, smarter than you are really, but not in the area that you are writing about. I think that helps a lot because otherwise people write for themselves, which causes them to think they are being clear when they’re really not. This strategy has been very effective for me and a lot of other people.”

Don’t Be Afraid to Speak Up

Students learn the most by putting themselves out there. However, what many students may not know is that this is true in the classroom as well as during the research process and the publication editorial process too. As Dr. Eich explains in the case of the editorial process, “It doesn’t happen often, but sometimes authors do come back and say ‘I think you missed the boat on such and such’ or they might explain why a comment wasn’t fair. We always take this seriously, and I will even sometimes recruit new reviewers if necessary. Other times, authors have come back after I rejected a paper to say, ‘I think you misunderstood such and such.’ In this case, we may ask them to clarify something in their paper and then resubmit it as a new submission.”

Submit to Student Publications

Dr. Eich also encourages students to submit their work to student publications. “If they’re undergraduates, by all means, get involved. Psi Chi, of course, is phenomenal with that. In fact, I was a Psi Chi member in an Introductory Class for Psi Chi at the University of Maryland, Baltimore County back in 1973, so that’s a terrific way to get involved as well. A lot of student journals are very high quality.”
Starting this fall, we are asking that advisors and officers no longer submit "semester-long summaries" for their Chapter Activities. Instead, please compose up to 250 words in total about one to three specific activities conducted by your chapter (specific examples provided below). High-resolution photos and captions are also welcome!

Featuring specific events in greater detail will provide you and your peers with more information about how to approach future chapter activities at your institution. Now, you will also be able to search for activities by the following categories:

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

Submitting chapter activities is a great way to share your community service involvement with others, and it meets one of the requirements for the Model Chapter Award. We look forward to your submissions at http://www.psichi.org/?eye_activity

Instructions

1. Under Activity 1, select an appropriate Topic for one of your chapter's most momentous events of the semester (e.g., a specific recruitment event, a fund-raiser, an induction ceremony).

2. Write up to 250 words in the third-person past tense to describe this specific event.

3. If you do not have enough information about Activity 1, you may choose to also submit Activity 2 and 3 until you near the 250 word limit for all combined Activities.

4. You are also encouraged to attach photos with brief captions related to your Activities (greater than 300 KB file size required).

Up to 250 words and three photos from each chapter may be selected for publication in each upcoming quarterly Eye on Psi Chi issues to inspire other chapters around the world. Extra submissions may be "rolled over" to future issues at the discretion of the editor.
Example Submissions

Here are three sample submissions where fictional chapters completed one, two, and three Activity Topics, respectively. Notice that each chapter has written under 250 words in total.

**Example of one Activity Topic**

**University of Excellence**

**INDUCTION CEREMONY:** After several successful recruitment efforts, all Psi Chi members, their families, and friends of Psi Chi were invited via e-mail and invitation handouts to attend the chapter’s formal induction ceremony in April. First-year students were also invited to attend so that they might develop an interest in joining Psi Chi next year. Dr. Stephen Miller (advisor) provided cookies, fresh fruit, and an assortment of finger foods. Mason Smith (vice-president) brought a variety of drinks, plates, and eating utensils. Also, Edward Johnson (president) handled the scheduling of the room and sought out Dr. Úrsula Rodríguez, the night’s invited speaker. Dr. Rodríguez spoke about the positive effect of embracing diversity and described her experience as a Psi Chi chapter officer 22 years ago. Officers took turns reading Psi Chi’s Formal Induction Ceremony Ritual, and a candlelight ceremony was conducted to ensure that the event would be a night to remember for new members. Officers also read a list of membership benefits to ensure that the 75 people who attended would be aware of Psi Chi’s awards and grants, publications, and educational resources. Eleven new members were inducted, and six students indicated that they plan to join next year.

**Example of two Activity Topics**

**Super University**

**RECRUITMENT:** The chapter handed out flyers all over the psychology building to make sure that students would know to visit Psi Chi’s booth at the university’s primary organization recruitment event. At the event, officers enacted their 2-minute Shakespeare-themed play, “Wherefore Art Thou Romeo,” about a psychology student looking for an organization where she could make a difference in her community. This helped to attract a crowd before the officers introduced the chapter and described its purpose in the community. Members also networked with other organizations such as the Student Government Association.

**CONVENTION/CONFERENCE:** Five nearby universities and colleges were represented at the fifth annual Super Psychology Conference. Phillip Erickson (president) and Allison Jackson both won best research poster awards for their presentations on forensics psychology and industrial/organizational psychology, respectively. The event provided a perfect opportunity for students to practice their presentation skills, and all undergraduate presenters were given a certificate to reward them for all their hard work. The event was open to the public so that approximately 200 individuals were able to learn and communicate with each other. Plans for next year’s conference are already underway.

**Example of three Activity Topics**

**Sunshine College**

**FUND-RAISING:** Every Wednesday, officers set up a table in the psychology study lab to sell pizza and drinks in order to raise money for Psi Chi’s “Steps to the Future” scholarship drive. The idea to raise money for this cause was proposed by Jennifer Porter (treasurer) who wanted to find a way to help psychology students receive the education they deserve despite rising tuition costs. While raising money, members also helped lend their psychology expertise to underclass students seeking help. The chapter earned $300 by the end of the semester.

**MEETING/SPEAKER EVENT:** Dr. Anita Williamson spoke to nearly 100 people in October about the psychological impact of cleanliness. Her talk highlighted the positive effects that a clean and organized environment can have on individuals and encouraged next year’s officers to conduct multiple community service activities focused on cleaning up the university and community. Many students attended in order to receive extra credit in their psychology courses and learn more outside of the classroom.

**COMMUNITY SERVICE:** Rainy weather did not stop the chapter from cleaning up litter in a park near campus. Officers organized the event and collected six gigantic bags of garbage, plus a sofa cushion, and a tractor tire! The participants had so much fun that, after the event, everyone was invited to go clean up and then meet at the home of Dr. Megan Challenger (advisor) for a small end-of-semester party.
Happy 100th Birthday to Dr. Jerome Bruner

About 75 people celebrated the centenary of Dr. Jerome Bruner (New York University School of Law), the first Psi Chi Distinguished Member to reach this milestone. Dr. Bruner’s work on perception, learning, memory, and other aspects of cognition has made a lasting impression in the American educational system, and he has been listed as the 28th most cited psychologist of the 20th century. With a sparkle in his eye, he briefly shared some highlights of his extraordinary career at the event such as his first intro course in 1937 at Duke University (NC).

Welcome New International Chapter: HELP University in Kuala Lumpur, Malaysia

Above: We are happy to announce our first chapter in Asia—HELP University in Kuala Lumpur, Malaysia. The first set of new members pose with their certificates during the induction ceremony.

Far Left: Officers for the chapter are (from left to right) Catherine Foo (president), Alison Lee (vice-president), Ingrid Steven (secretary), and Chia Zhi Ting (treasurer). The faculty advisor is Dr. Cameron Teoh.

Left: Chapter President Catherine Foo giving her first speech to the members at the induction ceremony.
Last October, the chapter wanted to host an event for Mental Health Awareness Week. However, with midterm exams fast approaching, they didn't want to stress out their own members by putting on an extravagant event, nor did they want to distract students from their studies. After some brainstorming, the chapter came up with the idea of a “Stress-Free Zone,” an event that would be easy to host, useful for fellow students, and connect with Mental Health Awareness Week.

As always, effective planning was integral to the event’s success—and the planning process for this event was also very enjoyable. In fact, aside from the actual event, selecting the activities was the most fun because all of the members were eager to suggest ideas. In the end, the chapter decided on activities that might serve to bring students back to their childhood days. Available in the Zone were coloring books and crayons (Hello Kitty was a big hit—even more so than Spider Man), finger painting, and bubble wrap popping. Many students even took a piece of bubble wrap away with them for stress reduction at a later time! Cookies and candies were also offered. (Next time, the chapter will likely opt for healthier snack options!)

Members hosted the event in front of the student union so that anyone could drop by to enjoy the Zone. About half of the chapter pitched in to help; some did the shopping, others helped with advertising, and of course, several volunteered to be in the Zone to assist with the activities. This truly helped make the event fun and successful.

Mental health care usually gets relegated to the bottom of the “to-do” list, if it gets put on the list at all. But de-stressing and just having some fun is essential—and doesn’t have to take much time. To this end, the Zone was a success, and the chapter plans to re-create a new and improved Zone this fall!
Show Off Your Psi Chi Pride!

Supplies are limited. Check back often for new items and promo codes on our Store’s main page. T-shirts and additional products available online.