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The International Honor Society in Psychology

**eye**

on **PSI CHI**

# Deal With It:

## When Your Great Expectations Collide With Reality



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Textbook author David Myers, PhD, of Hope College was an invited scholar at the Russian Higher School of Economics in Moscow in November 2012, where he joined Professors Evgeny Osin and Elena Agadullina to salute Psi Chi.

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# The Need for Networking: Contacts Are Power



**Jason Young, PhD**  
Psi Chi Society President  
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In an earlier column, “Psychology Is a Contact Sport (Young, 2012),” I emphasized that the most valuable education in psychology (or, for that matter, in any field) will always include immersive experiences in which you learn the craft of psychological research and practice with those who are experts at what they do. Seeking such opportunities on or close to your campus is the first step toward getting such experience. Yet another useful, depending on how far you want to go in psychology, and perhaps *critical* step is to attend research talks at which professional researchers present their respective state-of-the-art specializations. Such talks can take place on campuses, but especially occur with critical synergy at professional conventions and conferences. Chances are some of your professors have attended and presented at these and, when the opportunity presents itself, you should try to attend as well (regardless of whether or not you personally know anyone presenting). Attending these events will not only expose you to some of the most recent work being done, but it can be a thrill to see the faces behind the names you encounter throughout psychology textbooks.

## General Conventions: Many Subfields Under One Large Tent

A common venue for networking with potential psychology colleagues is at a *convention* where many different research topics across all subfields of psychology are presented. These conventions may be international, national, or regional in scope. The biannual International Congress of Psychology meetings are an example of the former; APA and APS conventions tend to be more national in scope, though they are working to expand their audiences beyond U.S. borders; and the annual conventions of the regional organizations (such as the Eastern and Western Psychological Associations\*) provide smaller, but still general, opportunities to network. A major benefit of these “omnibus” conventions is the opportunity for cross-fertilizing ideas across the subfields of psychology. Remember, never underestimate the power of serendipity in research; some of the greatest ideas occurred because a researcher unexpectedly struck up a conversation with someone from a completely different subfield.

## Focused Conventions and Conferences: More Focused Exposure to One Subfield or Topic

In addition, some of the subfields of psychology have developed their own annual or biannual conventions—for example, the Society for Research in Child Development and the Society for Personality and Social Psychology. Although undergraduates are sometimes welcome at these more discipline-focused

conventions, graduate students are particularly attracted to the opportunity to compare notes with their grad student colleagues at other institutions while also meeting with key faculty researchers in their specific fields. Finally, another key setting for professional networking is the research *conference*, which is often a smaller gathering (perhaps no more than 100–200 people). Conferences typically focus on a specific research area or professional topic, for example, “Issues Related to Autism Spectrum Disorder,” or “Recent Research on the Neuroscience of Affect and Social Cognition.”

At any of these events, it can give one a visceral “rush” to shake hands with an eminent scholar (and, heck, even with an up-and-coming scholar...), but there is no substitute for the opportunity to directly ask these professionals your own questions about their research and other interests. Studies (cf., Silvia, Delaney, & Marcovitch, 2009) have repeatedly indicated that getting face-time with researchers has a compelling influence on engaging students enough to get them interested in research and other psychology-related careers. One of the most valuable opportunities that Psi Chi provides to its members is invited distinguished researchers who speak at each of the national and regional conventions. At each convention, we also arrange sessions at which the distinguished speakers meet with a small group of students to talk more about their research and also discuss their personal backgrounds (e.g., how they became interested in psychology when they were in college, how and why they undertook their particular areas of research, what recommendations they have for current undergraduates interested in specific types of careers, etc).

This issue of *Eye on Psi Chi* includes interviews with several of these distinguished speakers who recently spoke at psychology conventions around the U.S. Psi Chi invited each of these speakers because they have something valuable to share with our members—both about their research and career accomplishments, as well as the back-story of what originally motivated them to get into their respective fields. While reading their interviews, marvel at their accomplishments, but consider also what they were like when they were at your stage of their education.

Follow in their footsteps, but make your own path.

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\* There are, in fact, six regional Psychological Associations in the U.S.—Eastern Psychological Association, Southeastern Psychological Association, Midwestern Psychological Association, Rocky Mountain Psychological Association, Western Psychological Association, and Southwestern Psychological Association. Each of these organizations holds an annual convention during the spring months.

# Expand Your Honor Society Connections on Campus

**A**re you a chapter officer or student who would like to develop programs or activities with another group of high-achieving students on campus? Would you like to connect with honor society members from different departments? Fortunately, Psi Chi is one of 66 honor society members of the Association of College Honor Societies (ACHS), whose mission is, "to build a visibly cohesive community of national and international honor societies that promotes the values of higher education; fosters excellence in scholarship, leadership, service, and research; and adheres to the standards of honor society excellence" (<http://achsnat.org/index.asp> retrieved April 14, 2013). Thus, your Psi Chi chapter is connected to other honor societies, and leveraging these connections can benefit your chapter as well as individual members.

Being an ACHS member means that these honor societies have been reviewed and found to uphold high academic standards, consistent eligibility requirements, and the advancement of their individual members. Some honor societies, such as National Society of Collegiate Scholars and Alpha Chi, are open to people in all fields of study. Others, such as Psi Chi (Psychology), Alpha Phi Sigma (Criminal Justice), and Beta Gamma Sigma (Business), are open only to people in a particular field of study. As for Psi Chi, chapters may induct students majoring or minoring in psychology, so many Psi Chi members may be members of the honor societies associated with other fields of study as well.

## On-Campus Compatriots

This means you have many reliable resources outside of the psychology department, yet still on your campus. By searching for honor societies on your university website and comparing that list to that of ACHS members, you can easily verify which honor societies are certified. Your university's website is likely to provide links directly to the advisors and officers of the honor society chapters on your campus.

Chapter advisors also have a group of chapter advisors on their own campuses with whom they can discuss maintaining eligibility standards, campus policies, and how best to mentor their chapters. The officers who make up your chapter's Executive Committee have a much larger group of

peers than themselves with whom to compare notes. Each honor society on campus also has an Executive Committee with whom your officers can collaborate and share information.

## Off-Campus Contacts

You can also broaden the scope of your chapter's connections outside of your university. When looking for guest speakers or alumni to visit your chapter to talk about their experiences in graduate school or on the job, you can more than double your options by contacting other honor societies, especially those that many Psi Chi members join. Did you know that some honor societies allow faculty and professionals to join and remain active members of their local chapters or of alumni chapters? Psi Chi allows psychology majors, minors, graduate students, alumni who graduated before their campus had a chapter, and full-time faculty with a doctorate in psychology to join, but does not yet have alumni chapters. These outside professionals can serve as very relevant and engaging speakers.

A particular off-campus connection may be Psi Beta if there is a chapter in or near your city (<http://psibeta.org/site/chapter-resources/chapters-by-region> retrieved April 29, 2013). Psi Beta is the psychology honor society for two-year colleges. Students who earn an AA or AS in psychology frequently transfer to 4-year universities, and if they enter with officer or member experience in Psi Beta, these students can contribute a vibrant source of engaged new members to your chapter.

These ideas may sound familiar if you are a member of a fraternity or sorority, because these groups often cooperate with one another informally or formally through a Panhellenic association. The advantage to this is that a speaker who is a member of both Psi Chi and another honor society or off-campus institution can increase the audience. Two (or more) honor societies can advertise an event better than one, field more people to assist on the day of the event, and encourage more people to attend. On some campuses, especially if the event is open to all students, such collaborations can also make the cooperating organizations eligible for more student government or other student event funding than applying as one organization. You should put these tried and true collaboration ideas to work for your honor society today.



**Martha S. Zlokovich, PhD**  
Psi Chi Executive Director  
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# Deal With It: When Your Great Expectations Collide With Reality



**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.

*Author Note:* I am grateful to Jon Keil and Camille Helkowski for their comments and suggestions regarding this article.



You can contact Paul at [phettich@depaul.edu](mailto:phettich@depaul.edu)

Each year, the Collegiate Employment Research Institute (CERI) of Michigan State University and the MSU Career Services Network publishes *Recruiting Trends*. The 2012–13 report contains a wealth of data from employers, internship/co-op program managers, and recruiters. It addresses employer hiring preferences by academic major, recruiting strategies, jobs for new hires, starting salaries, internships, and many other topics. I encourage you to access *Recruiting Trends 2012–2013* at [www.ceri.msu.edu](http://www.ceri.msu.edu) (also link to Publications for reports on several job-related topics). At the conclusion, principal investigator Philip Gardner offers his final thoughts, including this highly disturbing observation.

After four years of rough seas, the college labor market will probably not reach calmer waters for several years. The most troubling aspect of this year’s report is the consistent and damning rhetoric from employers that students’ sense of entitlement, expectations, and level of preparedness is totally out of sync with the reality of the workplace [emphasis added]. These Bachelor’s degree students who graduate this year entered college at the onset of the recession and have had plenty of time to be coached about their expectations, encouraged to engage in professional experiences, and prepared to handle their first job experience. Yet, students remain as naïve as always about focusing on their future (p. 41).

I have heard this damning rhetoric from managers complaining that most recent graduates display an entitlement mentality, (i.e., unrealistic expectations of receiving—not *earning*—challenging jobs, rapid promotions, and high pay). Such rewards must be *achieved* through skilled, consistently hard work and maturity (i.e., paying your dues)—not *received* by virtue of owning a college degree. Similarly, I have also heard faculty complain about inappropriate attitudes of beginning graduate students.

While college graduates naturally have high expectations of their education, the current labor market is sending a very demoralizing message: Sometimes the only available option is a dead-end, part-time job with low pay and no benefits, from which you work your way up the hierarchy or change jobs. Yet the greatest obstacle you might face in your first post-graduation job may not be boring tasks and inadequate compensation (however rampant) but *yourself*; that is, the attitudes and unrealistic expectations Gardner mentions. Based on more than 50 visits to campuses last year, Gardner (2012–13) concluded that career service staffs are working hard to prepare students for the future. However, although some faculty feel responsible for promoting workplace preparedness, other faculty do not believe that career preparation is their responsibility. Gardner maintains that “All students need the capacity to face life’s challenges head on instilled in them during their college years. Then the complaints about their attitudes and behaviors just might

diminish (p. 41).” In short, if your teachers do not discuss workplace readiness (it’s not a Liberal Arts tradition), then you must take the initiative and prepare yourself.

## Why Do Students Have Unrealistic Expectations?

The answer to this question is multifaceted, and I will explore just a few hypotheses.

**Family and self-expectations.** Since elementary school, you were expected to complete college to become professionally and personally successful. You likely internalized these expectations into your growing sense of self-identity. Consequently, it’s normal to assume that hard work, family support, and investments of time, effort, and money will produce a high ROI (Return on Investment) soon after college. However, there are realities beyond your control.

**Economic realities.** While you were immersed in the daily life of a typical high school and college student, the world’s economies, politics, technology, and labor structures were creating changes that threaten traditional assumptions about the importance of a college education. Rick Newman (2010) identifies four such assumptions. First, “A good education leads to a decent job and a satisfying lifestyle” (p.15). The assumption may remain valid but expect the possibility of encountering several jobs, hardships, and perhaps more education before reaching these goals. According to the Center for College Affordability and Productivity, “nearly half of all American college graduates in 2010—some three years after the recession began—were underemployed, holding relatively low-paying and low-skilled jobs” (Bidwell, 2013). Having a graduate degree does not guarantee full-time work either. What are the alumni employment statistics for your school? If the reports are glowing, inquire if the data combines full- and part-time jobs and if the jobs require a college degree. In *Why Good People Can’t Get Jobs: The Skills Gap and What Companies Can Do About It* (2012), Peter Cappelli maintains:

The reality is that the lower unemployment rate for college graduates comes from the fact that college graduates can also do the jobs that require only a high school degree, and arguably do them better, so they win the competition for these openings. When applicants far outnumber job openings, the overqualified bump out those only adequately qualified (p. 26).

Before these discouraging comments tempt you to reconsider college, remember Cappelli’s subsequent remarks: “Being able to complete a college degree is a useful signal of a person’s ability to persevere and complete tasks, even if the skills gathered in college are not relevant to the job in question” (p. 27). Remember also the differences in average annual earnings (based on 2009 data) of \$58,613 for baccalaureate graduates and \$39,506 for persons holding an associate’s degree (U.S. Census Bureau as quoted in Hettich & Landrum, 2014). (continued on page 8)

(continued from page 7)

The second traditional assumption regarding education and careers that Newman challenges is that hard work leads to higher incomes. Not necessarily! During a recession, many organizations *expect* more work from employees for little or no added compensation or simply for the security of keeping their jobs (forget about work-life balance!). Similarly, *strong work ethic* is a key attribute employers seek. If you know how to work consistently hard at a task, regardless of its attractiveness, you have an edge over those who cannot. Finally, many economists maintain that wages have not increased for the past three decades when adjusted for inflation.

Newman's third and fourth assumptions are, respectively, "Devotion to your career will produce a comfortable retirement. And each generation will be better off than the one that came before" (p.15). Talk to a family member or neighbor who was terminated or substantially downgraded after 10, 20, or 30 years of service (often losing pension and health benefits) and you will question the third assumption. Tune in to news about the U.S. national debt, threatened entitlement programs, global warming—the list goes on—and you may doubt the fourth assumption.

**You are "Gen-Me."** Much of the damning rhetoric from employers that Gardner speaks of is directed to the generation or culture in which younger-age students have developed. Jean Twenge (2006) coined the term "Generation Me", or "Gen-Me," to refer to individuals (including herself) born between 1970 and 1990. She describes a generation negatively impacted by growing up with the self-esteem movement, declining social norms, and lenient parents. Gen-Me's were encouraged to develop high expectations, put themselves first, and believe they can do anything they want. In *The Narcissism Epidemic* (2009), Twenge and W. Keith Campbell examine a specific set of expectations called *entitlement*: a state of mind characterized by "the pervasive belief that one deserves special treatment, success, and more material things" (p. 230). Twenge and Campbell reported in a 2007 survey of 2,500 hiring managers, that 85% indicated younger workers "feel more entitled in terms of compensation, benefits, and career advancement than older generations" (p. 235). Also, many young workers feel entitled to regularly arrive late to work, leave early, and place personal concerns before job.

In fairness, not all Gen-Me's are narcissistic, and entitlement is not unique to young adults. Some corporations have created programs for new graduates because of the energy, talent, and tech savvy many bring to their new jobs. In short, the Gardner (2012-2013) message about employers' "damning rhetoric ... of students' sense of entitlement, expectations, and level of preparedness ..." (p. 41) seems to be falling on the deaf ears of students and faculty in spite of continued discouraging employment statistics. How can you anchor your "great expectations" to reality while still in college?

## Expectations Management 101

In the following paragraphs, I present recommendations that collectively help you establish appropriate attitudes for post-graduation jobs. The further you are in time from graduation, the more likely you can act on this advice.

**"Know thyself" much better than you do now.** Realistic career plans develop through serious self-exploration and awareness that you are still a work in progress psychosocially. Begin your life/career journey at your school's career center.

- a) Complete self-assessment instruments and discuss the results with a counselor.
- b) Learn how to write a resume, interview, network, and create a skills portfolio.
- c) Discuss your progress with family members, advisors, and other trusted individuals
- d) Read back issues of *Eye on Psi Chi* and *gradPSYCH*.

What conditions or attributes of a job are important to you? In their annual survey, the National Association of Colleges and Employers (NACE, 2012) asked students to identify those employer or job characteristics they would consider at the outset of a job search. The results revealed that nature of work placed well above five other attributes which finished relatively close to each other: compensation, coworkers, reputation, organizational culture, and stability.

When queried about attributes they deem important when considering *particular job offers*, students' top 11 responses included (in rank order)

- a) opportunity for personal growth,
- b) job security,
- c) friendly coworkers,
- d) good benefits,
- e) recognition for good performance,
- f) clearly defined assignments,
- g) improving the community,
- h) opportunity for creativity,
- i) diversity,
- j) opportunity for advancement, and
- k) high starting salary.

Which of these attributes are most important to you and why? Given that nature of work (at the outset) and opportunity for growth (particular job offer) lead these lists, you should acquire diverse work experiences during college and understand what aspects of work are most critical to you.

**Work!** Get a job, especially if you have never held one, no matter how much financial support you are receiving. According to Job Outlook 2013 (NACE, 2013), 91% of employers prefer to hire applicants with work experience. If you have a job, take it seriously. Become mindful of the skills required of its tasks, your coworkers and your interactions with them, and the organization's communications patterns, culture, and methods of adapting to a changing economy. Learn how to accept constructive and destructive criticism, respond to challenges, become flexible, and work reliably and competently under stress.

Strive to develop the attributes employers seek most in a candidate's resume (ranked from most to least frequently mentioned in NACE, 2013):

- a) leadership,
- b) problem-solving skills,

- c) written communication skills,
- d) ability to work in a team,
- e) analytical/quantitative skills,
- f) strong work ethic,
- g) verbal communication skills,
- h) initiative,
- i) computer skills, and
- j) technical skills.

According to Jon Keil, Director of Operations at Salem Group (a staff augmentation firm), applicants must be prepared to discuss how, why, and where each skill they claim has been demonstrated; listing them on a resume is not enough (personal communication, February 27, 2013). What actions can you take now to strengthen your skills? Most attributes are taught in varying degrees in your coursework, but do not expect faculty to discuss them because teachers usually focus on course content (i.e., theories, concepts, research). In short, use your job thoughtfully as a laboratory for personal and professional development to the extent possible.

**Internships.** As you probably know, employers give significant weight to internships. However, with so much to say about internships within limited space, I strongly encourage you to consult this partial list of resources: your academic advisor, career center, alumni office, and local employers; websites such as [www.psichi.org](http://www.psichi.org), [www.ceri.msu.edu](http://www.ceri.msu.edu), [www.nacweb.org](http://www.nacweb.org), and career books by Hettich and Landrum (2014); Landrum and Davis (2010); and Morgan and Korschgen (2014), to name a few.

**Job/career related coursework.** Employers expect graduates to enter the workplace with strong team, problem-solving, written, oral, technology, and analytical/quantitative skills (see NACE list above), so complete courses that promote these skills sets. Chances are you will work in a business setting, so enroll in economics, management, marketing, and finance courses. Consider a minor or double major with technology, business, health sciences, and similar programs where a psychology major combined with an applied field may provide flexibility and an edge. Some courses will challenge you, but it is far better to “pay forward” now than to discover your writing, speaking, or technology deficiencies in your first post-college job.

**Get actively involved in extracurricular and volunteer activities.** Most employers are as concerned about your interpersonal skills as your academic abilities; leadership leads the NACE list above. According to NACE’s *Job Outlook 2013*, when employers must decide between two equally qualified candidates, they consider (in rank order):

- a) leadership experience;
- b) academic major (for specific skill sets);

- c) GPA (usually 3.0 or above);
- d) involvement in extracurricular activities;
- e) school attended;
- f) volunteer work;
- g) foreign language fluency;
- h) and study abroad.

You will likely use your interpersonal and team skills daily in the workplace; leadership gains importance as you progress. It is far better to develop your interpersonal abilities in the relatively secure environment of college organizations (even if by trial and error) than in your job where poor “soft” skills lead to early career setbacks.

Other major campus resources include alumni office for mentoring and internships; counseling services for managing personal problems (before they become unmanageable under workplace pressures); residence life for a resident assistant position; and student affairs/development for training in interpersonal, time, stress, and money management skills. Finally, pay close attention to national and international events because they can impact the economy, government, labor markets, and your job.

William James believed that the greatest discovery of his generation was that human beings could change their lives by changing their attitudes. He said “If you can change your mind, you can change your life.” Employers’ “damning rhetoric” of graduates’ unrealistic expectations—attitude issues—has been our focus. NOW (not after graduation) is the time to begin establishing realistic attitudes and expectations about your future employment by following the suggestions above. One final observation: Expect the possibility that you can do everything correctly to prepare yourself for the workplace and still not succeed—at first. But with persistence and a positive attitude you will persevere.

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# Questions (and Answers) About Graduate School

*In this issue's "Three-Headed Advice" column, we have adapted the questions we were asked in Psi Chi's LinkedIn group.*

**I have been accepted into a PhD program for educational psychology and I am set to start my program in December. After graduation I am hoping to do research with my degree. My questions are: is there anything that I should or should not do while in my program to help my chances of landing a research grant after graduating? And second, where is the best place to look for grant funding both for my dissertation research and post-doc studies?**

**Handelsman:** My advice is to talk with several recent graduates of the program you are entering to see where they are working, what they found useful in the program, where they obtained funding, and which professors and other students are the "go-to" people for learning the skills you are asking about. Of course, you also want to talk with your graduate advisor and/or mentor to formulate a long-term plan for your education and some steps and benchmarks along the way. In general, the more research skills you have and the more research you accomplish while in graduate school, the smoother the sailing afterwards.

**VanderStoep:** My PhD is in Ed Psych, so I'm particularly excited for you. My advice is simply this (and it's more general than concern about a research grant): do good work while you're in grad school and make good professional connections. If you connect with successful researchers, you'll increase the chances you'll be successful as a researcher. Don't make a research grant your goal. Instead, find a topic that lights you up, then go tell a funding agency about your excitement. Searching for a research grant is letting the tail wag the dog. Get excited about research, do well in it, then go tell someone who has money and wants to pay you to do what you already are doing. That's the motivational answer. The pragmatic answer is to look close to home—many universities have funding sources to sponsor dissertation work.

**Landrum:** The only advice I'd add here is to try to stay connected to the grant world during graduate school. Perhaps your faculty mentor has an active grant program; volunteer to help out with those tasks so that you can see the inner workings of how grants work. If you can volunteer to serve on grant review panels, try to get that experience as a graduate student so that you'll be ready to launch when you receive your degree. And be sure to take advantage of local opportunities—many institutions offer grant writing workshops. You may not be writing a grant, but if you attend these events you can learn a lot from both the workshop facilitator and colleagues in the room attending the grant-writing workshop.

**I have applied to PhD programs and unfortunately was denied to all of them. I believe it was because of my GRE score, because my GPA was fantastic, and I had research experience. However, I was accepted into a great master's program (that I applied to as backup). What is your advice to someone who will be applying to PhD programs after completing a master's program? I heard mixed stories that getting a master's before PhD can actually hurt your chances if you are not applying to same institution, but also heard that it can improve. And would graduate schools expect to see more on my applications because I do have the master's program experience?**

**VanderStoep:** I'm sorry it didn't work out for you. I got rejected from almost all of my doctoral programs coming out of college too. Why? My GRE Verbal was too low. Although I did get accepted to an excellent program, I still pined for admission to another program. So my first 2 years of grad school, I studied for the GRE (along with my stats homework and my master's thesis). I did much better 18 months later. I don't think times have changed much at top-ranked programs. If your GRE score is your Achilles heel (like it was mine), you probably need to take it again. But I would also recommend that you take the offer at the MA program.

**Handelsman:** You are getting conflicting views because nothing is so simple! My view is that if you didn't succeed the first time, a master's won't hurt and can help. A master's degree is certainly better than lots of other ways you could be spending your time. Some admissions committee members take the view that the best predictor of graduate school success is graduate school success! So turn yourself into an excellent graduate student and seek out opportunities to learn things that will make you more and more competitive. Hopefully what programs will see is more proof that you've done research and other things, and an even better personal statement in which you can speak more specifically about the research you've done, the skills you have, and your plans for the future. Here's another bit of advice: What you do is never just a means to an end, but an end in itself (some of you might recognize echoes of Kant). So recognize the value of your master's program and take advantages of the opportunities it offers.

**Landrum:** One of the strategies that graduate admissions committees follows is that they look at the last things that you did. Since you are currently enrolled in a master's degree program, your doctoral admissions committees will look more at your current master's-level performance than they will look at your undergraduate degree performance. So I concur with my colleagues to 'knock it out of the park' regarding the program you are currently enrolled in. If you identify a weakness, actively work to turn a weakness into a strength. When a graduate program knows that you

wanted in so bad that you worked for 18 months to improve low GRE verbal scores, that tells graduate faculty that you'll also work hard to conquer the challenges of a doctoral program. Persistence, tenacity, and hardiness are characteristics that academics tend to appreciate!

**I am a graduating senior in a psychology program at a pretty underfunded institution. As such, I have little opportunity to participate in research. I have a good GPA and GRE scores, but haven't had a chance to 'prove myself' in a lab or research setting. How does one go about gathering recommendations to get in grad school? Does this practice of prioritizing recommendation letters and research experience put students from underfunded institutions at a severe disadvantage when applying for grad school? (I am taking a semester off to intern at a reputed lab out of state to address this inadequacy, apart from other motivations.)**

**Handelsman:** I usually ask students to consider this question: Who are the three people in your academic (and professional) life who—when all three letters are read—can provide a detailed, 3-dimensional picture of your strengths as a student and/or professional. The question of whether a lack of research experience will put you at a “severe” disadvantage is a complex one. The factors that enter into the equation include: your GPA, your interests, your GRE scores, the type and level of program you are applying to, your personal statement, the efforts you've made (like the internship you are going to do, which is wonderful!), and the fit between your interests and abilities on the one hand and the focus of the program on the other. You might find that you change or expand the list of schools you apply to, but the bottom line is not to let one relative weak spot in your application deter you from (a) applying, and (b) continuing the fine efforts you've made to fill in the gaps

in your profile. Remember, people carry an umbrella to work even if there's only a 20 or 30% chance of rain. Saying that you have less of a chance at some programs perhaps should not stop you from applying!

**VanderStoep:** I would encourage you to consult the Psi Chi website. There are several opportunities for students in situations like yours. As for recommendation letters, the best letters are the ones that come from people who can speak to your potential as a grad student and research/professional psychologist. Obviously, people who have worked with you on research would be a better letter, especially for a program that is research-intensive. There is nothing, per se, that disqualifies letters from (what you referred to as) underfunded institutions. The quality of the letter is what matters. I also think it matters what institution you attended. Students from prestigious institutions are at an advantage, all other things being equal. But if you've done solid work and (this is particularly true of students from lesser-known institutions) do fabulously on the GRE, these institutional difference will go away. Grad committees will see that you can hold your own against students from the best universities.

**Landrum:** I don't have much to add to what my esteemed colleagues have already mentioned, but I'd encourage you not to undervalue your undergraduate experiences. There are enough graduate programs in the country that if you have a stellar record in all areas but research experience, you should still be competitive at some programs. And to your credit, you are already working to fill that void as an intern. I would recommend that you go for it, and if you are not accepted into programs that you desire, then work to formulate a Plan B so that you know what to do to strengthen your application for the next time around.



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



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



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

# School Shootings:

## PREVENTION & INTERVENTION

Melissa Reeves, PhD  
Winthrop University (SC)  
Interview by Bradley Cannon



**E**ven if you haven't heard of Dr. Melissa Reeves, you probably heard about her work on the news. Dr. Reeves is a coauthor of the NASP PREPaRE School Crisis Prevention and Intervention curriculum. She travels nationally and internationally, training professionals on school crisis prevention and intervention, threat and suicide assessment, the impact of trauma and PTSD on academic achievement, and establishing a response to the intervention model. Today she provides her expert, inside opinion on the recent school shootings, the media's perception of these shootings, and what signs to look for to better predict a future crisis in your own school.

### How did you become interested in psychology?

In high school, I volunteered in a classroom for students with developmental disabilities, and it was through that experience that I developed the love for special education, helping others, and becoming intrigued with how the human brain works.

### Who is your mentor?

I have had a lot of them along the way, but I would probably have to say that my biggest

mentor is Dr. Patty Meek, a school psychologist and learning disabilities teacher. She always emphasized that no matter what we do, it must always be what is best for the child or adolescent. That has always resonated at the forefront of my decisions.

### What has been the most beneficial project you have taken part in?

For me, being one of the coauthors or the NASP PREPaRE Crisis Prevention and Intervention Curriculum. I was asked to be involved with it by the National Association of School Psychologists, and it basically was to volunteer my time and expertise in writing this curriculum. It is the first curriculum written by school-based professionals for school-based professionals, which covers crisis prevention all the way through response. It has now been presented in all 50 states and also internationally. It just continues to grow, which has been so fun to see.

### What is the difference between prevention and intervention in this curriculum?

Most people affiliate the PREPaRE program with what we do when there is a big school shooting; but really the program starts with focusing on the importance of general prevention, such as bullying, violence, and

suicide prevention to build a positive school climate and caring school cultures. That way, the students feel like they are accepted, included, and can be successful academically, socially, and emotionally. The curriculum covers anything from a car or bus accident to death from an unexpected, sudden illness or an expected, long-term illness. It reaches all the way through to some of the larger scale violence events.

As for the difference between prevention and intervention, we look at it as a cyclical system—meaning that good prevention programs help mitigate traumatic impact and that good response and recovery intervention efforts build future resilience. In effect, hopefully we will not have to face the same thing again, but if we do, then we are better prepared.

### What do the media need to do or say in the case of these tragedies?

From a media perspective, I think we need to stop providing 24/7 hour coverage of these incidences. There is a delicate balance of how much the public needs to know because the incessant news stories that go on can actually be traumatizing to individuals. Also, there are reports that some of the shooters' violent

tendencies are encouraged by media reports and news coverage of prior shootings. Specific data on that is hard to come by as some of the perpetrators have committed suicide, but certainly it is a concern when there is incessant media coverage.

On an individual level, we need to protect ourselves from this incessant media coverage so we're not traumatized. Honestly, some of that is just turning off media and internet coverage. Parent monitoring is a huge component to decreasing traumatic exposure, especially in children and adolescents who may not have the self-monitoring skills to know when to shut it off.

### **Between psychological and physical safety, which do we most overlook?**

It's a balance of both: either one without the other and we have gaps in our safety. Physical safety is important, but we do not want to overreact and send the message that schools are fortresses or spend a lot of money on resources that may not be necessary. School shootings are very rare. To even that out, we also need to address psychological safety by talking to students about how it is okay to "break the code of silence" if they hear something of concern. It is really important for schools to have a confidential reporting system in place, so that students are open and willing to share concerning information with adults to take action and get help. The positive relationship between the adults and students at school is the most critical factor to school safety initiatives.

### **Who is the most susceptible to take part in a shooting?**

This is challenging. When it comes to school shootings in general, there is no one particular profile. Some risk factors or early warning signs include: whether any direct or indirect threats are made; if an individual expresses a negative view of the world, of others, or of institutions; if they project anger and blame through an "us vs. them" mentality; if they practice behaviors for violence, such as violent writings, internet postings, and an obsession with violent video games; and/or if they try to buy ammunition or guns or ask around as to how they can get weapons; these are all red flags and warning signs.

Another sign we have seen lately is that they are socially disconnected—or at least their perception is that they are not accepted by others. Some of them have stressors going on in their lives. To some extent there is a sense of hopelessness or helplessness and

they do not see any other solution except a violent ending. They also tend to be individuals with a history of mental health issues, and often people tried to get them help, but the mental health system and/or our laws made this difficult. For example, one of the challenges we have in this country is that we have often identified individuals we fear could be violent, but until they break the law, we cannot do anything because of civil and personal rights. We either have to wait for them to commit a crime, or we have to essentially prove that someone is mentally incompetent. This takes a lot of time and is not easy to do. If the person is a minor, parents have to provide permission for intervention.

Our mental health system makes it difficult when we see some of the warning signs to get help. Right now it has been brought to President Obama's attention that we have a broken mental health system, and we need to find ways we can get help when we see some of these indicators. I have worked with parents who are very concerned for their children, but struggle to find mental health services. Either they do not have private insurance or the services that are covered are not intensive enough to meet the needs of the child. Essentially, we have very few resources for kids or adults demonstrating serious health issues. I would say it is a crisis in our country.

### **At what age is it safe to begin telling children information about a crisis, or does this vary?**

What we advocate for in the PREPaRE curriculum is that you let the questions be the guide. If they ask questions, answer honestly; but don't give them more information than they ask for, because this can lead to anxiety. If they don't ask, then they might not be at a point developmentally where they want to discuss what is happening. Also, if they do ask, always bring the conversation back to proactive measures being taken by those at home and at school to ensure physical and psychological safety. You cannot promise that something bad will never happen in their school or home; but you can reinforce that the likelihood is very, very small.

### **If students are interested in your area of psychology, what classes will prepare them for this role?**

It will be important for them to take a variety of different classes. My expertise area of school crisis prevention and intervention can

overlap into forensic psychology, sociology courses such as deviancy, and also courses within the criminal justice field. For those interested also in school psychology, courses in human development, psychopathology, anything in the realm of behavior analysis, cognition, and also diversity are important. A good understanding of diversity is critical in working with the youth of today. In addition, when we talk about the violent perpetrators' perceptions of the world, a lot of the times they are found to have a very limited repertoire of what they accept in regards to diversity.

### **What can we expect from you next?**

Another project I am working on—other than PREPaRE—is for the Department of Defense schools (DoDEA—Department of Defense Educational Activity). I am working with a team to provide safe schools resources, consultation, and staff development to DoDEA schools on military installations, both in the US and also internationally. We are helping them to refine, improve, or possibly implement new safety initiatives. We are linking our work to the concepts in the PREPaRE curriculum in hopes that we might be able to bring that training to all of our Department of Defense schools. That is a long-range goal but at this point we are working to help refine and develop their safety initiatives, which they take very seriously. It has been a great experience working with our military personnel and educators that serve our military families. They are a great group of professionals!



**Dr. Melissa Reeves** is a nationally certified school psychologist, licensed special education teacher, licensed professional counselor, and a coauthor of the NASP PREPaRE School Crisis Prevention and Intervention curriculum, the first nationally disseminated school crisis curriculum written by school professionals. She has

conducted more than 150 workshops and presentations, and has testified at the invitation from U.S. Senator Mary Landrieu from Louisiana in front of the U.S. Senate Ad Hoc Subcommittee for Disaster and Recovery regarding "Children and Disasters: A Progress Report on Addressing Needs." She also works with schools on prevention and intervention programs and positive discipline measures to decrease behavioral incidences while increasing learning and academic achievement. Dr. Reeves is a coauthor of three books, has contributed to numerous book chapters and journal articles, and has won multiple awards, including the 2006 and 2011 National Association of School Psychologists (NASP) Presidential Award.



# Video Game Effects Toward Aggression

Christopher Ferguson, PhD  
Texas A&M International University  
Interview by Bradley Cannon

**D**o violent video games have a harmful impact on our youth? Dr. Chris Ferguson thinks not. Although advertising and fictional media effects may differ, Dr. Ferguson has written numerous articles that largely indicate video game effects on aggression are almost nonexistent. He also combines his belief about video games with the sociology of media research to explain how political and social pressures distort the scientific process to create such strong video game accusations in the first place. In the aftermath of the Aurora, Oakland, and Newtown shootings, Dr. Ferguson explains his defense of video games.

## How did you become interested in the study of psychology?

I think I was always interested. I took a high school psychology class, and the teacher was really good. Psychology just seemed more fascinating to think about than physics, math, or English. Also, sometimes you hear that people get involved in psychology because they have a problem about themselves that they want to understand, but that's never been the case with me—not to say that I don't have problems, I guess, depending on who you ask. However, I got into psychology out of curiosity to study the more extreme behaviors like serial and mass murder, and I've been doing it ever since.

## Why do journals tend to ignore certain material, such as defensive videogame articles?

Historically, we know that when new media comes out that older adults, who tend to include psychologists, criticize it very readily.

When exaggerated claims of harm are made about a media, we call this a moral panic. Also, I believe that most of us in our field, myself included, are liberals. We lean to the left, and a lot of psychological research tends to support a liberal agenda. Thus, either liberals are 100 percent right about everything—and I suppose I'd like to think that—or there's some sort of bias that's creeping into our field given the nonplurality of political backgrounds that we see in psychologists. This comes to the issue of citation bias, where studies may get inconsistent results, but scholars only pay attention to the results that support their hypothesis and ignore the ones that don't.

We also have a problem with methodological flexibility, meaning that our methods in psychological science are fluid enough that researchers can run their results, rerun their results, or re-rerun their results four or five times until they get the outcomes they expected all along. However, this isn't saying that they purposely fudge their results, but that a combination of human nature and a pre-existing belief of what they should get can corrupt the scientific process. Ultimately, we have an inconsistent field at best. Often its methodology has been repackaged as if it were consistent and able to be generalized very readily to societal violence when it shouldn't have been.

## Catharsis theory suggests that playing violent video games actually relieves stress, thus alleviating anger. Do you support this?

I think it is somewhat debatable to say whether the catharsis hypothesis is true or

false. There is data that supports it, but there is also data that doesn't. Basically, in the 50s and 60s scholars were interested in catharsis and actually found some evidence for it. Seymour Feshbach is one of the scholars known for doing that, but the paradigm changed in the 60s to a large degree due to Dr. Albert Bandura and social learning. The paradigm shifted to social modeling and social cognitive theories of aggression, which catharsis theory is inconveniently the exact opposite of, so all of the scholars who were highly invested in social cognitive theories of aggression conducted studies where they basically reported to rule out catharsis as any kind of an effective approach. These were scholars invested in a particular theory shooting down an alternate theory. Not that they were in bad faith, but their investment in one side of that debate was always very clear.

By no means am I endorsing catharsis theory, but I have seen other articles come out, even recently, to support it. I was the action editor of one article that is now in the *Journal of Social and Clinical Psychology*, which basically demonstrated that catharsis can work on some level. Because of that, I would say that the statement "catharsis is definitely false" is probably an ideological statement and not any more definite than when the communists claimed that Capitalism is the evil of the world. That being said, in my own research, I don't see much effect for exposure toward violent video games one way or another in terms of affecting aggressive behavior. Most of my research with media violence has been essentially null. There has been zero effect. No positive. No negative. And now we've done some studies where we've stressed participants with horrible tasks to make them upset, and then we gave them video games to play. What we've found in general is that all video games, violent or not, tend to relax people, and that regular violent video game

players handle stress better than those who don't ordinarily play. Thus, whether violent video games affect aggression to support social cognitive learning or not, we do tend to see some sort of relaxation effect.

### **As new media platforms appear in the future, do you think that video game criticism will shift to something else?**

In the 1950s, psychiatrists testified before Congress that comic books caused delinquency and homosexuality because Batman and Robin were secretly gay. We can look back and laugh at that, but they took it seriously at the time. Much more recently, psychologists claimed that the effects of media violence are as bad as smoking towards lung cancer. This too, is something people should have been able to debunk, and yet we still sometimes hear it talked about.

Unfortunately, we don't seem to learn very well because we simply move on to the next panic. To some degree, social media may be the next in line. The American Academy of Pediatrics (AAP) made a claim about two years ago that the more a person uses Facebook the more depressed he or she becomes, which they coined as "Facebook Depression." I think that this case is quite illustrative, because scholar Larry Magid investigated the AAP claims and found that they didn't cite any real link between social media and depression, which again represents the citation bias issue. On top of this, when Magid contacted sources that were cited, the authors basically disavowed the claim of a Facebook Depression because even their studies couldn't support it.

The Sandy Hook shooting has obviously shaken everything in terms of a moral panic. However, it takes a while for a new media to become accepted by the majority of the population, at which point people usually figure out it didn't cause the massive upheaval that they worried about. In a couple generations, I think people will have forgotten about video games too.

### **A tiny percentage of people who already have pre-existing dispositions, such as high neuroticism, seem to be the most vulnerable to violence? Just how small is this group?**

I don't know if I could put a clear percentage on it, because it depends upon how you define high neuroticism. The good news is that there isn't a huge wave of individuals on the cusps of engaging in serious acts of violence. That having been said, there certainly are at-risk individuals, and in the absence of

an effective mental health system, I think we always run the risk of someone doing something extreme.

Unfortunately, we don't know a lot about how these individuals react to the media, so I think the hypothesis gets thrown around quite a bit. We still ask the question whether video games are a small but essential part of these violent events, but there really hasn't been much research. We have published initial data looking at kids with pre-existing antisocial traits, but in that case we could not find a link between those kids and violent video playing. It's still a new area of research, and I think it's going to take a little longer before we have a clear answer.

### **Do children perceive video games differently when they are 5 than when they are 13?**

We do have one study that is again in progress where we look at advertising. With this, we find that mainly younger kids—3- to 5-year-olds—are most easily convinced to eat junk food, whereas older kids are much less persuadable.

However, there doesn't seem to be much research on video games effects in different age groups. Obviously, younger people tend to perceive video games to not be a big deal, but we haven't found any evidence that younger children are more vulnerable to media effects. In fact, in some of the older meta-analyses, such as John Sherry's, we actually find an inverse relationship, although the effects are very small. In these analyses, college students show more effects than kids do, but that's probably because college students can figure out what they are supposed to do and go along with the program, whereas kids give their honest responses, which basically show no effects whatsoever. Thus we have really not been able to document the idea that younger kids are particularly vulnerable, at least in terms of fictional media and aggression.

### **In Brown vs. Entertainment Merchants Association (EMA), what is your opinion of the Supreme Court's ruling against video game restrictions?**

I think the Supreme Court got the research exactly right, and that their critiques of the psychology field were on target. I think they almost ridiculed the field for being very poor quality. And perhaps, with a little less of a tone, recent reviews by the Australian and Swedish governments have basically agreed that this field has inconsistent results and is limited by very significant flaws. I

think the Brown vs. EMA case shows that, as a field, we really run the risk of damaging our credibility. The more extreme we make our statements, the more ridiculous we will look. For example, a professor may say to his/her class: "There is clear evidence that video games are harmful," but when anyone can Google this and see disagreeing research, what does that do to the professor's credibility?

I think this is where the American Psychological Association—and to some extent the psychological community as a whole—has had many problems. Right now, we need to improve our standards and change our culture, because we have allowed scholars to have political agendas and to say many extreme things in order to grab headlines. We need to insist on a much more conservative language, especially in social science where we know that there are some limits to what we can do.

In fact, I would encourage students to spend time fact-checking things their professors says, things that they read in academic journals, and even things that I am saying right now. Don't take my word for it. Fact-check it, because there is a lot of ideology in our field. Our methods are not physics.

### **What can we expect to see from you in the future?**

Like many psychologists, I follow what society is interested in, so I think I'll be looking for kids with mental health symptoms to watch for interaction effects with video game violence. There is also an argument that video games are more interactive than other media, so we've just started work on kids' exposure to regularly challenged books, such as *Huckleberry Fin*, *The Hunger Games*, and *Harry Potter*. In these studies, we'll look to see if kids' exposures to these banned books have any similar or different impacts on them than television and video games.

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**Dr. Chris Ferguson** currently serves as department chair of Psychology and Communication at Texas A&M International University. He holds a PhD in clinical psychology from the University of Central Florida, is licensed as a psychologist in Texas, and has published dozens of papers related to media and video game violence effects, as well as other media effects such as thin-ideal media and advertising effects. Dr. Ferguson was invited to speak to Vice President Biden's Gun Violence Task Force in early 2013 and has appeared on numerous media outlets ranging from NBC's *Nightline* and CBS's *Face the Nation* to the *BBC*, *Washington Post*, and *USA Today*. He writes occasional columns on psychology for *Time.com* and has published a novel, *Suicide Kings*. He lives in Laredo, Texas with his wife and young son.

# Testing Out

Robert Sternberg, PhD, Oklahoma State University | Interview by Bradley Cannon

**H**ow well did you perform in your preparation tests for college? Dr. Robert Sternberg thinks it may not entirely matter. Over the years, he has focused on intelligence, creativity, wisdom, thinking styles, and leadership, as well as love, close relationships, and hate. He has received over \$20 million in government and other grants and contracts for his research, is listed in the *APA Monitor on Psychology* as one of the top 100 psychologists of the 20th century, and is also one of the most highly cited authors in psychology and psychiatry. Today, Dr. Sternberg explains that analytical tests do not cover as much as they should.

## How did you become interested in the study of psychology?

As a child in early elementary school, I did poorly on annual intelligence tests. I would like to think this was due to test anxiety, but of course there are other explanations. That's how I became interested in intelligence and intelligence testing, which broadened into an interest in psychology. I also believed from an early age that abilities are modifiable. I even created a workbook every year I was in elementary school for kids to improve their intellectual skills. Thus, I was interested in the assessment and modifiability of intelligence from the start as well. In seventh grade, I did a project on intelligence testing in which I designed my own intelligence test and gave intelligence tests to friends. I got into serious trouble because of that.

## Who is your mentor?

When I was an undergraduate at Yale, I learned from Endel Tulving that just because a lot of people believe something does not mean it's true. In graduate school at Stanford, Gordon Bower taught me the importance of being at the forefront of a field and not to be just a follower. He told me to try to take a leading position in whatever you do. And while I was an assistant professor, Wendell Garner, a professor at Yale at the time, showed me that people are judged by the positive contributions they make, not by their nitpicking others.

## What is the Triarchic Theory, and how does it encompass more perspectives than ordinary analytical testing?

In our society, we place great emphasis on knowledge and analytical skills, but we tend to ignore creative, practical, ethical, and wisdom-based skills. The Triarchic Theory of Successful Intelligence holds that knowledge and analytical skills applied to that knowledge comprise an important part of intelligence, but that it isn't the whole deal. Many previous intelligence researchers didn't realize that people also need creative skills to come up with ideas and to cope with situations in their lives, such as moving to college or graduate school, getting married, or switching jobs. Additionally, people have original ideas all the time, but not all ideas are good, so they need analytical skills, certainly, to ascertain the quality of their ideas. These are the skills measured by conventional standardized tests. But they also need practical or common sense skills in order to implement their ideas and to persuade others of their value. There are people who have high IQs but lack common sense—all of us know some of them—and also people with common sense who do not necessarily have the highest IQs. Also, wisdom and ethical based skills are important so that people can use their knowledge and abilities to achieve a common good over the long and short terms, through the infusion of positive ethical values.

## Why do you believe the older tests are still used if they are so inaccurate?

It's not that the traditional tests, such as the ACT and SAT, are bad. It's that they are woefully incomplete, because if you look at failed leaders in our society, some of them fail due to a lack of analytical ability, but many more are likely to fail because they are unwise, uncreative, or simply lack common sense. Essentially we have created a dysfunctional system in our country where people advance educationally as well as economically based on their scores on very narrow tests that measure an incomplete set of the skills needed, not only for work, but also to be

an effective, active citizen of the world.

We're in this situation in part because a few test companies have a monopoly on testing, and they have been remarkably lacking in innovation. However that lack of innovation can't be blamed just on them because they respond to customers; so long as customers keep buying their products, they'll keep making them. In that way, they're no different from soda or soap companies—they just make what people will buy. If people buy their products, they have no incentive to change. And little has changed in these tests during the past century, beyond cosmetic face-lifts.

## What has been the most beneficial project that you have taken part in?

Having five kids: Seth and Sara are from my first marriage; and Samuel, Brittany, and Melody—two-year-old triplets—one from my second marriage.

In terms of a professional project, the Rainbow Project, which I did in my last years at Yale (up to 2005), was designed to create a college admissions test that would be based on my theory of successful intelligence. It measured creative and practical thinking skills as well as the more conventional analytical skills already measured by tests like the ACT and SAT. The project was very successful in showing that, by measuring creative and practical skills, we substantially could increase prediction of first year academic success in college. We basically doubled prediction rate for first-year GPA over the SAT, and we also substantially decreased ethnic group differences in test scores. I think that the project was very well received. It was published as the lead article in *Intelligence* and was also carried in the "popular" press.

## How do you go about testing creativity or practical intelligence?

There are several ways. For example, to test creativity we might ask for a written story with an unusual title such as "Confessions of a Middle School Bully" or "The End of MTV." Or we might ask them to draw an advertisement for a new product or create a YouTube video. Or we might provide a scenario such as to suppose Rosa Parks had given up her seat on the bus; then we ask for a counter-factual future history about what the world would be like today if such an event had happened. At Oklahoma State, we present five very different words and ask for a creative short story that uses all five.

By the way, these are options: Participants can choose how they want to express their creativity.

To test practical skills, we might show a movie where a narrator college student goes to ask a professor for a letter of recommendation, but can tell from the professor's expression that the professor doesn't know who he is. Then we ask what that protagonist in the movie should do. Another video might be about going to a party and discovering that the protagonist doesn't know anyone there—what should he do? In another movie, there is a discussion among roommates about distributing payments for a flat where the bedrooms are different sizes. The protagonist has to decide how to handle such a situation. In another type of item, we might ask the individual how he or she has persuaded a friend of some idea that the friend did not initially accept.

To measure wisdom and ethics, we might ask to hear about a high school passion and how this passion might be directed someday toward a common good. Another thing we've done is to give a problem where a professor tells the protagonist that all students participating in a group project will get the same grade; this means that everyone will fail on the project if anyone in the group plagiarized. After the assignment is turned in, the protagonist finds out that a member of the team did in fact plagiarize. The protagonist has to say how he or she would handle the situation.

**Your upcoming RMPA lecture will discuss the things you have learned after 40 years in psychology. With those experiences in mind, what would you say is the biggest difference between school work and work in the real world?**

I think the biggest difference is that, in school, you usually get some protection. Yes, occasionally a really cranky professor goes after you or you make an enemy, but for the most part, you don't yet realize how rocky the boat will be in terms of getting a job. Over time, you will see other people get jobs who you don't think are as good as you. You will see people win awards

who you don't think deserve them. You will have articles that you thought were pretty good suddenly rejected for no apparent cause. Once you get out of school, the stakes get higher. The clocks start ticking and you encounter a lot of obstacles. The key to success is perseverance in the face of obstacles, sometimes daunting ones.

**What tips can you give us about which mistakes to avoid during the publication process?**

Never forget the importance of absolute integrity in your work. This is not just about faking or shading data, but also in the way you treat your colleagues and students, and even in the way you go about writing grant proposals.

Also, be resilient, because you don't yet realize how many failures you are going to have, how many articles and grants you will have rejected, or how many people are going to criticize you, sometimes mercilessly and sometimes without reason. In my experience, the people who succeed are the ones who are resilient and keep going even when life seems really bleak. Don't take it personally and believe in yourself. You may start to think that you are the only one being rejected, but when I was dean of arts and sciences at Tufts University, our most productive researcher said that his rejection rate was 90%, so he just kept writing proposals. You need to be reflective to avoid dead ends, but always believe that, if you persist, you eventually will succeed.

**What will prepare students interested in psychology?**

I think the most important thing is to find a great advisor who will support you, mentor you, look after you as an individual, help you get a job, and stay with you throughout your

career. My advisors, Endel Tulving, Gordon Bower, and Wendell Garner, became lifelong colleagues and friends, and I think that a lot of my success has really been attributable to their support.

Finding a place that is a good fit is important too, because a person can be really successful in one environment and not so much in another depending on how much the university emphasizes research versus teaching and depending on how supportive it is of its people.

**What can we expect to see from you in the future?**

Well, no more kids. With five, we are probably done. But in terms of me, I still publish 40 or 50 articles a year as an administrator, although the content is very different. I was frustrated in my earlier years because nothing I wrote about seemed to change. After Project Rainbow, our commercial funding organization stopped backing us when we got what we and others thought were great results. In this way, that project—as well as being APA president—transformed my career, because I discovered that I really wanted to be, and liked being, in a position where I could apply mine and others' ideas from psychology. That's what led me to become a dean at Tufts and to implement Kaleidoscope, which used ideas from Rainbow in the actual Tufts undergraduate admissions process. I then moved to become provost of Oklahoma State, which now uses some of the same ideas, in adapted form, in its Panorama admissions project. After all, I never went into academia just to get 1,400 or so publications. I wanted to make a positive, meaningful, and enduring difference to the world. I will begin my presidency of the University of Wyoming starting this summer, where I hope to start a similar project as well.



**Dr. Robert J. Sternberg** is provost and senior vice-president of Oklahoma State University, as well as George Kaiser Family Foundation Professor of Ethical Leadership and Regents Professor of Psychology and Education. Before coming to Oklahoma State, Sternberg was dean of the School of Arts and Sciences as well as a professor of psychology and education at Tufts University. He was previously IBM Professor of Psychology and Education in the Department of Psychology, Professor of Management in the School of Management, and director of the Center for the Psychology of Abilities, Competencies, and Expertise at Yale. Sternberg graduated with a BA summa cum laude from Yale and received his PhD from Stanford. He also holds 13 honorary doctorates from 11 different countries. Sternberg and his wife, Karin, whose PhD in psychology is from the University of Heidelberg in Germany, are the parents of triplets, and Sternberg also has two grown children from his first marriage and one grandchild.

# A Personal and Journalistic

Brian Nosek, PhD  
University of Virginia

Interview by  
Bradley Cannon

# EVALUATION



**W**hat if you don't know yourself as well as you think? Dr. Brian Nosek cofounded and directs Project Implicit (<http://projectimplicit.net/>) an Internet-based, multi-university collaboration of research and education about implicit cognition. Project Implicit is used to alert people of the difference between trained beliefs and implicit feelings that exist outside of awareness or control. Similarly, Nosek cofounded the Center for Open Science that operates the Open Science Framework (<http://openscienceframework.org/>) to help researchers archive data, as well as to develop infrastructure and create processes that maximize the consistency between scientific values and scientific practices. Today, Nosek also explains how the system of academic publication can be improved.

## How did you become interested in the study of psychology?

I was a computer engineering major until my fourth undergraduate year when I started taking psychology classes as a break from the “real” classes. Accordingly, my engineering grades declined because I wanted to spend all my time on the psych courses. I found them so interesting that the possibility of conducting science on human behavior inspired me. I thought it was the coolest thing I could do, so I jumped right in.

## Who is your mentor?

I have a few. As an undergraduate, my primary mentor was Shawn Burn at Cal Poly San Luis Obispo. As a graduate student,

my primary advisor was Mahzarin Banaji, and her advisor, Tony Greenwald, was my secondary advisor. These people gave me every opportunity to be a successful academic, and it's hard to imagine what my life would be like had I not stumbled into their labs to take part in the type of work they were doing.

## What has been the most beneficial project that you have taken part in?

I've felt very fortunate to be involved in a lot of projects. Of the two that stand out is the overall Project Implicit research, which involves trying to understand how people have thoughts and feelings outside of their conscious awareness and control that are different from their conscious beliefs, and how that influences their behavior. That has been a very exciting project, not just because it's interesting, but also because we've been able to engage in a more public discussion about the questions raised and how we study people's minds outside of their awareness or control.

Another important project is the Reproducibility Project, which is a collaboration of more than 100 scientists who have come together almost spontaneously to estimate the reproducibility of published findings in psychological science. Two parts of that have been quite exciting to me. One is the obvious importance of understanding the reproducibility of our science and what implications this might have for improving scientific practices. The other is that Reproducibility consists of people who really care about working together to question our field without a whole lot of individual

reward. Mostly people are donating their time and providing a service to the field by conducting parts of the research of this very large, group project.

## How is Project Implicit used to benefit society?

I think the main benefit of doing the Implicit tests is an opportunity for self-awareness. We operate in our lives as if we are objective thinkers and as if our intentions drive our behavior. But now there's a strong literature suggesting that this is sometimes, but not always, true. Just the experience of taking the Implicit Association Tests, is a way to gain insight about parts of our minds that we may not know we have. I think that is an interesting implication of a basic research enterprise because we are trying to use the tests to figure out what's going on in people's mind and this simultaneously gives people an awareness of those things in their minds too. In my mind, it's a very nice dual contribution that our basic research can also inform and educate.

## Why should Psi Chi members use the Open Science Framework?

The Open Science Framework is a web-based software designed to help researchers document and archive their research materials and data, share that data within their collaborative teams, make their research publically available (if they so choose), and also register their study designs, analyses plans, or hypotheses. It's a tool to help researchers do their studies more efficiently and make sure they always have access to their materials in the future. After all, it is so easy to lose our things. One of the

challenges to reproducibility is the fact that people occasionally email me and say “can I have the research you did for this study 6 years ago? I think it was really interesting and I would like to extend it.” However, I often just can’t find it. The Open Science Framework tries to solve some of those very basic problems to make sure we don’t lose any of the things that we’ve done and to make research more available for others to replicate and extend.

### How does creating a more openly accessed world help to bring the revenue stream to the beginning of the publication process?

The main challenge we face with making our published work more accessible is the funding model. If an article is accepted, the authors sign away their rights to the publisher. Then the publisher owns the material and sells it back to authors so that they can read it in the form of university library subscriptions. That’s a very expensive process because publishers reasonably want to make money, and the main way they have leverage to do so is by closing access to the research. Thus, the best available solution—and many are being pursued—is to switch to an open access model where payment is on the authoring side and, once published, everyone can access the scientific research. For example, a new journal called *PeerJ* (<http://peerj.com/>) is experimenting with a very low priced Open Access publishing model. If we can move to Open Access, universities can cancel their very expensive subscriptions and instead devote those resources, in fact just a fraction of those resources, to funding their scientists’ Open Access publishing. Then everybody has access to the materials, and we save money in the process. However, this is a very big challenge because many stakeholders like the model as it is.

### Are traditional journals open to publishing articles that critique their own processes?

Usually, but that’s because the academic editors are independent of the publishers. We published an article in *Psychological Inquiry* about how we could better the publication system by moving to Open Access, and that article is actually in a standard journal that has closed access. However, it’s less of an issue about where the articles critiquing the process are published, and more of an issue of the political and social aspects of getting publishers to actually shift their publishing model. Even

more importantly, how do we get scientists to care about these issues, because our universities pay for these subscriptions, and in our daily lives as scientists, so we don’t see the costs directly. We’re just happy that journals accept our papers when we submit them. We don’t see that the budgets in our libraries are totally overwhelmed with trying to keep access to all of these scientific articles. We don’t think about any other parts of the ecosystem, so that’s where some additional education is needed. Scientists need to know how the system works and what alternatives are available.

### What is PsychFileDrawer and how is it different?

PsychFileDrawer is another initiative to open the research process. Whereas the Open Science Framework tries to open the entire workflow from the conception of ideas to the publication of results, PsychFileDrawer takes on a specific problem that—many of us do research that is never published. For example, maybe we tried to reproduce a result we got excited by in another lab, but we didn’t do it successfully. Then, because there wasn’t any real outlet for those kinds of failed applications in the traditional publishing model, we stuck that research in our file drawers instead of sharing it with the world. PsychFileDrawer tries to solve that piece of the problem, so it’s a nice complement to what the Open Science Framework does.

### How have these programs expanded or changed to fit the needs of their users?

PsychFileDrawer has gotten some attention—not heavy use yet, but certainly people care about the issues. I think everyone is looking for useful solutions for how they can improve their own practices and confidence in research results. Right now, our focus is in expanding functionality to help people use it and make interesting insights. We want to provide a service that researchers can use in order to improve the collaboration and communication of their scientific research.

We’re also in a big growth phase for the Open Science Framework because we just got funding for the Center for Open Science (<http://centerforopenscience.org/>) and just signed a lease for office space in Charlottesville, Virginia. We are hiring staff now to make the framework more useful for researchers. We also have lots of features in development. For example,

instead of having to log into the Open Science Framework to post materials, we want to add some functionality so that users can have a folder on their desktop, just like a Dropbox folder. That way, anything they put in will update the files in that folder to the website, plus this will create an archive workflow integrated with how people do their research.

### If students are interested in your area of psychology, what classes would prepare them for this role?

Obviously, students can take traditional psych courses, but I find it quite valuable to also have experiences outside of psychology. For my particular area of research, I have gotten the most benefit in taking a number of classes across the natural and life sciences—such as physics, chemistry, and biology—to have a working knowledge of the fundamental issues and approaches in those fields. I also took a lot of engineering, computing, and statistical courses, which really changed my understanding of what is possible. That training has given me opportunities in our lab to do innovative things that are not so difficult with some grounding in technology.

### What can we expect to see from you in the future?

In the near future, the Center for Open Science will be pushing out a lot of new resources. These include grants for doing replications of important projects, fleshing out of the infrastructure itself, and developing new innovative practices to provide more tools and resources for psychological science, and more broadly for science as a whole, to make our scientific work stronger and more efficient.



**Dr. Brian Nosek** received a PhD from Yale University in 2002 and is an associate professor in the Department of Psychology at the University of Virginia. In 2007, he received early career awards from the International Social Cognition Network (ISCON) and the Society for the Psychological Study of Social Issues (SPSSI).

Nosek investigates the gap between values and practices—such as when behavior is influenced by factors other than one’s intentions and goals. Research applications of this interest are implicit bias, diversity and inclusion, automaticity, social judgment and decision-making, attitudes, beliefs, ideology, morality, identity, memory, and barriers to innovation. Through lectures, training, and consulting, Nosek and Project Implicit apply scientific research to improve the alignment between personal and organizational values and practices.

# The Enhancement of Sweets

Linda Bartoshuk, PhD  
University of Florida

Interview by Bradley Cannon



**H**ave you heard that sugar-free sweets may not be as healthy as you thought? Fear not, Dr. Linda Bartoshuk has collaborated with colleagues in horticulture to increase the palatability of fruits and vegetables. That work led to a new way to sweeten foods and beverages, which may reduce dependence on sugar and artificial sweeteners. Will sugar enhancers replace artificial sweeteners? Dr. Bartoshuk tells us all about it, plus she explains how you can tell if you are a supertaster and more.

## As a woman, what was your most challenging moment getting through college in the 50s?

College wasn't that bad, because Carlton College faculty were very sensitive about female students. But when I got to graduate school at Brown, I wanted to work with Dr. Carl Pfaffmann who refused to let me in his lab. This shocked me, and his male students

wouldn't have it. They thought it was unfair, and one of them taught me what to say and how to do a preparation that Pfaffmann was famous for. In return, Pfaffmann quite wrongly developed the impression that I was unusual for a woman because I was quite aggressive and insistent. He liked that, so he took me into the lab.

After I graduated, I gave a talk at Brown, and the female graduate students wanted to know how bad it had been when I was there. The interesting thing is that I didn't perceive these problems at the time. It was true that there weren't very many women in science and math classes, but at that time I perceived that to be choice.

## What has been the most beneficial project that you have taken part in?

It probably was the discovery of supertasters, where I found out that our technique of measuring sensations was not giving us valid comparisons. That's when I realized

that we had to do it better. For example, if you're in the hospital, a nurse will ask you how much pain you are in on a scale from 0 (*no pain*) to 10 (*most intense pain you have ever experienced*). If you feel your pain decrease from seven to two, that's a legitimate comparison. That means that your pain did decrease. But what happens if the nurse compares your numbers with someone else's? Is that legitimate? No, because we don't know what 10 means to each of you. We have no idea if you've been in much worse pain than your roommate, and that makes the comparison meaningless. I realized that this was true about taste too. There must be differences here as well, and we have to be able to make a legitimate comparison.

Since then, we have learned that a supertaster (e.g. someone with sixty fungiform papillae in a 6 mm circle on the tip of the tongue) lives in a neon food

world compared to someone with fewer fungiform papillae (e.g., five in the circle) who lives in a pastel taste world. As a psychologist, what really interests me is that food behavior between these people is not the same. For one thing, supertasters have much more extreme likes and dislikes. If we ask a supertaster and someone who is not a supertaster to rate how much pleasure they get from their favorite foods and how much displeasure they get from their least favorite foods, the supertaster will give much more extreme ratings. We're now studying other things, and it looks like this is going to be true about some emotional experiences as well.

#### How can we find out if we are supertasters or nontasters on our own?

One thing you can do is put blue food coloring on your tongue. Fungiform papillae are the round structures on your tongue that will not pick up the dye, so suddenly you will have either light blue or pink circles on your tongue. Use a template of a six millimeter hole—the size of a paper punch. You lay that hole on the tongue, so that the edge of the hole touches the tip, and you count how many you see. The more fungiform that you have correlates with taste intensity. My daughter is at the extreme end with only five fungiform papillae's in that circle. One of the best supertasters that I've encountered had sixty. It's a very big difference, and you can see it if you get a bunch of people and stain their tongues and look at them.

#### There are obvious evolutionary advantages and disadvantages in being a supertaster. However, your studies show that more women are supertasters than men. What could be some of the reasons for this?

The minute you hear that women are supertasters, you think, "ah!, it protects the fetus," because bitter tastes tend to be a signal for poison. So you could argue that supertasting women have an advantage because they can help protect a fetus better by avoiding poisons, but I don't know if that's true or not. Picture a Neanderthal tribe moving into a new area where they don't know what's safe to eat. I imagine the chief sending his wife out because she is a supertaster, so she tastes the bad plants as bitter and warns the rest of the tribe. Now did this ever really happen? Heaven knows, but it helps you see what a difference being a supertaster or not could make.

There are a couple other cases too. For

example, pellagra is endemic in areas of South American. One of the things that you can do to stave of pellagra is to drink very strong coffee, because the ingredients in coffee metabolize into the niacin that you are missing. If you look into these areas, you will discover more nontasters than you would expect, because these are the people who can take the bitter coffee. In another area in South America, plants are goitrogens—meaning that your health is impaired if you eat them. In that area, there are many supertasters, because they were able to avoid these plants.

#### How is the new idea of sugar enhancement different from an artificial sweetener?

Odors get to your nose in two ways. You sniff them and they come through your nostrils by orthonasal olfaction. Or you put food in your mouth and the volatiles are forced up your nose from the back of the throat through retronasal olfaction. The brain treats the two routes differently. It sends orthonasal olfaction to one part of the brain, and retronasal olfaction to another, combining it with taste. When retronasal olfaction and taste come together to form flavor, they can enhance each other through circumstances, which we are trying to understand.

We did a study on tomatoes with Harry Klee who planted 80 different heirloom tomatoes. What was interesting was that some of the tomatoes were sweeter than the sugar content would have predicted. We did multiple regressions, and it turned out that some volatiles—aka the simple gaseous odor in the tomatoes detected through retronasal olfaction—enhance sweetness. The more of those volatiles that are in a tomato, the sweeter that tomato is. Other volatiles can suppress sweetness.

All of a sudden we were uncovering these volatile effects that we didn't know were operating in fruit. Then we wondered if we can take these volatiles out of a fruit and put them in something else so that they'll enhance a flavor, and it looks like we can. A mixture of the correct volatiles with a small amount of sugar will produce a much stronger sweet. In that way, we wouldn't be using it as a substitute sweetener. We'd be using it to intensify the sugar that's already there.

#### What can we expect from you in the future?

The commercial implications of finding a completely safe sweet enhancer are very important to the university. Imagine if we

could give you some kind of syrup to add to something with a really bad taste, and the bad taste would go away. We know that sweet inhibits bitter really well. We think that's going to be another direction to go in.

For the next few years, my job will be to get the basic research done that will tell us the properties of this effect and whether it will work in certain applications. If this is true, of course we all dream that it's going to be the next Gatorade, which made a fortune for the University of Florida. Wouldn't it be great if this enhancement of sugar did the same?

Now, is it a good idea to enhance sweet taste? That's another thing that should be examined. You know there is new research suggesting that artificial sweeteners don't help us lose weight at all. In fact, you gain weight with them. This is work done by Swithers and Davidson at Purdue, and it's really good work. So is producing the sensation of more sweets with volatiles going to be a good thing? We don't know. But the point is that we can find out.

#### What advice can you give an up-and-coming woman interested in math or science today?

Many people have given me practical advice, such as, "Well, it would be better if you did this thing or the other." But frankly, I don't think any of that paid off. What I think is important, is that you do something you love. Go with your heart. If you're doing work that you love, whether you're wildly successful or not, at least every day is an adventure, and that is something wonderful.



**Dr. Linda Bartoshuk**, Bushnell Professor at the University of Florida, is director of Human Research for the UF Center for Smell and Taste, and has been elected to the Society of Experimental Psychologists, American Academy of Arts and Sciences, and the National Academy of Sciences.

Dr. Bartoshuk is past president of EPA, Divisions 1 and 6 of the American Psychological Association, the Association for Psychological Science, and the Association for Chemoreception Sciences. Besides her most recent work on sugar enhancements, she and her students have studied genetic variation in taste as well as patients with taste disorders (using anesthesia to simulate these disorders in normal controls). Older psychophysical methods (category and VAS) were not designed to compare different groups of individuals; Dr. Bartoshuk and her students needed such comparisons (e.g., patients vs controls) and so developed new sensory and hedonic scaling tools that could provide them.

# POLYGRAPH

## A Means of Deception Detection

**Charles Honts, PhD**  
**Boise State University (ID)**  
**Interview by Bradley Cannon**

Lying has never been more difficult, and Dr. Charles Honts is largely to thank. Honts is internationally recognized as a top expert on credibility assessment. He has published and/or presented over 300 scientific papers on deception detection and frequently appears in courts around the world as an expert witness. He has also given expert testimony in the areas of interrogation and false confession, eyewitness identification, and the forensic interviewing of children. In this interview, Honts explains the process of a typical polygraph interview, as well as the effects, history, and future of polygraph tests.

### **Who is your mentor?**

I was an undergraduate biology major until the beginning of my junior year. That's when I got hooked on one of Albert Prestrude's sensation and perception courses I took as an elective. Prestrude also had a lab in dark adaptation that I worked in for a few semesters. After my time as an undergraduate, David Raskin became my academic mentor. Raskin basically formed my career. He remains a good friend and still contributes to psychology even at 80 years old. We've got a book that's going to come out next year, so it's been a long, great relationship.

### **What has been the most beneficial project you have taken part in, both for yourself and for others?**

Probably, the most impactful thing I ever did was my master's thesis project Countermeasures, because it was the first study of its kind to look at the way people could try to be polygraph tested. It's my citation leader to this day.

### **How widespread are lie detection tests used, both in the US and in other countries?**

They're nearly ubiquitous. In the US, every

police department for a city of approximately 25,000 or larger has at least one polygraph examiner on staff. All federal agencies with law enforcement or national security responsibilities have them too. The FBI has over 100. There are many examiners in Canada and Mexico. The growth of polygraph tests is exploding in the Spanish speaking world across Latin and South America. Tests are widespread in Asia, Japan, South Korea, China, Indonesia, and Singapore. There's even beginning to be a greater application in Europe. For example, the Belgium police have a staff of polygraph examiners, and there are polygraph examiners spread through many other European countries too. Although it is certainly not used there at the level it's used here, it does seem to be growing.

### **How do these tests work?**

#### **What signals are looked for in subjects?**

There is some variability, but the standard polygraph looks at three things. It looks at respiration with sensors that go around the body to measure the respiratory cycle. It measures electrodermal activity, which is the amount of sweat on the palm of the hands. The polygraph also measures relative blood pressure from an inflated cuff on the arm; I can't exactly tell if person's blood pressure is 120 over 80, but I can track their blood pressure to tell if it's going up or down. It's also becoming more common to use a device that measures peripheral vessel motor activity—which is the amount of blood flowing near the skin. That's usually taken near the palm side of the thumb, although it can be taken at other places as well.

There's also some experimentation looking at new measures. In terms of data, the most promising of these involves pupil diameter and eye movement. Those measures have been around a long time, but

they've only become practical in the last 7 or 8 years now that we have noncontact ways of measuring them. For example, it's now possible to put a bar at the bottom of a computer monitor to track eye movements and pupil diameter completely without physical contact.

Through these tools, the standard polygraph produces accuracy rates around 90% in relation to a clear issue. Unlike what you see on TV, the only problem is that the tests are actually the product of a structured psychological interview; the interview is important, maybe even more so than the measurements. In the interview, one must present the intended stimuli in a proper context to set up the appropriate conditions. It does not work to just start asking people questions and see how they respond without the proper structure of the interview.

### **Could you describe the structure of an interview?**

In a typical polygraph, there is an initial getting acquainted part. There's then a free narrative part where I let the person explain whatever position they're in or have about the story of why they are being tested. That's a variable that could take as little as 5 minutes or as long as an hour and a half depending on the complexity of the issue, and how much the person has to say. After that, I explain what the tests entails, where the sensors go on the body, that they don't hurt, and what the procedure will be like. Then there's a review of questions. Finally, the polygraph test is conducted, which typically consists of around 10 questions. Usually three or four will be relevant questions, meaning that they relate to the issue I am trying to access the person's credibility on. These questions should be very clear, concise, and easily answered with a yes or no. However, comparison questions must

also be asked, such as whether a person has ever told a lie before. These questions are used to evoke physiological responses from the actually innocent that are then used for comparison and scoring.

#### How do these tests recognize the difference between guilt and nervousness?

I think the tests do a really good job with general nervousness. For example, if a person is super nervous and reactive then they tend to respond to everything with more intensity. However, the test is only inconclusive if they respond to everything in the same way; I need to see difference in their responses to form an opinion about their credibility. I either need to see that the relevant questions are stronger than the comparisons, in which case I will conclude the person was being deceptive about the issue under investigation. Or I need to see that the comparison questions are stronger than the relevant ones, in which case I will conclude the person was truthful.

I also repeat the list of questions at least three times. It's fairly common that people calm down after the first round, because they know I'm going to do what I said I would. I haven't used any surprise questions. Everything I told them would happen has happened. Thus, after three repetitions the data is often much clearer.

#### What is the potential for testers abusing polygraph tests?

One potentially disturbing thing happens when agencies use the polygraph as a prop for an interrogation. There's a whole area in social psychology called the bogus pipeline, which is a set of social psychology experiments about tricking people into thinking there is a lie detector. The results show that tricking people increases the number of confessions and also the number of false confessions too. Saul Kassin and his colleagues have shown that very clearly. I don't know how often that happens, but it does happen with some frequency, because I have testified a number of times over the last 5 or 10 years in similar cases.

In one big case, a young woman was raped and murdered in Nassau County, New York. The investigation went on for a long period of time and police eventually ran 26 polygraphs on different potential suspects. Then they said that a suspect named John Kogut had failed. They interrogated him for 17 hours, until he eventually gave three confessions. None of this was recorded, so

we don't actually know how these confessions evolved. The first two didn't match the case facts, but Kogut's third confession did, in which he implicated two other men. All three were convicted and sent to jail. Seventeen years later, the Innocence Project used new DNA technology to exonerate them. However, because of the confession, the state of New York retried Kogut. I polygraphed him prior to this second trial, and he passed. After that, the original test was found and, when properly scored, it showed he was truthful too. It turns out that about half of the people given polygraphs were told that they had failed when we know that none of them did it. John Kogut was found to be not guilty at the conclusion of the second trial.

#### Are there any steps or rules that may help to prevent this abuse?

No. There aren't many, and that's a big problem in the US. At one time, about half of the states required licenses, so at least there was a licensing board for people to complain to. But now the number of states that license is much smaller because of the move toward deregulation over the last 20 years. Idaho's a good example, because it doesn't have any required license or laws. If a person wants to be a polygraph examiner, he or she can come to Idaho, buy a polygraph machine, hang out a shingle, and start running tests. I think it's hilarious that we license hair dressers, but we don't license polygraph examiners. It's a mystery to me.

One state that does a good job is New Mexico. That state has a strong licensing law and polygraphs have been admissible at trial since the late 70s. Like any other kind of evidence, there are occasional battles between experts and sometimes juries go with the tests and sometimes they don't. Polygraphs seem to be a very useful tool in the New Mexico courts. I don't know why more people aren't aware that New Mexico has been conducting this natural experiment for about 30 plus years and that it's worked well.

#### If students are interested in your area of psychology, what classes would prepare them for this role?

If students want to go toward academics in this area, then they should take traditional training in experimental psychology. If students are interested in conducting actual tests, then they should probably double major in criminal justice. Then, they

will have to go somewhere to obtain the polygraph training, which is usually done through law enforcement or through one of the national security agencies. The big staffs are at the FBI, CIA, and NSA, and actually the biggest polygraph program in the world is now Customs and Border Patrol.

#### What can we expect to see from you in the future?

My interests have broadened in the last decade, because it's been a very difficult time to do research. Polygraph research is an area that requires external support to be successful, and the external support has been very difficult since the recession. I can do confession work a little more easily, so you're going to see some publications from me in the next year on the topic of false confessions.

I'm also really interested in the fact that the modal way of doing interrogations in the US has not changed in 40 years. We're still using techniques from the 40s and 50s that have been abandoned in much of the world. We do things that horrify the Europeans, and we don't get much for it in terms of catching the bad guys, though we do end up with a fair number of innocent people falsely confessing. Thus, I'd like to develop a training course to bring some of the techniques developed in Europe into the US. People will definitely be hearing from me about that in the future.



**Dr. Charles Honts** is professor of psychology at Boise State University where he continues a 32-year research program on applying psychological science to real world problems. He was the president of the Rocky Mountain Psychological Association for the 2005-06 term and is internationally recognized as one of the world's top experts on credibility assessment. Honts is frequently invited to lecture in a number of domestic and international venues. Besides the United States, he has given lectures and has continuing education in Canada, China, Columbia Israel, Italy, Mexico, Norway, Sweden, and the Netherlands. His current research focuses on three areas: (a) improving the standardization and criterion validity of the comparison question test for psychophysiological deception detection, (b) deception detection at portals, and (c) interrogation confession and false confession phenomena in real world contexts.

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

### Submission deadlines\*

Fall: June 15

Winter: October 15

Spring: December 15

Summer: February 15

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

### Submission specifications

- Only activities that have already occurred and are submitted in paragraph form will be published.
- Do not send future plans, calendars, or summarized lists.
- Limit reports to 250 words. If you wish to report more extensively on a special activity, series of programs, etc., contact the Central Office at [psichieye@psichi.org](mailto:psichieye@psichi.org).
- Write your report in the third person rather than the first person (e.g., “the chapter sponsored” vs. “we sponsored”).
- Include full names, degrees, and titles of speakers/leaders, their institutions, and their topics.
- Report chapter events such as: discussions, lectures, meetings, socials, fundraising events, conventions, field trips, and honors received by students, faculty members, and/or the chapter.
- Report attempted solutions to chapter problems—those that were effective and those not so effective.
- Color photos are welcomed; the number of photos per chapter is limited to two per issue. Include accurate, typed captions. Photos may be mailed (include a self-addressed, stamped envelope for returned photos) or emailed to [psichieye@psichi.org](mailto:psichieye@psichi.org). For digital photos, email only high-quality resolution images (600KB) using a 5-or-higher megapixel camera. Do not send digital printouts from a photo quality printer.
- Photographs and chapter reports submitted to *Eye on Psi Chi* may be featured on our website ([www.psichi.org](http://www.psichi.org)).

### ABBREVIATIONS:

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

## Eastern

### Adelphi University (NY)

The chapter sponsored Dr. Marvin Levine of SUNY Stony Brook for its fall colloquium event October 17. Dr. Levine gave an engaging and informative lecture from a historical point of view on the behavioral movement in psychology. He also discussed the field’s shift from a behaviorist perspective to a more cognitive approach. Both students and faculty attended the event, and refreshments were served. Members also participated in two brown bag lunch lectures with Dr. Dana Boccio and Dr. Lars Ross, both faculty members of Adelphi University. Dr. Boccio presented her own research on how various master’s degree programs in psychology teach about suicide in the context of school psychology. Dr. Ross gave an interesting lecture on measuring brain magnetism by means of electrode equipment.

In terms of service, this semester

the chapter strived to set up several opportunities for members to give back to the community. The chapter was scheduled to participate in the Out of the Darkness Suicide Prevention Walk, however, due to the devastating effects of Hurricane Sandy, the walk was cancelled. The chapter is currently participating in a coat drive through New York Cares in conjunction with the Psychology Club to benefit those affected by the hurricane.

### Dominican College of Blauvelt (NY)

Over 200 faculty, staff, and students came to see Dr. Peter K. Jonason (University of Western Sydney) give a lecture sponsored by Psi Chi on “How Being Bad Can Be Good: The Dark Triad.” Afterwards, Psi Chi students ate lunch with Dr. Jonason. For a different event, the same number of participants wrote “You Are Loved” chalk messages for those who might be considering suicide. The chapter also created a fund-raiser in which faculty, staff, and students came to see 10 of their finest men compete in the Mr. Charger Beauty Pageant. The men

were judged on talent, formal wear, and spirit wear.

### Fordham University at Lincoln Center (NY)

The chapter had another active fall semester in 2012 through six diverse activities, many of these with the Fordham Psychology Association and Graduate School of Education. These included: an oral history interview with Theresa Kubis remembering her dad, Joseph Kubis—a legendary Fordham psychology professor; two Psi Chi inductions, one to salute Distinguished Alumna Lauren Evans of CUNY; a lecture on “Sex, Politics, and Type-T Personality” with Frank Farley, Past-President of APA; and the 32nd Fordham Symposium on Graduate School Admissions in Psychology, in which a panel of six professors advised students on career preparation, led by professors Margo Jackson, Mark E. Mattson, Harold Takooshian, David S. Glenwick, Fred Wertz, and John J. Cecero. On October 21, the chapter hosted the 24th Greater New York Conference



**A** Dr. Levine has the audience participate in a cognitive task at Adelphi University (NY).



**B** The Fordham University at Lincoln Center (NY) chapter hosted the 24th Greater New York Conference on Behavioral Research.



**C** Rowan University (NJ) students with volunteer organizers of the Neighborhood Center.

on Behavioral Research in which 140 people joined a full day of events on the theme Promoting Social Justice Around the World. These included student research presentations, workshops, an awards ceremony, and a reception with five distinguished guests: Drs. Sharon Brennan, Jennifer B. Latham, Mercedes A. McCormick, Daryl McLeod, and Richard S. Velayo.

#### Lehman College, CUNY

The chapter offered a helping hand to the community by holding multiple fund-raisers this semester. The first bake sale raised \$150 for the American Cancer Society. During the month of November the chapter held a second bake sale. The funds originally were to be donated to a food bank, but Hurricane Sandy struck, so the focus turned to disaster relief. So far, the chapter has raised over \$200 for hurricane relief. The chapter proudly welcomed 15 new members with an elegant induction ceremony. The vice-president for Student Affairs and Associate Provost spoke at the ceremony

to welcome the new members and to congratulate the chapter on receiving the Kay Wilson Officer Team Leadership Award.

The chapter focused on community service during the fall, such as holding multiple bake sales. The first raised funds to support members who walked in the American Cancer Society Making Strides Against Breast Cancer Walk. In November, the chapter held another bake sale and the funds were donated to Hurricane Sandy relief. Finally, funds from a December bake sale were donated to P.O.T.S., an organization helping those in need of food within the local Bronx community, to which some members also donated their time. The chapter proudly welcomed 16 new members into Psi Chi with an elegant induction ceremony. Two issues of the chapter e-newsletter, the Psi Chi Connection, went out in the fall, and the first spring issue has also been published.

#### Rowan University (NJ)

The chapter spent a day volunteering at

the Neighborhood Center in Camden. They made lunch for over 50 people, helped stock and organize the food pantry, and cleaned the children's school room. The entire group found the day uplifting and the center invited them back in the spring. The chapter also held a month-long food drive to donate to the center right before the holidays.

#### Saint Vincent College (PA)

The chapter sponsored a Halloween Treat Bag Sale for the entire student population. Each parent received a letter from the chapter encouraging them to send their student a bag. These bags were filled with treats and school supplies. The chapter sold 282 bags at \$15 per bag. Chapter members came together to stuff and distribute bags to students. The fund-raiser was an overall success. Chapter officers also conducted the Saint Anne Home Christmas Gift Drive where each chapter member received a wish list from a resident of the assisted living home. Members donated two or three items for their assigned resident,

and the gifts were delivered by chapter officers a few weeks before Christmas. The gifts were extremely well-received and the chapter accepted a collage of pictures of residents with the gifts and a very heartfelt thank-you letter. Each chapter member will receive a copy of the collage and letter to show how much the residents appreciated their thoughtfulness.

#### Southern Connecticut State University

The chapter ran a very successful winter clothing drive for Fellowship Place—a facility for people, often homeless, suffering from severe mental illnesses in New Haven. The chapter's goal was to increase meeting attendance by providing members with a variety of activities, such as writing letters to veterans, hosting speakers, and playing educational games. Attendance was also boosted by having joint meetings with the Psychology Club. This provided Psi Chi members a unique opportunity to serve as role models for younger psychology majors not yet in Psi Chi.



© Lehman College, CUNY fall 2012 induction ceremony, new inductees, current members, and the Wilson Officer Team Leadership Award plaque.

## Chapter Activities

### University at Buffalo, SUNY

The chapter sponsored multiple events this year. First, Dr. Wendy Quinton gave a presentation about the departmental honors program. Then the chapter hosted a Research Lab Fair where graduate students from different psychology labs briefly talked about their labs to recruit new research assistants. Two inductions were held: one in fall and the other in spring. The chapter also hosted several workshops such as a Resume Workshop to assist students in writing resumes for internships, research opportunities, and job applications, and a GRE Information session jointly hosted with the Princeton Review. The chapter also participated in Relay for Life and jointly hosted a sweatshirt sale fund-raising with the Undergraduate Psychology Association. Last but not least, the chapter is also cosponsoring the Psychology Graduation Ceremony.

### University of Maine

The chapter worked very hard to increase member participation in

on-campus Psi Chi events. During the fall 2012 semester, Katelyn Kirk (chapter president) led an information session for students about the field of forensic psychology and how to prepare for graduate school in that field. On February 21, they hosted a Research Information Session and Potluck for students about psychology research opportunities in the psychology department and how they can become involved, become a research assistant for credit, and enroll in the research intensive track. The chapter also created a team for Relay for Life and is currently working on fund-raising for the event that will take place in April. Also in April, the chapter hosted a formal induction ceremony for new members. Lastly, on May 1, Psi Chi participated in the annual Maine Day service day on campus. Each year they pick up trash, rake, and beautify the grounds outside the psychology department academic building. This great event brings chapter members together for a day of service and bonding. This year everyone worked

very hard to promote Psi Chi and let the campus community know how dedicated they are in furthering the science and field of psychology.

### Wagner College (NY)

The chapter participated in the breast cancer walk, Up 'Till Dawn, and a math carnival. Members also held a graduate forum where professors and alumni came to speak with undergraduate students about future career paths in psychology and ways to make a graduate application stronger. Because the chapter was not given a large enough budget this semester to cover induction ceremony costs, the chapter stepped up and each member donated \$5 to pay for ritual needs and catering. Overall, the chapter had a very successful year and is happy to welcome its new members.

### Westfield State University (MA)

The chapter held several bimonthly meetings and engaged in many events in the fall. In September, the chapter hosted a welcome back party with pizza

and soda. In October, several members attended the New England Psychological Association convention in Worcester, MA. In November, members donated baked goods for a fund-raiser and the chapter cosponsored a holiday card-making party with pizza and music. This activity is one of the chapter's service projects as the cards were sent to the Shriner's Hospital and given to children who were in the hospital over the holidays.

## Midwest

### Ashland University (OH)

The chapter, the Psychology Club, and the psychology department cosponsored a spring colloquium speaker, Dr. Kevin McIntyre, assistant professor of psychology at Trinity University, TX. Dr. McIntyre gave a talk entitled "High in the Sky or Down in the Gutter: The Effects of Name Verticality on Self-Esteem" to an audience of psychology students and faculty. The event was recorded using



**A** Creighton University (NE) students and faculty members had fun hanging out at the annual psychology majors' picnic.

**B** The psychology department shows off its spirit at the annual Olivet College (MI) Homecoming Parade.



Mediasite and posted on the Ashland University Psychology Department blog, <http://auppsychology.blogspot.com>.

#### Bradley University (IL)

The chapter continued its peer mentor program of placing freshman and sophomore psychology students with older Psi Chi members in order to assist the new members of the department with any academic questions they may have. The first event of the peer mentoring program was a newly established annual departmental barbecue. Many faculty members also attended the event. Keeping with tradition, the chapter hosted a movie night. This time, members of Psi Chi and the Psychology Club watched *Misery* and discussed it afterwards. Late in November, current members of Psi Chi met to discuss another Bradley tradition: making nicknames for soon to be inducted Psi Chi members. These nicknames were revealed to the new members at the biannual Psi Chi induction ceremony. To finish off the semester, the department

hosted Celebrate Psychology, a daylong student research exposition for students to present their research to others and gain valuable presentation experience.

#### Creighton University (NE)

The chapter welcomed back students and faculty by hosting a psychology majors' picnic at a local park. Everyone had fun catching up and playing lawn games. Several other events were held throughout the semester to allow students a chance to interact with the faculty. Once a month, Psi Chi sponsored a pizza and movie night. The students voted on psychology-related movies and the two winners were *A Beautiful Mind* and *The King's Speech*. The chapter also hosted a Christmas party in the psychology department and offered cookies and cider.

Another chapter goal was to get more involved and recognized on Creighton's campus. Therefore, the chapter sponsored several events to help psychology majors and to advance in the field of psychology. These events

included a Careers in Psychology Panel and a Student Research Panel. Speakers from a variety of psychology-related careers were invited to speak with current psychology majors interested in pursuing a career in psychology. Speakers were Mr. Scott Leak (senior manager of institutional sales, TD Ameritrade), Ms. Courtney Lohrenz (school psychologist), Ms. Eva Denton (school psychologist), Ms. Jackie Paxton (licensed mental health practitioner in the forensic area), and Mr. Scott Miller (applied behavior analyst). Undergraduate research assistants from Creighton also volunteered to meet with freshman and sophomore psychology majors looking to get involved in research with faculty on campus.

#### DePaul University (IL)

The chapter held an event for potential and returning members to network and suggest ideas for the upcoming year. Psi Chi hosted a graduate school event with several speakers, including graduate students who were able to offer

their perspectives and advice on how to successfully navigate the graduate school process. Additionally, the chapter hosted a psychology concentration event where students were able to explore their interests in psychology and learn about the different concentrations at DePaul from human services to cognitive neuroscience. Psi Chi also partnered with World Sport Chicago and volunteered several times for their Play Streets initiative, an endeavor that empowers youth in Chicago to engage in exercise and have fun in their community. The chapter helped organize games and encouraged the children to exercise through fun activities such as jump rope and a three-legged race. Through volunteering and the other events sponsored throughout the year, students were able to engage in both personal and professional development and make valuable connections with fellow members.

#### Michigan Technological University

The chapter networked with multiple



© Creighton University (NE) students and faculty members enjoyed dinner after the new member induction ceremony.

ⓓ Psi Chi members of Ohio University.

ⓔ As an annual bonding experience for the Olivet College (MI) psychology program, the entire department spent time together enjoying the Detroit Tigers at a home game.

ⓕ Over 120 people wait for the sound to start the Centennial 5K Kickoff at Northwest Nazarene University (ID).

ⓖ Members of Psych Happy Hour at Olivet College (MI) learn to relieve their stress with yoga techniques and by making stress balls, which was taught by members of the Psi Chi Leadership Team.



## Chapter Activities

student organizations on campus to contribute to the local and campus communities. In July, the members hosted a pancake breakfast, which benefited the Good Will Farm, a foster care program in the area. Working with the People Against Violence Endeavor, the chapter helped promote and host a Stand Against Violence presentation. The chapter also helped the Association of Psychology Students to host a film screening of *Mind over Money* for campus. Members helped promote and run eating disorder awareness and depression screenings with counseling services.

The chapter also held socials for members, including Christmas ornament decorating and a pizza movie night. For new members, the chapter held two inductions, one in the fall semester and one in the spring. Lastly, member Joel Suss earned a grant through Psi Chi.

### Morningside College (IA)

The chapter hosted a welcome party for new faculty members Dr. Shannon

DeClute and Dr. Jessica Pleuss. In October, the chapter inducted six new members and participated in Into the Streets, a campus-wide event day during which they volunteered at Habitat for Humanity. They organized the presentations of two speakers on campus, Dr. David Paulsrud (director of the Jackson Recovery Center, Sioux City, IO) and Dr. Seth Olson (professor at the University of Iowa, USD). Dr. Paulsrud spoke about substance abuse and Dr. Olson about USD's counseling psychology program. The chapter also had their annual Psych Follies—a time when professors and students came together off-campus in an atmosphere of fun and humor.

### Northwestern College (MN)

The chapter sponsored a trip to the University of South Dakota to see Frank Warren, the creator of PostSecret, a community where people anonymously send postcards with their secrets. Later that week, the chapter held an initiation brunch to welcome three new members.

### The Ohio State University at Newark Campus

The 2012–13 academic year marks the transition from 9-week quarters to 15-week semesters, a tough transition for students used to the quick pace of quarter-length classes. In October, at the end of the quarter, the chapter hosted a Survive the Semester Switch Pizza Party for Psi Chi members. They also teamed up with the psychology club, Introspect, and held a chocolate-covered pretzel fund-raiser, where they managed to sell over 200 units in a few short weeks for a local organization that provides socialization, education, and training to individuals with severe mental illnesses. Members are also in the process of conducting a penny drive on campus to purchase art supplies for the organization.

Six current Psi Chi members had their research accepted for presentation at the MPA convention, as well as research forums on the Newark and Columbus campuses. Planning is underway for an induction ceremony,

where the chapter will induct 19 new members.

### Ohio University

The chapter is very thankful to have such wonderful speakers come to their meetings to share their experiences. The chapter's goal was to provide students with a range of speakers to exemplify the many career paths available to them. This year, guest speakers included a school psychologist, a practicing clinical psychologist, a forensic psychologist, a social worker, an industrial and organizational professor, and a social psychology professor. The chapter hopes to have many more speakers in the spring and is proud of the many community service projects it has participated in as well, such as Walk the Walk to raise awareness for mental health in Athens, OH. They donated baskets of Thanksgiving meals for families in need, made holiday cards and little treat bags for all the patients at Appalachian Behavioral Healthcare Center (ABH), and also started a weekly



**A** Dr. Shen-Miller at Belmont University (TN) tries to get members to guess the word "Benjamin Franklin."

**B** New Northwest Nazarene University (ID) Psi Chi members are welcomed by officers Meghan Barker (left) and Kelsey Koch (right).

**C** Berea College's (KY) Priyanka Shrestha explains the booth's educational purpose while students read the informational hearts.

volunteer group that attends bingo night and spends time with patients at ABH. Last year the officers were awarded the Regional Travel Grant and attended the MPA convention in Chicago, IL. The chapter would like to give a special thanks to all of the officers and members that have helped make these activities possible!

#### Olivet College (MI)

The chapter has made it a mission to teach fellow psychology majors and the entire community at Olivet College (OC) by hosting awareness events. In the 2012–13 year, the chapter took on the responsibility of facilitating a Psychology Happy Hour, a weekly seminar required for all psychology majors. In this seminar, students have time to mingle and build community with their fellow members, learn about tools to create their portfolios, get more information on a special topic in psychology, or have some psychology-related fun. The 59 members in the Psychology Happy Hour are active in the psychology program and in their own learning. They are able to request special topics and give input on their seminar, and the Psi Chi leadership team caters to their requests through servant leadership. This team is composed of nine members who hold high academic standing and are extremely passionate about psychology and their fellow psychology majors. This year, the leadership team has completed events for depression awareness such as an awareness walk, a labyrinth, a “PostSecret” board, and various student outreach programs. While building community inside the classroom, the chapter also builds community through a student-run Facebook page and social gatherings.

#### Olivet College (MI)

The chapter is a prominent, student-run, leadership organization. In February, the chapter grew through the induction of five new members at an induction ceremony that had record attendance of faculty and students. In addition to the growth of new members, the chapter also saw personal and professional growth in two of its veteran members as they have been accepted to present psychological research at the annual MPA convention in Chicago, Illinois in May. As the community within the Psi Chi leadership team grows, the community within the psychology program also grows. Through their own passion for psychology and for personal development, the chapter diligently works to spark the fire of interest of their fellow psychology majors by discussing current hot button issues in psychology, facilitating discussions of articles from APA’s Monitor, and giving students hands-on practice in psychology-related topics.

#### University of Illinois at Chicago

The chapter has continued to hold biweekly meetings throughout the fall semester to facilitate the Society in providing beneficial services to the psychology community. During the first week of both the fall and spring semesters, the chapter hosted its biannual matchmaker event, which allowed all psychology students to be presented with current research assistant positions. Graduate students and professors presented their current studies hoping to be matched with an undergraduate student who could effectively assist them. In addition, the chapter continued to organize and offer tutoring for undergraduate psychology students on campus with a successful schedule full of eager tutors. The chapter increased its volunteer work this year by hosting a food drive for The Greater Chicago Food Depository and is very proud to announce that they almost doubled their goal for collected items. In addition to the other services the chapter provided on campus this year, they assisted Stuart Robinson (undergraduate psychology advisor) with the development and execution of several on-campus seminars, which were beneficial to psychology students, such as a GRE preparatory seminar. The chapter also held two successful bake sale fundraisers this year.

#### Wabash College (IN)

The chapter held two induction ceremonies (spring and fall), welcomed potential psychology majors at a barbecue, and hosted an invited speaker.

## Rocky Mountain

#### Adams State University (CO)

The chapter volunteered their time to a local farm by helping clean up their fields in conjunction with a campus-sponsored day of service. As an honor society/club, they were also involved in competitive homecoming activities, such as the annual Medicine Show (a comedy skit) parade where they won first place. The money awarded from homecoming, along with money from fund-raisers, will help them attend the RMPA convention this April in Denver. They hope to take as many as 12 students with four of them presenting original research. This year, they raised money at the campus’ annual chili cook-off with a booth selling supertaster strips, a genetic test to determine whether the taker is among the 25 percent of the population who experiences taste more intensely. Their other major fund-raiser involved selling students chances to score a bull’s-eye on a dartboard (with the potential prize of \$50) while using goggles that simulate intoxication. Their Drunken Darts fund-

raiser was paired with alcohol awareness literature and information about counseling and addiction resources on campus.

As a chapter at a small institution, they are happy to report that eight new members will be inducted at the end of the month. And, one of the members was recently awarded a Psi Chi Undergraduate Research Grant in the amount of \$1500 to support his honors thesis research.

#### Boise State University (ID)

The chapter focused on various functions and activities. They helped to produce well-educated and ethically minded members through general meetings. Meeting topics included the graduate school application process, conducting ethical research, and navigating the undergraduate psychology major, featuring a guest speaker, R. Eric Landrum (PhD, professor of psychology at Boise State University and lead author of *The Psychology Major: Career Options and Strategies for Success, 4th ed., 2009*).

The chapter encouraged, stimulated, and maintained excellence in scholarship of its members through offering opportunities to discuss members’ research. Members also presented at undergraduate and professional research conferences, including the New England Psychological Association conference and the University of Wisconsin Undergraduate Research conference.

To promote socially responsible members, the chapter participated in many community service and volunteer projects. Members sponsored a Halloween drive to provide pumpkins and carving kits to a local shelter, collaborated with a local nonprofit to run a Thanksgiving turkey drive, and participated in university-sponsored volunteer service days.

The chapter also added social events to develop a sense of community among members including a pizza and bowling night and a Meet-the-Prof Social to provide students with networking opportunities with faculty. This new focus on living the purpose and mission of Psi Chi has helped the Boise State University Chapter induct 24 new members, a record number since its charter in 1992.

#### Northwest Nazarene University (ID)

Over 120 people gathered to participate in the Centennial 5K kickoff November 10, 2012. Psi Chi members worked hard to organize this community event, partnering with the Nampa Family Justice Center. Over 50 high school students attended the first Psych Day in October. Psi Chi members led the students through various psychology experiences to demonstrate the vast areas of interest in psychology. New members

were inducted April 20, 2013, including Luke Merrill, Samantha Lundberg, Jennifer Seiders, and Rachel Bryant. The chapter also celebrated the success of its Psi Chi graduates, Meghan Barker (outgoing president), Chelsea Barr, and Kelsey Koch (outgoing treasurer).

#### University of Colorado at Colorado Springs

The chapter hosted GRE and midterm/final study sessions, in which senior students who had completed the GRE or course performed as tutors providing students with advice and information to succeed. A formal panel of graduate students was formed to present information about the graduate school process and advice for how to maximize the undergraduate experience, as well as information and tutoring for applying to scholarships and grants. Dr. Sandy Wurtele presented the importance of service learning for students and the community. Psi Chi members gained insight about how to make successful connections for internships.

Following this, Court Appointed Special Advocates, a local community organization in Colorado Springs, came to discuss experience opportunities within their organization. Social events included a kickoff meeting with games and pizza and a movie night in which members viewed a psychological thriller, *Memento*.

During an induction dinner, members mingled with each other as well as respected professors Drs. Lori James and Molly Maxfield. Chapter leaders put together a proposal for funding, which was granted by the university. Thus, the induction dinner costs were covered. The chapter utilized remaining funds in order to purchase cords for graduating seniors to commemorate their active involvement in Psi Chi and the community.

#### Utah State University

The chapter had many new ideas and goals for this year, so there were quite a few new council members needed to help make those a reality. Luckily, the chapter had 33 new members join in the fall 2012 semester, many of whom were ready to be involved and hit the ground running. Besides weekly meetings for the core council members, individual committees met.

The chapter had its opening social at the beginning of the year, open to any members and prospective members that wanted to come hang out and learn more about the organization. Many new members, along with many of the current council members, came out to help decorate the Psi Chi tree featured in the Festival of Trees. The tree was donated to a family in need from Cache Valley.

## Southeast

### Belmont University (TN)

It is important to get together as a chapter at the beginning of every semester in a fun, creative way to build community and share the chapter's events for the semester. The chapter did this through the Spring 2013 Psi Chi Kickoff. In this event they announced upcoming events, socialized, ate food prepared by officers, and played Pictionary.

### Berea College (KY)

The chapter held an internship forum in which psychology majors who had completed internships informed others in the major how they could go about finding, applying for, and funding an internship. The forum was moderated by Matthew Cape (Psychology Club treasurer). Three students discussed their summer 2012 internships. Kristina Carter (Psi Chi member and current Psychology Club president) spoke on her experience interning with the Society for the Psychological Study of Social Issues (APA Division 9) and how her personal relationship with a psychology professor had enabled her to get the position. Yuta Katsumi shared how his internship working at the University of Illinois came about from simply writing to faculty who were pursuing research in his area of interest and asking for the opportunity to work with them. Sophia Fields spoke about an internship in Honduras, which she herself developed and coordinated. Priyanka Shrestha (Psychology Club vice-president) discussed how she is currently going through the process of applying for an internship and of the resources that have helped her. The forum was attended by underclassmen psychology majors as well as psychology faculty members.

### Berea College (KY)

The chapter held a Valentine's Day event titled the Psychology of Sex, Love, and Relationships. For the event, Psychology Club members distributed candy and information about psychological studies on sex, love, and relationships as well as asked people to vote on the Psychology Club's current Facebook poll, "Do you believe in love at first sight?" The polls, an initiative started this semester to educate the public on psychological findings and increase traffic on the chapter's Facebook page, allowed people to express what they think and later present the answer that has been determined most correct according to psychological research. The information distributed at the Valentine's Day event came in the form of fun facts on paper hearts and included such information as

the effects oxytocin, the role of similarity in attraction, the influence of closeness on relationship duration, and the emotional effects of casual sex. The event was a great success with many students crowding around the booth voting, and selecting informational hearts, often reading through several of them before choosing one. While all Psychology Club members contributed to the preparation and coordination of the event it was the brainchild of Schondel Younger (public relations officer) and Priyanka Shrestha as part of an effort to increase the club's visibility and educate the larger campus community.

### Charleston Southern University (SC)

The chapter continued a busy year participating in service projects, weekly meetings with speakers, and chapter-sponsored activities.

Off-campus, the chapter took part in Walk a Mile in Her Shoes to promote awareness and raise money to stop rape, sexual assault, and gender violence. The chapter also participated in the Lowcountry Walk for Life, which raised money for the Lowcountry Pregnancy Center. The center's mission is to assist people in difficult pregnancy situations. The chapter provided a hot meal to families staying in the Ronald McDonald House for sick kids and sent care packages to the troops as well as 50 presents for the Dee Norton Lowcountry Children's Center which provides support for child abuse victims.

The chapter hosted speaker Julianne DiCicco-Wiles (prevention director from the Dorchester Alcohol and Drugs Commission). She presented current local and national trends with regards to drug and look-alike drug consumption. The final speakers of the year were the psychology student internship presentations where each student shared their personal experiences from the community.

The semester concluded with an induction ceremony where new members were inducted into Psi Chi and recognition was given to graduating seniors Jordan Kelly, Sarah Lemay, Brittany McGowans, and Chelsea Oliver.

In the spring, the chapter and the Psychology Club had a theme of Career Choices in Psychology. Guest speakers included Jim Ward (Department of Social Work), Joanne Jemsek (Counseling Center), and Dr. Coll (psychiatrist from the VA Hospital). The speakers talked about personal work experiences and shared the pros and cons of each field. The chapter also had guest speaker Joy Yarbrough (Lowcountry Pregnancy Center) speak on the importance of seeking professional, medical, and counseling help during pregnancy. Members helped

the Ronald McDonald House sell tickets at the Charleston Oyster Festival and promoted and sponsored the Valentine's Day Drive for My Sister's House, which was a huge success. They led a Valentine's Day project, which simply gave elders in a nursing home Valentine's Day cards to show that they are appreciated. The chapter finished up with Body Image Week, which the chapter cosponsored with the school's counseling center.

The chapter was also involved with Eagle Harbor Boys Ranch, a home for boys whose families do not have the means to take care of them. Members hosted an Easter drive, a spaghetti dinner for Eagle Harbor Boys Ranch, and filled Easter baskets with all the boys' favorite things.

Internship presentations were held to give psychology majors and minors an idea of what they would be doing if they decided to intern at one of the facilities or hotlines. Job candidates came to teach about psychology, the law, and the bright and dark side of unmet belongingness needs.

The chapter helped in the Color Me Rad run, where all profits went to Happy Wheels, an organization that helps unfortunate families in the community. The chapter hosted a shag night at Southern Care Hospice. The whole semester, the chapter saved pop tabs for the Ronald McDonald House in Charleston. The chapter ended the year with a campus-wide yard sale, and all profits supported students going to conferences. Sixteen new members joined, new officers were welcomed, and everyone is excited about what next year will hold.

### Davidson College (NC)

A panel event was held for those interested in the psychology major. Three professors presented and then answered questions for prospective psychology majors. The event was well attended, and many students were able to get a better idea of the major. Additionally, six new members were inducted into the chapter at an induction ceremony attended by the new members, professors, and some older members. Finally this semester, the chapter held a service event in which eight members raked leaves at two homes in the community. They donated to Habitat for Humanity and to the Ninth Youth United-sponsored house. Overall, it has been a full fall for the Davidson College Chapter of Psi Chi, and the chapter is looking forward to next semester.

There has been a big push to get the eligible new members set up to join Psi Chi. As of now, the chapter vice-president has collected their fees and forms, and they are being processed. In late March, there was a formal induction

ceremony for the new members.

In addition, the chapter is planning another event for current psychology majors. The event will address applying to graduate school in psychology. This event has been successful in the past, and the current chapter president will give a portion of the presentation in conjunction with Dr. Cole Barton (chair of the psychology department) to talk about her experiences applying to graduate school in industrial-organizational psychology. The hope is to educate psychology members about the graduate school process and answer any questions they may have.

### James Madison University (VA)

The chapter sponsored the several activities at their bimonthly meetings during the 2012–13 academic year. Graduate School Night was hosted by a panel of current graduate students in eight graduate psychology programs who answered questions about their programs and the process of applying to graduate school. Resume Builder Workshop featured Chris Campbell, an academic and career advisor. Human Factors Discussion was hosted by current psychology department members—Drs. Michael Hall and Jeff Andre. Dr. Craig Abrahamson (retiring psychology department faculty) spoke about career path choices. A criminal profiling discussion was held by invited speaker and current graduate student Jon Cromer. Other speakers included Bradley Barnett (financial planning); Dr. Vivien Chan (psycholinguistics); Dr. Claire Lyons (alternative career paths and cross-cultural exchange). Members participated in a presentation on interviewing skills by the psychology peer advisors, a game night, focus groups for chapter planning activities, and a service night where members produced cards for soldiers overseas. Outside of bimonthly meetings, the chapter also participated in fund-raising activities by selling T-shirts throughout the psychology department and sponsored and volunteered at the Walk for Hope and Dancing with the Stars, both for suicide prevention.

### Northern Kentucky University

Following the traditional annual dessert meeting at the home of Dr. Angela Lipsitz (faculty advisor), the officers set a busy fall semester in motion. September began with an open house featuring free pizza and a Three Truths and a Lie game where attendees attempted to identify false statements told by faculty members and officers. "Inside the Minds of Mass Shooters" was the topic of the next meeting. Dr. Kathleen O'Connor (faculty), who has counseled famous young shooters, reviewed 16

years of mass shootings and discussed their commonalities. Other meetings included Dr. Julie Steinke (Northern Kentucky University, NKU industrial organizational psychologist) explaining her work at NASA; Dr. Mark Bardgett (NKU biopsychologist) discussing the neuropsychology of politics; Dr. Christine Curran (NKU biology professor) describing the integration of psychology into her research; Dr. Francois LeRoy (NKU Education Abroad director) telling about study options in other countries; and an occupational therapist explaining how her field is a natural for psychology majors. Average meeting attendance was over 40. In addition to meetings, the chapter organized a department picnic, held an end-of-the-semester party, and sold T-shirts saying “Psychology: We KNOW What You’re Thinking.” The chapter also held the sixth annual Drop Your Drawers for Mental Health drive, where they collected socks and underwear for the local Mental Health America office to distribute to those in need. In October at

a formal ceremony, the chapter inducted 24 new members and presented Psi Chi stoles to graduating seniors.

### University of Louisville (KY)

Every fall, the chapter hosts a fall food drive for the Dare to Care Food Bank because too many families do not earn enough to have good meals on a daily basis and this is even more apparent during the holidays. The food drive provides the chapter with an opportunity to give back to the local community. The Dare to Care Food Bank provides Thanksgiving meals to families in the Louisville and surrounding areas. Members visited psychology classes requesting students to donate various nonperishable food items.

About a week later, members went back to the classrooms and collected what students donated. The chapter collected a total of 1,324 pounds of nonperishable food items, and is proud of the efforts to give back to the community.

The University of Louisville

(UL) Chapter hosted the Kentucky Psychological Association (KPA) Foundation’s Spring Academic Conference (SAC). Psychologists, researchers, practitioners, educators, as well as graduate and undergraduate students from all over Kentucky attended the conference to share their research, attend workshops, and celebrate the exciting world of psychology. This year’s conference marked the first time ever that UL entered the Annual Psych Bowl Competition, now in its 26th year. Dr. Keith Lyle coached the team, which included Al Bragg, Bailey Higgs, Jen Baker, and Zoe Knight. These four students did an excellent job representing the school, the Department of Psychological and Brain Sciences, and Psi Chi. The questions were comparable to those asked in the psychology subsection of the GRE in terms of content and difficulty level. A total of eight colleges and universities entered this year’s competition. The UL Psych Bowl team enjoyed the experience and plans to compete again next year.

### University of Mary Washington (VA)

The chapter officers implemented committees and encouraged members to sign-up for one of six committees: social, PowerCard, fund-raising, food, advertising, or service.

The chapter had its first all-member meeting since inducting 26 new members. The officers put together a Jeopardy game consisting of fun facts about the professors to encourage students to interact. A Halloween get-together was held at the faculty adviser’s house as a welcome party to the newly inducted members.

The chapter’s main fund-raiser, the PowerCard, was also prepared. The officers and PowerCard committee members visited various businesses and got them to agree to give discounts to students and community members. The officers then compiled the discounts and put them on the “PowerCard,” which are now ready to be printed and sold. This year there are over 20 discounts on the card.

In addition to welcoming new



**A** Northern Kentucky University officers are all smiles after their August dessert-planning meeting. Seated, Maria Koch (vice-president) and Ashley Wormley (president); standing, from left to right, Dorothy Atwell (treasurer), Erica Osborne (officer-at-large), Young Osborne, Young Lee (secretary), Samantha Durbin, Renee Meister, and Tim Cordray (officers-at-large).

**B** University of Puerto Rico, Rio Piedras officers participate in the Student Association Fair: Gisela G. Jiménez (secretary), Laura C. Milán (president), Guiseppe Luiggi (treasurer), Stephanie Santiago (community service outreach officer), and Kristy M. Ramos (webmaster).

**C** University of Puerto Rico, Rio Piedras officers at the first Psi Chi Bowling Night: Laura C. Milán, Stephanie Rios, Dr. Guillermo Bernal (faculty advisor), Guiseppe Luiggi, Mariela Fernandez, and Stephanie Santiago.



## Chapter Activities

members and fund-raising, the chapter also completed their fall service project. In November, on the Marine Corps' birthday, members wrote and mailed letters to servicemen overseas. Everyone enjoyed decorating the cards and writing touching notes to the heroes thanking them for their service.

The chapter has been fund-raising and preparing for their service project. The Powercard is the chapter's main fund-raiser. At the beginning of the semester, the list of businesses offering discounts was finalized and a Powercard kickoff/bake sale took place. Numerous Powercards were sold and members are continuously trying to sell more. For the spring service project, the chapter created a Relay for Life team, called Psych Out Cancer. This project was open to all psychology department members in hopes of raising more money for such a great cause. An interest meeting was held to inspire members and psychology majors to join the team. To date, the team has raised \$480.00, toward the goal of \$1,500.00.

In addition to service and fund-raising, the chapter has made an effort to promote active membership this year. As such, an informal get-together was held in which members were able to play board games and the popular Wii game Just Dance.

The chapter completed their service project for the semester, Relay for Life. The chapter's team, Psych Out Cancer, ranked third in the amount of money raised. A large part of the donations came from the popular rat races held in the lobby of the psychology department's academic building. The rats were named after the professors and had biographies to match.

The chapter also held their fifth annual potluck dinner at a member's house. The chapter inducted 16 new members. The keynote speaker was Dr. Stahlman, the newest faculty member to the psychology department. The chapter held elections for next year's officers and the current officers informed them about the ins and outs in order to make a smooth transition.

The most exciting part of the semester was the 28th Annual Psi Chi Symposium. All of the research teams presented the research they had worked on all year long. In addition, the senior seminars and research methods classes presented research. This year's Psi Chi Symposium speaker was Dr. Bruce Rybarczyk. His talk was entitled "The Sleep System: Your Owner's Manual for Maintenance and Repair." He is an associate professor and director of clinical psychology at Virginia Commonwealth University. This two-day event was a blast and everyone worked very hard to make it happen.

### University of Puerto Rico, Río Piedras Campus

The social sciences department held a Student Association Fair for new students. The chapter decided to maximize its efforts with an information booth that also served as a fund-raiser. The table was filled with membership application materials and also sold fresh brewed coffee, which was a great way

of calling attention to the table in the crowded lobby. The chapter learned that more members and officers around the table made it look more interesting and lively. Many students came forward to ask questions. The experience was so rewarding that the chapter decided to have a Coffee Break every month to motivate and inspire other chapters to recruit more members.

Chapter members and advisors were invited to participate in the first ever Psi Chi Bowling Night, where members had time to unwind and socialize before the start of the finals week. The chapter took time to bond, talk about efforts made throughout the semester, and brainstorm other activities that could be done in the future. Everyone was happy to have the chapter advisor, Dr. Guillermo Bernal, accompany them that night, and he was also very happy to attend because he won both bowling rounds!

### University of South Carolina

The chapter accepted 15 new members since the start of the spring semester.



**A** Dr. Brian Metcalf (faculty advisor) with chapter presidents past and present, Jeffrey Dennison (2012-2013) and David Begg (2010-2011) at a recent Hawaii Pacific University Chapter event.

**B** The University of Hawaii-West Oahu Chapter participated in the National Alliance on Mental Illness (NAMI) Hawaii Walk at Honolulu Hale October 6, 2012, to raise awareness and funds for mental health.

In keeping with the theme for the year, A Healthy Body and Healthy Mind, the chapter discussed positive psychology and how they could apply the ideas of this branch of psychology to their daily lives. Since implementing the point system last semester to obtain free graduation cords, there has been a better turn-out to chapter meetings. Members are rewarded points for attending meetings and social events, participating in the mentor program, and recruiting new members.

**Vanderbilt University (TN)**

The chapter inducted 10 new members in the fall semester and welcomed back 17. They have also promoted the Psychology Club at Vanderbilt, a nonhonors society that will operate alongside the Psi Chi chapter.

The chapter planned the first psychology faculty/student mixer at the end of February; however they were unable to get sufficient faculty to attend. However, it served well as a recruitment event, and they were able

to offer memberships to 24 students and formally inducted 15 at the induction ceremony. This induction ceremony was more elaborate than those in the past, because the chapter used a candlelight ceremony and gave each new recruit a white carnation. The chapter also hosted a *Phoebe in Wonderland* movie night.

**West Virginia University**

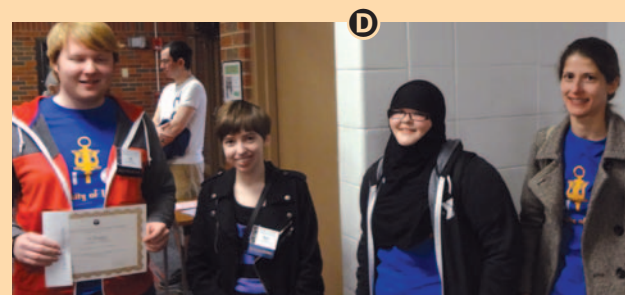
The chapter and the Psychology Club hosted monthly meetings in the fall term. In the October meeting, the West Virginia University (WVU) Psi Chi suicide prevention group, Holding Every Life Precious (HELP), sponsored a presentation by Mr. Sam Wilmoth (head of WVU's Green Dot Program). Mr. Wilmoth captured the attention of the audience with stories about the impact of partner abuse and other violence. He emphasized the importance of being an active bystander, or "Green Dot," and his stories revealed the problems with bystanders being neutral or inactive. The message was clear—help when a problem interpersonal situation

is evident and stand up for one another to make the world a safer place. At the end of the presentation, he left the group with powerful a message: "No one person has to do everything, but everyone has to do something."

The Hearts of Gold Service dogs visited at the member meeting in November. The Hearts of Gold organization trains dogs to assist individuals with mobility impairments or psychological disorders. Each semester, students with an interest in behavior modification and animal behavior help to train these service dogs. Dr. Ann Foreman (WVU alumna with a degree in behavior analysis) was the instructor of the class and both spoke to the group and demonstrated how the dogs are trained. After the presentation, to decrease stress and increase group morale, members enjoyed socializing with the service dogs.

Once again, the chapter and Psychology Club were actively involved in the psychology department's Capstone Poster Session, held each

semester. Graduating seniors presented posters about honors theses, research and teaching assistantships, and field placements. The chapter hosted a booth at the event to recruit new members, both for Psi Chi and the Psychology Club, and to participate in a scavenger hunt for students new to the psychology major. In December, the chapter partnered with the U.S. Marine Corps in a Toys for Tots drive. Members established a bin for toys and monetary donations in the Department of Psychology main office. Flyers were posted and e-mails sent to everyone in the department, resulting in numerous donations. At the January member meeting, Elizabeth Price (clinical psychology doctoral student) informed juniors, sophomores, and even freshmen from the Psychology Club about the process involved in applying to graduate school. She distributed a plan, beginning with the freshman year through the senior year, detailing the steps that are necessary to achieve acceptance in a graduate program. With a hopeful and



**© University of Louisville (KY)** Chapter members Jon Rowe, Jennifer Baker, and Kelsey Vaal sort and box items collected during the annual Psi Chi Fall Food Drive.

**© University of Louisville (KY)** Psych Bowl Team members Al Braggs, Zoe Knight, Bailey Higgs, and Jen Baker.

## Chapter Activities

inspirational message, she detailed differences among masters, PsyD, and PhD programs, so that members would be better informed about choices for their future.

### Winthrop University (SC)

The chapter's former faculty advisor, Merry Sleight, PhD, was named Vice-President of the Southeastern region. The first big event of the semester was a Halloween Trivia Event, a spooky event to get our chapter into the holiday spirit. The chapter conducted a holiday toy drive for The Tender Hearts House of Hope (THHH), a shelter for women and children. In the spring semester, the chapter again showed its appreciation for the THHH by having a Valentine's Day card event to pass out some valentines to the organization. Thirteen members attended the SEPA convention in Atlanta, GA, in March. Tara Collins, PhD, and Katharine Lindberg both got the chance to be steering committee members and support the organization. Two members, Chauntice Buck and Amber

Grant, won Regional Research Awards at SEPA. After the excitement of SEPA, the chapter had an induction ceremony to induct and congratulate all the hard-working new members for the year. Toward the end of the semester, Bilal Ghandour, PhD (Winthrop University), presented on "Body Image, Self-Esteem and Culture: How Changing Standards of Beauty and Attractiveness Impact Self-Worth, Identity and Personality." The last event of the semester was the Annual Psychology Bowl Event, a fun information based trivia event.

## Southwest

### Cameron University (OK)

On October 29, the chapter set up a booth for Cameron's Halloween Carnival, open to the Lawton community. Students ran the booth, which contained two games: a beanbag toss-type game where children would toss a squishy brain into a three-tiered pumpkin cutout, and a Booooo-lloon Pop where children would

pick a balloon, pop it by sitting on it, and do a task hidden in the balloon (e.g. walk like a zombie or give your best scream) for candy.

On November 3, chapter members participated in Lawton's Walk to End Alzheimer's. It was a cold and windy day, but several of the members were there to raise awareness for the disease. In addition to the walk, the members of the chapter raised \$675 that went toward Alzheimer's research. The chapter also hosted an induction dinner on November 9.

With faculty from the university and counselors and clinicians from the Lawton community present, the university's chapter inducted 26 of its newest members to the honors society. Along with the induction, guests heard an address from Dr. Joanni Sailor about the path through a career in counseling and witnessed award presentations from Dr. Thom Balmer. All in all, it was a relaxing night to cap off a busy semester for Cameron University's Psi Chi Chapter.

### Loyola University New Orleans (LA)

In October, the chapter partnered with Discovery Toys to raise money in order to purchase new educational toys and books for the on-campus Whelan's Children's Center. Approximately \$200 worth of products was provided to the Center. The semester concluded with a brief induction ceremony, in which 10 new members were welcomed into Psi Chi. In addition, Psi Chi member Alexander Watters presented a poster at the annual meeting of the Society for Personality and Social Psychology that was held in New Orleans in January. His presentation, coauthored with two faculty members in the department, was entitled "Aggressive Motion Sensing Gaming Primes Aggressive Thinking."

### Nicholls State University (LA)

Trelitra Duncan (chapter president) came up with several service projects during the fall 2012 semester to honor the faculty, staff, and students for their merit and dedication to the psychology department. Students of the Year



A

**A** Winthrop University (SC) induction ceremony.



B

**B** Members of the University of Mary Washington (VA) Chapter enjoyed decorating letters to veterans and writing touching notes thanking them for their sacrifice and service.



D

**C** The University of Mary Washington (VA) members at their fifth annual potluck dinner.

**D** The University of Mary Washington (VA) Chapter team Psych Out Cancer participate in Relay for Life.



C

were Madeline Kelton (undergraduate) and Abbie Burt (graduate).

The chapter held a pizza fund-raiser in December to raise money for the Psi Chi cookout. The pizzas were sponsored by Mo Jeaux's in Thibodaux, LA. Psi Chi also held a "Mini Me" Casting Call in February to audition children for a fashion show fund-raiser to idolize Psi Chi members, faculty, and staff. In addition, Tiffany Adams (vice-president) organized and supported three bake sales throughout the fall 2012 semester.

#### Southeastern Louisiana University

The chapter finished off the fall 2012 semester with a number of activities and events encouraging member participation. In November, the chapter offered their last two point-opportunity events to ensure the new potential members could be inducted. These events included a raffle in which the winner received four tickets to the New Orleans Hornets vs. New York Knicks basketball game and participation in the Santa Bear Christmas Crusade,

an annual toy drive sponsored by the Tangipahoa Parish Sheriff's Department. The chapter welcomed 10 new members. The fall induction ceremony was held at Southeastern in the Student Union Theatre. After the ceremony, the new and current members enjoyed a special dinner to honor their accomplishments.

#### University of Central Arkansas

A central goal of the chapter was to boost membership and involvement in chapter activities. Leaders promoted participation by updating members on current activities via frequent e-mails and in-person discussions as well as by contacting potential members through formal informational letters about the organization. During the fall semester, the chapter held an open house event for new and current members, which provided the opportunity to learn more about Psi Chi, talk with chapter leaders, and become more involved in research, community service projects, and leadership. Other events were also conducted throughout the year

to promote member involvement. For example, the chapter hosted an art therapy seminar for students and faculty as well as a chili cook-off competition to raise funds for convention travel and community service. In addition, members were strongly encouraged to participate in research presentations for state and regional conventions such as ASPS, ArPA, and SWPA. The chapter was also involved in a community service project for Arkansas Children's Hospital, which involved assembling coloring packets for the patients. Each fall, the UCA chapter also participates in the Conway Human Development Center Walk-a-thon. Another major focus of the chapter was planning and coordinating the upcoming Arkansas Symposium for Psychology Students (ASPS; www.arksp.org) in April, hosted by the Department of Psychology and Counseling. Psi Chi leaders and members were heavily involved in all aspects of the organization of this event. ASPS is partially funded by an Undergraduate Conference Grant from Psi Chi.

#### Xavier University of Louisiana

Last fall, the chapter inducted 12 new members and elected a new secretary. They welcomed incoming freshmen during new student orientation and introduced Psi Chi to all the new freshmen psychology students. They also implemented a tutoring program led by Psi Chi officers specifically for introductory psychology students. Shortly after, they sponsored the 10th Annual Charles Gramlich Psychology Research Symposium where each room was moderated by a Psi Chi member. Rarelle Triplett (secretary) presented at The Society of Personality and Social Psychology, Gabrielle Gloston (treasurer) and Shanti Hubbard served as research assistants, and Cyrell Roberson conducted an independent research study at UC Santa Barbara.

## West

#### Hawaii Pacific University

The chapter and the Psychology Club



**E** West Virginia University Psi Chi Chapter and Psychology Club members enjoyed cuddling with the Hearts of Gold service dogs, whose training is coordinated by a WVU alumna, Dr. Ann Foreman.



**F** West Virginia University Psi Chi Chapter former presidents (left to right: Grant Shulman, Holly Blanc Moses, Rachel Petts, Audrey File) socialize with Dr. Dan McNeil (faculty advisor), at the Association for Advancement of Behavior Therapy conference in National Harbor, MD in November of 2012.

**G** The West Virginia University Psi Chi Chapter held weekly pizza sales as a fund-raiser, allowing sponsorship of scholarships for members, and community service activities.

## Chapter Activities

had the unique honor of hosting a special presentation by Dr. Richard Sword entitled "Temporal Theory and Time Perspective Therapy: A Psychology for the Future." Prior to the talk, Dr. Brian Metcalf (faculty advisor) accompanied Dr. Sword to Tripler Army Medical Center to meet with Melba Stetz, PhD, chief of psychology research, to discuss ongoing and future research projects. Dr. Sword, Dr. Stetz, and Dr. Zimbardo offered to involve members in research and training, a singular opportunity for the chapter.

### Humboldt State University (CA)

The chapter is proud to be active in helping the community as well as keeping students involved. Some members helped make sandwiches during a fund-raiser for Humboldt CASA, a nonprofit organization that provides court appointed advocates for children in foster homes. Students' knowledge that they are helping children to get the support they need is extremely rewarding. The chapter also held a very

successful potluck dinner and game night with the faculty, which provided an enjoyable space for professors and students to get to know each other outside of an academic setting. The chapter also held a successful trivia game night in a local pizzeria, consisting of a series of questions provided by professors. The questions were fun, challenging students' knowledge in various fields of psychology. Game night consisted of games that were brought in collaboration of students, which allowed them to get to know each other better. They also fund-raised by tabling in the quad, which did not bring a lot of money, but was a good way to promote the chapter.

### Notre Dame de Namur University

The chapter had a productive year with a record number of Psi Chi inductees, excellent member participation, and a community outreach program with a number of successful events. The chapter held two socials with the San Mateo County PARCA Organization where

children with development disabilities and their families came spend time with students and athletes. In October 2012, the basketball team joined Psi Chi members for the PARCA Boosketball Social, which included costumes, music, basketball skills clinics, and pizza. In February 2013, Psi Chi joined PARCA once again to host the Valentine's Day Soccer Social. These two socials provided a fun and safe atmosphere for all participants and were voted a memorable and favorite event by all those involved. The chapter also held two community speaker panels. The Sexual Assault Awareness Panel in November 2012 in a joint effort with San Mateo County Rape Trauma Services (RTS). A representative from RTS came to the campus and provided psychoeducation on acquaintance rape and its prevalence. In January 2013, Psi Chi organized a speaker panel for the public by the National Alliance on Mental Illness (NAMI). Two speakers from NAMI led the event and spoke about their personal struggles of coping with a mental illness

such as bipolar disorder. They spoke about the beginning of their struggles, which they called "the dark days" as well as the importance of acceptance of the mental disorder. During their presentation, they showed a video clip of each stage with testimonials of other people in the organization who are also struggling with their own mental disorders.

### University of Hawaii at Hilo

For the spring semester, the chapter registered with the Hawaii Department of Commerce, held a membership drive, established a bank account, organized a method for the transition of officers, installed officers. In addition to those accomplishments, the chapter also organized a student orientation with the guidance of the head of the psychology department, Professor S. Ramos, and Professor A. Pack (faculty advisor), and became a Registered Independent Student Organization (RISO), so that the chapter can meet and hold fund-raising events on campus.



**A** Cameron University (OK) Chapter welcomes Griselda Ferrera at the annual Psi Chi Induction Dinner.



**C** Chapter members of Northwestern College (MN).

**B** Cameron University (OK) Psi Chi members participating in the Alzheimer's Walk.

