eye
on PSI

Career Prep
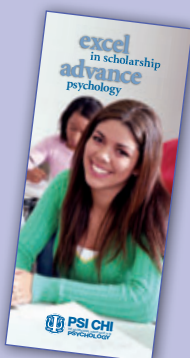
**How to "ACE"
Your Freshman Year
in the Workplace**

**Establishing
the Flow of
Collaborative Research**

**Skills for
Undergraduate
Psychology Majors**

**Psychology Major!
What Are You Going
to Do With That?**

Contents | Spring 2010

ABBREVIATIONS

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

In This Issue

This issue of the magazine should find its way to your chapter just as many of you are returning from the holiday break. For some, this marks the beginning of the second semester as part of the honor society. For others, this is your last semester, and you will be facing the daunting task of finding your first job in a less than stellar job market.

Yet instead of obsessing about the current economic climate, remember that there are incalculable payoffs to being part of Psi Chi. By actively interacting with your local chapter, you will acquire skills highly desired by employers. This issue is dedicated to your college-to workplace transition with information to support you on the next step of success.

For those of you focusing on a career in research, be sure to read **Drs. Detweiler-Bedell and Eldred-Skemp's** article *(page 18–22)* on **"Establishing the Flow of Collaborative Research"** and their approach to laddered team building and channeling your creative flow.

With all the hours you devote to study, are you acquiring the skills needed to be successful in the workplace? **Dr. Landrum** shares his advice *(page 23–25)* on how these skills are currently measured and areas that still need attention.

How many of you have been posed with the question: **"Psychology Major! What Are You Going to Do With That?"** The answer—plenty! **Zeigler and Dr. Orchowski** *(page 26–29)* debunk the myths of limited opportunities by identifying the diverse skill sets of the psychology major and strategies to further develop them.

Once you've obtained your first job, what actions are necessary to keep it and excel? On *pages 30–35*, **Dr. Hettich** shares his insight on how to succeed as a freshman in the workplace by recognizing the contradictions from academic life and the challenges to adjust and adapt your expectation level.

The Psi Chi Society wishes you great success whether you are transitioning into Psi Chi or your first job. For now, make the most of this semester by joining us at regional conventions *(page 36)* to interact and network with present and future psychologist. Take this time to celebrate your accomplishments and expand your confidence as you embark on the next step of success.

Psi Chi as
Your Passport to Success

Alvin Y. Wang, PhD
Psi Chi Society President
The Burnett Honors College (FL)

Psi Chi is now an international honor society, but the passport I refer to in the title is not the document that permits you to travel to other countries. Rather, **it is your gateway to even greater academic and scholastic opportunities.**

Your induction into Psi Chi is recognition of exemplary achievement as a student scholar in psychology. Including your membership in Psi Chi on your resume and wearing Psi Chi's graduation regalia are highly visible means of showcasing your success as a psychology student. However, I hope to convince you there are many more ways in which membership in Psi Chi can enhance your opportunities and that you will consider Psi Chi as more than just a resume builder or as a means for accumulating academic "bling" at commencement. Here is a list of some important ways in which Psi Chi membership can enhance your success and make you a psychology student of distinction:

» **Become an active member.** In other words, attend events and take on a leadership role in your Psi Chi chapter. Consider becoming an officer or assume a leading role such as committee chair for your chapter's activities such as fund-raising, guest speakers, socials, and philanthropic events. By taking a prominent role in your chapter, you will make yourself known to other students and faculty within your department. In so doing, you will be connecting with like-minded people who are good at the things they do. This can be a lot of fun and will provide you with the opportunity to develop your leadership skills.

» **Apply for Psi Chi awards and grants.** Each year, Psi Chi sets aside over $300,000 to support its student and faculty members. Receiving an award or grant is one of the most important ways in which you can distinguish yourself when applying for jobs or graduate programs. Also, these funds can be used to support your travel to psychology conferences for presentations. Many times undergraduates remark that they do not apply for awards and grants because they think their chances of winning are so slim. However, while funding is competitive, a high proportion of submissions are successful. Don't sell yourself short—instead, give yourself a chance by applying. Moreover, if you have completed research, why not publish your findings in the *Psi Chi Journal of Undergraduate Research*? I can't think of a greater distinction for an undergraduate, especially if you are thinking about applying to a graduate program.

» Looking for a faculty mentor or research advisor? Then mention you are a Psi Chi member when introducing yourself to faculty. Approaching a faculty member to be a research assistant can be intimidating for some students. Here's my advice. When you show up for office hours, bring along your resume and **introduce yourself as a Psi Chi member.** Your Psi Chi membership will immediately impress the faculty member and your resume will give you discussion topics. And remember, a firm handshake and good eye contact go along way in establishing your credibility with faculty (or anyone for that matter).

» Membership in Psi Chi is for a lifetime and this serves as a reminder that we should all **actively engage in lifelong learning.** I hope your passion for psychology has nurtured your pursuit of academic excellence as well as a sustained passion for learning as a lifelong goal. With this in mind, it is important to note that Psi Chi provides many awards and grants to graduate students and faculty chapter advisors on an annual basis.

I hope you are convinced that Psi Chi membership is not just a reward, goal, or resume builder. Instead, view your Psi Chi membership as a passport to greater opportunities in psychology and life.

The writer T.H. White—the author of *The Once and Future King*—tells us that:

"The best thing . . . is to learn something. That is the only thing that never fails. Learn why the world wags and what wags it. That is the only thing which the mind can never exhaust, never alienate, never fear or distrust, and never dream of regretting. Learning is the thing for you."

Psi Chi
Society Service Projects

What is your chapter's service project plan for the spring and next academic year? Although chapters may choose from among a wide variety of service projects (for a list of ideas, see the Psi Chi website at www.psichi.org/chapters/serviceprojects.aspx), and Psi Chi encourages all service endeavors, there are three main service options supported by Psi Chi as Society projects. These are Habitat for Humanity, Food Drives, and Adopt-A-Shelter, each of which offers much more than one choice for chapter activities supporting them.

Habitat for Humanity International is a non-profit organization which seeks to eliminate poverty housing and homelessness worldwide, and has built over 350,000 houses around the world—more than 30,000 in the U.S. (Habitat for Humanity Fact Sheet, http://www.habitat.org/how/factsheet.aspx). The process provides a helping hand for low-income people, not a handout. Those for whom these safe, affordable homes are built become partners in the building process, donating many hours to building their own home as well as other habitat homes. They are provided with a no-profit, no-interest loan and must show they have the ability to make their down payment and mortgage payments.

Psi Chi chapters have many different activities to choose from in supporting Habitat for Humanity. Among these are:

» Collect and donate building materials or furniture to your local Habitat Restore.

» Raise funds to donate cash to your local Habitat for Humanity organization.

» Organize a group of chapter members and psychology faculty to help build a house in your area.

» Join a *Global Village Work Trip*, where volunteers help build a house, renovate, or assist with disaster relief.

» Take a *Collegiate Challenge* trip rather than vacationing during spring or fall break.

» Work with local affiliates to participate in *Act! Speak! Build! Week*.

» Participate in *World Habitat Day* on October 4, 2010, by beginning your chapter planning now.

» Participate in *National Women Build Week*, May 1-9, 2010, in the week leading up to Mother's Day.

» Donate or volunteer to help with the *Gulf Recovery Effort* in Texas, Louisiana, Mississippi, or Alabama.

» Volunteer your time to *A Brush With Kindness*, which helps low-income homeowners maintain the exterior of their homes.

You can find more detailed information about these options and others on the Habitat for Humanity webpage, www.habitat.org.

Food Drives are another important Society service project which chapters may participate in year-round. In light of the current economic recession, food pantries are seeing record demands for their services. According to a 2008 Agriculture Department report, the rate of food-insecure households in the U.S. was the highest since the agency began tracking food security in 1995 (Nord, Andrews, & Carlson, 2009). Although we may focus on food bank needs during major holidays, these organizations need support throughout the entire year. Check with your city's food banks, food pantries, charities, and soup kitchens to find out how your chapter can best support the local community. Options include raising money for donation, organizing or participating in a canned food drive, or serving meals to the needy.

The **Adopt-A-Shelter** Society service project also allows your chapter to tailor your volunteer efforts to the needs of your local community. Psi Chi encourages all chapters to discover what shelters are operating in their area and to pick one (or more) to support with time, cash, or donations. Examples of these shelters include homeless, battered women, runaway, or animal shelters. When you volunteer your time to work with specific populations, that hands-on experience can provide important benefits to yourself as well as the people you are serving.

We hope that your chapter will become involved in one or more of these Society service projects. Please let us know how your chapter participated in service projects thoughout the year by submitting an annual report by June 30 and a quarterly activity report to *Eye on Psi Chi*. In addition to the reports, be sure to include pictures of your members in action!

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

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Nord, M., Andrews, M., and Carlson, S. (2009, November). *Household food security in the United States, 2008. Economic Research Service/USDA*. Retrieved December 9, 2009 from http://www.ers.usda.gov/publications/err83/

Elizabeth A. Phelps, PhD
New York University

Changing Fear

March 4–7, 2010
Psi Chi Eastern Regional Convention
New York City, NY

Elizabeth A. Phelps received her PhD from Princeton University in 1989, served on the faculty of Yale University (CT) until 1999, and is currently the Silver Professor of Psychology and Neural Science at New York University. Her laboratory has earned widespread acclaim for its groundbreaking research on how the human brain processes emotion, particularly as it relates to learning, memory, and decision-making. Dr. Phelps is the recipient of the 21st Century Scientist Award from the James S. McDonnell Foundation and a fellow of the American Association for the Advancement of Science and the Society for Experimental Psychology. She has served on the Board of Directors of the APS and the Society for Neuroethics, was the president of the Society for Neuroeconomics, and is the current editor of the APA journal *Emotion*.

Hall 'Skip' Beck, PhD
Appalachian State University (NC)

Finding Little Albert: Adventures In Our Journey To Watson's Infant Laboratory

March 10–13, 2010
Psi Chi Southeastern Regional Convention
Chattanooga, TN

Hall 'Skip' Beck received his PhD from the University of North Carolina, Greensboro in 1983, specializing in social psychology. He accepted a position in the Psychology Department at Appalachian State University in 1984 and is still happily at that university. For the past decade, most of Dr. Beck's research has focused upon improving student retention; he is a codeveloper of the College Persistence Questionnaire. His other main area of inquiry is human-computer interaction, especially the use of automated devices to reduce fratricide in the military. The search for Little Albert began as a lark, but soon became a passion taking Dr. Beck and his students on a historical journey to John B. Watson's infant laboratory.
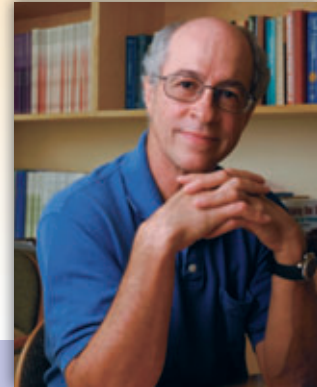
William B. Swann, PhD
University of Texas at Austin

Fighting, Dying, and Killing for One's Group: Nature and Consequences of Identity Fusion

April 8–10, 2010
Psi Chi Southwestern Regional Convention
Dallas, TX

William B. Swann, Jr., is currently a professor of social-personality psychology at the University of Texas at Austin with appointments in the Psychology Department and School of Business. He received his PhD from the University of Minnesota. He studies identity and the self, identity negotiation and, most recently, identity fusion. He has also been elected a fellow of APA and APS. Once a fellow at Princeton University (NJ) as well as the Center for Advanced Study in the Behavioral Sciences, he has received multiple research scientist development awards from the National Institutes of Mental Health. His research has been funded by awards from the National Science Foundation, the National Institutes of Mental Health, and the National Institute for Drug and Alcohol Abuse.

Convention Distinguished Lecturers

Albert Bandura, PhD
Stanford University (CA)

Going Global With Social Cognitive Theory

April 15–17, 2010
Psi Chi Rocky Mountain Regional Convention
Greenwood Village, CO

Albert Bandura is the David Starr Jordan Professor of Social Sciences in Psychology at Stanford University. He received his bachelor's degree from the University of British Columbia in 1949 and his PhD in 1952 from the University of Iowa. After completing his doctorate, Dr. Bandura joined the faculty at Stanford University in 1953 where he has remained as an active faculty member, now in his 56th year. He served as chairman of the Department of Psychology and was honored by Stanford by being awarded an endowed chair.

Dr. Bandura is an innovative scholar whose pioneering work in social cognitive theory has served as a rich resource for academics, practitioners, and policy makers alike across disciplinary lines. His illustrative career includes groundbreaking work spanning a broad range of areas. His seminal research on social modeling expanded our view of human learning and the growing primacy of this mode of learning in this electronic era. His later research on self-regulatory mechanisms laid the theoretical foundation for his theory of human agency. These diverse programs of research blend his theoretical interests with an abiding concern for the use of our knowledge for human enlightenment and betterment.

Patricia Greenfield, PhD
University of California, Los Angeles

Social Networking Online: Developmental Issues for Adolescents and Emerging Adults

April 22–25, 2010
Psi Chi Western Regional Convention
Cancun, Mexico

Dr. Greenfield received her PhD from Harvard University (MA) and is a distinguished professor of psychology at UCLA. She directs the Children's Digital Media Center, Los Angeles, and is the founding director of FPR-UCLA Center for Culture, Brain, and Development. Her central theoretical and research interest is in the relationship between culture and human development. She is a past recipient of the American Association for the Advance of Science Award for Behavioral Science Research and the 2010 recipient of the Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society.

Sonja Lyubomirsky, PhD
University of California, Riverside

The How, What, When, and Why of Happiness

April 30–May 1, 2010
Psi Chi Midwestern Regional Convention
Chicago, IL

Sonja Lyubomirsky is a professor of psychology at the University of California, Riverside. Originally from Russia, she received her AB (summa cum laude) from Harvard University (MA) and her PhD in social/personality psychology from Stanford University (CA). Lyubomirsky currently teaches courses in social psychology and positive psychology and serves as graduate advisor. Her teaching and mentoring of students have been recognized with the Faculty of the Year and Faculty Mentor of the Year awards.

In 2002, Lyubomirsky's research was recognized with a Templeton Positive Psychology Prize. She currently holds a 5-year million-dollar grant (with co-PI Ken Sheldon) from NIMH to conduct research on the possibility of permanently increasing happiness. Her research has been written up in hundreds of magazines and newspaper articles, and she has appeared in multiple TV shows, radio shows, and feature documentaries in North America, Asia, South America, Australia, and Europe. Her book, *The How of Happiness*, was released in January 2008 by Penguin Press (North America) and translated into 18 languages.

President-Elect

Susan Amato-Henderson, PhD, Michigan Technological University

Position Statement:

I would be honored to serve Psi Chi as President-Elect, and I am committed to Psi Chi's support of leadership, scholarship, and service activities at the local and regional levels. In addition, I would work to re-evaluate the needs of members given the impact of the economy on both educational and employment opportunities. For example, the skills that students of psychology can bring to the workplace are not known to those outside of traditional psychology backgrounds, thus students often find themselves in the position of having to educate potential employers regarding their suitability for employment. I believe that Psi Chi can serve a role in this educational process through the development of internship opportunities with corporations outside of mainstream psychology, by developing resources for members to use in educating others regarding their skills, and by working with chapters to develop or enhance their relationships with potential employers.

Biographical Statement:

Susan Amato-Henderson, PhD, received her PhD in experimental psychology from the University of North Dakota in 1996. She joined the Psi Chi family as an undergraduate student, and served as the Rocky Mountain Regional Vice-President from 1999–2001 while a faculty member at Boise State University (ID). She is currently an associate professor in the Department of Cognitive and Learning Sciences and Psychology program director at Michigan Technological University (MTU). She has spent much of her time at MTU building and directing a major and minor in psychology. Dr. Amato continues to serve as a mentor to students through the MTU Psychology Club, which was recently approved as a chapter of Psi Chi. Her recent research, funded by over $500,000 in NSF funds, has focused on the assessment of educational outcomes. Dr. Amato has received numerous awards and recognition for her teaching and service at both Boise State and Michigan Tech Universities.

Richard A. Kasschau, PhD, University of Houston (TX)

Position Statement:

As President, I will work to assure Psi Chi prospers as a large, well-run, well-respected international honor society. There are many opportunities to support our continued improvement. Endowment: In difficult financial times, we must have broad expertise guiding our investments. I will work to increase Psi Chi's ability to give away all the awards and scholarships generated by our endowment. Communication: I will work to establish a national 800 number to aid communication both ways between our Central Office and each local chapter. I will seek to publicize details of additional special projects, including food drives, cohort- and precollege-mentoring, and student/Psi Chi advisor exchanges. Leadership: The time from demonstrated high ability to honor society member to officer is long, but so brief. I will work to find ways to identify brilliance earlier. I seek your input for improving the value of Psi Chi to its 500,000-plus members, including you.

Biographical Statement:

Dr. Richard A. Kasschau (CASH-aw), professor of psychology at the University of Houston (UH), earned his PhD from the University of Tennessee at Knoxville. He has served over 30 years as the UH's elected Psi Chi chapter advisor. Within recent years, he helped install Texas Southern University's Psi Chi Chapter. He served 4 years of term-limited service as Southwestern Regional Vice-President, during which undergraduates' Psi Chi submissions to SWPA more than doubled. Recently, he supervised the Board of Director's assessment of chapter evaluations of the Psi Chi Service Projects. This provided ongoing evaluation/modification of those projects as he encouraged improved chapter feedback in Psi Chi's continuing operations. Dr. Kasschau has twice won the University of Houston's Teaching Excellence Award. He actively supports his students' multi-time Model Chapter's sponsorship of meetings. This year, 45 students met weekly, including visits by local Psi Chi officers to foster interchapter exchanges of ideas and strategies.

Midwestern Regional Vice-President

Daniel Corts, PhD, Augustana College (IL)

Position Statement:

My primary goal stems from the 2009 Psi Chi National Leadership Conference. I hope to bring the national discussion to the Midwest to explore what our chapters can do to foster leadership. Psychology students have skills and interests that provide unique opportunities for service projects in their communities, so how can we promote and reward leadership at the regional level? Second, I would like to work with Midwestern chapters to ensure we are getting the most out of our time at MPA. Do we need a greater variety of programs related to research, careers, and graduate school? And is the current array of graduate and career-related programs effective? If elected, I will engage chapter leaders to help answer these questions and to develop other important issues facing our members.

Biographical Statement:

I have spent 8 years as coadvisor of the Augustana College Chapter. During this time, I served 4 years on the Psi Chi Midwestern Steering Committee and the national Grants & Awards Committee. I spent 4 years as a consulting editor of the *Psi Chi Journal* and continue to serve as a reviewer. I attended both Psi Chi National Leadership Conferences along with chapter presidents. The committees and boards provide me with a glimpse of the interests and activities of Psi Chi members around the country, plus they offer the privilege of contributing to the larger organization. However, working within my local chapter has been the most exciting and rewarding experience for me. We've collaborated on research, traveled to regional and national conferences, sponsored social activities (the famous Psi Chi cooking classes!), and raised funds to support student research in our department.

Timothy E. Koeltzow, PhD, Bradley University (IL)

Position Statement:

Each Psi Chi chapter celebrates and recognizes student excellence, both academic and scholarly. Under this broad umbrella, the vitality of each chapter depends upon its ability to support three key pillars: professional development, service to the community, and fund-raising. A successful chapter has the power to advance student engagement and transform departmental culture. Yet, chapters face different challenges and frequently require different strategies for success. One of my central goals will be to establish chapter networks across three primary academic domains: Predominantly commuter campuses serving a large number of non-traditional students; small to medium-sized liberal arts colleges and universities; large, Research I institutions. I believe that best practices will more easily translate across these domains, that criteria for success will be made easier to define and recognize, and that each chapter will gain access to a tangible path leading to the realization of its fullest potential.

Biographical Statement:

I'm an assistant professor of psychology at Bradley University. During 3 years as an assistant professor at Saint Anselm College (NH), I learned firsthand how much a thriving Psi Chi chapter can serve to mutually advance the goals of both students and faculty. As Psi Chi advisor at Bradley over the past 3+ years, and with inspired student leadership, we've achieved a 300% increase in inductees, established biannual induction ceremonies, and inaugurated a Distinguished Alumnus Award. We hold a student research exhibition each semester, and we've reconfigured the Executive Committee. Multiple students have successfully applied for Psi Chi Undergraduate Research Grants, and two of our members received Research Awards at MPA in 2009. We've transformed ourselves into what I believe is one of the best chapters in the nation, and I would be privileged to have the opportunity to work collaboratively to help others achieve the same.

Southeastern Regional Vice-President

Maria Lavooy, PhD, University of Central Florida–Cocoa

Position Statement:

I became a member of Psi Chi during my undergraduate years. This marked the beginning of what continues to be a most gratifying affiliation with an outstanding organization. With 20 years of experience as an installation officer and advisor, I was invited to serve as a member of the Southeastern Regional Vice-President's steering committee. After 3 years in that capacity, I was nominated and elected to serve as your Southeastern Regional Vice-President. While in these positions, I have tried to give back to Psi Chi, and its members, some of what they have given me over the years. If elected to a second term, I will continue to work hard to facilitate and expand opportunities, at all levels, for all members. I am familiar with the processes and, with an excellent working relationship with SEPA, will continue to organize programming at the annual meetings to meet your needs. I welcome the opportunity to further serve you, the Psi Chi members of the Southeastern Region, and to help the organization realize its mission.

Biographical Statement:

Maria J. Lavooy earned an undergraduate degree in biology, with biopsychology as her main area of study. She went on to earn an MA and PhD in psychology from Miami University (OH). She has been with the University of Central Florida (UCF) since 1995 and is the recipient of UCF's Excellence in Undergraduate Teaching award. She serves as advisor of the UCF Cocoa Campus Psi Chi Chapter and as coordinator of their Honors Program. She has been a member of Psi Chi since 1978 and has served as an advisor since beginning her teaching career 25 years ago. She was a 3-year member of Psi Chi's Southeastern Regional Steering Committee and is currently serving Psi Chi in the capacity of Southeastern Regional Vice-President, planning Psi Chi events and awards for SEPA's annual meetings. She also attends, and contributes to, numerous conferences and workshops on behalf of Psi Chi.

Merry Sleigh, PhD, Winthrop University (SC)

Position Statement:

Psi Chi has provided me with incredible educational and professional opportunities, for which I have a deep appreciation of and loyalty to our honor society. Across years and institutions, I have tried to actively support Psi Chi and its members through every avenue available. I have enjoyed serving as a faculty advisor for 12 years, and now, I am seeking new ways to serve our members and the field. The Vice-President position would allow me to continue working hard on behalf of Psi Chi, with an even broader focus and potentially greater impact. I have strong organizational skills, a clear idea of the VP responsibilities, a willingness to accept challenges, and a passion for our organization. I would be honored to have this opportunity to encourage our members, help regional chapters set and attain goals, support the Central Office, and learn from my colleagues at all levels of the organization.

Biographical Statement:

I was the Psi Chi treasurer as an undergraduate at James Madison University (VA). After completing my PhD at Virginia Tech, I became the faculty advisor at George Mason University (VA) in 1997. There, I was honored to receive a Faculty Research Grant and the Southeastern Faculty Advisor Award. I currently am an associate professor at Winthrop University, serving as the faculty advisor since 2003. Our chapter has received a Model Chapter Award for the past 3 years and in 2008, we won the Southeastern Regional Chapter Award. My students have won six Regional Research Awards at SEPA. I have served on my regional steering committee, on regional and national research awards committees, and as a reviewer for the Psi Chi/CEPO portion of SEPA. I also have written several articles for *Eye on Psi Chi*, and I review for and have student-authored work in the *Psi Chi Journal of Undergraduate Research*.

Southwestern Regional Vice-President

Randall Osborne, PhD, Texas State University, San Marcos

Position Statement:

The reader will note that my position statement has changed very little since I ran for my first term as Regional Vice-President. There is a very good reason for this—I meant every word I said and I still do. I have always believed that being a member of Psi Chi should be perceived as a lifelong commitment to the ideals of excellence in teaching, service, and scholarship. As a student, this meant going beyond the expectations of the classroom and devoting time to serving others and scholarly inquiry. My position is one of empowerment, communication, active listening, and follow-through. As Vice-President for the Southwestern region, I have worked: (1) to empower all chapters to add their voice to Psi Chi's future; (2) to communicate those voices forward to the national level; (3) to actively listen, without employing my own biases and filters, to what these chapters have to say and offer; and (4) to follow through on those communications so that the flow of information truly moves both ways. In terms of regional programming, I have added workshops in diversity, building bridges sessions with Psi Beta and Psi Chi, leadership and chapter vitality sessions, and brought students from various chapters in the region together to host our hospitality room. I believe these efforts illustrate my commitment and follow-through on the points just outlined. Lastly, I believe students you ask—who attended the 2009 National Leadership Conference, who have contacted me via e-mail, or for whom I have travelled and conducted their chapter inductions—will tell you that I have fulfilled the points outlined above. If I am elected to a second term, I plan to continue those efforts and expand my outreach.

Biographical Statement:

Dr. Osborne received his PhD in social psychology from the University of Texas at Austin in 1990. He successfully defended his dissertation in the fall of 1989 while serving as a visiting assistant professor at Luther College in Decorah (IA). After serving 2 years as an assistant professor at Phillips University (OK), he joined the faculty at Indiana University East in 1992 and was tenured and promoted to associate professor in 1997. In 2005, he received full professor status at Texas State. Dr. Osborne has served as chair of the Behavioral and Social Science Division at Indiana University East and the Psychology Department at Texas State. His colleagues describe him as endlessly enthusiastic. He himself lives by the motto, "take your job seriously and yourself lightly." Dr. Osborne has served as a regional coordinator for the Midwestern region and then president of the National Council of Teachers of Undergraduate Psychology. He has been a Psi Chi advisor for over 17 years and helped establish the Psi Chi Chapter at Indiana University East and Luther College. He is currently serving as Psi Chi Vice-President for the Southwestern region.

Psi Chi is pleased to offer over **$300,000** in awards and grants to its members each year. Don't miss the exciting opportunities and funding these programs provide! Here are some upcoming deadlines to add to your chapter calendar or website:

February 15
WPA Travel Grant

March 1
APS Summer Research Grants
CUR Summer Research Grants
SRCD Summer Research Grants
Summer Research Grants

March 15
RMPA Travel Grants

April 1
Kay Wilson Leadership Award

May 1
Allyn & Bacon Psychology Awards
Guilford Undergraduate Research
    Awards

Ashley Kasperski

Amy Bucher

Tristan Nelson

2008-09 Thelma Hunt Grant Winners

Ashley Kasperski and Amy Bucher
Saint Ambrose University (IA)
Dr. Judith Correa (research advisor)

The Perceptions of Psi Chi Members on the Importance of Research Experiences on Admittance to Doctoral Programs

The purpose of this study was to determine if Psi Chi student members (from research-oriented versus teaching-oriented universities) were more knowledgeable about the research experiences considered most favorable by graduate admission directors than non-Psi Chi members with comparable GPAs. A survey was distributed through surveymonkey.com to assess undergraduate perceptions and compare them with the perceptions of graduate admission directors assessed by Correa Kaiser, Kaiser, Richardson, & Fox (2007). There is relative agreement on the importance of specific variables, though undergraduates overestimated the importance of six different research experiences. The findings suggest that faculty advisors might need to identify which research experiences may not serve an advantage in gaining admission to graduate school.

Ashley Kasperski earned her BA in psychology from St. Ambrose University (IA) in May 2009. She was involved in the Psychology Club in her freshman year, and she later became the Psi Chi secretary of her chapter. During her sophomore year, she became interested in research and continued to stay active in this area of psychology. She is currently obtaining her master's degree in clinical psychology at Western Illinois University.

Amy Bucher is a graduate of St. Ambrose University's forensic psychology program receiving her BA in 2009. She is a student affiliate of APA and hopes to complete her master's and doctoral degree in forensic psychology.

Tristan Nelson
Utah State University
Dr. Melanie Domenech Rodríguez
(research advisor)

Stress Levels and Sources of Occupational Stress in Psi Chi Faculty Advisors

Stress has been shown to have detrimental effects on organizations. These effects include decreased productivity, increased absenteeism, and disability (Pelletier & Lutz, 1988). The objective of this study was to discover how much and what type of stress Psi Chi advisors experience in hopes of making meaningful suggestions to the Psi Chi Central Office concerning ways to reduce this stress. The current study also attempted to identify common indicators of higher or lower stress levels. Results indicated that Psi Chi advisors experience moderate levels of stress. Tenure status was the only variable of interest significantly associated with advisor stress levels. However, other factors such as time spent advising undergraduate research, preparing for class, overseeing Psi Chi administrative business, and working on service activities all proved to significantly increase reported stress levels.

Tristan Nelson is a first year doctoral student in the industrial/organizational psychology program at Colorado State University in Fort Collins, CO. He graduated summa cum laude from Utah State University with a BA in psychology in 2009. In addition to graduating with departmental honors, Mr. Nelson was named valedictorian for the department of psychology and was inducted into the honor's society of Phi Kappa Phi. He served as fund-raising chair for Utah State's Psi Chi Chapter during the 2007-08 academic year and subsequently served as both research chair and vice-president the following year. Mr. Nelson is currently conducting research in the area of occupational health psychology with a focus on stress, and work-family relations.

2009-10 Thelma Hunt Grant Winners

Ngoc Bui, PhD, chair of the Psi Chi Research Grants Committee, has announced the winners of the 2009-10 Thelma Hunt Research Grants. The winners are as follows:

Carlos Calbimonte
Utah State University
Dr. Renee Galliher (research advisor)
"Is Psi Chi More Than Just a Line on Your Vita? An Analysis of Graduate Program Committee Members' Admission Criteria."

Amanda Vardi
Fordham University at Lincoln Center (NY)
Dr. Harold Takooshian (research advisor)
"Reducing Financial Stress in College Students: A Field Study"

Undergraduate Psychology Research Conference Grants

Psi Chi is pleased to announce the 2009-10 Undergraduate Psychology Research Conference Grants. The Board of Directors allocated $15,000 this year, which is intended to support local and regional undergraduate psychology research conferences that are sponsored by one or more schools. To be eligible for a grant, at least one of the schools sponsoring the conference must have a Psi Chi chapter. Grant recipients (schools funded and the title of their conference) for this year are listed below.

Adams State College (CO)
Colorado Undergraduate Research Conference

California State University, San Marcos
17th Annual Psychology Student Research Fair

Colby-Sawyer College (ME)
New Hampshire Undergraduate Research
    Conference & Statewide Psi Chi Meeting

Eastern Illinois University
Mid-America Undergraduate Psychology Research
    Conference (MAUPRC)

Hawaii Pacific University
Fourth Annual Hawaii Pacific University Psychology
    Program Conference & Awards Dinner Banquet

Kutztown University (PA)
Sixth Annual Kutztown University Psi Chi
    Undergraduate Psychology Research
    Conference

Lindenwood University (MO)
Fifth Annual Missouri Undergraduate Psychology
    Conference

Loras College (IA)
20th Tristate Undergraduate Psychology Research
    Conference

Missouri Western State University
Great Plains Regional Psychology Convention

North Dakota State University
Red River Psychology Conference

Northwestern College (IA)
Siouxland Research Conference

Our Lady of the Lake University (TX)
San Antonio Area Psychology Conference

Providence College (RI)
18th Semi-Annual Providence College Psychology
    Conference (PCPC)

Southern University at New Orleans
504 Post Katrina Psi Chi Students Need a Bail Out

Richard Stockton College (NJ)
Undergraduate Psychology Research Conference

University of Utah
Utah Psi Chi Undergraduate Research &
    Leadership Conference

Amendment to the Constitution

The **Psi Chi Board of Directors** has approved the following proposal for amendment to the Psi Chi Constitution.

According to Article XVI, Amendment of Constitution, Section 2, Psi Chi members have the opportunity to write in support of or in opposition to the amendments (please limit to 300 words or less). The views as presented, or as edited, will be published in the Summer 2010 issue of *Eye on Psi Chi*. All correspondence regarding the proposed amendments musts be received by **March 15, 2010.**

Send correspondence, to:
Melissa Strickland, Interim Editor
melissa.strickland@psichi.org

The Central Office will send an **email digest** to chapters regarding the voting process for the proposed amendment. Psi Chi chapters will be eligible to vote using the online voting portal on the Psi Chi website. The chapters will have 45 days to vote. If an amendment is approved by 3/4 of the chapters voting, the amendment will go into effect immediately and will be announced in a future issue of *Eye on Psi Chi* and on the Psi Chi website.

A version of the Psi Chi Constitution incorporating the proposed changes:
www.psichi.org/pdf/amendments.pdf

The current Psi Chi Constitution:
www.psichi.org/about/constitution.aspx

Spring 2010 Proposed Amendment to the Psi Chi Constitution

Motion 2010-09: I move to delete all references to the Psi Chi newsletter or change to official Society publication; XVI, Section 2 be changed to indicate that a general announcement to chapters of the proposed amendment will occur within 1 month after receipt by the Executive Officer; Section 3 ...shall be published ...within 2 months following the general announcement of the amendment. Section 4. As soon as possible after the distribution of the proposal and the letters in support of or in opposition to the proposed amendment; XIII delete sections 1-3 and change to: All publications of the Society and the editors of those publications shall be determined by the Board of Directors.

1. *Change Article XVI. Section 2, 3, and 4:*
   Section 2. A general announcement to chapters of a proposed amendment that has been approved by the Board of Directors by a 2/3 vote will occur within 1 month after receipt by the Executive Officer.

   Section 3. Any member of Psi Chi may write in support of or in opposition to the proposed amendment. These views as presented or as edited by the Executive Officer shall be published within 2 months following the general announcement of the amendment.

   Section 4. As soon as possible after the distribution of the proposal and the letters in support of or in opposition to the proposed amendment, the Executive Officer shall submit to each chapter a ballot containing the text of the proposed amendment, to be acted upon by a regular or special meeting of each chapter. Adoption shall be by a 3/4 vote of those chapters returning ballots by a date clearly specified on the ballot.

2. *Delete Article XIII. Sections 1, 2, and 3, and change to:*
   All publications of the Society and the editors of those publications shall be determined by the Board of Directors.

3. *Change Article III. Section 4. A & B to:*

A. Active members shall have the right to attend chapter meetings, to vote, to hold Society office, to be elected or appointed to committees of the Society and the chapters to which they belong, to receive the official Society publication(s), as determined by the Board of Directors, and such other privileges as the Board of Directors may determine. Only active student members shall have the right to hold chapter office.

B. Alumni members shall have all the rights of active members except the right to vote and to hold office. They may receive the official Society publication(s) upon payment of the subscription fee.

Awards & Grants

Name of Award or Grant	Submission Deadline	Who Can Apply?	Award/Grant Amount	Brief Description
SuperLab Research Grants	October 1	Graduate Undergraduate	SuperLab software Response pad	Two awards for conducting the best computer-based research.
Thelma Hunt Research Grants	October 1	Faculty, Graduate, Undergraduate	Three grants $3,000 each	Enables members to complete empirical research on a question directly related to Psi Chi.
Undergraduate Psychology Research Conference Grants	October 1	Sponsor(s) of local and regional conference	Up to $1,000 each (number varies)	Funding to defray cost of sponsoring local/regional undergraduate psychology conferences. Total grant money available is $15,000.
Graduate Research Grants	November 1 February 1	Graduate	Up to $1,500 each (number varies)	Funding to defray the cost of conducting a research project. Total grant money available is $20,000.
Undergraduate Research Grants	November 1 February 1	Undergraduate	Up to $1,500 each (number varies)	Funding to defray the cost of conducting a research project. Total grant money available is $35,000.
Regional Research Awards	Deadlines Vary, Fall/Winter	Graduate Undergraduate	$300 each (number varies)	Up to 78 awards presented for the best research papers submitted as Psi Chi posters for the regional conventions.
Denmark Faculty Advisor Award	December 1	Faculty Advisor (chapter nomination)	Travel expense to APA + Plaque	To one outstanding faculty advisor who best achieves Psi Chi's purpose. Chapter nominates.
Society Annual Convention Research Awards	December 1	Graduate Undergraduate	$500 graduate $300 undergraduate	Up to 16 awards (8 grad, 8 undergrad) presented for the best research papers submitted for APA/APS conventions.
Regional Chapter Awards	December 1	Chapter	Twelve $500 awards + Plaque	Presented to two chapters in each of six regions that best achieve Psi Chi's purpose.
Regional Faculty Advisor Awards	December 1	Faculty Advisor (chapter nomination)	Six $500 awards + Plaque	To six outstanding faculty advisors (one per region) who best achieve Psi Chi's purpose.
FBI NCAVC Internship Grants	February 1 June 1	Graduate Undergraduate	Two grants, up to $7,000 each	14-week unpaid FBI NCAVC internship to conduct research; grant covers living expenses
Bandura Graduate Research Award	February 1	Graduate	Travel expense to APS + Plaque + 3yr APS Membership	Student submitting best overall empirical study. Cosponsored by APS.
Cousins Chapter Award	February 1	Chapter	One $3,500 award + Travel to APA + Plaque	Presented to one chapter that best achieves Psi Chi's purpose.
Newman Graduate Research Award	February 1	Graduate	Travel expense to APA + Plaque + 3yr journal subscription	Student submitting best overall empirical study. Cosponsored by APA.
Website Awards	February 1	Chapter	Three $200 awards	Presented to chapters with websites that are innovative aesthetic, and useful, and that advance Psi Chi's purpose.
APS Summer Research Grants	March 1	Undergraduate	Six $5,000 grants ($3,500/student + $1,500/sponsor)	Provides opportunities to conduct research during the summer with sponsors who are APS members.
CUR Summer Research Grants	March 1	Undergraduate	Two $5,000 grants ($3,500/student + $1,500/sponsor)	Provides opportunities to conduct research during the summer with sponsors who are CUR members.
SRCD Summer Research Grants	March 1	Undergraduate	Two $5,000 grants ($3,500/student + $1,500/sponsor)	Provides opportunities to conduct research during the summer with sponsors who are SDRC members.
Summer Research Grants	March 1	Undergraduate	Fourteen $5,000 grants ($3,500/student + $1,500/sponsor)	Provides opportunities to conduct research during the summer at recognized research institutions.
Kay Wilson Leadership Award	April 1	Chapter President (chapter nomination)	One $500 award + Travel to APA + Plaque	Award to one chapter president who demonstrates excellence in the leadership of the local chapter.
Allyn & Bacon Psychology Awards	May 1	Undergraduate	1st place—$1,000 2nd place—$650 3rd place—$350	Awards for the best overall empirical study submitted.
Guilford Undergraduate Research Awards	May 1	Undergraduate	1st place—$1,000 2nd place—$650 3rd place—$350	Awards for the overall best research papers submitted.
Faculty Advisor Research Grants	June 1	Faculty Advisor	Twelve $2,000 grants	Awards for two faculty advisors per region to conduct empirical research.
Model Chapter Awards	June 30	Chapters	$100 each chapter	All chapters meeting the five criteria will receive $100.

Awards and grants are submitted online at the Psi Chi website at www.psichi.org

5 Easy Steps to Becoming a Psi Chi Model Chapter
…… and Getting $100 for Your Chapter!

Becoming a Psi Chi Model Chapter is easy. At the end of the academic year, the Psi Chi Central Office will determine if your chapter meets the five criteria for a Psi Chi Model Chapter Award; if it does, Psi Chi will send your chapter a check for **$100** and your chapter's name will appear in the list of model chapters published annually in *Eye on Psi Chi*. No special application is needed! Just engage in the activities that we encourage all active chapters to undertake, and your chapter will receive recognition as a model chapter!

Don't be left out this year. Follow these easy steps.

1. **Vote in the 2010 Psi Chi Society elections by March 23.** The Central Office will send information about the Society elections to all chapters in late January. Hold a chapter meeting to determine for whom the chapter wants to cast its vote. Vote online between February 8 and March 23. For more information about the 2010 voting procedures, login as a chapter administrator at www.psichi.org/SignIn.aspx.

2. **Submit a chapter activities report by February 15.** Submit a brief summary of your chapter's activities to the Central Office by February 15 so information about your chapter can be included in the next issue of *Eye on Psi Chi*. These reports can also be submitted online at www.psichi.org/ChapterAdmin/reports.aspx. For information about and examples of these reports see pages 37–45 of this issue.

3. **Conduct at least one induction in the 2009-10 academic year.** All chapters must conduct at least one induction in the 2009-10 academic year to remain an active chapter. The Psi Chi Central Office encourages chapters to conduct one induction per semester so that students can become eligible for Psi Chi benefits as soon as possible.

4. **Pay any outstanding chapter debts to the Psi Chi Central Office by June 30.** If you have questions about your chapter's outstanding bills with the Central Office, please contact

   Melissa Strickland
   Interim Executive Officer
   melissa.strickland@psichi.org

5. **Submit your chapter's annual reports by June 30.** All chapters must submit a Chapter Annual Report and a Chapter Financial Report at the end of the school year. Your chapter is encouraged to submit these online at www.psichi.org/ChapterAdmin/reports.aspx between April 1 and June 30. The Central Office prefers online submissions, but Psi Chi also accepts paper submissions postmarked by June 30, 2010. These forms are available at www.psichi.org/downloads. To be eligible for a Model Chapter Award, the annual report should include information indicating the chapter engaged in the activities listed below during the year.

   a. **Participated in at least one service project.** The service activities could be for your school, local community, national organization, or one of Psi Chi's Society service projects. Psi Chi currently supports three avenues for chapter service—**Adopt-A-Shelter**, **Habitat for Humanity**, and **Food Drives**. In addition to these three Society Service Projects, many other service project options are listed on the Psi Chi website at www.psichi.org/chapters/serviceprojects.aspx.

   b. **Participated in one regional convention or undergraduate research conference.** Upcoming regional conventions and student research conferences are listed on page 36 of this issue. Plan to attend some of these conferences.

   c. **Submitted at least one application for a Psi Chi grant or award.** On the left is a complete list of Psi Chi grants and awards. Submissions for chapter or individual grants and awards meet this criterion.

Checklist for a Psi Chi Model Chapter Award

1 **Vote** in upcoming Psi Chi Society Election by **March 23, 2010**

2 Submit a **chapter activities report** for *Eye on Psi Chi* by **February 15, 2010**

3 Conduct at least **one induction** during the 2009-10 academic year

4 Pay any **outstanding chapter debts** to the Central Office by **June 30, 2010**

5 Submit the **Chapter Annual Report and Financial Reports online** between **April 1** and **June 30, 2010**. Chapter Annual Report should include documentation to indicate your chapter did each of the following:

A Participated in at least **one service project** in 2009–10 academic year

B Participated in **one regional convention or undergraduate research conference** in 2009–10 academic year

C Submitted at least **one application for a Psi Chi grant or award** from your chapter or a chapter member in 2009–10 academic year

Greetings From the New Editor
for the *Psi Chi Journal of Undergraduate Research*

Randolph A. Smith, PhD
Editor
Lamar University (TX)
randolph.smith@psichi.org

My Interests in Research

Let me provide a little background on myself and my relevant experience. As an undergraduate and graduate student, I was both encouraged to and supported in conducting research studies, so I have long known the value of students engaging in research. I received my BS from the University of Houston (TX) and my PhD in experimental psychology from Texas Tech University in 1978. I spent 26 years of my teaching career at a small private liberal arts college (Ouachita Baptist University in Arkadelphia, AR) where I taught Statistics, Experimental Psychology, and Research Methods for *every* psychology major in the program. Because of my belief in the importance of research experience for undergraduate students, I required all students in the Experimental and Research Methods courses to develop an original research proposal and to carry out that proposed project. It was a lot of work, to be sure, but I firmly believe that all students benefited from this approach—even (perhaps especially) those who did not go to graduate school. I also helped found the Arkansas Symposium for Psychology Students—a meeting for students to give presentations of their research projects—over 25 years ago. As I experienced as a student, I have spent much of my career supporting and encouraging undergraduate research.

My Experience as an Editor

In the 1980s, I learned about the journal *Teaching of Psychology (ToP)* and met its editor, Dr. Charles L. Brewer. Because of my interest in teaching and Charles' kind offer, I began to review manuscripts for *ToP*. Apparently I did a good job of reviewing because Charles sent me more manuscripts to review! Later, he asked me to become a consulting editor for the journal. After many years of reviewing and serving as a consulting editor, I was chosen to serve as editor after Charles finished his two terms. I spent 12 years as the Editor of *ToP* (1997–2008), so I have a good deal of experience that I bring to the editorship of the *Psi Chi Journal of Undergraduate Research*.

My Philosophy

I believe that the most important thing I bring to editing the *Psi Chi Journal* is a firm conviction that reviewing and editing should serve both educational and supportive functions. Almost any faculty member can relate a horror story about having sent a manuscript out for review and receiving harsh, punitive feedback about the paper. It almost seems as though some reviewers and editors see their function as gatekeeping—they seem to want to keep authors *from* publishing rather than helping authors *to* publish. Rest assured that this philosophy is *not* in place at the *Psi Chi Journal of Undergraduate Research*! I want submitting and getting feedback from the *Psi Chi Journal* to be a pleasant experience, even if we reject a manuscript. If you receive a rejection letter, it and the accompanying reviews will clearly provide reasons for the rejection. Ideally, the letter and reviews will also give suggestions for revising the manuscript so that it might fare better in another round of reviews. Realize, of course, that sometimes a manuscript might not be strong enough that a simple revision will suffice—sometimes reviewers will suggest that additional research with improvements would be necessary for a manuscript to be publishable. We *want* students to be able to publish in the *Journal*, and we *want* them to publish the best possible manuscript that they can produce—that is why we spend the time that we do with each manuscript.

My Review Process

In addition to being educational and supportive in the review process, I also hope to be timely in responding to authors' submissions. When I receive a manuscript submitted by a Psi Chi member (see www.psichi.org/pubs/journal/submissions.aspx for submission guidelines and the submission link), I send it to three reviewers who have expertise and interest in the topic area. I ask them to return a review of the manuscript within a month (reviewers are faculty members who have busy lives, of course!). Sometimes I will have to remind a reviewer, so it may be more than a month before I have all three reviews. When I have all three reviews, I can turn my attention to the manuscript, assuming there are no older ones already waiting for me. So, all things considered, I endeavor to get a response back to an author within two months (three months at the outside). With the backlog that I inherited, I have been a little slower than my targeted goal.

My Direction for the Journal

I took over the reins of editing the *Journal* in September from Dr. Martha Zlokovich, who is the Executive Director of Psi Chi. Martha had stepped into the breach on a temporary basis and did yeoman's work in helping the *Journal* to recover from an emergency situation. Together, we have worked to reduce the backlog of manuscripts that had built up over a period of time. We apologize to any students or faculty who were affected by the situation that led to a backlog and extended periods of time waiting on manuscript reviews. Further, we will do our utmost to make sure that this situation is not repeated.

I have long admired and respected the *Psi Chi Journal of Undergraduate Psychology* and the people who founded and edited it. Now I have my chance to follow in their footsteps. As the *Journal* enters its 15th year of publication, I hope that I can count on you—members and faculty sponsors of Psi Chi—to help me as we strive to return the *Journal* to its leadership position in helping educate undergraduate psychology students.

My Advice for Student Authors

1. Strip your manuscript of any identifying information (e.g., title page, Method section, author note) so that I can send it out for blind review. Blind review ensures that reviewers treat all manuscripts equally, because there are no clues about the author or the author's school.

2. Follow APA style as closely as possible. Despite having used APA style for more than three decades, I still keep my APA manual within arm's reach when I write. It *is* a reference book, so it is not surprising if you don't remember it all! We are working on getting a presubmission checklist published, but it will simply focus on APA style issues. You and your faculty mentor can bypass the need for a checklist simply by assuring that you have meticulously followed APA style guidelines. Beginning June 1, 2010, all manuscripts should follow the 6th edition of the APA style manual.

3. Your research project was based on previous research. For that reason, it is important to stress your new and original contribution to the psychological literature. Publishing a replication of a study that is already in the literature is typically not a good use of journal space, so it is your "job" to sell the reader on the new aspects of your research.

4. If you receive a rejection letter, it will probably disappoint you. However, after your initial disappointment, reread the letter carefully. Determine whether the letter gives you encouragement to revise and resubmit your manuscript. Pay attention to what the editor and reviewers are asking you to do before you resubmit the manuscript. How well and how completely you respond to these prompts will go a long way toward determining whether your revised manuscript is likely to be accepted.

My Advice for Faculty Mentors

1. According to the submission guidelines, the "mentor affirms that it is high-level work." Thus, it is not likely to be the case that faculty members should encourage all of their students to submit their manuscripts to the *Psi Chi Journal of Undergraduate Research*. However, I do hope that you will encourage your students with good research projects to submit them to the *Psi Chi Journal*. It is important to keep the submissions flowing in order to create a high-quality journal.

2. Faculty mentors must walk a tightrope with sponsoring submissions to the *Psi Chi Journal*. On one hand, in sponsoring the paper, they must attest "that the planning, execution, and writing of the manuscript represent primarily the work of the undergraduate student." However, the submission guidelines also ask mentors to attest that they have "read and critiqued the manuscript on content, method, APA style, grammar, and overall presentation," and faculty mentors are eligible for authorship credit on the paper. Thus, I encourage faculty to do their best job of editing the manuscript before the student submits it. As psychologists, we know how important external factors such as grammar, writing style, and adherence to APA format can be in establishing a reviewer's "feel" for a submission.

3. Include your e-mail address so that I can send you a copy of the decision letter, reviews, and marked manuscript. Some of your most important mentoring may come in helping your student interpret a letter of rejection—there are likely to be important cues regarding resubmission that students might miss if they simply fixate on the rejection message.

in the Society

2010 Psi Chi Society Elections

This fall, the call for nominations was done electronically through the Psi Chi website. As shown on pages 8–9, the Board of Directors received biographical and position statements for regional (Midwestern, Southeastern, and Southwestern) vice-president candidates and for the President-Elect position. The Nomination/ Election Committee considered the qualifications of all candidates for office and proposes at least one nominee (no more than two) for each office to be filled. Voting is easily accessible online and Psi Chi encourages all chapters to participate in deciding our future leaders. Please use the following as a guide to the voting process.

1 On or before **February 8**, election ballot information regarding the candidates for Psi Chi's Board of Directors and how to vote online will be sent to all Psi Chi chapters.

2 Chapters should plan to organize a chapter meeting where all members can be present when the candidates for office are announced. Use this meeting time to read the candidates' biographical information, their position statements, and their goals for their term of office. Have your chapter make an informed decision about selecting which candidate your members think would best benefit your chapter and the Society.

3 To access the electronic ballot, your Psi Chi chapter president, with assistance from the faculty advisor as needed, should log in as a chapter administrator between **February 8** and **March 23** on the Psi Chi website at

www.psichi.org/SignIn.aspx

If your chapter has lost its chapter administrator login information, it can be emailed to your chapter's current email contact by selecting the link "retrieve your username/password."

4 On the menu that appears after successfully logging in, a section for ballots/voting will appear in the list of administrator options. Click on that section's link to continue. This section will only be visible
a) between the dates of **February 8** and **March 23**, and
b) if your chapter has not previously cast its vote.

5 You will be presented with your chapter's ballot(s). All chapters will have a ballot and be able to vote for the Psi Chi President-Elect position. All chapters in the Midwestern, Southeastern, and Southwestern regions will also have a ballot and be able to vote for their region's vice-president (the other three regions' vice-presidents are elected in odd-numbered years).

6 Select the ballot for which you want to cast a vote, choose the candidate your chapter has selected, and click on the "Submit Ballot" button. A confirmation screen will appear with your candidate selection, and if necessary, allow you to cancel your vote and make changes it if you made an error. Just as with mail ballots, **once you submit your vote, you cannot edit or change your vote**. Please contact the Psi Chi Central Office if you have any questions about voting.

email: psichi@psichi.org | phone: (423) 756-2044

Discounts for Joining APS

The Association for Psychological Science (APS) is pleased to give undergraduate student members of Psi Chi a discounted student membership rate of $25 (per year). Join now and your membership will be good through the end of 2010. To take advantage of this special offer to become an undergraduate student affiliate member of APS, chapter members are encouraged to apply for membership by completing the online application on APS's website and use the promotional code PSCH10.

www.psychologicalscience.org/join

Submit Chapter Activities to *Eye on Psi Chi*

Psi Chi wants to report the great socials, fund-raisers, and service projects your chapter conducts. These are submitted online following these simple steps:

1 Sign in to the Psi Chi website using the chapter administrator's username and password.

2 Select "Chapter Reports."

3 Select "Activities Report."

4 Complete the online information including a description of up to 250-word description of your chapter's event.

5 Upload a photo or photos of the event or your chapter. Please note that photos have to be of a high enough quality for print publication, which excludes cell phone photos, webcam photos, and dark images from candlelight ceremonies.

6 Select "Submit Report."

Submissions received prior to **February 15** will appear in the Summer issue of the magazine and meet one of the qualifications for the Model Chapter Awards. If you have any questions or need further information, please email the address below.

email: psichi@psichi.org

Email Digests Provide Latest News, Helpful Tips

The *Psi Chi Digest* provides breaking news, reminders about deadlines, direct links to Psi Chi website resources, and the latest information about time-sensitive events such as registrations, elections, and chapter reports. If your chapter has not been receiving the *Psi Chi Digest*, contact the Psi Chi Central Office and give us your chapter's email address. If your chapter does not have a permanent email address, check with your school about obtaining one. With more than 1,000 chapters, it is very difficult to keep up with addresses that change from year to year. Permanent addresses ensure that chapters continue to receive information on a timely basis.

in the community

ACHS/Washington Internship Institute Scholarship

The Washington Internship Institute (WII) offers internship opportunities in government agencies, nonprofit organizations, and businesses in Washington, DC, each fall, spring, and summer. Interns spend four days a week at the internship site and spend one day a week in classes that bridge theory and practice. Psi Chi members are eligible for a $500 merit-based scholarship that is cosponsored by the Association of College Honor Societies and WII. The application deadline for the 10-week summer 2010 internships is March 1, 2010, but apply earlier if you are interested in high-profile organizations. Contact the WII for more information.

www.wiidc.org | email: info@wiidc.org

Brain Awareness Week [March 15-21, 2010]

Psi Chi chapters are encouraged to participate in Brain Awareness Week (BAW) on March 15-21. Celebrating its fifteenth anniversary in 2010, the Dana Alliance for Brain Initiatives developed BAW as a public awareness campaign.

"Brain Awareness Week (BAW) is the global campaign to increase public awareness about the progress and benefits of brain research. Every March BAW unites the efforts of universities, hospitals, patient groups, government agencies, schools, service organizations, and professional associations worldwide in a week-long celebration of the brain." (Dana Alliance for Brain Initiatives, 2010).

Chapters might consider developing programs for their campus and/or visiting local schools to give presentations about psychological research dealing with the brain. Talk with your Psi Chi faculty advisor about how to develop a BAW program. The Dana Alliance also provides suggestions for and links to BAW educational programs on its education website.

The Society for Neuroscience (SFN), a partner in the BAW initiative, also provides a variety of resources that will help your chapter develop presentations and programs. You can find links to these resources at the SFN website [www.sfn.org].

References

Dana Alliance for Brain Initiatives. (2010). Brain awareness week. Retrieved December 30, 2009, from http://www.dana.org/brainweek

www.dana.org/brainweek

Society Service Projects for 2009-10 Academic Year

Psi Chi congratulates its 1,000+ chapters for their participation in service-related projects and encourages all Psi Chi chapters to continue contributing their time, efforts, and skills.

Psi Chi currently supports three avenues for chapter service. The first Society service project is a continuation of the **Adopt-A-Shelter** project, which provides services to shelters and those in need at the local level. Second is participation with **Habitat for Humanity**, which provides shelter for low-income families. Third is **Food Drives**, which provides an opportunity for Psi Chi chapters to serve their local communities by gathering food for a local organization or other population.

In addition to these three Society service projects, many other service project options are listed on the Psi Chi website. Some of these projects include volunteering at Red Cross or an after-school program, or serving as a tutor for new psychology majors and freshmen.

www.psichi.org/chapters/serviceprojects.aspx

APA/TOPSS Ethnic Minority Recruiting Project

If you would like to share your enthusiasm for psychology with high school students, consider participating in the American Psychological Association/Teachers of Psychology in Secondary Schools (APA/TOPSS) Ethnic Minority Recruiting Project. The goal of this program is to encourage ethnic minority high school students to consider pursuing careers in psychology by introducing them to ethnic minority role models in psychology and providing them with career information.

Chapters are encouraged to work with local high school teachers, community college and 4-year college students and teachers, graduate students, and psychologists in the community to develop educational sessions for ethnic minority high school students similar to the Pilot Projects described on the APA/TOPSS Ethnic Minority Recruiting website. The website contains more specific information about developing and presenting programs for this project as well as contact information for people who can answer specific questions.

www.apa.org/ed/precollege/topss/minority-recruit.aspx

2010 calendar

February 15 | Deadline
☐ Summer 2010 *Eye on Psi Chi* submissions
☐ WPA Travel Grant

March 1 | Deadline
☐ APS Summer Research Grant
☐ CUR Summer Research Grant
☐ SRCD Summer Research Grant
☐ Summer Research Grants

March 4–7 | EPA Convention
☐ Eastern Regional Convention, New York City, NY

March 10–13 | SEPA Convention
☐ Southeastern Regional Convention, Chattanooga, TN

March 15 | Deadline
☐ RMPA Travel Grants

March 23 | Deadline
☐ Deadline for Society officer election ballots

April 1 | Deadline
☐ Kay Wilson Leadership Award

April 8–10 | SWPA Convention
☐ Southwestern Regional Convention, Dallas, TX

April 15–17 | RMPA Convention
☐ Rocky Mountain Regional Convention, Denver, CO

April 22–25 | WPA Convention
☐ Western Regional Convention, Cancun, Mexico

April 29–May 1 | MPA Convention
☐ Midwestern Regional Convention, Chicago, IL

May 1 | Deadline
☐ Allyn & Bacon Psychology Awards
☐ Guilford Undergraduate Research Awards

May 27–30 | APS Convention
☐ APS National Convention, Boston, MA

June 1 | Deadline
☐ Faculty Advisor Research Grant
☐ FBI NCAVC Internship Grants

ESTABLISHING THE

FLOW OF

Engaging in faculty-student research is a uniquely rewarding experience for undergraduates. Many publications, including *Eye on Psi Chi*, have highlighted the advantages of getting involved in research outside of the classroom, from developing one-on-one relationships with research mentors to preparing for graduate school (Grover, 2006; Landrum, 2002; LaRoche, 2004; Silvia, Delaney, & Marcovitch, 2009). An immersive research experience contributes substantially to a student's personal and academic development, and it helps build highly practical, marketable skills (Hunter, Laursen, & Seymour, 2007; Landrum & Nelsen, 2002). Nevertheless, too many undergraduates miss out on research opportunities because psychology faculty are spread thin and can only work with a limited number of students at a time, so research opportunities come along sporadically and typically are arranged informally. This contributes to undergraduate research being organized, *let's be honest*, a bit haphazardly. Here we have a reality in need of some invention. How do we go about creating the optimal research experience for as many undergraduates as possible? *As psychologists, we all should jump to meet this challenge!*

Let's first underscore the status quo, which contributes to this challenge. When asked to envision the implementation of undergraduate research in psychology, most college faculty will respond in one of two ways. Some faculty will describe a bustling research lab, where the undergraduate students brush shoulders with post-docs, are mentored by graduate students, and occasionally interact with the professor, usually in the context of a larger research lab meeting. These undergraduates code and enter data and (of course!) run participants through experimental procedures. On the other hand, some faculty will describe one-on-one mentoring of advanced undergraduate students. These students often complete a senior or honors thesis, and they are likely to contribute substantively to a professor's line of research. The experience is immersive and requires the student to take on many pieces of the empirical puzzle and, ideally, see a study through from its conception to its conclusion. Collaboration with the professor, in this case, will vary in intensity depending on how many students the faculty member is mentoring. The fewer the students, the more time the professor can devote to any one mentoring relationship.

Upon joining the psychology faculty at Lewis & Clark College over eight years ago, we (the first two authors of this article) were wary of adopting this "either-or" structure of undergraduate research. We knew it would be impossible to duplicate the environment of a research university at a liberal arts college, and we had no desire to treat undergraduates primarily as low-level assistants. Instead, we were attracted to the idea of mentoring undergraduate researchers more intensely and involving them in the entire research process more collaboratively. But there are significant downsides to one-on-one mentoring relationships. Student demand for research opportunities far outweighs the supply (just ask Nicolia, our student coauthor), and one-on-one mentoring exacerbates this problem. Moreover, most research in psychology spans multiple studies, and by extension, multiple years. Developing a collaborative relationship with an undergraduate late in his or her college career doesn't allow the student to follow a project to its natural conclusion. And we didn't want to abandon the contagious excitement that comes from a bustling research lab. To replicate that atmosphere, we knew we had to mentor a relatively large number of students at the same time.

Our solution to these concerns was to leverage the benefits of *collaboration* as much and as *systematically* as possible. Combining the strengths and efficiencies of a model more typical of research universities (i.e., involving a large number of students who have varying degrees of expertise) with the strengths of a model more typical of liberal arts institutions (i.e., creating an immersive experience for each student with frequent interactions with the professor), we developed a system of mentoring that organizes undergraduates into hierarchical, three-person teams, with each student bringing a different level of expertise to the research lab. A student new to psychology (our "team assistant") is grouped with a student who has
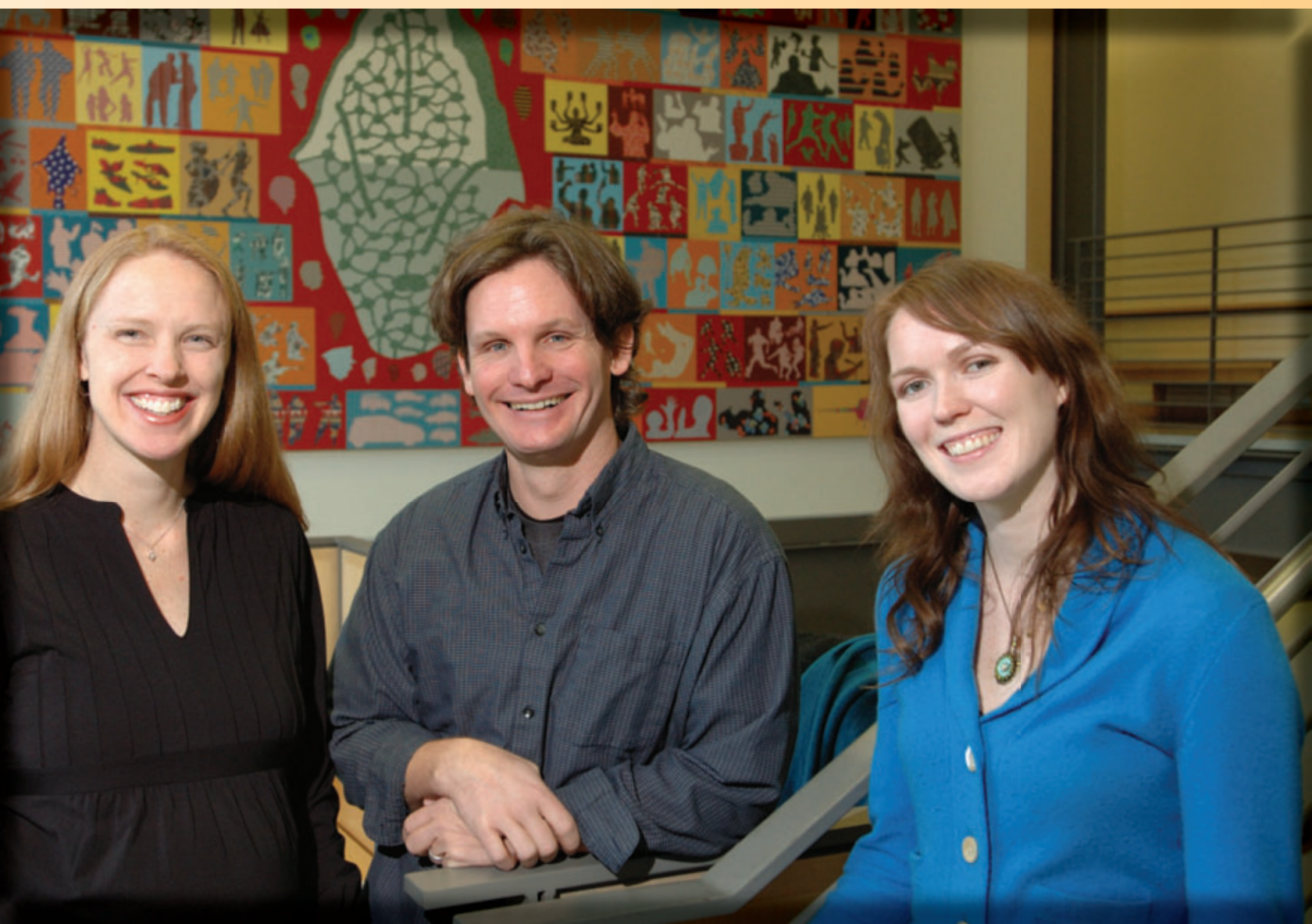
COLLABORATIVE RESEARCH

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TABLE 1 | Structure of the Team Model

Role	Team Assistant	Team Associate	Team Leader
Time Commitment	8-10 hours/week	8-10 hours/week	12-14 hours/week
Class Standing	Freshmen & sophomores new to psychology	Advanced sophomore, junior & senior psychology students	Senior psychology students who are veteran lab members
Tasks	- Attend weekly lab & team meetings - Become trained in how to conduct literature searches, design surveys, & run experiments - Read relevant background literature - Assist in design of experimental materials - Help run experiments - Present research to lab - Assist with conference presentation preparation	- Attend weekly lab & team meetings - Mentor team assistant - Collect and read relevant background literature - Design experimental materials - Run experiments - Assist with IRB applications & data analysis - Present research to lab - Assist with conference presentation preparation	- Attend weekly lab, team, supervisory, & leadership meetings - Mentor assistant & associate; integrate team members' efforts - Organize & oversee daily operations: choice of background literature, experimental design, IRB applications, data collection & analysis - Present research to lab - Lead conference presentation preparation - Assist mentor with manuscript writing

TABLE 2 | Setting the Groundwork for the Research Lab

Solicit support from psychology department & campus administration
- Ask for summer funding or reassigned workload to set up the lab
- Collaborate with other faculty who have common research interests

Standardize procedures as much as possible
- Create a lab manual that clearly outlines expectations & objectives
- Decide whether & how to give credit or compensation to lab members

Determine how many teams to have at one time in the lab
- What will feel most manageable?
- How many projects will be pursued at once?
- What degree of overlap in topics will there be across teams?

Allow enough time for laboratory preparation, lab meetings, & mentoring of students
- Early on, time must be spent orienting and training all new lab members
- After the first year, efficiencies will become apparent as more experienced students mentor the less experienced ones

TABLE 3 | Tips on Recruiting Students

Where? *Finding applicants*	What? *Merits to look for*	When? *Best time to join*	How? *Constructing the lab*
- Recruit strong students from one's own courses - Use word-of-mouth (from faculty or other students in the lab) - Publicize an open call for applications - Interview all potential student researchers	- An interest in graduate school - A strong GPA (overall and in psychology) - An enthusiasm for the idea of research (even if actual experience is lacking)	- Focus on recruiting younger students - Occasionally enlist an accomplished junior/senior - Ease transition into the academic year by having a few summer research students	- Mix interests, expertise, strengths, & weaknesses - Have 2-3 teams (6-9 students) to enhance community - Be flexible (e.g., create a team with four students in anticipation of a mid-year absence due to overseas study)

begun to advance in the psychology major (our "team associate"), and both of these individuals are guided by a student who is in his or her senior year and who has been part of our research lab for some time (our "team leader"). Each three-person team works together on a particular research project, and a single professor can mentor two to three teams throughout the academic year because of the efficiencies of the team-based structure. Our jointly run lab, called the Behavioral Health and Social (BHS) Psychology Lab, typically has five teams or 15 students.

Each three-person team functions much like a first-year graduate student, but with the added resources of three students' multi-faceted talents and 30+ total hours per week of commitment to a project. (We require 8-10 hours of work per week from our assistants and associates and 12-14 hours per week from our team leaders; see **Table 1.**) The hierarchical nature of the model explicitly shapes students' development as they progress in their roles over time. In the words of one of our graduates, "The system of assistant, associate, and leader worked well; it meant that I was able to start doing research as a freshman even though I really didn't have any skills at that time. I was able to learn from older team-mates and gained the skills that made me feel competent and confident when I became a team leader myself."

We call this approach a *laddered* team-based model because we expect most students to stay with the lab, advancing from assistant to associate to team leader. This continuity enables projects to move forward over an extended period of time, and it allows for an in-depth mentoring experience. As faculty advisors to these teams, our goals include promoting each student's sense of ownership of the ideas and methods that drive the research, moving the lab's activities forward by setting clear expectations, and then helping students bring these projects to fruition through conference presentations and publications. We provide ongoing oversight and timely feedback to the teams primarily through weekly team leader supervision. Moreover, we foster a larger sense of community by holding weekly lab meetings, during which the teams present the current state of their work (typically via a formal *PowerPoint* presentation) and rely on the resources of the larger lab group to refine and develop study ideas, think through data

analyses, and propose directions for future research. The result is a model of mentoring that optimizes the undergraduate research experience for our students and that enables us to produce high-quality research efficiently by making the most of the varied strengths and levels of expertise of a large number of students.

How we interact with our laddered teams and individual students has evolved significantly over the past eight years, and the work of psychologist and researcher Mihaly Csikszentmihalyi (2008) has guided us in this process of refinement. Csikszentmihalyi's well-known studies of optimal experiences suggest that productive and rewarding states of "flow" are experienced when a person is fully immersed in an activity, engaging in goal-directed challenges that make the most of his or her abilities and efforts. Csikszentmihalyi developed a coherent model of optimal experiences after studying individuals who experience flow on a regular basis, such as surgeons, artists, and even rock-climbers. So can undergraduate researchers experience flow through their research collaborations? We believe so, if careful attention is paid to five key principles:

1) Ownership: Students need to feel they share joint ownership of the research they are doing, even if the research is initiated and sustained by the faculty member. A sense of ownership comes in large part through the development of confidence in the student. As students begin to feel comfortable asking challenging questions, taking independent steps, and developing a vision for the future of the research, they will begin to "own" the experience. From the perspective of the research mentor, promoting a sense of ownership requires Socratic teaching methods that enable students to participate in the generation of research ideas, as well as an extension of these teaching methods to the hands-on development, refinement, and scrutiny of research materials and findings.

2) Energy and imagination: In the spirit of full disclosure, we have to admit there are some tasks associated with psychological research that are mundane, yet necessary, such as entering data and sending compensation to participants. But even the most banal of tasks can be more manageable with a little creativity. (For example, one lab member shared that she made the

tedious process of addressing envelopes for participant compensation more appealing by sorting each envelope into a pile based on characteristics such as the address's distance from campus, desirability to visit, or uniqueness.) If students and their research advisors can tackle even mundane tasks with inventiveness and vigor, then the more interesting aspects of the research process will become all the more engaging.

3) Clearly defined, prioritized goals: First and foremost, goals should be developed jointly, shared with all members of the research team, and prioritized. The best formula for success comes from determining how to get from one place to the next and then abiding by the mutually agreed upon steps to moving forward. Too much choice can be problematic, so natural constraints should be put into place and respected. Think, for example, of the rock-climber. Random, spontaneous hand-holds can be treacherous. A flow experience comes from making systematic, informed choices every step of the way. This is where the research mentor steps in softly but firmly, laying out the *possible* paths of moving a project forward.

4) Challenges that are just about manageable: Student researchers must learn to engage their abilities fully and to develop and enhance new skills by setting challenges that require a bit of stretching. Sticking only to what one is good at is unlikely to lead to a flow experience. Ask shy students to lead research presentations. Have your best students teach statistics to new lab members. Challenge each and every lab member to become a "mind reader" capable of anticipating your own remarks and suggestions. Encouraging students to take on the next level of challenge and giving them the tools to conquer each challenge is the best way to promote their growth.

5) Immediate feedback: A researcher shouldn't rely on the acceptance or rejection of a manuscript as the primary means of receiving feedback about one's work. Immediate feedback is necessary to feel rewarded, to learn, and to make successes more likely. As mentors, faculty should plan to stay on top of their undergraduates' efforts, providing corrective feedback and being prepared for setbacks. When setbacks occur (they are indeed unavoidable), our motto is "catch, consolidate, and continue." That is, we provide the support necessary to make the best of even the toughest situa-

tions, and help the students learn from their experiences and tackle the next challenge with gusto.

Together, these five principles should contribute to a flow experience, perhaps not every day or even every week, but enough of the time to "hook" students on research. But don't just take our word for it. We recently conducted a survey of our BHS Lab alumni, and in their open-ended responses we were able to hear echoes of the principles of flow. For example, one graduate wrote: "I think that the lab was more work than I expected, but that is because I was given more responsibility than I thought I would be given, which is a good thing! You feel a sense of personal ownership because the success of the research and all of the planning etc. falls on you." Another alum wrote, "I think that the lab always provided just a little more of a challenge than I was expecting because right when I would feel comfortable with my responsibility level I would get more responsibilities." In terms of faculty mentoring of the research, a former lab member notes, "They pushed us to take our projects further than we thought possible by connecting us with new skills and resources and directing us to helpful, more experienced peers. I appreciated the way lab members were treated as collaborators with something to offer, but also supported and never left 'on their own' when it came to difficulties."

This organizational model appeals to students because it provides immersive research training without being intimidating. However, an equally important issue concerns the model's appeal to faculty. The fundamental tension between undergraduate research and faculty research is confronted head on, and research mentors must be persuaded that the process of working with undergraduates will advance their own research. At liberal arts colleges and other institutions where undergraduates are involved in research, professors face a daunting task. Transforming undergraduates into productive assistants and collaborators takes a significant investment of time, and students often graduate just as they are becoming most productive. These realities often seem at odds with the faculty members' goals of furthering their own research. As a result, the most common way of involving undergraduates in research is a matter of expediency—faculty train and deploy a crew of research assistants to conduct a series of studies as the need

arises. But, the expedient yet informal model of involving undergraduates in research is rarely efficient. Systematically laddered, team-based research looks quite different. Once the appropriate groundwork is set (see **Table 2**), recruitment of student researchers can take place (see **Table 3**), and the professor can focus on developing a collaborative research environment that is self-sustaining. Importantly, the burden of training new students rests not on the shoulders of the faculty member alone, but on the research team as a whole. As a result, faculty can allot more of their own time and energy to advancing the key research questions.

So do laddered teams *work*? From a faculty perspective, the productivity of our teams has been impressive. In the past five years, our undergraduate collaborators (41 in total) have made 17 presentations at national and regional conferences, and they have funded most of their conference travel through competitive grants from our college's student activities board. Eight of our team leaders have gone on to doctoral programs in psychology, and an even greater number have gone on to research-related graduate programs and careers. To get a clearer picture of the student perspective, we recently completed a systematic survey of BHS Lab alumni. Thirty-five of 38 graduates completed the survey, which asked them to reflect on their experiences in the lab and to rate their development of a number of specific skills and abilities (adapted from Landrum, 2008; Landrum & Nelsen, 2002). These students rated the quality of their undergraduate research experience and the educational value of team-based research very near the ceiling of a 9-point scale (Ms = 8.1 and 8.4, respectively). Nearly half of them (49%) plan to conduct or are currently conducting research in psychology or a related field, and 97% believe that the skills they learned in the BHS Lab will be or have been useful in their professional pursuits.

The most important skills imparted by an undergraduate research program in psychology, according to our alumni, include the ability to ask effective research questions, develop clear research ideas, and analyze and interpret data. The goals they feel were most fully achieved include developing a one-to-one relationship with a professor, practicing oral presentations, and gaining enthusiasm for the research process. Overall, students characterized their experiences as members of our research lab to be perfectly

balanced between faculty-guided and student-guided (M = 3.51 on a 7-point scale) and to be highly collaborative (rather than competitive). As a whole, then, the responses of BHS Lab alumni supported our hope that a laddered, team-based model creates a community of colleagues who are engaged in an immersive research experience. As one student described the experience, "I feel that I learned about research in the most ideal setting. It was supportive, collaborative, and intellectually challenging. I did not expect to spend such a huge amount of time dedicated to the lab, but I gladly did and would have done more. It was the defining undergraduate experience for me."

We strongly believe this experience can be replicated in any number of academic settings; it is not unique to our lab or our mentoring style. Instead, it comes from getting into the flow of research by trusting that undergraduates are capable of learning through and with one another while furthering a faculty member's research agenda. Tenure-track and visiting faculty, post-docs, and graduate students can engage in collaborative research with undergraduates across a wide array of institutions (e.g., community colleges, masters-level universities), with the goal of moving their own research forward while enhancing their undergraduates' exposure to the research process. A well-structured undergraduate research experience, such as the one we have described, maximizes the skills and contributions of undergraduates as they take on tasks such as generating hypotheses, recruiting participants, designing and piloting studies, conducting experiments, and presenting research findings. Indeed, engaging undergraduates in the science of psychology and involving them in the dissemination of research findings are key elements of the experience that generalize outside the research lab and well beyond college. The total effect of this immersive experience is a vibrant atmosphere of collaboration between undergraduates and the research mentor and an efficient mechanism for producing high-quality research. It's a system that enables students to make the most of their undergraduate education.

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Brian Detweiler-Bedell is associate professor of psychology at Lewis & Clark College in Portland, Oregon. He received his BA in psychology from Stanford University and his PhD in social psychology from Yale University. His principal area of research examines the influence of emotion on social judgment and decision-making. Together with his wife, Dr. Detweiler-Bedell, he directs the Behavioral Health and Social Psychology laboratory, which provides an immersive research experience to over a dozen undergraduate student collaborators each year. Dr. Detweiler-Bedell has authored a number of journal articles on emotion and decision-making, and he is the incoming director of Lewis & Clark College's Howard Hughes Medical Institute undergraduate science education grant, *Collaborative Approaches to Undergraduate Science Education (CAUSE).* He and his wife are currently writing a book for undergraduate research collaborators called, *Doing Collaborative Research: A Team-Based Guide,* which will be published by SAGE Publications in 2012.

Nicolia Eldred-Skemp graduated from Lewis & Clark College with a BA in psychology in 2008. She joined the Detweiler-Bedells' Behavioral Health & Social Psychology Lab as a sophomore with nothing more than a strong enthusiasm for the idea of research, and she collaborated on research studies investigating persuasive health messages throughout her time as an undergraduate. Since graduation, she has assisted Drs. Detweiler-Bedells with writing projects associated with the dissemination of their team-based research model, supported by the Detweiler-Bedells' grant from the National Science Foundation, *Using Laddered Teams to Promote a Research Supportive Curriculum.* She plans to pursue a graduate degree in public health and currently works as a research assistant at the Child and Adolescent Health Measurement Initiative (CAHMI), housed at Oregon Health & Science University.

Skills for Undergraduate Psychology Majors:

Because You Need It, Do We Measure It?

R. Eric Landrum, PhD
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Educators have long been interested in knowing what their students know, and what they can do. In the United States, collegiate level grading began in 1783 at Yale University using the terms (from best to worst) *optime*, *second optime*, *inferiores*, and *pejores*. Based on this 4-point grading scale, grade point averages could now be calculated (Milton, Pollio, & Eison, 1986). Educators have been quantifying learning outcomes ever since. In my opinion, the bulk of our collective efforts has been to measure what our students know. My intention here is to make the point to students, and those who advise them, that psychology educators also need to acquire information from our students about what our students can *do*. Of course knowledge is important, but skill development is also important. The theme of skill development has been

Table 1 | APA Undergraduate Guidelines and Corresponding Skill-Based Assessments

APA Undergraduate Guideline	Skill-Based Assessments (Mostly)
Goal 1: Knowledge Base of Psychology Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	» GRE Subject Test in Psychology » Major Field Test for Psychology » Area Concentration Achievement Test (ACAT) in Psychology
Goal 2: Research Methods in Psychology Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.	
Goal 3: Critical Thinking Skills in Psychology Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.	» California Critical Thinking Skills Tests » Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Test » Collegiate Learning Assessment (CLA) Critical Thinking, Analytic Reasoning, and Problem Solving » Cornell Critical Thinking Test » Watson Glaser Critical Thinking Appraisal » Measure of Academic Proficiency and Progress
Goal 4: Application of Psychology Students will understand and apply psychological principles to personal, social, and organizational issues.	
Goal 5: Values in Psychology Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.	
Goal 6: Information and Technological Literacy Students will demonstrate information competence and the ability to use computers and other technology for many purposes.	» iSkills » Internet and Computing Core Certification (IC3) » Computer Skills Placement (CSP) » North Carolina Computer Skills Test » Assessment of Basic Computer Proficiency
Goal 7: Communication Skills Students will be able to communicate effectively in a variety of formats.	» Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Test » Collegiate Assessment of Academic Proficiency (CAAP) Writing Essay Test » Collegiate Level Assessment (CLA) Written Communication » WorkKeys Foundational Skills Assessment: Writing
Goal 8: Sociocultural and International Awareness Students will recognize, understand, and respect the complexity of sociocultural and international diversity.	» Student Portfolio and Information Form (SPIF)/ePortfolio » Beliefs, Events, and Values Inventory » Global Awareness Profile » Global Perspective Inventory » Intercultural Development Inventory
Goal 9: Personal Development Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.	» WorkKeys Personal Skills Assessment (Performance, Talent, Fit) » WorkKeys Foundational Skills Assessment: Teamwork » WorkKeys Foundational Skills Assessment: Observation » WorkKeys Foundational Skills Assessment: Listening
Goal 10: Career Planning and Development Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.	

frequently mentioned in previous issues of *Eye on Psi Chi* (e.g., Appleby, 2000; Beins, 2003). When McGovern, Furumoto, Halpern, Kimble, and McKeachie (1991) wrote about the common goals that undergraduate education in psychology should aspire to, notice the emphasis on *skills*: knowledge base, thinking skills, language skills, information gathering and synthesis skills, research methods and statistics skills, interpersonal skills, history of psychology, and ethics and values (for more on the assessment of skills, see Graham (1998) and Halpern (1988)). You can see that the above-listed skills are the direct precursors to the current *APA Guidelines for the Undergraduate Psychology Major* (American Psychological Association, 2007). Each of the 10 undergraduate *Guidelines* is presented in the left column of **Table 1**.

Although psychology educators have been talking about skills for some time, more recent efforts have been more detail-oriented about the assessment of skills and abilities. For example, Kruger and Zechmeister (2001) developed a skills-experience inventory that students might use to gauge their own progress. Fried and Johanson (2003) asked psychology alumni to self-assess their own level of skill development, and link these skill levels to specific courses in their undergraduate curriculum. Gaither and Butler (2005) asked general psychology students what skills they expected psychology majors to gain, and the results matched well with the *Guidelines* (APA, 2007).

But what about the actual measurement (i.e., *assessment*) of student skills? One could make the argument that that is what grades do; however, individual grades tend to represent the cumulative knowledge and skills obtained in a particular course, and a student's GPA represents this same accumulation over multiple courses. Grades are not very indicative of specific skills and abilities, including those listed in the left side of the table. Scoring well on content-based tests is not the same as having the ability to apply skills in real-world situations. Say for example that you received an "A" in your English Composition course. This grade is not necessarily an indicator of your skill in writing in APA format, nor even more broadly the communication skills desired in Goal #7 (see **Table 1**). Luckily, some psychology educators have begun work on the development of assessment plans and

rubrics for understanding psychology major skills, such as scientific inquiry (Halonen, et al., 2003) and critical thinking (Lawson, 1999). By carefully defining the skill and developing a grading rubric for that skill, this should facilitate the development of assessment techniques that will allow psychology educators to actually measure a student's skill in a particular area.

On the whole, developing assessments with the goal of measuring the level of skill attainment is extremely challenging. In **Table 1**, I have attempted to summarize the current "state of affairs" with regard to actual measures of the 10 *Guidelines*. Please note that there is some subjectivity in the creation of such a resource, and some may question the inclusion of a particular instrument, while others may lament my exclusion of some fine instruments. However it is viewed, I believe **Table 1** is instructive and tells an important story about where our strengths and weaknesses lie in psychology education. In my estimation, we currently have multiple measures available to us to measure goals such as knowledge base in psychology (#1), critical thinking (#3), information and technological literacy (#6), communication skills (#7), sociocultural and international awareness (#8), and personal development (#9). But students, think about this – how many of these assessments listed in the right side of **Table 1** have you actually completed? Although psychology educators have some confidence that we help students develop these skills, the question becomes this—how do we know the level of competency with which our students leave the undergraduate psychology major? My best guess is that rarely do we have evidence that students have achieved the skills we hope we are imparting. Furthermore, look at the gaps in the table! To my knowledge, there are not psychometrically sound, national assessments available to help us measure a student's *skills* in the areas of research methods in psychology (#2), application of psychology (#4), values in psychology (#5), or career planning and development (#10).

What's the moral to this story? If psychology educators want to be serious about imparting students with knowledge, *skills*, and abilities, we need to do a better job measuring students' skill levels. Not only do we need measures in some of the areas of the *Guidelines* (APA, 2007), but ideally we would have multiple measures available with established reliability and validity.

Students, these goals are important to you, too. Employers often lament that new graduates are not prepared for the professional world (for an excellent resource on transitions from college to career, see Hettich & Helkowski, 2005). About 1/3 of employers surveyed recently by the Association of American Colleges and Universities (2008) indicated that recent college graduates lacked the knowledge and skills needed to succeed in entry-level positions (see, employers emphasize knowledge *and* skills). When employers were asked specifically what recent college graduates lacked, the following percentages of employers reported these problems: global knowledge (46%), self-direction (42%), writing skills (37%), critical thinking skills (31%), adaptability (30%), and self-knowledge (26%). The good news is that the APA *Guidelines* overlap nicely with what employers want; the bad news is that employers appear dissatisfied with the preparation with recent graduates—some students are dissatisfied too (see the quarterlife crisis; Robbins & Wilner, 2001). For students, assessment in these areas is critical, so that you can enter the world of work confident that you have the knowledge and skills to succeed. But if we don't measure that knowledge and skill, how will you know?

This is a "call-to-arms" to both faculty and students who care about undergraduate psychology education. Students (and this may seem a bit counterintuitive to you), call for *more* assessment and *more* systematic measurement of what you know AND what you can do. Your faculty members can use this information to improve instruction and improve opportunities provided to students. Faculty, meet the challenge. Enormous resources are invested in undergraduate psychology education. I do not believe it is too much to ask to document the knowledge and skills that we say we value. Greater use of existing assessments should occur, as well as the development of new measures, especially in those areas where none currently exist. Development of new measures should include multi-institutional collaborations and adhere to the best practices to assure reliability and validity—in fact, current Psi Chi mechanisms (research awards and research grants) could go a long way in aiding the development of assessment practices that capture skills. If we want to continue to meet the needs of our students and society as a whole, we must move forward to develop and use measures of student skills.

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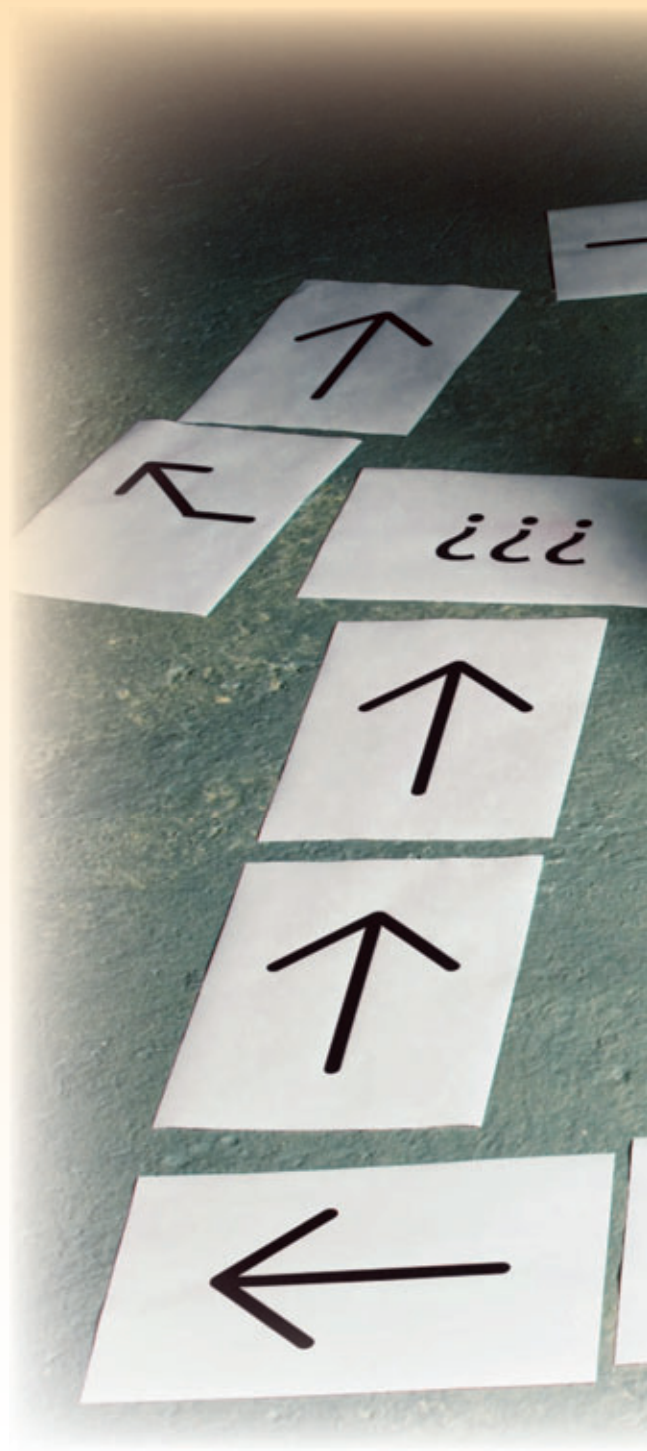
Psychology Major!
What Are You Going

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In any economic climate, is important that individuals pursuing a career in psychology understand how to maximize their major, explore potential career paths, and market their skills. However, undergraduates majoring in psychology are often posed the question, *"Psychology major! What are you going to do with that?"* The general public, as well as current majors, are often unaware of potential career paths for individuals with an undergraduate psychology degree. Another common misperception is that psychology majors have a narrow and limited array of career options. For example, people frequently assume that psychology majors *must* pursue graduate training to use their degree. These misunderstandings limit students' ability to strategically tailor their major to match their personal interests and advance their career aspirations. The purpose of this paper is to debunk myths surrounding career paths in psychology and provide practical suggestions for maximizing an undergraduate psychology degree and marketing the degree to potential employers.

Skills Acquired by Psychology Majors

Similar to other individuals with liberal arts degrees, psychology majors are well trained in problem-solving, research skills, contextual awareness, and critical evaluation. Psychology majors are especially well suited for employment in fields that emphasize **(a) communication skills, (b) analytical skills, (c) problem-solving skills, (d) teamwork, (e) flexibility, and (f) compassion.** It is important that psychology majors are aware that their training is well-suited to a number of careers, and that they market themselves accordingly. Lloyd (1997) identified eight essential skills that employers seek when considering an individual for a job; these include **(a) having a sense of curiosity and working well with others (i.e., adaptability); (b) quickly extracting important information from readings and data (i.e., analysis skills); (c) concisely conveying ideas in writing and when speaking; (d) database management skills; (e) ability to judge appropriate behavior (i.e., group interaction skills); (f) ability to achieve personal goals within an organizational structure; (g) ability to absorb new information; and (h) taking responsibility for achieving goals (i.e., self-management).** Many of these skills are already integrated into the curriculum of a psychology major.

to Do With That?

Strategies for Maximizing Your Degree

Regardless of the specialization pursued, psychology majors generally know how to ask good questions, develop ways to test hypotheses, and analyze data in light of coexisting cultural and societal paradigms. The training in the scientific method, statistics, and hypothesis testing that forms the foundation of psychological science is highly valuable to employers. Majors are also well trained in recognizing the importance of human diversity and multiculturalism. Psychology majors are often well-skilled in "perspective taking" and tend to keep in mind how human behavior is constructed by multiple, complex, interacting, and intersecting influences. Psychology majors also obtain their degree within a larger liberal arts curriculum. The breadth of courses required by liberal arts majors offers students extensive experiences to gain skills in comparative analysis, conducting research, and creating persuasive and well-developed arguments. Furthermore, as a component of a liberal arts degree, undergraduates are often required to take classes within the Modern Language Department. Multilingual employees are increasingly in demand. Studying a language abroad can also provide students with a unique immersion experience into a culture different from their own. It can be helpful to keep these experiences and skills in mind when drafting cover letters to potential employers.

Common Career Paths in Psychology and Related Fields

Most individuals who complete a psychology degree do not seek careers in professional practice or pursue advanced training (O'Hara, 2005). Among those individuals who do pursue graduate study in psychology, however, only 50% obtain an advanced degree in clinical or counseling psychology (O'Hara, 2005). Many students are not aware that it is not necessary to obtain a Doctor of Philosophy (PhD) degree in clinical or counseling psychology to practice as a mental health care provider. Completing the Masters of Education (MEd) or Doctor of Psychology (PsyD) degree can also enable an individual to become licensed to practice as a mental health care provider. Other options for career paths in mental health care provision include completing advanced training in marriage and family therapy, social work, or school psychology. It is also important to note that just as many individu-

als seek advanced degrees in other areas of psychology as seek degrees in clinical and counseling psychology (O'Hara, 2005). These advanced degrees include, but are not limited to, the areas of developmental, experimental, social, industrial/organizational, and cognitive psychology.

There is also a range of potential careers well-suited to psychology majors that do not require advanced training. Because of the breadth of training within the degree, psychology majors seek employment in a wide variety of fields. Ample work is available for individuals with a BA or BS in psychology in the areas of residential care, social and human services, human resource management, or teaching (DeGalan & Lambert, 2006). Psychology majors often seek employment in the following areas: (a) state and national human services agencies, (b) shelters, (c) nursing homes, (d) correctional facilities, (e) juvenile detention centers, (f) group homes, (g) human resources, (h) advertising, (i) business, (j) public relations, (k) student affairs (e.g. admissions, residential life, student activities), (l) education (e.g., child care worker, teacher's aide), (m) scientific research (e.g., market research, opinion surveys), and (n) academic research and teaching (DeGalan & Lambert, 2006). According to Campbell (2008), most organizations today feel they need employees with a variety of educational backgrounds. Psychology majors' understanding of human behavior—coupled with their generally strong scientific and liberal arts educational foundation—makes them a particularly desirable new hire (Campbell, 2008).

To work towards employment in the business field, psychology majors may want to explore a few business classes as well as coursework in industrial/organizational psychology. Some majors may consider pursuing a business minor in order to demonstrate to future employers their specific knowledge and training in the business field, as well as their commitment to a career in business.

Exploring Your Interests

Lloyd (1997) suggests that students are often confused and unfocused about their career and academic goals for two reasons: (a) they don't have much information about the variety of career/academic options available or what these may require, and (b) they don't know themselves very well, at least with respect to how personal qualities

may be related to career options. Therefore, knowing yourself, your interests, and your goals should be the psyche behind the psych major. The wide range of opportunities offered to a psychology undergraduate through a liberal arts degree allows students to explore their interests while building a strong foundation that future employers will find desirable.

Strategy #1: Narrow your interests and develop a tailored degree. As an undergraduate, learning what you don't like to do is just as important as learning what you do like to do. Psychology majors have significant freedom to explore classes in many different departments. Opportunities to choose courses from other departments (e.g., cross-listed courses) aren't to be thought of as a lack of scope in the degree, but rather an opportunity to discover multidisciplinary interests. The field of psychology has considerable overlap with several other disciplines, especially sociology, criminal justice, women's studies, and mathematics. Enrolling in cross-listed courses may help students discover ways to tailor and personalize their major. For example, math and computer science courses may have useful overlap for students interested in cognitive psychology. Social work classes may be especially intriguing to students interested in clinical and social psychology. Pursuing a minor in a related field can also assist majors in tailoring their degree. Some majors may learn early on that they are interested in child and adolescent development, behavior, and psychopathology, and can build on this knowledge by pursuing volunteer, research, and employment opportunities that allow them to gain advanced training.

Strategy #2: Develop mentoring relationships. College campuses offer a seemingly endless array of individuals with diverse and extensive expertise. Connections with mentors can be very valuable for career development. Beyond simply fulfilling requirements for graduation, a mentoring relationship can help to ensure that you are making the most of your degree. Thus, it can be helpful to develop one with an advisor or another relevant professional early on in the undergraduate degree process. Even if your advisors are not a match for your career interests, they can help to connect you with other professionals who have similar interests to your own. Additionally, it has been our experience that graduate students, although very busy, can also be

particularly helpful when it comes to providing feedback on navigating the graduate school application process, helping students to realize various career paths in psychology, and providing an insider's view on what graduate training is like. Aside from helping you to explore and narrow your career interests, mentors can also serve as references for future employers or write letters of recommendation. The quality of a recommendation or reference reflects how well your mentor knows you, as well as the quality of your work and demonstrated desire and motivation for future employment.

Strategy #3: Pursue additional research, volunteer, and leadership opportunities. In addition to helping you test drive a career, an internship gives you relevant job experience to include on your resume. You not only learn more about the particular field, but you also gain a job reference (O'Hara, 2005). Participating in such a position will help you determine if your specific interest is a reasonable choice. For example, some may find counseling very interesting, but later learn that they have difficulty being patient with individuals. It is helpful to understand what the practical components of a career choice will be like before applying for your first position or committing to graduate study!

Working in a research laboratory is an excellent way to discover likes and dislikes in the field of psychology. And notably, faculty and graduate students are often searching for help from undergraduates to assist with data processing, data entry, or participant recruitment for experiments. A simple expression of interest via email to a faculty member or graduate student will likely initiate this process. The primary objective of laboratory research is to see a behind-the-scenes view of how psychological research is conducted. Students will also realize whether the research is of interest to them. Dealing and caring for collected data is also an essential learning experience in a laboratory, and requires patience, persistence, and a careful work ethic.

Being proactive in the laboratory can provide you with not only the nuts and bolts of psychological science, but also exposure to how a psychological research program functions and evolves over time. We encourage undergraduates who volunteer in the laboratory to (a) stick with it to learn the basic skills of laboratory work; and then (b) be proactive about pursuing additional responsibilities, developing their own

research projects with advisors and graduate student mentors, and gathering an array of laboratory experiences beyond working on one project. After establishing yourself as a reliable contributor to the research laboratory, larger opportunities to work more collaboratively with faculty or graduate students will often present themselves. These opportunities may come in the form of facilitating a peer-based intervention, assisting on a poster or paper presentation, or collaborating with a professor or peer on an article for publication. All of these opportunities, although time-consuming, can expand your repertoire of skills and help you hone in on your career interest.

Joining an organization such as Psi Chi, the International Honor Society in Psychology, or becoming a student member of a national, regional, or specialized psychological organization, not only demonstrates your commitment to the field of psychology, but also provides a range of helpful career-relevant resources. Participation in group activities around campus can also help to develop your people skills. Even if these groups or activities are not psychology-related, they still reflect a willingness to be involved with group tasks. If you are an events planner or hold a position within a campus organization (i.e., treasurer, activities chair), for example, you may also show how these skills are a good match for the requirements of a desired position (O'Hara, 2005).

Strategy #4: Be strategic. Employers tend to believe that your past academic and professional behavior can predict your behavior in the work setting. Because there are so many opportunities for undergraduates, it is important to pick the ones that are the best fit for you—and not just the most convenient! Therefore, be strategic in locating opportunities that are a good match for further developing your interests. Successful applicants—for a job or graduate school—should be able to communicate in their application why they are driven to the position, what training experiences and classes have taught them about being a good fit for the particular specialization, and also in what area of psychology they would like to develop an expertise through the position.

Conclusion

There is no one way to pursue a psychology major! The strong science background of a psychology major prepares students to

pursue a range of careers, and the flexibility of the degree enables students to tailor their degree to reflect their specialized career interests. Nonetheless, students can maximize their psychology major by knowing the strengths of the major, taking advantage of diverse, cross-disciplinary course offerings, partaking in training experiences, networking among faculty, volunteering in laboratory research or clinical activities, and joining peer organizations. By being strategic about the courses that you take, the types of activities you engage in throughout your college experience, and persistent in exploring new interests and expanding existing passions, you can maximize your psychology degree to make yourself a competitive candidate for the career path of your choice.

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How to "**Ace**" Your Freshman Year in the Workplace With C's:

Culture, Competence, & Consequences

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When you start to feel comfortable and confident as juniors and seniors often do, having declared the best academic major in school, established solid friendships, mastered multiple-choice tests, and "psyched-out" the tough teachers, it is time to think about becoming a freshman again.

Graduates seeking a career with a bachelor's degree in psychology and fortunate enough to obtain a full-time job or better part-time employment (either a truly challenging position or a mind-numbing white collar assembly-line job) will enter a new organizational culture with new responsibilities, new relationships, and new challenges at a critical and long-anticipated life transition often characterized by high expectations, uncertainties, and self-doubt. You *will be* a humble freshman again but one now armed with a college education. Do not expect miracles from that degree during your first few years in the workplace but do expect life to be different from college. As you read, count the times *expect* or *expectation* appears; understanding how these terms apply may be critical to your success.

There are several important issues involved in the college-to-workplace transition, especially in an economic climate when bright, motivated graduates enter a poor job market carrying high loan debt and equally high hopes. Space does not permit me to address career planning, psychosocial and cognitive development, or managing finances. Instead, I will focus on three important but often ignored practical topics: **culture** (the customs, practices, and expectations of your new organization), **competence** (skills and qualities your employer expects you to use), and **consequences** (promotion, discipline, or termination which are based on your behaviors). If you have held full-time or several significant part-time jobs, you may know what I am talking about; if you have not, be ready to adjust your expectations and attitudes about the workplace even if you are a revered campus leader with a magna cum laude GPA. Organizations differ vastly, so many of my remarks are generalizations that may or may not apply to your particular situation as a student or a new employee.

Culture

One of the best insights I can share was articulated by Holton and Naquin (2001) who maintain that college and work are essentially different.

> The *knowledge* you acquired in college will be critical to your success, but the *process* of succeeding in school is very different from the process of succeeding at work. Certain aspects of your education may have prepared you to be a professional, but evidence from the workplace indicates that this is not enough for professional success (p. 7).

Several processes they refer to are embedded in your new organization's culture and practices. Study the 16 general comparisons contained in **Table 1** that summarizes results from a survey Holton (1998) conducted on college graduates. For example, students have been conditioned to expect frequent and specific feedback, but in most companies formal reviews are conducted only two or three times annually unless you fail in an assignment. In college you can choose to do "B" or "C" level work in some courses, but your supervisor will expect "A" level work continuously (and don't look for "make-up" or "extra credit" assignments). In college you expect detailed syllabi; in your job expect less structure and more uncertainty. Your course grades are based primarily on individual effort, but teamwork is very common in the workplace. You can sit passively through most courses and earn "C" or better grades; in the workplace your supervisor and coworkers expect you to be an active participant and problem-solver (After all, you *are* a college graduate as are most of

Table 1 | Graduates' Perceived Differences Between College and Workplace

College	Workplace
1. Frequent and concrete feedback	Feedback infrequent and not specific
2. Some freedom to set a schedule	Less freedom or control over schedule
3. Frequent breaks and time off	Limited time off
4. Choose performance level	"A" level work expected continuously
5. Correct answers usually available	Few right answers
6. Passive participation permitted	Active participation & initiative expected
7. Independent thinking supported	Independent thinking often discouraged
8. Environment of personal support	Usually less personal support
9. Focus on personal development	Focus on getting results for organization
10. Structured courses & curriculum	Much less structure; fewer directions
11. Few changes in routine	Often constant and unexpected changes
12. Personal control over time	Responds to supervisors' directions
13. Individual effort & performance	Often, team effort and performance
14. Intellectual challenge	Organizational and people challenges
15. Acquisition of knowledge	Acquisition and application of knowledge
16. Professors	Supervisors

Note: From *The Senior Year Experience* (p. 102), by J. N. Gardner, G. Van der Veer, & Associates, 1998, San Francisco, CA: Jossey-Bass. Adapted with permission by John Wiley & Sons, Inc. for *Connect College to Career: A Student's Guide to Work and Life Transitions* (p. 17) by P. I. Hettich & C. Helkowski, 2005, Belmont, CA: Wadsworth/Thomson Publishers.

> The knowledge you acquired in college will be critical to your success, but the process of succeeding in school is very different from the process of succeeding at work.

Table 2 | Skills & Qualities Employers Seek

1. Communication skills
2. Strong work ethic
3. Teamwork skills (works well with others)
4. Initiative
5. Analytical skills
6. Computer skills
7. Flexibility/adaptability
8. Interpersonal skills (relates well to others)
9. Problem-solving skills
10. Technical skills

Note. Reprinted from *Job Outlook 2009* with permission of the National Association of Colleges and Employers (copyright holder). retrieved from www.jobweb.com/studentarticles.aspx?id=2121.

them). Perhaps most important, in college you focus on *your* development (intellectual, personal, moral, and social); in the workplace you concentrate on productivity and making your boss look good.

How do these comparisons apply to your current job? Will you be able to adapt quickly to specific practices that challenge you? Adaptability is a quality employers seek in new hires. I have encountered some graduates who adapted well and others, having entered with limited experience and unrealistic expectations, who described their experience as "a slap in the face" or "hitting a brick wall." Be ready to quickly extinguish many habits and expectations to which you were conditioned since grammar school and rapidly substitute new behaviors.

Competence

The most revered measure of success in college is grades. Grades are an important criterion to over half of the companies participating in the annual NACE (National Association of Colleges and Employers) survey, and a GPA of 3.0 is the typical cut-off (NACE, 2009). Do not be surprised, however, if recruiters (sometimes called Talent Sourcers) show more interest in your ability to identify your specific competencies and apply them to their organization's needs. Anticipate interviewers' questions such as: "What would you do in the following situation?" **Table 2** lists in descending order of importance the top 10 skills and qualities employers seek (NACE, 2009). Although you may not think of these everyday behaviors as transferable skills, you should be developing them directly or indirectly in your coursework, cocurricular activities, jobs, and interactions with others. Because syllabi and assignments in most schools seldom articulate competencies, your challenge is to identify particular situations in which such qualities are cultivated and subsequently translate them to resumes and job requirements. Fortunately, a strong correspondence exists between the NACE list and the benchmarks recommended for undergraduate psychology programs (Dunn, McCarthy, Baker, Halonen, & Hill, 2007). I encourage you to read the Dunn et al. article and compare the five student-related benchmarks to the NACE skills.

Ironically, although communications is regularly listed as the most important skill set in the NACE survey, employers report that new hires enter the workplace deficient

in face-to-face communication, writing, teamwork, presentation, and overall interpersonal skills. Other deficiencies include the absence of a work ethic, time management, multi-tasking, realistic expectations, loyalty, maturity, and business etiquette (NACE, 2009). Review **Table 2** and critically examine your coursework, job, and nonacademic experiences in which these qualities and competencies can be strengthened or are absent. Also, log on to the NACE student website at www.jobweb.com/studentarticles. aspx?id=2121 and explore these and other job-related issues. To rephrase a popular political slogan: It's the skills, stupid (not just your GPA)!

Consequences

As a workplace freshman you are excited about your new challenges and relationships, but the bottom line will be the consequences of your actions (i.e., what you should do to avoid costly mistakes and earn promotion). Among the questions contained in his annual survey of employer hiring practices, Gardner (2007) inquired about factors that lead to the disciplining, firing, and promotion of college graduates. **Table 3** presents the top 10 reasons why new employees are disciplined, ranked in order by mean score and listing the corresponding percentage at the high end of the scale. All 10 behaviors are an integral part of the overall college experience (e.g., work ethic/commitment; avoiding unethical behavior; inappropriate use of technology) or coursework and nonacademic activities.

In short, the behaviors that get new hires disciplined are those they should have avoided during college. The situations may differ and some differences are critical. For example, recall from **Table 1** that in college you focus on your personal development. If as a student you lack commitment, fail to follow instructions, fail to take initiative, miss deadlines, communicate ineffectively, and are late for class or work, the consequences of your actions usually affect you alone. The same behaviors when exhibited in the workplace, however, can have negative consequences for your supervisor, coworkers, department, and possibly the whole organization—as well as your family who may depend on you. No wonder these behaviors are causes for discipline! If your first job is mind-numbing, you might respond as you did in college to that mind-numbing course. If you reacted in a negative

> *... in college you focus on your development (intellectual, personal, moral, and social); in the workplace you concentrate on productivity and making your boss look good.*

Table 3 | Factors That Influence the Disciplining and Termination of New Hires

Reasons for Discipline	Occurrence: Fairly–Very Often (%)	Mean Score
Lack of work ethic/commitment	52	3.46
Unethical behavior	46	3.22
Failure to follow instructions	41	3.21
Ineffective in teams	41	3.19
Failure to take initiative	26	3.10
Missing assignments/deadlines	33	2.98
Unable to communicate effectively–verbally	32	2.97
Inappropriate use of technology	34	2.90
Being late for work	28	2.83
Unable to communicate effectively–writing	28	2.81

Note: Occurrence: Percentage at the high end of the scale.
Mean Score: 5 = highest
Behaviors in boldface are also reasons for terminating new hires

Note. From *Moving Up or Moving Out of the Company? Factors That Influence the Promoting or Firing of New College Hires* (Research Brief 1-2007) by P. Gardner, 2007, retrieved from Michigan State University Collegiate Employment Research Institute website: www. ceri.msu.edu. Adapted with permission.

Table 4 | Characteristics That Lead to Promotions and New Assignments

Characteristic	Frequency as listed by employer (%)
Taking initiative	16
Self-management (e.g., prioritizing, time & stress mgt.)	13
Personal attributes	9
Commitment	9
Leadership	8
"Show and tell" (presenting ideas persuasively)	7
Technical competence	7
Organizational savvy	5
Learning	5
Critical thinking	5

Note. From *Moving Up or Moving Out of the Company? Factors That Influence the Promoting or Firing of New College Hires* (Research Brief 1-2007), by P. Gardner, 2007, retrieved from Michigan State University Collegiate Employment Research Institute website: www. ceri.msu.edu. Adapted with permission.

manner think twice before you respond similarly in the workplace. Your job and a bad start to your career may be at stake.

Note that six of the causes for discipline (**Table 3**) are the same reasons new hires are terminated. Are there counterparts to these behaviors in college? Depending on the situation(s), perseverance of the behaviors, and other factors, such acts may contribute to low grades, academic probation, and even expulsion. Students who strive to develop the positive habits opposite those negative behaviors will be rewarded in many ways.

> Students who habitually exhibit the negative behaviors throughout college may ultimately receive their degree but their diploma (a piece of paper) does not transform them into responsible, capable employees.

On the positive side, **Table 4** presents a cluster of qualities Gardner compiled from employer responses that lead new hires to promotions and new assignments. If you log on to www.ceri.msu.edu, link to Publications, and locate the Gardner (2007) study (see references), additional information is available, including specific definitions for many terms contained in **Table 4.** That list should not surprise you because these characteristics contribute to your success in the classroom, your job, cocurricular activities, and your relation- ships. Finally, search for the overlap between **Table 3** and **Table 4** behaviors and their positive or negative counterparts on the **Table 2** skills list. Informally compare these tables to the expectations your teachers and your employer have of you. What do you conclude?

How to Improve Your Workplace Readiness

Most of the following suggestions emerge directly or indirectly from the three Cs; others are derived from broad life experiences.

1. **Critically examine your current job**, even if the work is boring. Try to strengthen transferable skills such as those contained in the NACE list. Examine your attitudes toward your tasks and the people you work with. For example, to what extent can you: a) deal effectively with unstructured situations? b) work with people you do not like? c) respond maturely to criticism? d) work productively under stress and boredom? e) succeed in an organizational culture you may not like? Recognize that even the best jobs can be frustrating at times; you must learn to be effective under all conditions. If for one reason or another you have not held even a part-time job, get one—soon.

2. Seek internships, work, or research opportunities where you can **develop real-world experiences** and apply course concepts where possible.

3. Enroll in **courses that focus on process or organizational aspects of the workplace**, such as organizational behavior, small group communications, social psychology, public speaking, leadership, business writing, business or science technology, and others. Consider pursuing a business minor or at least courses in management, marketing, economics, accounting, business ethics, and human resources. Do you want to enter the contemporary business world illiterate in its most basic concepts?

4. **Join campus organizations and activities that promote collaboration, competition, and leadership**; focus on growth and change processes not just the activities—your Psi Chi chapter can be a wonderful choice for gaining valuable leadership experience. Join no later than your junior year with the goal of holding a major leadership position your senior year. You might not use leadership skills in your first couple of jobs, but they become invaluable as you advance.

5. By your junior year, **work with a career counselor** (in addition to your advisor) and create a plan that identifies your interests, goals, strengths, weaknesses, and potential career fields. Develop job-search and interview skills; create a computer-based skills portfolio of your achievements with your career counselor. Network!

6. **Search for campus workshops** and other opportunities that focus on self-development, conflict management, team building, time and stress management, leadership, and similar generic professional skills. Become a resident hall assistant if that position interests you.

7. Do not expect teachers and advisors to provide all the answers because they do not know them. There are, however, numerous **helpful resources** such as Psi Chi, APA, and others listed in the "Additional Resources" on page 31.

8. Establish realistic expectations about the workplace by **avoiding the "entitlement mentality,"** (i.e., believing your degree entitles you to challenging work, good salary, and rapid advancement); embrace ambiguity and uncertainty as your constant companions.

9. **Develop a strong work ethic**; create meaning in your life; find value in what you do. Establish good habits of physical and mental health and solid relationships.

10. Try to **think and act positively** especially during the "bad" days and reduce self-doubts. You are not alone. You will become a senior again.

Concluding Comments

How many times did the words *expect* and *expectation* occur in this article? Like your next boss, I'll let you find the answer. I have met several employers who consistently report that for most new graduates, their unrealistic expectations pose a major problem.

You *can* succeed during your freshman year in the workplace with C's. Your corporate *culture* will differ from your college environment in numerous ways that you must become aware of and adapt to quickly. *Competencies* and skills replace GPA as the measure of your success; several of these you acquire during college and are very similar to the ones employers are seeking in their candidates. Finally, many *consequences* of positive and negative behaviors exhibited in college and workplace are identical, so continue to accentuate the positive habits, attitudes, and competencies; eliminate the negatives; and enjoy the journey into the next chapter in your life.

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

Convention Calendar

One of the many benefits Psi Chi offers its members is the excellent series of programs the honor society sponsors at regional and Society annual psychology conventions. These programs provide members with an opportunity to present their research in a professional setting; to participate in panel discussions, conversation hours, symposia, and lectures with eminent psychologists; and to network with students, faculty, and other psychologists from a wide variety of backgrounds and interests.

Society Annual Conventions
For additional information about a Psi Chi program to be held at a convention, contact the Psi Chi Central Office or refer to the "Conventions" section online at www.psichi.org/conventions

Regional Conventions
For additional information (such as poster presentations) about Psi Chi programs at regional psychological association conventions, contact the Psi Chi regional vice-president for that region (see page 2), or refer to the "Regional Conventions" section online at www.psichi.org/conventions

Student Conferences
To recommend a student convention, meeting, or program for inclusion in the Convention Calendar, you may enter that information online at www.psichi.org/conventions/addnew.aspx

The information you enter will also be provided on the "Conventions" section at www.psichi.org/conventions

PSI CHI SOCIETY CONVENTIONS

May 27–30, 2010
22nd Annual Convention of the Association for Psychological Science
Boston, MA
Sheraton Boston Hotel
For information:
Association for Psychological Science
Telephone: +1-202-293-9300
Email: convention@psychologicalscience.org
Web: www.psychologicalscience.org/convention/

August 12–15, 2010
118th Annual Convention of the American Psychological Association
San Diego, CA
For information:
American Psychological Association
Telephone: +1-202-336-6020
Email: convention@apa.org
Web: www.apa.org/convention/

August 12–15, 2010
81st Annual Society Psi Chi Convention
San Diego, CA
For information:
Psi Chi Central Office
Telephone: +1-423-756-2044
Email: psichi@psichi.org
Web: www.psichi.org/conventions

PSI CHI REGIONAL CONVENTIONS

March 4–7, 2010
Eastern Psychological Association
Marriott New York at Brooklyn Bridge
New York City, NY
For information:
Arnold L. Glass, PhD
Telephone: (732) 445-4637
Email: epaexec@rci.rutgers.edu
Web: www.easternpsychological.org

March 10–13, 2010
Southeastern Psychological Association
Chattanooga Convention Center
Chattanooga, TN
For information:
Rosemary Hays-Thomas, PhD
Telephone: (850) 474-2070
Email: sepa@uwf.edu
Web: www.sepaonline.com

April 8–10, 2010
Southwestern Psychological Association
Marriott Dallas/Addison Quorum
Dallas, TX
For information:
Dr. Raymond Russin
Telephone: (402) 426-7202
Email: russinr@sbcglobal.net
Web: www.swpsych.org

April 15–17, 2010
Rocky Mountain Psychological Association
Sheraton Denver Tech Center Hotel
Greenwood Village, CO
For information:
Diane Martichuski, PhD
Telephone: (303) 492-4246
Email: diane.martichuski@colorado.edu
Web: www.rockymountainpsych.org

April 22–25, 2010
Western Psychological Association
Fiesta Americana Condesa Cancun
Cancun, Mexico
For information:
Chris Cozby, PhD
Telephone: (928) 277-4660
Email: cozby.wpa@gmail.com
Web: www.westernpsych.org

April 30–May 1, 2010
Midwestern Psychological Association
Palmer House Hilton
Chicago, Illinois
For information:
Mary Kite, PhD
Telephone: (765) 285-1690
Email: mpa@bsu.edu
Web: www.midwesternpsych.org

OTHER MEETINGS

February 27, 2010
Mid-South Psychology Conference
Memphis, TN
For information:
Web: www.memphis.edu/psychology/mspc/

March 26–27, 2010
30th Annual Great Plains Psychology Convention
Saint Joseph, MO
For information:
Web: www.greatplainspsychology.com

April 10, 2010
Adolescence in the 21st Century: Constants and Challenges for the Next Generation
Newburgh, NY
For information:
Web: www.msmc.edu/card

April 10, 2010
The 29th Annual Mid-America Undergraduate Psychology Research Conference
University of Southern Indiana, Evansville, IN
For information:
Web: http://psych.eiu.edu/mauprc

May 6–7, 2010
The Problem Student Problem-Solver Workshop: Breakthrough Strategies to Teach and Counsel Troubled Youth
Seattle, WA
For information:
Web: www.youthchg.com/live.html

May 14, 2010
19th Annual UCLA Psychology Undergraduate Research Conference
Los Angeles, CA
For information:
Web: http://purc.psych.ucla.edu/

Dr. John Kennedy (center) with faculty and students at the **Fordham College, Westchester (NY)** induction on December 12, 2009.

Eastern

Fordham College, Westchester (NY)
On December 12, 2009, the chapter capped its second semester of existence with three special activities in one evening. First, Dr. John K. Kennedy (president of Half-Moon Consulting), offered a lively workshop on his specialty of 30 years entitled "Industrial-Organizational Psychology: Preparing for a Successful Practitioner Career." This led into an induction ceremony conducted by Ann Rodier (dean) and Jason Pryce (chapter president) to induct two new life members into Psi Chi—Noelle Friedman and David Lavin. This was followed by an open house and faculty-student supper to make plans for spring 2010.

Grove City College (PA)
The chapter of Psi Chi had a very active 2009 year. In the spring of 2009, the chapter hosted a Psychology Night for all psych majors: students shared a time of fellowship over dessert, professors shared their research, and new Psi Chi members were inducted. At the end of the semester, the chapter elected new officers for the 2009-10 academic year. The chapter welcomed five new members in the fall.

The chapter hosted special guest speaker Dr. Kevin S. Masters (professor of psychology and director of Clinical Training at Syracuse University). Dr. Masters is the editor-in-chief of the *Journal of Behavioral Medicine* and associate editor of the *Annals of Behavioral Medicine*. He gave a talk entitled "Religion/Spirituality in the Clinic and Lab: A Tribute to Allen Bergin and the Importance of Vision," which was open to the student body, followed by a more intimate time with Psi Chi members to discuss Syracuse's programs over pizza. In addition, a representative from Fuller Theological Seminary came to talk to Psi Chi members about its clinical psychology, psychology PhD, and marriage and family therapy programs.

The university's psychology professors joined Psi Chi members for dinner in the cafeteria one night to get better acquainted and update each other on exciting future plans. The chapter held one official meeting to plan an Eating Disorder Awareness Week, where the members effectively split into committees to prepare for and publicize the service event. The chapter had a very productive and successful academic year so far, and members are very excited about the future.

Lehman College, CUNY
The chapter of Psi Chi had a productive start to the academic year. The chapter cosponsored two Pre-Grad Advisement workshops tailored for students contemplating pursuing studies at the graduate level. The chapter also helped to facilitate a workshop for students interested in conducting research in psychology. Turnout for all three events was tremendous. In addition, the chapter also held its first bake sale of the year. Proceeds will go to benefit an organization of the chapter members' choosing.

Southern Connecticut State University
The Psi Chi chapter continued to thrive for fall 2009! The chapter participated in the Happily Ever After fairytale-themed homecoming as Freud and the seven dwarves. For the event, there was a script in which Freud treated the seven dwarves suffering with psychological disorders. The chapter also had a successful Pie for Psi Chi fund-raiser with the help of Lyman Orchards in Middlefield, CT. Recently a seminar was hosted focusing on the application process for graduate school. Several faculty members from the Psychology Department spoke about the topic. The chapter also collaborated with another school club to promote Depression Awareness on campus and a free screening for depression was provided on-line. Members look forward to participation in local fund-raising, community service, and Society Psi Chi events.

With nerly 1,100 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: July 15
Winter: September 15
Spring: November 15
Summer: February 15

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

Submission specifications
- Only activities that have already occurred and are submitted in paragraph form will be published.
- Do not send future plans, calendars, or summarized lists.
- Limit reports to 250 words. If you wish to report more extensively on a special activity, series of programs, etc., contact the Central Office at psichieye@psichi.org.
- Write your report in the third person rather than the first person (e.g., "the chapter sponsored" vs. "we sponsored").
- Include full names, degrees, and titles of speakers/leaders, their institutions, and their topics.
- Report chapter events such as: discussions, lectures, meetings, socials, 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 three per issue. Include accurate, typed captions. Photos may be mailed (include a self-addressed, stamped envelope for returned photos) or emailed to psichieye@psichi.org. For digital photos, email only high-quality resolution images (600KB) using a 5-or-higher megapixel camera. Do not send digital printouts from a photo quality printer.
- All photographs and chapter reports submitted to *Eye on Psi Chi* may be featured on our website (www.psichi.org).

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

A New inductees of the **Bradley University (IL)** Psi Chi Chapter.

B Psi Chi members of **Bradley University (IL)** inside their cardboard shack at the Habitat for Humanity fund-raiser event.

C **Wilkes University (PA)** Chapter officers encourage students to apply for membership. Pictured *from left to right* are Dr. Robert Bohlander (advisor), Anna McFadden (president), Kathryn Nadeau (secretary), and Alison Frantz (vice-president).

D **Wilkes University (PA)** chapter participated in National Depression Screening Day. Pictured *from left to right* are Kimberly Pham, Norma Medero, Anna McFadden (president), and Alison Frantz (vice-president).

E **Bradley University (IL)** members of Psi Chi and Psychology Club spend the night on the quad in a cardboard shack to support Habitat for Humanity.

F **Wilkes University (PA)** Psi Chi members helped local children celebrate Halloween. Pictured *from left to right* are Kathryn Nadeau (secretary), Angela Nicolosi, Amber Kozo (treasurer), Thomas Mealing, Anna McFadden (president), Sean Deats, and Alison Frantz (vice-president).

G The Psi Chi Chapter of **Southern Connecticut State University** held a successful Pie for Psi Chi fund-raiser.

H The fall induction ceremony of the Psi Chi Chapter of **Drury University (MO)** was held November 13, 2009. New members include *(back row)* Marie Trower, Stayce McDaniel, Ray Geosling, Angelah Crumm, and Kelly Crowe; *(front row)* Kelsy Long, Leanne Roy, and Amanda Fisher.

I Psi Chi Chapter officers of the **University of Central Missouri** for the academic year 2009-10.

J Psi Chi chapter members Kayla Kelder and Brad Landrum take a moment from the royal life to pose for the camera. They were elected as candidates for **Missouri Western State University** Homecoming—both making it onto to homecoming court.

K Psi Chi members of the **University of Wisconsin–Green Bay** participate in the National Alliance on Mental Illness (NAMI) run/walk fund-raiser.

L Twenty-five new members were inducted during the fall semester at **Northern Illinois University**.

M Katie Bruni and Amanda Degeneffe of the **University of Wisconsin–Green Bay** Psi Chi Chapter attend the end of the year picnic.

N Members of the **Charleston Southern University (SC)** Psi Chi Chapter take a moment to pose in a picture with guest speaker Dr. Ed Green.

O For homecoming, the Psi Chi Chapter created their homecoming banner to fit the "Go Blue" theme at **Charleston Southern University (SC)**.

P Psi Chi members of the **University of Mary Washington (VA)** created Thanksgiving cards for Hospice patients.

Q The **University of Mary Washington (VA)** Psi Chi Chapter held a candlelight ceremony for fall 2009 inductees.

Psi Chi members of **Utah State University** helped build the Adventure Playground for the local community.

Wilkes University (PA)

The chapter started the fall semester looking forward to building on the level of activity spurred by last year's officers. The chapter participated in the university's Club Day to publicize the membership application drive. Psi Chi members also took on the roles of mentor during the semester, and the chapter organized a Scavenger Hunt for incoming first year students and a preregistration luncheon to help underclassmen choose courses for the upcoming semester.

To help bring recognition to Mental Illness Awareness week, the chapter hosted a Depression Screening day with the help of campus counselors. Chapter members also took part in a Candlelight Vigil sponsored by the local chapter of NAMI.

Chapter members have also been actively involved in community service. The chapter took part in a local Halloween party for underprivileged children, where members helped kids decorate their own cookie creations. Additionally, Psi Chi sponsored the Thanksgiving Food Drive for a local food bank.

Midwest

Bradley University (IL)

Psi Chi launched the semester with a new executive board and a group of Psychology Club team leaders. To help psychology majors, the board began a peer-mentoring program for incoming freshmen, and to boost student involvement, planning committees were created. The chapter released a new, user-friendly website that provides critical information about officers, research, and upcoming events. The first event of the semester was Pizzapalooza, where students met peers and faculty. The first movie night was held Halloween week featuring the psychological-themed *Donnie Darko*. During the semester, Psi Chi held the Annual BBQ at Shack-A-Thon and members spent the night on the quad in a cardboard shack to support Habitat for Humanity. To boost academics, the chapter hosted a GRE practice test and a CV workshop lead by Dr. Rick Smith (director of Career Development). Prior to the campus-wide graduate school fair, Psi Chi hosted a Psychology Grad School Info session with speaker Dr. Kenneth Kessler (director of the Clinical Counseling Program at Rosalind Franklin University). The chapter's service events included presentations at local high school psychology classes informing potential students about being a psychology major at a 4-year university. Also, Psi Chi participated in a canned food drive for the Peoria Area Food Bank where students needed one can of food for admission to the "Portion Size Me" lecture lead by Dr. James Painter (food psychologist). Psi Chi's main fund-raiser for the semester was T-shirt sales, which also promoted awareness of the organization. The chapter looks forward to another successful semester this spring.

Missouri Western State University

The chapter of Psi Chi had a busy and active year. With biweekly business meetings, the members of Psi Chi were able to plan many fun and exciting events. The semester began with a picnic at a local park to get the students pumped up and ready to go for a great semester. Psi Chi took part in Homecoming week by participating in the Parade and Homecoming Royalty. The chapter nominated candidates for King and Queen with both candidates making it onto royalty court. The week ended on a great note with one of the candidates winning the title of Homecoming Queen. The students planned several fun events including a fall hoedown and bonfire with a Halloween costume contest. To boost the chapter, the students sold fund-raising frozen food items and Christmas gifts. Beyond recreational events, to prepare for life after graduation, Psi Chi hosted several meetings to study for the university exit exam and to prepare for graduate school. Local graduate schools were invited to talk about their programs and offer ideas and opportunities about life after undergraduate school. The chapter also had several representatives from local companies speak about career possibilities for psychology majors. It was an active and exciting year for the Psi Chi chapter with student involvement in chapter camaraderie, campus life activities during Homecoming week, fund-raising, and life preparation following graduation.

Northern Illinois University

The chapter was involved in many events during the fall semester. The chapter hosted a bake sale for fund-raising and volunteered for a Halloween party for the YMCA in DeKalb. The chapter also participated in a coat drive, held a self-defense fund-raiser, and volunteered time tutoring students enrolled in an introductory psychology course several nights throughout the semester. The chapter hosted a Meet the Faculty night at a nearby pizza place. Students attending were able to discuss graduate school and possible research opportunities with their psychology professors. The chapter also participated in the First Annual Undergraduate

Psi Chi officers and faculty advisor
for the **University of West Florida**:
(back row) Dr. Lisa VanWormer (faculty
advisor), Jason Case (vice-president),
and Carly Robbins (secretary); *(front
row)* Kyra Wyatt (president) and
Elizabeth Mance (treasurer).

Psi Chi faculty advisors and members at
the 2009 spring induction ceremony for the
Chapter of **Concordia University (OR)**.

[Right] New members of the **University of Central Florida, Palm Bay** Psi Chi Chapter with Psi Chi President Dr. Alvin Wang at the October 27 induction ceremony.

[Below] Fall officers of the **University of Central Florida, Palm Bay** Psi Chi Chapter with Psi Chi President Dr. Alvin Wang.

Psi Chi Chapter members of the **Texas State University–San Marcos** hosted the Eyeball Soup booth at the Farmer Fred's Fall Festival.

New inductees of **St. Andrews Presbyterian College (NC)** Psi Chi Chapter: (back row) Holly Mitten, Lauren James, Sarah Karas, Dr. Pam Case (faculty advisor), Pam Ely, Galina Podolsky; (front row) Esther Brayton and Leslie Firth.

Psychology Research Conference at the university, which informed other students about Psi Chi. Next semester, the chapter plans to volunteer for the Bone Marrow Drive that will be held on campus. There were 25 new Psi Chi members inducted at the fall induction ceremony. The chapter is continuously growing and consistently getting more involved with its community.

University of Central Missouri
The Psi Chi chapter had a very active fall semester participating in campus events including Get the Red Out Street Fair, Homecoming Community Service Day, and Homecoming Bowling Night. The chapter also has a Psi Chi coed intramural volleyball team for the semester. The chapter recently collected paper products and monetary donations for the City Union Mission—a homeless shelter in Kansas City. During the semester, the chapter inducted nine new members. Following the induction, all members were invited out for pizza to get acquainted.

Walden University (MN)
The Psi Chi chapter engaged in many activities this past year. Two induction ceremonies in 2009 welcomed 242 students into the chapter. The induction ceremonies were held in January and July with hundreds of students and faculty present during the university's Academic Year in Residency Program in Dallas (TX) and Minneapolis (MN), respectively. The chapter also held a meeting in Minneapolis, which focused on raising interest and activity in chapter initiatives. On October 3, 2009, chapter members actively engaged in putting the social change mission of the university into action by serving in various communities across the country as participants in Walden's Fourth Annual Global Day of Service. Lastly, the chapter formed two new committees focused on alumni relations and residency program initiatives.

Rocky Mountain

Utah State University
The Psi Chi chapter recently participated in a service project organized by the Whittier Community Center of Logan (UT). This project involved the construction of a playground designed to accommodate persons with disabilities. The Adventure Playground was constructed entirely by volunteers from the community and took one week to complete. The playground has been an immense success and is open for no charge to more than 1,600 people who visit the center each week. It was a rewarding experience for Psi Chi to be involved in the construction of the project and to see the community rally together for the well-being of its residents.

Southeast

Charleston Southern University (SC)
The fall 2009 semester was an eventful one for the Psi Chi chapter with members working hard to make it a successful club this year. With many guest speakers and service projects completed, the chapter continued to be one of the most active clubs on the Charleston Southern campus.

Dr. Christina Sinisi (psychology professor and advisor) headed the psychology majors and minors meeting. The next speaker was Dr. Ed Green, who spoke about

From left to right, Danielle Forester (event coordinator), Angela Minch (Psi Chi member), and Meredith Polhemus (Psi Chi president) of the **Concordia University (OR)** Chapter wearing their shirts from the Girl Talk event. Girls were encouraged to write a positive aspect about themselves on their shirt which other people may not know about them.

[Above] Dr. Thomas Joiner, keynote speaker for the 2009 Tri-State Psychology Conference sponsored by Psi Chi at **West Virginia University,** is presented a gift of West Virginia glass from Kirsten Sundin (secretary).

[Left] Dr. Dan McNeil (left, faculty advisor) introduces Dr. Thomas Joiner at **West Virginia University's** Tri-State Psychology Conference.

the early innovations in psychology. This was the second time Dr. Green appeared at Charleston Southern as a guest speaker. Students were excited to have him speak again, especially since he is known around campus as the man who worked under B.F. Skinner while attending graduate school. At the October 9 meeting , graduate school was the next topic. Dr. Myrna Nicolette (psychology professor) spoke about the requirements for getting into graduate school, what you should or should not do when writing your personal statement , and how to prepare for taking the GRE. After the graduate school meeting, Dr. Brian Sullivan was the guest speaker for October 23. Dr. Sullivan is a psychologist with his own practice and shared with Psi Chi members the importance of understanding the business side of psychology. The last guest speakers of the fall 2009 semester came in the form of the Psychology Alumni Panel. Ashlee Parra ('03), Donna Gibson ('08), Julia Grimm ('07), and Virginia Vann ('06)—all graduates from Charleston Southern—answered questions pertaining to their experiences at Charleston Southern and the process they went through when applying to graduate school.

The chapter was also involved in numerous service projects during the semester. Rock the Block was held on September 12. Rock the Block is an event where all colleges in the Charleston area gather to prove that college students can have a wholesome good time without alcohol or drugs. The next project was the Charleston Peace One Day event on September 20. Charleston Peace One Day is based on the International Peace One Day that is held on September 21. This was the second year that Charleston hosted the event, and the chapter has been involved both years. The chapter hosted a car wash on September 10 and raised $360. The proceeds were split between the chapter and the Psychology Department's trip to Guatemala, which will occur in May 2010. The club participated in two walks in the community—the Heart Walk on September 26 and the Memory Walk on October 24. Each year, the chapter raises money for both walks with members participating in the walks.

Davidson College (NC)

In October, Psi Chi members volunteered with Davidson Athletics to raise money for breast cancer research. Davidson's women's volleyball hosted an annual Dig for the Cure game which raises awareness and financial support for breast cancer in conjunction with the Side-Out Foundation. Psi Chi members recruited items from local businesses to be donated for a silent auction, raised money through T-shirt sales, and volunteered their time at the event. The members had fun volunteering for this charitable cause.

In November, the chapter hosted a social event for Psi Chi members, students with an interest in psychology, and Davidson College faculty. Members enjoyed a delicious dinner of Chinese food and excellent conversation. Additionally, Samuel Snell ('10) introduced new psychology mentors and mentees, continuing the Psychology Mentoring Program established in the previous year.

The chapter would like to welcome and congratulate its new Psi Chi members. The chapter would also like to congratulate several Davidson College professors for honors and recognitions they have recently received. Dr. Multhaup has been elected to fellowship status in the APA's Division 20 (Adult Development & Aging) for her hard work and dedication to the field. Dr. Ramirez was also elected a fellow to the APA and APS for his contributions to psychology. Additionally, Dr. Smith is the first professor at Davidson College to receive a direct R01 grant from the National Institutes of Health, which will provide funding for research entitled "Physical Activity and Substance Abuse." Congratulations to all of these Davidson professors for their expansive contributions and dedication to the field of psychology.

Psi Chi members participate in the Major Fest at the **University of Findlay (OH)**.

Texas State University–San Marcos

During the fall semester, the chapter participated in the National Alliance on Mental Illness 5K walk in downtown Austin. The event was put on by NAMI–Austin in order to raise funds and awareness about mental illnesses in the community. Although the weather was chilly and the skies overcast, the members woke up early to support an amazing cause and had a great time partaking in such a successful event that raised over $25,000.

The chapter also took part in the Farmer Fred's Fall Festival in San Marcos. Here, the group headed up the Eyeball Soup booth, where children would come dressed in costumes and try and throw eyeballs into jars in order to win candy. The children definitely had a great time playing all the various games and winning candy, while the members enjoyed putting on a great event for the community.

Finally, the chapter partnered with the Psychology Association to put on a student-faculty mixer in order to become better acquainted with the psychology professors. Sandwiches and beverages were provided for a light lunch. Students were given a wonderful opportunity to converse with their instructors outside the classroom in a fun, friendly, and open environment. The mixer was a huge hit with both students and faculty alike.

University of Central Florida, Palm Bay

This past year, with the help of Dr. Margot Storm, the chapter hosted the First Annual Palm Bay Campus Summer GRE workshop. The workshop focused on students' specific areas of interest and their concerns for GRE success. On October 27, the chapter inducted nine new students into the society with a candlelight ceremony and a welcome speech given by Alvin Wang, PhD (Psi Chi President). The chapter also collaborated with the Palm Bay Psychology Club to host its much anticipated, annual Halloween party as well as tour the Space Coast Early Intervention Children's Center—a local center focused on the developmental needs of children from birth to 3 years of age.

University of Mary Washington (VA)

It has been a busy yet productive fall semester for the local chapter! The chapter held a psychology GRE preparation session that advised students on the types of study materials that may be beneficial to them. Example questions from old tests were shown to give students a better idea of what to expect on the test. The chapter held the annual graduate school forum, where three of the psychology department's professors served on a panel that answered students' questions about the application process, the graduate school experience, the ways to obtain different degrees, and other related topics. A Personal Statement Writing workshop and a Curriculum Vitae Writing workshop were held to inform students about these important documents and what to include (and not to include) when preparing them for graduate school applications as well as other professional endeavors.

For the semester's service project, the officers set up a craft party where all members could volunteer to create Thanksgiving cards for Hospice patients. The event had a fairly good turn out, and everyone enjoyed eating pizza and making cards to brighten up the holiday for those who were ill. The chapter recently inducted 12 individuals at the Psi Chi induction ceremony! Several professors from the department attended the ceremony to enjoy refreshments with the new inductees and to show their support. The chapter has been really active and invested in its planned activities/workshops as well as its service project for the semester.

University of West Florida

During the past year, the chapter saw considerable growth in membership and activity level. In the 2009 spring semester, several members attended the SEPA conference in New Orleans (LA). Additionally, in April 2009, the chapter held an induction ceremony where 25 new members were inducted into Psi Chi. Of the 25 new members inducted, four were installed as the new 2009–10 officers.

The chapter kicked off the 2009 fall semester with weekly chapter meetings discussing such topics as future events, service projects, fund-raising events, and membership drives. One month after classes began, in conjunction with the Student Psychological Association, the chapter cohosted a well-attended Welcome Back Barbeque for students and faculty.

West Virginia University

Psi Chi continued its work in sponsoring the Holding Every Life Precious (HELP) suicide prevention and mental health awareness program on campus. A highlight of these efforts was chapter sponsorship of the 18th Annual Tri-State Undergraduate Psychology Research Conference in April 2009. There were 14 colleges and universities represented from seven different states. The conference featured over 100 undergraduate and graduate investigators who presented their research in

posters, symposia, and panel discussions. There were nearly 200 attendees at the conference, which was funded by grants from the Psi Chi Society, West Virginia University's Eberly College of Arts and Sciences, and other sponsors. The keynote speaker was Dr. Thomas Joiner, a leading expert on the nature and research of suicidal ideation and behavior. He spoke about his book *Why People Die by Suicide*. Joiner's visit and lecture addressed issues that contribute to lethality in suicide attempts and what might be done to prevent them. Joiner proposes that people acquire the ability to harm themselves through learning and, when troubled by a lack of belongingness and a sense of ineffectiveness, may turn to suicide. Also at the conference was a panel discussion which focused on enhancement of the operation of Psi Chi chapters, as a follow-up to the 2009 Psi Chi National Leadership Conference. In the current academic year, the chapter continues its work to "HELP" fellow students by fund-raising at weekly pizza sales and sponsoring training for members who are peer educators for the HELP program.

Winthrop University (SC)
The Winthrop chapter had a very productive year. The officers began the year by talking to new students during freshmen orientation and hosting a pizza party for psychology majors in order to both advertise and recruit for the chapter. In addition to separate monthly meetings for members and officers, the chapter hosted bowling and game night socials for members and their friends. The chapter served the academic needs of the members by cosponsoring a simulcast on nonprofit careers and coadvertising a GRE practice session with Career Services. The chapter also held a Graduate School Forum for students thinking about applying to graduate school, with faculty and graduate students sharing tips about the application process. As the chapter does every semester, the officers sponsored a competition for the best T-shirt idea and then sold them as a club fund-raiser. The chapter also served the campus and local community. The chapter cosponsored a scholarship fund-raiser with the English Department's student groups and organized a book drive for underprivileged children. The chapter also participated in a department-wide effort to create a service partnership with the local Head Start program. The partnership offers Psi Chi members a variety of volunteer experiences working with children and their families. In addition to these activities, the chapter regularly communicates with members via Facebook, e-mail, and its bulletin board.

Southwest

Stephen F. Austin State University (TX)
The chapter officers set out with an ambitious schedule of events in an attempt to encourage participation and research development from as many members as possible. Thus far, the chapter engaged in organizing several fund-raisers, including the annual bake sale and garage sale, in an effort to ameliorate member costs for attending psychological conferences. The chapter worked cooperatively with the local Psychology Club to organize a social event in which general members of both organizations had an opportunity to interact with members of the psychology faculty. The chapter also hosted three graduate school preparation workshops in which helpful information about applying to graduate school was disseminated by a successful graduate student. These workshops included tips on being admitted into graduate programs as well as strategies for successfully approaching the GRE. The chapter also made a significant effort to coalesce interested individuals into research teams with common experimental interests.

Western

Concordia University (OR)
The new chapter members were inducted in the spring of 2009 at a luncheon ceremony including family and friends. Members geared up for summer and began to brainstorm ideas for the fall. The chapter supported a lyceum event on campus entitled "Girl Talk." This event was focused on discussing women's issues ranging from hormones, mental health, body, self-esteem, safety, and overall empowerment of the women on campus. The lyceum was hosted by fellow student Danielle Forester, and included six panelists from the Concordia University community— Jane Smith (advisor), Maura Page, Meghan Bouslaugh, Elizabeth Braun, Kimberly Knutsen, and Lee Paton. The event was well attended by female students, staff, and faculty of Concordia who came together to better educate themselves and build a strong community of support for one another.

Join us aboard the
Tennessee Aquarium River Gorge Explorer
for the 80th Anniversary Celebration at SEPA

We are excited to announce that Psi Chi will be celebrating its 80th anniversary aboard the Tennessee Aquarium River Gorge Explorer. This **70 passenger high-speed catamaran** is the first of its kind in the Southeast. An Aquarium naturalist will lead us into this protected habitat, pointing out wildlife and historic points of interest along the way.

DATE: Thursday, March 11, 2010
WHEN: Boarding begins at 4:45pm EST
          Departing at 5:00pm EST
WHERE: Chattanooga Pier
COST: $15 per person—SEATING IS LIMITED!

The excursion will last 2 hours. Please allow 15 minutes for loading and disembarking. The boat boards at the Chattanooga Pier—two blocks from the Tennessee Aquarium. Restrooms are available on the boat and Psi Chi will provide complementary refreshments.

Transportation to the boat can be obtained through the Downtown Electric Shuttle. This is a complimentary shuttle provided by the city, which has a convenient pickup steps away from the Marriott's front door. Board the northbound route towards the Tennessee Aquarium and disembark at the Shuttle Park North stop near the Courtyard by Marriott and the IMAX 3D Theatre. Proceed north on Chestnut Street to the Chattanooga Pier at Ross's Landing.

A detailed map listing shuttle services can be viewed at www.carta-bus.org/pdfs/ShuttleCvr-07_08.pdf. Please allow a minimum of 15 minutes travel time from the hotel.

To purchase tickets, please visit the Psi Chi website and log in as a member or chapter administrator. Proceed to the merchandise section and select the 80th Anniversary category. Seating is limited to 60 tickets. The ticket price is only refundable prior to Friday, February 26, 2010.

PSI CHI Meeting Pack
Everything you need to host your next successful Psi Chi event. This set includes twenty-five 12 ounce royal blue stadium cups, 50 white beverage napkins, and twenty-five 6 inch disposable white plates. All items display the national Psi Chi seal.
$30 per set [original price $35]

PSI CHI MERCHANDISE ONLINE @ www.psichi.org/products/

PSI CHI International Decal
New Psi Chi international seal printed on clear background with cling surface on either side for easy adhesion.
$1 each

International Registration Book
Spiral bound book for induction ceremonies. Bears the Psi Chi seal on the exterior in silver foil. Inside, pre-printed pages provide places to record newly inducted members.
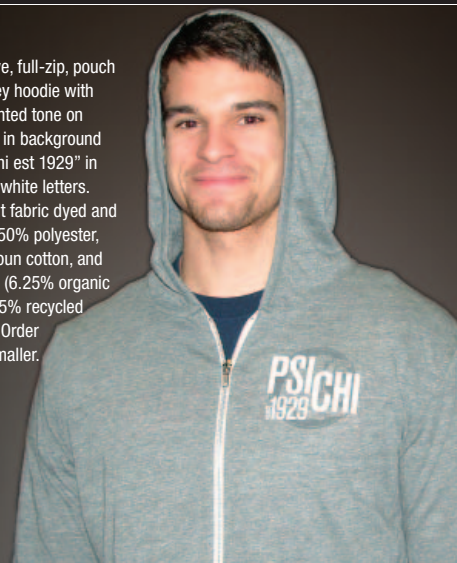**$20**

Hoodie
Long-sleeve, full-zip, pouch pocket, grey hoodie with symbol printed tone on tone effect in background and "Psi Chi est 1929" in distressed white letters. Lightweight fabric dyed and washed—50% polyester, 38% ringspun cotton, and 12% rayon (6.25% organic cotton, 6.25% recycled polyester). Order one size smaller.
$32

ID Holder and Keyring
A great way to keep track of student ID, debit cards, and keys all in one compact wallet. Made from genuine leather and available in pink, tan, and navy.
$12

Stainless Water Bottle
Be eco-friendly and give up those plastic bottles for a new stainless steel 17 oz. water bottle. Wide mouth, large handle, and carabiner, available in midnight blue with Psi Chi symbol and name on one side in white and "excel in scholarship, advance psychology" on the reverse side.
$12

Platinum Balloons With International Seal
11" latex balloons in platinum with Psi Chi seal printed in navy. Balloons ship in sets of 25.
$10

International Certificate Holder
Psi Chi seal in silver foil. Inside, corner slots hold your certificate in place.
$2

Joining is as easy as 1, 2, 3

With more than **590,000 members** inducted since its founding in 1929, Psi Chi is the largest student psychological organization in the world. Find out today how you can become a part of Psi Chi.

Undergraduate students, graduate students, and faculty members are eligible to join Psi Chi through their local Psi Chi chapter if they meet the criteria outlined below.

Undergraduate

1. Academic requirements include
— complete at least three semesters or five quarters and declare psychology major/minor
— complete at least nine semester hours or 14 quarter hours of psychology courses
— rank within the upper 35% of your class AND have at least a 3.0 overall GPA*
— have at least 3.0 GPA in psychology courses*

2. Maintain a high standard of personal behavior

3. Have a 2/3 affirmative vote of those present at regular chapter meetings

*Any chapter may establish higher minimum scholastic requirements. However, no chapter may establish service or attendance requirements such as helping at service projects, participating in fund-raisers, attending chapter meetings, writing special papers/essays, making presentations, etc. for membership eligibility.

Graduate

Complete at least one semester with a minimum overall cumulative GPA of 3.0 in all graduate courses, including psychology; and maintain a high standard of personal behavior. In addition, you must have a 2/3 affirmative vote of those present at regular chapter meetings.

Faculty

You must be a full-time faculty member at your school with a doctoral degree in psychology or a psychology-related field.

To learn more about Psi Chi, contact your local chapter.

PSI CHI. THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY
Local chapter contact information

Name _____

Address _____

City, State, Zip _____

Phone _____

Email _____

Student ID number _____

Estimated date of graduation _____

☐ 2nd sem Sophmore ☐ Junior ☐ Senior ☐ Graduate Student ☐ Faculty

Fo to le otP hoot te, le e ee the follow

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www.psichi.org

excel
in scholarship
advance
psychology

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Build a distinctive resume with Psi Chi

Four of the top qualifications that employers look for in their candidates are leadership skills, professional experience, research experience, and networking skills.

Leadership

"As a leader, I have learned that it is essential to set high standards and goals such as strategy planning, communication, meetings, marketing, presentation, and reliability. I encourage the members to reach goals as effectively as possible, while also working selflessly to strengthen the bonds among all members. I have also learned as chapter president to lead through example."

—Kristina M. Kons
2005–06 Wilson Leadership Award winner

How can you acquire experience as a leader while still an undergraduate? As an officer in your local Psi Chi chapter, you will develop leadership skills by making decisions that help your chapter and community. Opportunities to organize service projects, research conferences, or your chapter website are other ways Psi Chi can help you acquire valuable skills to add to your resume (Koch, 2007). In addition, as a chapter president, you may have the opportunity to expand your leadership skills at one of our regional conferences.

Research

"This project provided me with the opportunity to work at a large research institution with a professor involved in community outreach and development, a field in which I am particularly interested but not able to study at my home institution. I was able to examine the nature of adolescent violence in an urban location, which provided a unique and insightful experience."

—Christina Bruno
2005–06 Summer Research Grant winner

Do you plan to continue your education beyond the baccalaureate degree? Conducting research is one of the most popular and important criteria in graduate school selection (Appleby, 1999; Collins, 2001). Psi Chi has the resources and the opportunities for you to acquire this invaluable team-building experience.

— Psi Chi provides research grants of up to $1,500 each to help defray the cost of research conducted by undergraduate and graduate students ($55,000 available annually)

— Psi Chi funds undergraduate summer research experiences ($120,000 available annually)

— Psi Chi sponsors student research poster sessions at regional and Society meetings with awards for the best research presenter

— *Psi Chi Journal of Undergraduate Research* publishes the work of over 23 undergraduates per year

— National awards sponsored by APA and APS are available for research that has already been completed

Internship Work Experience

"When I first submitted my application for the NCAVC internship, I had no idea of the extent to which I would be involved in researching America's most violent offenders, firing weapons next to FBI agents, or attending classes from world-renowned law enforcement professionals. This internship was the best experience of my life thus far and has drastically shaped my future career goals."

—Jason Keller
2005–06 Psi Chi/FBI NCAVC Internship Grant winner

With the FBI NCAVC internships, you have a firsthand opportunity to work for a national organization and gain invaluable professional experience.

Networking

"In March, the chapter helped fund members to travel to the 2007 EPA Conference in Philadelphia to present their research. While at the conference, members had the opportunity to attend seminars on a range of topics and interact with psychology students and faculty from around the world."

—Belmont University (TN)
Chapter Activities Report (fall 2007)

One of the best ways to gain a competitive edge in your career is to network with people in your area of interest. By being actively involved in Psi Chi, you have opportunities to connect with psychologists locally, nationally, and internationally through our sponsored conventions.

— Connect locally with students, professors, guest speakers, and the community through meetings and fund-raisers

— Attend regional and Society annual Psi Chi conferences and connect with faculty and students from other institutions, invited speakers who are leaders in their field, and attending professionals

— Join national organizations as student affiliates and receive special discounts

Along with these advantages, remember with Psi Chi

— you pay a one time registration fee and you are a member for life;

— you receive a membership certificate and card; and

— you are eligible to wear an honor cord, medallion, and stole at graduation.

Career

As you enter your sophmore or junior year, get specific about what you want to do with your degree. Psychology can open the door to a variety of careers from clinical, counseling, educational, experimental, forensic, industrial/organizational, and social psychologist—just to name a few.

If you decide to major in psychology, now is the time to prepare for your career. Through **www.psichi.org**, *Eye on Psi Chi* magazine, and **convention programming,** Psi Chi can help you learn about career options, plan for graduate school and employment, discover networking opportunities, and make the most of your educational experience.

Psi Chi can be more than a listing on your resume. Psi Chi can help you build a distinctive resume through unique opportunities, hands-on experience, and international recognition. With over **$300,000 in grants and awards** for undergraduate and graduate student members and chapters, Psi Chi can support your participation in these activities and recognize your outstanding accomplishments.

Since its inception in 1929, Psi Chi is an organization that provides support and encouragement for its members to **excel in scholarship** and **advance psychology.** Psi Chi's network of chapters now extends to over **1,000 colleges and universities.** With over 85,000 psychology bachelor's degrees awarded annually (National Center for Education Statistics, 2006), participating in a certified honor society will give you a distinct advantage over other psychology majors.