

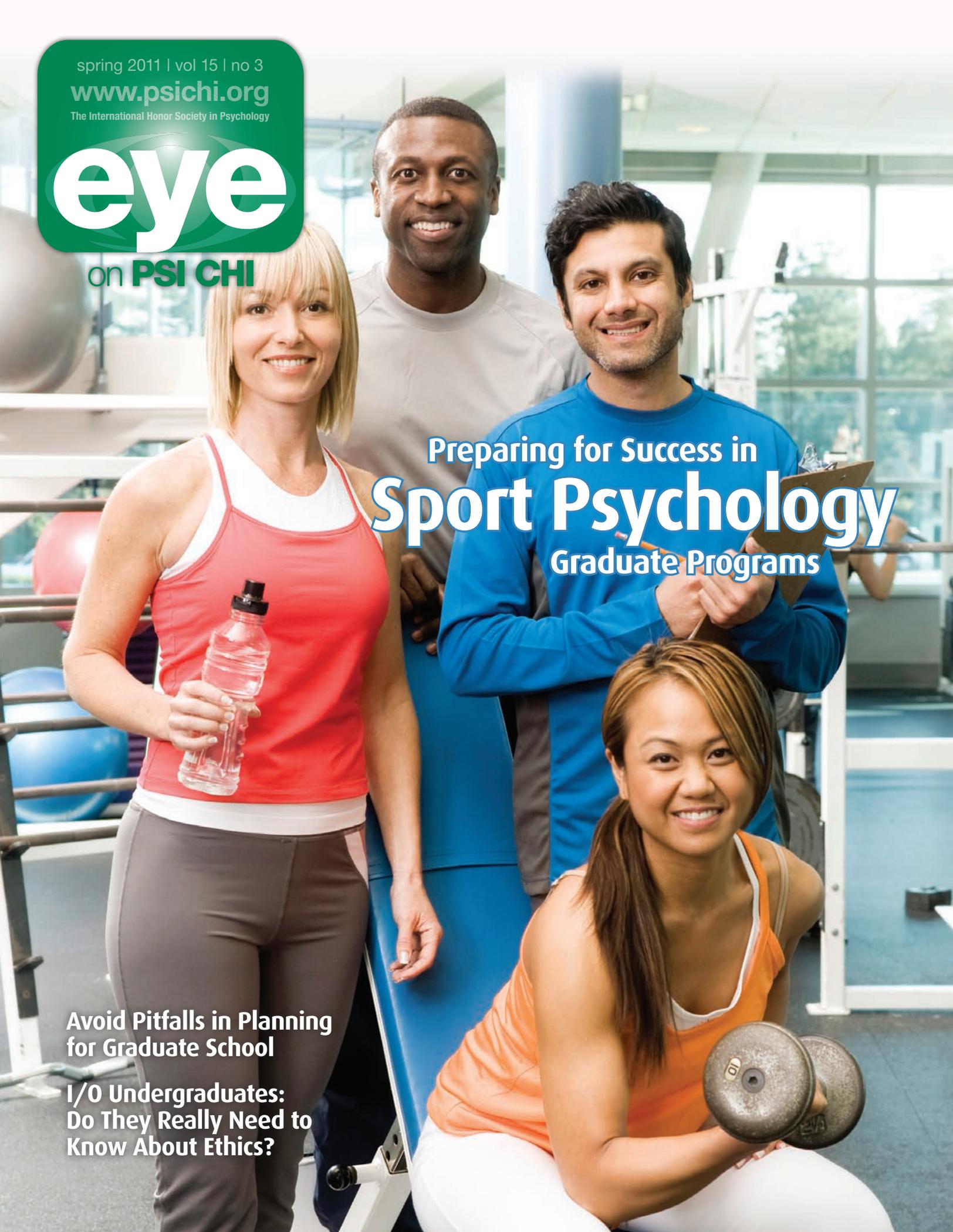
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The International Honor Society in Psychology

eye

on **PSI CHI**



Preparing for Success in
Sport Psychology
Graduate Programs

**Avoid Pitfalls in Planning
for Graduate School**

**I/O Undergraduates:
Do They Really Need to
Know About Ethics?**

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and other meetings

ABBREVIATIONS

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

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In This Issue

Spring semester is a busy time for Psi Chi chapters and their members. Whether you are bound for graduate school, a convention to present research, or beginning a career in psychology—planning is key. This issue of the *Eye* offers advice on preparing for your next step and taking advantage of membership opportunities.

Eye department messages:

Learn about the benefits of bi-directional communication (**President's Message**), diversity and leadership programming at upcoming Psi Chi conventions (**Executive Director's Message**), questions about membership (**page 18**), and advice for publishing in the *Psi Chi Journal of Undergraduate Research* (**page 20**) from the department columns.

Eye columns:

In "A User's Guide to U.S. Higher Education in a Global Context," Dr. John Davis encourages psychology students to diversify their studies in science and foreign cultures to become more competitive in the job market.

Dr. Mitch Handelsman introduces the first of seven key elements of ethics—competence. In "How Competent is Competent?," he focuses on how to define being good at what you do.

In "What Do You Want From a Full-Time Job?," Dr. Paul Hettich presents the top two job characteristics rated most important from a work-related survey. He poses five key questions to consider when examining job benefits and outlines the steps to discovering both interesting and engaging work.

In this issue's *Grad School Guide*, Dr. Carlos Escoto stresses the importance of preparation, planning, and doing your homework to maximize your likelihood of success when applying to graduate school.

Eye feature articles:

Dr. Karen Appleby and colleagues discuss a growing field in psychology in "Preparing for Success in Sports Psychology Graduate Programs." Their insight includes making wise undergraduate curriculum choices, obtaining internship positions, seeking opportunities to gain research experience, and discovering which programs fit your needs.

Have you considered how the choices you make as an undergraduate will affect your professional life? Your GPA, GRE scores, and interaction with professors determine your chances of being accepted into graduate school and predict your success thereafter. Dr. Gomez and colleagues offer tips to "Avoid Pitfalls in Planning for Graduate School."

Ethics is vital to professional development, yet most undergraduate psychology students receive no training on the APA's ethics code as it applies to business. In "Industrial/Organizational Undergraduates: Do They Really Need to Know About Ethics?," Dr. Zinn and Ms. Smiley discuss how the code applies to the workplace and ethical issues specific to I/O students.

Looking ahead:

- Spring semester is a great time for members to be active in the honor society.
- Vote online before March 15 for the future leaders of Psi Chi (**pages 6 and 22**)
- Travel to upcoming conventions to present your research, attend Psi Chi sessions, and hear the Psi Chi distinguished lecturers (**pages 8 and 47**)
- Apply for chapter/member awards and grants (**page 34**)
- Submit your research to the *Psi Chi Journal* (**pages 20 and 22**)
- Order graduation regalia EARLY to avoid rush charges (**page 48**)

On the Benefits of Bi-Directional Communication



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

The Board of Directors recently returned from a very productive mid-winter meeting. For example, good progress was made toward the introduction of new and sustained award opportunities, including possible new partnerships with other professional organizations. Another major topic at the meeting was how to best implement fast and effective communication of information to members, an issue that provides the focus of this column.

Within an organization of our size (close to 600,000 members and growing), it is very common for communication between board members and their constituents to be limited. Personally, when I was a regional Vice-President for Psi Chi, I very rarely heard from faculty advisors and was almost never contacted by student officers or chapter members about their concerns or hopes for the organization. Occasionally, at a chapter meeting or regional conference, I would even overhear general statements or assumptions about the nature of Psi Chi, some of which were false (e.g., that it is “an organization devoted [solely] to serving undergraduates.”) False statements such as that would prompt me to initiate a dialogue to try to set the record straight. The lack of communication with representatives typically results in members on the Board of Directors simply speaking their minds and voting their conscience. While this is still a meaningful and productive process due to the responsible actions of the Board, it is being done without a full appreciation of what chapters in the respective regions would prefer to see happen in either the short- or long-term future of Psi Chi.

For its part, the organization is making every effort to improve the quantity and quality of information received by members. This effort includes paying special attention to the changing means by which people prefer to receive information, as well as to the fiscal demands of different modes of communication. Toward this end, the Board has made a conscious effort to begin sending messages directly to individual members rather than only to chapters and is moving toward general reliance on electronic communication rather than more traditional methods. (This transition is expected to be complete by the summer). In this

way, members will be sure to receive the latest news from the organization almost immediately. Members also will have excellent mobile access to the latest society news given the array of existing means for receiving electronic messages while travelling or otherwise being on the go (e.g., laptops, netbooks, iPads, iPods, smartphones, etc.). Electronic publications, including *Eye on Psi Chi*, also will mean that all of the primary sources of communication with international membership will be preserved and with great cost savings that can be directly put back into student and faculty award programs. Each member should have already received an e-mailed prompt for the HTML version of the *Eye* in addition to the latest news digest information (If you have not received such information and would like to, please sign in to www.psichi.org/SignIn.aspx, update your contact information, and add yourself to subscriptions).

It is very important to note, however, that communication is a two-way street. The organization also needs to hear more from you to be sure that it is effectively helping Psi Chi to grow in the ways that you would like to see. You may have noticed recent electronic surveys of chapters (e.g., about development of award and grant programs), and other surveys are likely to follow from time to time. The results of these surveys will inform the Board of Directors about the general perspectives of members while they plan for the future. As members, you also need to know that your regional representatives welcome receiving more personal and direct feedback from you that they can bring to me and the rest of the Board. Let your regional Vice-President know what you think when you see him or her at a regional or national meetings, or alternatively, send an e-mail that conveys some thoughts from you and your chapter. The very same welcoming of feedback applies to me as President, and the Central Office Staff as well, so you should not hesitate to contact any of us. Ultimately, such immediacy and transparency in sharing information will allow us to collectively make this great organization even better.

What's New at Psi Chi Conventions?

Diversity and Leadership Programming

Exciting sessions appear this year and next at regional conventions, where diversity and leadership programming will be featured in the Psi Chi programs planned by each Vice-President. At the 2011 conventions, two regions will feature diversity and four regions will feature leadership in their Psi Chi programs.

Leadership

SEPA

The Psi Chi program will feature a session on successful leadership and meeting chapter leadership challenges presented by a graduate student Psi Chi member, an undergraduate chapter officer, and Psi Chi board members.

EPA

Mentoring and leadership development and how the two interrelate will be the topics of a presentation by Psi Chi President Michael Hall, and Executive Director Martha S. Zlokovich.

SWPA

Officers from a regional Psi Chi chapter and a regional Psi Beta chapter will present two joint sessions, one on chapter vitality and chapter leadership, and one on fund-raising. The presenters will engage attending students and faculty in a conversation hour-type discussion of the topics, as well as the more general topic of building bridges between Psi Chi and Psi Beta.

WPA

Four panelists—a Psi Chi faculty advisor and a chapter president, and a Psi Beta faculty advisor and a chapter president—will conduct a leadership symposium.

By 2012, all six regional Psi Chi programs will feature sessions designed to enhance the leadership skills of Psi Chi members, chapter officers, new faculty advisors, and experienced faculty advisors. This leadership programming takes the place of the National Leadership Conferences held in 2007 and 2009 and will reach more chapter members, officers, and advisors than had been possible in the past conferences.

Diversity

Psi Chi is pleased to announce very new developments in support of diversity. In January, the Board of Directors created the Diversity Director position and appointed Melanie M. Domenech Rodríguez, PhD, associate professor of psychology at Utah State University, to serve as our first Diversity Director. She will be responsible for promoting Psi Chi's diversity initiatives by developing relationships with key people in relevant groups and organizations, and serving as a resource to the Board of Directors, Central Office staff, and Psi Chi members. Because she served on the Psi Chi Board from 2005 to 2009 as the Rocky Mountain Vice-President, Dr. Domenech Rodríguez will be an invaluable resource to all of the Vice-Presidents as they plan their programs. She will also be developing ideas for supporting member research on diversity issues. Two regions have scheduled diversity programming in 2011. In the future, check the regional association or Psi Chi website for continuing developments in diversity programming.

SWPA

Dr. Sandra Mayo, director of the Center for Multicultural and Gender Studies at Texas State University—San Marcos, will talk about multicultural curriculum transformation and present information on how educators can most effectively teach a diverse student body, enhancing the learning of all students.

RMPA

Psi Chi will cosponsor a speaker or event with the RMPA Diversity Council. Keep an eye on the website where details will be posted as they are available.

Psi Chi Regional Convention Information

You will be able to find the Psi Chi programs for each regional convention posted on Psi Chi's website, appearing there as they are finalized. Go to www.psichi.org/conventions for Psi Chi program and distinguished speaker details.



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

2011 Regional Convention Locations and Websites

SEPA

March 2-5, 2011
Hyatt Regency Jacksonville
Riverfront in Jacksonville, FL
www.sepaonline.com

EPA

March 10-13, 2011
Hyatt Regency in Cambridge, MA
www.easternpsychological.org

SWPA

April 7-9, 2011
El Tropicano Hotel in
San Antonio, TX
www.swpsych.org

RMPA

April 14-16, 2011
Radisson Hotel in
Salt Lake City, UT
www.rockymountainpsych.org

WPA

April 28-May 1, 2011
Wilshire Grand in Los Angeles, CA
www.westernpsych.org

MPA

May 5-7, 2011
Palmer House Hilton in Chicago, IL
www.midwesternpsych.org

Position and Biographical Statements of the 2011 Nominees

President-Elect

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

Position Statement:

Active members of Psi Chi are the future scientists and practitioners of psychology. As the largest student disciplinary honor society, Psi Chi keeps its members informed and supported. Recent articles in the *Eye* have included discussions of the value of collaboration among students, chapters, and organizations. Psi Chi fosters communication, especially between the international office and our chapters and members. Creating a national 800 number would aid this effort. Psi Chi has also demonstrated increasing diversity among our student members in establishing international chapters. We can do more. Identifying high-ability psychology majors earlier would maintain/grow Psi Chi's membership, improving the support we offer as members enter graduate school. We should increase our ability to give away Psi Chi awards and scholarships. We can foster the new scholarship programs with APS and APA, seeking added support from industry and the public. There is much to do; I seek your help.

Biographical Statement:

Richard A. Kasschau, PhD, is a professor of psychology at the University of Houston (UH). He earned his PhD from the University of Tennessee. Prior to his appointment at UH, he was on the faculty at the University of South Carolina and spent a sabbatical year in the APA's Educational Affairs Office. He has produced two books consistently ranked nationally as the most or second-most widely used precollege introductory psychology texts. He has twice won the UH Teaching Excellence Award. In addition to advising the UH chapter, he served a term-limited four years as Southwestern Region Vice-President. During that time undergraduates' submissions of research papers to the SWPA more than doubled. A strong believer in bottom-up leadership, he is currently working with the UH chapter to earlier identify more members eligible for Psi Chi, significantly reducing the leadership problem created by electing undergraduates to Psi Chi only during their senior year.

Jason Young, PhD, Hunter College, CUNY

Position Statement:

I have served as Eastern Region Vice-President of Psi Chi since 2007 to pursue my vision of Psi Chi as a springboard for students to feel a greater sense of commitment and enthusiasm for research and practice in psychology. I look to serve as President to further several important goals of Psi Chi. Key among these goals is the exciting expansion of this unique Society to the international arena, as we more actively seek the involvement of psychology students around the globe. Doing so furthers the cause of psychology as a truly universal science of the mind, as well as affording our Psi Chi members opportunities to forge cross-cultural collaborations. I see the next few years as a crucial time in Psi Chi's growth in this respect. At every step during my past work on Psi Chi's Board of Directors, I have been a firm proponent of enhancing the accessibility of Psi Chi's resources, whether that means improving the usefulness of the Society's website (www.psichi.org) or developing new awards and grants that address the evolving needs of students of psychology. If elected, I would hope to follow the excellent leadership of Psi Chi's recent Presidents to expand on these efforts.

Biographical Statement:

Jason Young, PhD, is associate professor in the Department of Psychology at Hunter College, City University of New York (CUNY), and is also on the graduate faculty of the School Psychology program at The CUNY Graduate Center. Dr. Young teaches courses in Research Methods, Attitudes and Persuasion, Social Cognition, and Evolutionary Psychology, as well as graduate-level courses in applications of social psychology to social issues. His research focuses on the influence of emotions on various judgment and decision-making processes. Since 1995, he has been faculty advisor to a very active chapter of Psi Chi that has offered major programs to Hunter's psychology community, including the 39-year-old Annual Hunter Psychology Convention, at which students from Psi Chi chapters from the New York metro area and beyond attend to network and present research. He is just completing his second term as Psi Chi's Eastern Region Vice-President, to which he was first elected in 2007.

Eastern Regional Vice-President

Carlos A. Escoto, PhD, Eastern Connecticut State University

Position Statement:

My 17-year involvement with Psi Chi began when I was inducted as an undergraduate. I have been the advisor for the ECSU chapter for 5 years where we created programs to further progression toward graduate school. As a member of the Eastern Regional Steering Committee, I have presented graduate school workshops and chaired the review panel for research awards. As Regional Vice-President, I would like to involve as many programs as possible. This would include exploring new mechanisms to disseminate information about program/chapter activities to assist other chapters in finding ways to be productive in their own ways. I would also like to incorporate students in graduate school presentations to present recent experiences with the graduate school admission process. Finally, I would like to explore streaming Psi Chi programs from conferences (speakers and graduate school presentations) on our website so as to include students/programs who cannot attend.

Biographical Statement:

Carlos Escoto, PhD, is a tenured associate professor of psychology at Eastern Connecticut State University (ECSU). He received his doctoral degree in experimental psychology from Loma Linda University, and held teaching positions at Riverside Community College, Cal State San Bernardino, and Mississippi State University before joining the faculty at ECSU in 2002. While his research focuses on HIV/AIDS, health psychology and human sexuality, his primary focus is on teaching, student development, and leadership. He has been advisor for the ECSU Psi Chi chapter for 5 years, during which time he has worked with chapter members to implement programs that assist students in preparing for graduate school. Throughout his career, he has mentored students in both research and the graduate school process. He is a member of the Eastern Region Steering Committee and his activities in that role include presenting graduate school workshops and chairing the review panel for research awards.

Mercedes McCormick, PhD, Pace University (NY)

Position Statement:

Current international and national student members of Psi Chi will shape 21st century psychology. Just as new members pledge to advance psychology, so also Psi Chi needs to find innovative ways to advance the educational and career goals of its global membership. In my years of service as faculty advisor to Psi Chi, I have found no other organization better equipped to foster professionalism within its membership than Psi Chi to do this. Psi Chi can still do more: (1) For individual members, more assistance to help them reach their graduate school and career goals; (2) For local chapters, to encourage communication and program development between chapters; and (3) For regional and international levels, to partner in designing more diverse activities. As the Psi Chi Eastern Region Vice-President, I look forward to collaborate in achieving these initiatives with chapter officers and faculty advisors in our 12-state region and Ireland.

Biographical Statement:

Mercedes McCormick, PhD, has served on the psychology faculty of Pace University in New York City since 2004. She is the advisor of the international Psi Chi Pace chapter. She is an innovative leader. She motivates students to pursue a career in psychology. She is an outstanding organizer. She coordinates the Annual Pace Psychology conference. She draws international, regional, and local undergraduate students to present their research at the Pace Conference. She was instrumental in winning the 2008-09 Undergraduate Psychology Research Conference Psi Chi Grant. Currently she represents the Pace chapter on NYC CASE (Committee to Advance Student Excellence: Best Practices) and will join other local chapter advisors to present their research on "Chapters Best Practices" to promote international psychology. She has a strong presence in leadership in APA D52 International Psychology. Her research on "Internationalizing the Curriculum" has been presented globally in Russia, Mexico, and Portugal.

Rocky Mountain Regional Vice-President

Susan Becker, PhD, Mesa State College (CO)

Position Statement:

I would like to serve Psi Chi in the capacity of Regional Vice-President for the Rocky Mountain Region because I believe in the importance of supporting academic scholarship for students. Psi Chi serves as a way to help students connect to the larger world of psychological scholarship and to acknowledge their efforts to excel. The Rocky Mountain Region represents a dynamic, energetic, and creative region of the country—part wild-wild west and part urban sophistication. I believe I can continue the excellent work in our diverse region to build connections between institutions, provide support for new advisors, and work with students to develop their leadership using modern social networks. Psi Chi has entered a new era of international thinking, and I would like to help Psi Chi find ways to build international bridges between students of psychology all over the world.

Biographical Statement:

Susan Becker, PhD, is professor of psychology at Mesa State College in Grand Junction Colorado. She received her doctoral degree from the University of Arizona in clinical psychology in 1997. Since then she has worked at Mesa State College training undergraduates in clinical and counseling psychology, leadership, and team building. Her work with students involves supervising community internships, student independent research and community service. She was named distinguished faculty member in 2005 for her exemplary teaching, scholarship, and service. Dr. Becker has given presentations for the RMPA Psi Chi program on leadership and team building and brought students together for a community service project at the meeting. She has served on national and regional committees, most recently as Diversity Program Chair for RMPA. She also serves as a reviewer for the *Psi Chi Journal of Undergraduate Research*, and RMPA. She has been an advisor for the Mesa State Psi Chi chapter since 2003.

Western Regional Vice-President

Jon Grahe, PhD, Pacific Lutheran University (WA)

Position Statement:

Psi Chi needs strong dedicated leadership as the organization enters the second decade of the 21st century. Already, there are research and travel grants and awards to encourage student research. Currently, the Psi Chi sessions at Western Psychological Association provide students with opportunities to interact with other members and faculty in both professional and social forums. As Psi Chi Western Regional Vice-President, I would maintain the excellent tradition of encouraging members from various chapters to take advantage of these and other Psi Chi opportunities in my role as chief administrative officer of the region. However, as social media programs connect more disparate people from across the world, they could be used to better connect Psi Chi chapters who experience similar celebrations of student scholarship and similar challenges of keeping students active in chapter activities. By encouraging interconnected chapters, our strengthened community will benefit.

Biographical Statement:

Jon Grahe, PhD, is associate professor of psychology at Pacific Lutheran University in Tacoma, Washington. Dr. Grahe earned his MA and PhD in experimental social psychology from the University of Toledo. Prior to his appointment at Pacific Lutheran, he was an associate professor at Monmouth College. His teaching includes Research Methods courses, as well as courses in Introductory, Social and Industrial/Organizational Psychology. His research focuses on the behavioral manifestation of dyadic rapport and the examination of perceivers' understanding of how they make personal judgments. His involvement in Psi Chi began as an undergraduate. He has been the advisor for Pacific Lutheran's chapter since 2005 and served in the same role at Monmouth College. At both institutions, he successfully invigorated the membership through more meaningful induction ceremonies, increased interaction between members, and helped them to take advantage of the many opportunities Psi Chi provides to its members.





Janet Shibley Hyde, PhD
University of Wisconsin

Men Are From Earth, Women Are From Earth: The Gender Similarities Hypothesis

Popular writers argue that men and women are so different that it's like they are from different planets—*Men Are From Mars, Women Are From Venus*. Hyde presents data from the testing of literally millions of participants for measures like math performance and self-esteem, to see whether the popular writers are correct

Janet Shibley Hyde, PhD, is the Helen Thompson Woolley Professor of Psychology and Gender and Women's Studies at the University of Wisconsin. The author of two textbooks, *Half the Human Experience: The Psychology of Women* and *Understanding Human Sexuality*, she regularly teaches undergraduate courses in both the psychology of women and human sexuality. One of her research passions is using meta-analysis to analyze research on psychological gender differences. The other is discovering the causes of the emergence of the gender difference in depression in adolescence. She has won numerous awards for her research, including the Heritage Award from the Society for the Psychology of Women, for lifetime contributions to research.

March 2–5, 2011
Psi Chi Southeastern Regional Convention
Jacksonville, Florida



Elizabeth Loftus, PhD
University of California, Irvine

Manufacturing Memories

People sometimes remember things that never happened. They remember details of recent events differently than they really occurred. Moreover, they can be led to remember nonexistent events from the recent past and from their childhood days. People can be led to falsely believe that they have had familiar experiences, but also rather implausible ones. They can be led to believe that they did things that would have been impossible. They can be led to falsely believe that they had experiences that would have been rather emotional or traumatic had they actually happened. False memories, like true ones, also have consequences for people, affecting later thoughts, intentions, and behaviors. False memories look very much like true ones—in terms of behavioral characteristics, emotionality, and neural signatures. Finally, recent discoveries about cognitive and personality individual differences reveal that some people are more susceptible to others to having their memories modified. You'll have to come to the talk to learn about which ones.

Elizabeth Loftus, PhD, is Distinguished Professor at the University of California–Irvine. She holds faculty positions in three departments (Psychology & Social Behavior; Criminology, Law & Society; and Cognitive Sciences), and in the School of Law, and is also a fellow of the Center for the Neurobiology of Learning and Memory. She received her PhD in psychology from Stanford University. Since then, she has published 22 books (including the award winning *Eyewitness Testimony*) and close to 500 scientific articles. Loftus's research of the last 30 years has focused on the malleability of human memory. She has been recognized for this research with six honorary doctorates (from universities in the U.S., Sweden, the Netherlands, Israel, and Britain). She was elected to the Royal Society of Edinburgh, the American Philosophical Society, and the National Academy of Sciences. She is past president of the APS, the WPA, and the American Psychology-Law Society. Perhaps one of the most unusual signs of recognition of the impact of Loftus's research came in a study published by the *Review of General Psychology*. The study identified the 100 most eminent psychologists of the 20th century, and not surprisingly Freud, Skinner, and Piaget are at the top of that list. Loftus was #58, and the top ranked woman on the list.

March 10–13, 2011
Psi Chi Eastern Regional Convention
Cambridge, Massachusetts

April 14–16, 2011
Psi Chi Rocky Mountain Regional Convention
Salt Lake City, Utah

2011 PSI CHI Regional Convention



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

Finding Little Albert: Adventures in Our Journey to Watson's Infant Laboratory

In 1920, Watson and Rayner claimed to have conditioned a baby boy, Albert, to fear a laboratory rat. Albert disappeared after the last testing session, creating one of psychology's greatest mysteries. This talk chronicles the 7-year research that led to the individual believed to be Little Albert.

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.

April 7–9, 2011
Psi Chi Southwestern Regional Convention
San Antonio, Texas

May 5–7, 2011
Psi Chi Midwestern Regional Convention
Chicago, Illinois



Joseph R. Ferrari, PhD
DePaul University

Distinguished Lecturers

Still Procrastinating? Just Do It >> Now!

Procrastination—the intentional delay of important tasks or decisions to the point of feeling personal discomfort—seems common to students and faculty alike. Pervasive, yet not well understood—until lately. In this lively, interactive presentation, Dr. Joseph Ferrari presents a review of the science helping us understand the causes and consequences of chronic procrastination, common among 20% of men and women across the USA and globally.

Why do you procrastinate? When will you procrastinate? How does your procrastination impact on you? on others? on living a satisfied, successful life? Dr. Ferrari, an experimental social-personality psychologist, presents his approach to exploring the causes and consequences of procrastination over the past 20 years—addressing the phrase “*everyone procrastinates, but not everyone is a procrastinator.*” Chronic procrastination is NOT about time.

Joseph (Joe) R. Ferrari, PhD, was founding director of the PhD program in community psychology and now director of the MS in general psychology program at DePaul University. Dr. Ferrari is a fellow in APS, APA, EPA, MPA, and the Society for Community Research and Action. DePaul awarded him in 2001 the ‘Excellence in Research’ and in 2009 the ‘Excellence in Public Service’ awards.

Dr. Ferrari is the author of 200 scholarly research articles, 7 scholarly books, and 450 professional conference presentations. His research interest includes community volunteerism/service, sense of community, and addiction recovery. Within social-personality, Dr. Ferrari is considered the international research expert on the study of PROCRASTINATION.

A popular, sought-after public speaker, Dr. Ferrari's work on the causes and consequences of Procrastination appeared in *USA Today*, *New York Times*, *Washington Post*, *Chicago Tribune*, *Cranes Business* weekly, *Money*, *Fitness*, *Self*, *Good Housekeeping*, *Cosmopolitan*, *Psychology Today* and NPR, ABC radio, CBS radio, as well as local and national TV, such as ABC/NEWS–*Good Morning America*.

Dr. Ferrari's new book *Still Procrastinating? The No Regrets Guide to Getting It Done* (2010: J. Wiley & Sons, publisher) is available for sale at WPA.

April 28–May 1, 2011
Psi Chi Western Regional Convention
Los Angeles, California

A User's Guide to U.S. Higher

Often, I think, we miss the point that Psi Chi stands for more than psychology. Our purpose is broad. "Psi Chi is an international honor society whose purpose shall be to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology" (Psi Chi Constitution, Article II). Excellent scholarship in all fields is a far-reaching mandate. But, today's complex problems call for far-reaching solutions, solutions often involving interdisciplinary—sometimes even international teamwork. Psi Chi, with more than 20,000 new lifetime members each year, can partner in creating these solutions. To do so, individual members must understand U.S. higher education in global context.

Remarkable for the number and diversity of its institutions of higher learning, the U.S. has 17 of the 20 best universities in the world (Institute of Higher Education, Shanghai Jiao Tong University, 2005). Yet our size and our successes may have blinded us to advances made in other countries. Jürgen Mlynek, president of the Helmholtz Association of German Research Centres and former president of Humboldt University in Berlin, says, "If we compare our university system to the U.S., on average our universities are better. But we were always missing top universities that were visible internationally" (Feder, 2007, pp. 29-30). Determined to make a few of its universities equal to the best in the world, Germany has adopted an excellence initiative. On October 13, 2006, the German government announced that Ludwig Maximilians University in Munich, the Technical University of Munich, and the University of Karlsruhe will receive generous additional resources and research support enabling them to grow to the status of Harvard, Oxford, and MIT (Feder, 2007).

Germany is not the only country seeking excellence. Universities in India are producing many of the top scientists and engineers in the world. China, too, is rapidly building world-class universities to train its best students. Shanghai Jiao Tong University has begun ranking universities worldwide in order to identify the world's 500 best universities. Rankings are based on objective criteria such as alumni and faculty winning Nobel prizes, publications in prestigious scientific journals, and citation counts (Institute of Higher Education, Shanghai Jiao Tong University, 2005). China is sending many of its best students to these universities and also rapidly developing its own university system to comparable levels. In 2004, I visited the Institute of Psychology at the Chinese Academy of Sciences in Beijing and was favorably impressed with the quality of work being done there by both faculty and students.

As other countries surpass the U.S. in some key areas and compete to catch up with us in others, I urge you to consider seriously the science offerings as you select your courses. We know that the sciences, technology, engineering, and math are crucial for a deep understanding of today's world, yet American university students are not well-represented in these areas. Almost half of computer science students are foreign-born and more than half of the doctorates in engineering are awarded to foreign-born students. Almost 30% of the science and engineering doctorate holders employed in the U.S. are foreign-born as well (U.S. Department of Education, 2006).

In considering these numbers, you can see the importance of combining your study of psychology with increased course work in other sciences, for example, physics, biology, chemistry, and mathematics. The fascination of one of these subjects



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Education in a Global Context

may lure you into a field that will prepare you to make a real difference in your life's work.

Rising globalization and the growing hunger for democracy are also powerful forces in today's world. I urge you to prepare yourself for these forces as well with appropriate coursework. Particularly valuable, I believe, are courses in regional and world geography, regional and world history, English literature and world literature, and at least one foreign language. Such courses will prepare you to better understand and interact with people of other countries and cultures. These courses not only will enrich your life but also will make you more competitive in the job market.

Since my student days, I have followed the above advice. Though my degrees are all in psychology (BA/MAT, Oklahoma City University; MS/PhD, University of Oklahoma), I majored in physics and biology before coming to psychology. I have pursued

studies in Germany at the universities in Heidelberg and Erlangen-Nurnberg and in China at the Chinese University of Hong Kong, and have taught in Germany, China, and England.

My experiences have convinced me that our universities can provide an excellent education. To take advantage of this, however, you must select wisely from the many choices available. As an honor student, you can have a major impact on our world. Your knowledge of psychology will be invaluable in whatever field or endeavor you choose.

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Reprint of President's Message from Spring 2007 Eye on Psi Chi



How Competent is Competent?

Competence is a fundamental ethical principle, “the lynchpin enabling psychologists to fulfill other ethical obligations ...” (Fisher, 2009, p. 69). The APA Ethics Code (<http://www.apa.org/ethics/code/index.aspx>) says, “Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience” (Standard 2.1a). Sounds great. But how do we define the boundaries of competence? What is the threshold of being good at what we do?

To introduce this question in my introductory classes, I present a case (from Handelsman, 1998) in which a new psychologist treats a woman with panic disorder even though he only has a little training and he knows of another psychologist who has more skill and experience. Students usually say something like, “If the psychologist knows somebody who can treat the patient better, he should refer the patient! He’s not competent!”

“Not so fast,” I respond. “Let’s look at it this way: How competent do I need to be to teach this course? After all, I know people who teach much better than I; am I obligated to tell you all to drop my course and take those others?” My class then grapples with thresholds of competence that range from adequacy to perfection. The question may not be whether there’s somebody better, but whether there’s a professional who will (a) not do damage and maybe (b) provide minimally acceptable service.

Driven to an Analogy

We can compare different thresholds of competence to different kinds of cars. At one end, we have cars like the Yugo (which is no longer produced, so I’m hoping not to get sued for defamation), which had the reputation of being totally unreliable. It might not start—it might even fall apart in your driveway. A professional with this clearly unethical level of performance might be called “quack” or “charlatan.” (Remember: I’m talking about reputation to help you remember the levels of competence. I’m not making any claims about the performance or safety of any of these cars!)

The level of minimal competence is represented by a Chevy, which is good enough to get you where you need to go. It’s adequate, pretty reliable, maybe even with a cup holder or two, but nothing fancy. The therapist in my case example might be a Chevy.

At the “perfection” end of the continuum is the Cadillac, which represents consistent excellence. Cadillac professionals are noted authorities in their fields—the kind of people who populate the “Top 100” lists in national magazines. They might even write columns.

Appreciating these levels leads to the next question: When does a Yugo become a Chevy? What constitutes minimal competence may be different for different activities. For example, the threshold may be higher for psychologists performing forensic neuropsychological assessments than for instructors teaching introductory courses. The goal of state licensing, by the way, is to weed out Yugos, not to guarantee Cadillacs.



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

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

Complexities of Competence

Let's touch on three other issues. First, competence is not a personality trait. It is more like a judgment we make based on behavior. Thus, few professionals are equally good at everything. For example, some professors may be Cadillacs at research but Chevys at teaching. Should they be fired? Promoted? Most professionals are hybrids—good on mileage but lacking power. For example, an instructor may be good in small seminars but not in larger classes.

Second, competence is not a stable attribute. For example, psychologists may provide less competent (or incompetent) psychotherapy when they are going through a divorce or other difficulties in their lives. Even Cadillacs break down occasionally.

Third, standards themselves change over time. What was competent practice 20 years ago may not be competent today. Thus, “psychologists undertake ongoing efforts to develop and maintain their competence” (APA Ethical Standard 2.03).

I leave you with this question: How can you determine if I'm competent to write a column on competence?

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What Do You Want

Soon you will enter the labor force, but do you know what you really want from a job *before* you begin to interview? Given the current market you could become malemployed (a mismatch between a real-world job and your skill set). About half of all college graduates 25 and under are either malemployed in jobs that do not require a college degree or are not working (Lehrer, 2010). Whether you achieve your dream job, become malemployed, or obtain something in between, try to enter the labor force “eyes open” to the importance of those characteristics and conditions that serve simultaneously as your *goals* and the *architecture* of your employment.

One of the many work-related surveys performed by the Michigan State University Collegiate Employment Research Institute identified “Important Characteristics of Early Career Jobs: What Do Young Adults Want?” (Chao and Gardner, 2007). The MonsterTRAK organization surveyed over 9000 young adults (ages 18 to 25), 2400 older adults, and over 400 recruiters to answer the question contained in the report’s title. You can explore this fascinating report at www.ceri.msu.edu/publications/pdf/JobChar4-16.pdf and learn how responses compare according to gender, race, academic programs, parents’ income, age groups, and (very important) to those of recruiters. The top 6 of 15 common job characteristics and the percentage of respondents who rated them as important are presented below.

Job Characteristics Rated as Most Important	% Respondents Rating Characteristic as Important
Interesting and engaging work	88%
Good benefits—including health insurance	84%
Secure job	82%
Opportunities for promotion	81%
Opportunities to learn new skills	77%
Location	63%

Rank-ordered in preference, the other characteristics include annual vacations of a week or more, high income, flexibility in work hours, regular hours (no nights/weekends), being able to work independently, limited job stress, travel opportunities, prestige of the company, and limited overtime. Chao and Gardner observe that the first five characteristics (and I include the sixth) are related to long-term career success and are important in a job search. Also, notice the drop in importance between opportunities to learn new skills (77%) and location (63%) and the rank of high income. Space allows me to explore only the first two characteristics, but you could generate a productive discussion of this survey at your next Psi Chi meeting, with your advisor or career counselor, or perhaps in one of your courses.

The Basics of Benefits

I begin with the second most important characteristic because most students know little about employee benefits. Over coffee at a local bookstore, I learned a lot about benefits from Cynthia, a former student and a project coordinator at a prominent international human resources and benefits outsourcing organization. Below are five key questions she believes you should ask yourself regarding employee benefits when you consider a job opportunity.

1. If I need health insurance, what coverage do I need? Medical? Dental? Vision? Life insurance? Disability?
2. If there are different options, such as PPO versus HMO medical plans, how do I choose? You *must* do your homework!
3. How much will the insurance I need (and/or want) cost? Some benefits deductions are taken pre-tax (costing you less from your paycheck) versus post-tax. When evaluating a job offer, consider this as part of your total compensation (salary plus other fringe benefits such as health insurance, paid time off, and retirement benefits like a 401k).
4. How much time off is available? (e.g., vacation, sick, personal days, paid company holidays). You will discover that your time off is a major switch from



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From a Full-Time Job?

college with its built-in summer and winter breaks.

Now you will have to *accrue* vacation time and budget it throughout the year.

5. Retirement benefits? Yes, you are young and have student loans to repay, so why should you set aside money for retirement you cannot access? There are many reasons but a good heuristic is: If you have the opportunity for a company match, contribute the minimum amount to a 401k to begin your retirement plan, and the company's match will boost your full earnings potential.

The Times They Are A-Changin'

The words of sixties singer-songwriter Bob Dylan definitely apply to the changing nature of work, including employee benefits. Some organizations provide a variety ("cafeteria") of benefits such as those mentioned above and more. Companies with limited employee benefits should cause you to scrutinize a job offer carefully. For example, which job is the better choice: a) one that pays a good salary but has limited benefits or b) a job with a salary lower than you seek but accompanied by a solid health care policy that saves insurance costs you would incur if you accepted the higher paying job? The globalization of jobs, the recession, and other factors have led many organizations to drastically reduce employee benefits in recent years; some of the options posed above might not be available in certain organizations. Nowadays, only 15% of private-sector workers have a pension plan that guarantees steady income during retirement. Clouding the benefits picture is the 2010 National Health Care Act. Some sections do not take effect until 2014; other sections are contentious for some members of Congress.

Three Steps to Become Better Informed

1. Speak with your family about the kinds of insurance coverage they have; get their advice and find out if their coverage may be available to protect you as you begin your first "real" job.
2. Entering the terms "employee benefits" or "job benefits" on Google will reveal several websites that provide a working knowledge of this topic (I am not recommending specific websites).
3. Job interviews are conducted differently in different organizations. You may be able to learn about a company's benefits from their website or you may ask about them at the end of an interview. Cynthia recommends, however, job seekers should *not inquire about or negotiate* pay until a job offer is made because different company representatives, such as recruiters versus job managers, may be responsible for different aspects of the hiring process.

What Kinds of Work Excite You?

The highest rated job characteristic in the survey was interesting and engaging work. When was the last time you asked yourself, *What specific kinds of work and activities interest me, engage me, make me ignore the clock, motivate me?* Do I prefer to work primarily with people, ideas, or hands-on activities; with teams or working independently? Do I prefer analysis and intellectual challenge to organizational and implementation challenges? How important are concrete feedback, recognition for work well done, and a continuous learning challenge? What are my specific skills and how can I apply them? Similar questions should be explored systematically through your school's career planning center and linked to potential jobs and careers.

How can you learn about activities that can engage your interests? When I asked a successful investment executive recently what he thought was most important for college students to do in preparation for the workplace, he responded: "Be active. Get involved." Echoing this advice, Cynthia recommends you get involved in whatever activities you can to identify those that interest you and use your skills. She emphasizes that internships and the experience of working with others in teams are an *essential* part of workplace preparation. Look back on your part-time job experiences to learn what you want and do not want in a full-time position.

Assign yourself (and ask a friend to join you) the task of comparing your answers with those contained in the Chao and Gardner survey to answer the question: What *do* I really want in my early career jobs? But also ask: What can I *realistically expect* to achieve in my first couple jobs as I enter a highly competitive job market as a workplace freshman where I must be flexible and adaptable and where uncertainty is the norm? This "capstone" assignment can enable you to integrate insights about yourself that you gain from coursework, part-time jobs, cocurricular and volunteer activities, and other experiences. Let me phrase this assignment another way. If Socrates were your career counselor, he might admonish you in a tone of frustration: "How many times have I said you must *know yourself!*? Soon your education will guide your job search, and you don't even know what you want in your first full-time job!"

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Graduate School Preparation Tips

Applying to graduate school is a stressful time for most students, but it doesn't have to be with the right information. The time, money and preparation required can be quite extensive. As a professor, I have seen students go through this process without the desired outcome or acceptance into a graduate program. However, many factors contribute to gaining acceptance into graduate programs. The key is preparation, planning, and homework. This article will provide some pointers for maximizing your likelihood of success.

Planning for graduate school should begin as early as possible during the undergraduate program. This will allow you to round out your application. Because psychology is a popular degree, it is important to distinguish yourself wherever possible. For example, getting the best grades you can to enhance your GPA cannot be underestimated. You might also consider taking a minor to supplement your training. Taking classes such as Research Methods and Statistics can provide you with a unique skill set and can lead to the development of independent research you could present or publish. You can also take advantage of extracurricular opportunities such as honor societies and clubs. Going a step further by taking leadership roles as an officer in these organizations shows initiative. Internships can help to focus your interests in specific areas of psychology and develop relationships with faculty who may eventually write your letters of recommendation. The importance of each of these criteria in gaining acceptance varies by program. However, all of these can be used to strengthen your statement of purpose which has gained importance in the graduate school process.

Decide as early as possible on what your long-term goals are and, based on your scholastic ability, which path is best suited for you. In general, clinical PhD programs have lower acceptance rates. However, if your primary goal is to be a clinician, you can look into PsyD, counseling PhD, or school

psychology PhD programs, which can have higher acceptance rates. You can also be a therapist with a master's degree (e.g., marriage and family therapist or licensed professional counselor). The lesson here is to match your long-term goals with your abilities and academic record. There is a graduate program out there for everyone; the key is to find programs that are within your reach.

According to 2010 Graduate Study in Psychology Snapshot by the American Psychological Association (APA, 2010), there were 1273 doctoral programs and 27 masters programs in the United States. Overall, acceptance rates for doctoral programs were 20%. For master's programs (275), the acceptance rates were 51%. These numbers are averages, and acceptance rates vary by program type and area. The study also showed the acceptance rates for both doctoral and master's programs were higher in private programs versus public programs. Interestingly, more students apply to public institutions. You should make it a point to apply to both public and private schools to improve your chances of acceptance. Public institutions do offer more opportunities for cost deferral such as tuition waivers and teaching assistantships. Furthermore, there are programs to help with repayment and, in some cases, forgiveness of student loans including the Public Service Loan Forgiveness Program (United States Department of Education, 2011).

Graduate Record Exam (GRE) scores and GPA are important criteria for most programs. Each program will vary on the median GPA and GRE for the last group of accepted students. Some programs place more emphasis on the GPA in the last year of your undergraduate education. By getting a baseline score, you can determine where you need to place emphasis in terms of studying. A good place to start is at www.gre.org by downloading the Powerprep software created by ETS (Educational Testing Service). The software presents two computer-based versions of the Quantitative and Verbal tests and

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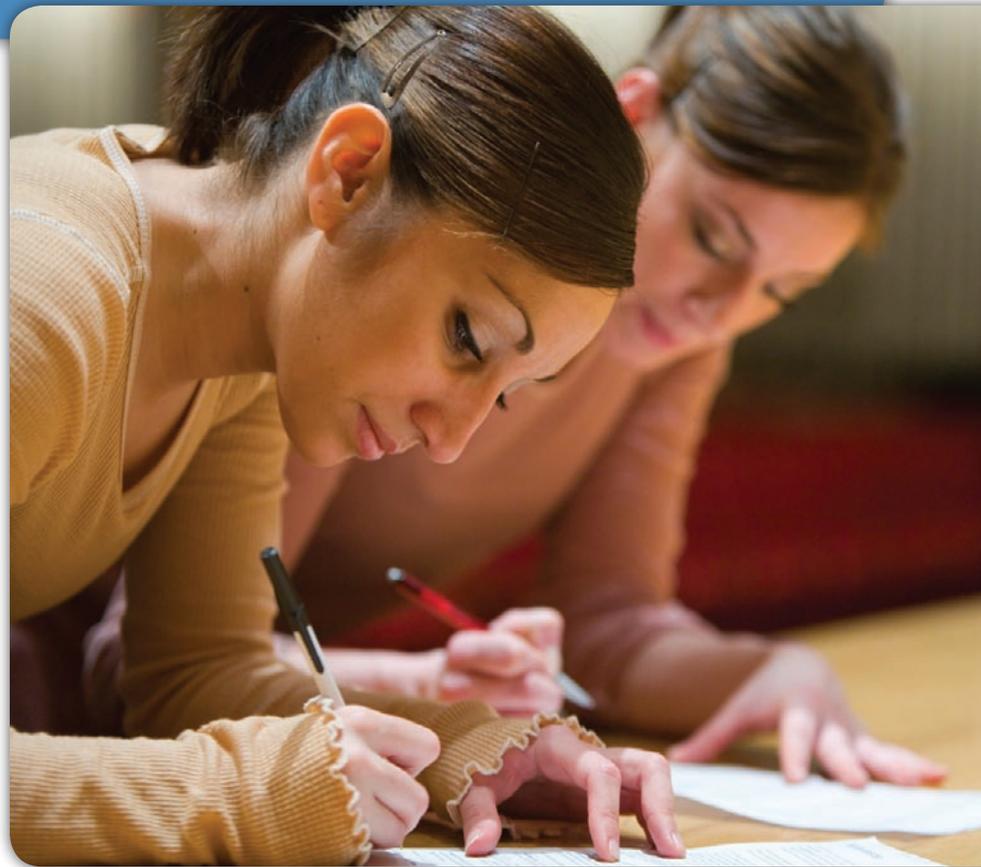
gives a score upon completion. You can use this to focus your studying prior to spending over \$100 to take the test. If your score is very low, you could consider taking a course to help prepare for the test offered by organizations like Princeton Review and Kaplan because you can retake the GRE. However, some programs will average your scores and others will take your most recent score. Take note of these details and whether the program requires the subject test, which is offered less frequently than the general GRE test.

Using your GPA and estimated GRE scores, you can begin to narrow down the programs that you might apply to based on your fit with the program requirements. APA's Graduate Study in Psychology Online (APA, 2011) offers a searchable computer database where you can look at programs by type, area, and qualifications. A crucial suggestion to all students is to look at programs outside of your home state. Once you have identified programs of interest to you, I would recommend visiting the program's website to confirm your interest in the location, faculty, and curriculum of the program. All of these details will give you information to use in your statement of purpose based on your fit with the program and/or a faculty member's research. This final step should be used to create your short list of schools.

To how many programs should you apply? I recommend applying to somewhere between 7 and 10 programs. Keep in mind the cost of graduate school applications and do what is manageable for you. Plan to submit applications to more programs that match your qualifications. However, you could also apply to one or two programs that are a bit beyond your qualifications if you have a well-rounded application. Finally, have a "plan b" such as one or two terminal master's program that would better prepare you for a PhD program.

Once you have identified the programs you will be applying to, begin collecting your applications and focus on writing your statement of purpose. There are many good sources on how to write a statement of purpose such as *The Psychology Major* (Landrum & Davis, 2010). There are also many good websites with guidance. Do not be afraid to ask your professors, advisor, or mentor for assistance or to review your statement of purpose prior to sending it out. Make note of all deadlines and allow yourself time to do the best job possible on your applications.

My final comments are related to letters of recommendation. You should ask your professors as early



as possible. I ask students for whom I have agreed to write a letter of recommendation to supply me with the following information: C/V, statement of purpose, transcript, what courses they have had with me and their grade, and finally a writing sample. You should also provide professors with addressed and stamped envelopes, any forms necessary, and deadlines for all programs. As professors, we teach many students and are asked for many letters of recommendation. Providing your professors with data on which to base their letters is essential to their writing well-balanced letters.

Doctoral program applications are due in the fall for the following fall. Getting a head start on your preparation and deciding on your long-term goals is the hard part. But by preparing early and collecting as much data as possible, you can maximize your opportunities for gaining acceptance into a graduate program without spending hours figuring out where to begin. With this knowledge, graduate school preparation will be a more manageable feat.

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Frequently Asked Questions on Membership & Policies



Amie Austin
Director of Membership Services

With the busy lives of students today, finding answers to the more specific questions and translating the Psi Chi Constitution, Handbook, and Bylaws may require more time than one may have with the transitioning of chapter officers, maintaining a job, parenting, and studying throughout the academic year. This column seeks to cut down the hassle by addressing and answering some of the uncommon and often misinterpreted membership policies of Psi Chi.

Some students interested in joining Psi Chi have a 2.9 cumulative GPA but their psychology GPA is more than 3.0. Can we accept those students?

Students must first and foremost rank in the top 35% of their graduating class, which is typically 3.2 or higher. The top 35% should be calculated for each graduating class, encompassing all majors and minors at your institution. Accepting students with a 3.0 cumulative GPA is only acceptable when the top 35% falls below a 3.0. To answer the question, no, those students do not qualify for Psi Chi membership.

One of my students wants to transfer her membership to our school's chapter. What is the procedure?

All Psi Chi members are lifetime members. The only requirement to transfer an existing membership from one chapter to another for faculty or students is for them to submit a completed transfer form to the faculty advisor of the chapter to which they are transferring. With that information, the advisor can log in with the admin username and password (find the fifth bullet down, click on Certificates, then Transfer Certificates) and complete the necessary form online.

The Central Office will receive the notice and update the student's record. If the transfer is submitted through the website, payment for new materials can be made by credit card or a PayPal account.

Otherwise, mail the signed form with a check made payable to Psi Chi to the Central Office.

A fee is not required by the Central Office to transfer nor is it mandatory to order transfer materials. However, some chapters have local chapter dues, and those transferring in should meet the same requirements as the chapter's current members. For those not requesting new materials, simply scan and email the signed form to psichi@psichi.org, and the records will be updated accordingly.

A student transferred last semester from another institution to ours and wants to join Psi Chi. When can we do this?

The student must complete at least one semester at your institution to establish his/her GPA, which is then used when verifying the top 35% of each class. Additionally, transfer students are to complete 9 hours of psychology at the institution at which they wish to join.

For example, Jane Doe completed 2 years at a Chattanooga State Community College (a junior college) and has recently enrolled at University of Tennessee (a 4-year university) as a 3rd-year student. Jane is required to complete a minimum of 9 psychology hours at the University of Tennessee before she is eligible to apply.

Once the 9 hours are satisfied at the University of Tennessee, her application is then compiled and processed by the advisor with all the others at that institution. This example also applies to those transferring from one baccalaureate or graduate degree-granting institution to another.

John is a Psi Beta member and just enrolled at our institution. Is he automatically a Psi Chi member?

Psi Beta and Psi Chi are two separate organizations. Psi Beta was established years after Psi Chi to provide similar benefits to junior colleges, whereas Psi Chi membership is only available to those enrolled at a

baccalaureate or graduate degree-granting institution with an existing Psi Chi chapter. Therefore, no, he is not automatically a Psi Chi member and must apply once the academic requirements are fulfilled.

We cannot seem to keep our members active and involved. Can we implement attendance and service requirements?

Attendance and/or service requirements cannot be permitted. Psi Chi is an honor society, meaning anyone who meets the academic requirements as well as the local chapter requirements is entitled to join. More details can be found in the Psi Chi Handbook at <http://www.psichi.org/pdf/handbook.pdf> (on page 3 in left side column in bold print).

The intention and desire to have an active chapter is understandable, but unfortunately nonacademic requirements go against the Psi Chi Constitutional requirements. However, incentives are a great substitute for this dilemma!

For example, members who attend five meetings and two fund-raisers a semester could be rewarded with a piece of graduation regalia or Psi Chi merchandise paid for by the chapter. Remember, though, that this is merely a suggestion, and implementing it requires two-thirds affirmative vote by those present at a chapter meeting.

How do I get more information?

- Online at www.psichi.org/about/becomember.aspx
- E-mail questions to amie.austin@psichi.org
- Call the Central Office at (423) 756-2044

New Psi Chi Central Office Staff Members

There have been a lot of exciting changes this year within the Psi Chi Central Office. Due to those changes, the Central Office staff has expanded. The new staff members have provided fresh ideas and energy as well as support. Their addition to the existing outstanding team has provided a better opportunity to assist chapters as well as individual members. Welcome, Jennifer and Chris!

Jennifer Baldwin is Psi Chi's administrative assistant. She aids staff members according to their needs. Faculty advisors, officers, and individual members will find her assistance beneficial when inquiring about:

- merchandise orders
- member updates and verification
- login request for both advisors and individual members
- label list requests
- chapter officer assistance

Chris Evans is Psi Chi's information systems manager, administering the technology needs for the Society. His responsibilities encompass the database and website as well as the hardware and systems used daily. Chris is currently creating more efficient methods of submitting chapter updates and reports. Faculty advisors, officers, and individual members will find his assistance beneficial when inquiring about:

- website issues and error messages
- instructions for online processes
- login requests

Greetings From the Editor

of 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).

My Direction for the Journal

I took over the reins of editing the *Journal* 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 16th 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 have a presubmission checklist available on our website that focuses 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 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*. **Please especially attend to APA style to make the reviewers' and editor's jobs easier.** 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

2011 Psi Chi Society Elections

This fall, the call for nominations was done electronically through the Psi Chi website. As shown on pages 6–7, the Board of Directors received biographical and position statements for regional (Eastern, Rocky Mountain, and Western) 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 **February 1**, election ballot information regarding the candidates for Psi Chi's Board of Directors and how to vote online was 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 1** and **March 15** 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 1** and **March 15**, 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 Eastern, Rocky Mountain, and Western 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 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

Get Published: Submit Your Research to the Psi Chi Journal

The *Psi Chi Journal of Undergraduate Research* invites all Psi Chi members to submit their research. Under the leadership of Dr. Randolph Smith (Lamar University, TX; former journal editor of APA's *Teaching of Psychology*), students will gain an understanding of the review process and learn the steps to professional publishing. In the coming months, the *Journal* will move to an online review process so authors and reviewers can check the status of the manuscript. To learn more about publishing your research, go to our website.

www.psichi.org/SignIn.aspx?returnURL=/members/journal.aspx

Order Your International Chapter Supplies

Psi Chi is now the International Honor Society in Psychology. As with any name change, it takes months to a year to update your chapter supplies. Psi Chi will no longer be offering graduation regalia in blue and gold. Members will now need to order international honor cords, stoles, and medals with the newly adopted colors of blue and platinum. In addition to the regalia, a new international table cover/banner is available. Be sure to check the Psi Chi website for these new items. Most chapter supplies require a chapter administrator login, so make sure your chapter information is up-to-date.

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 an 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."

Student Discount 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 2011. Chapter members are encouraged to apply for membership by completing the online application on APS's website and use the promotional code PSCH11.

www.psychologicalscience.org/join

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 fall semester is July 1, but applying earlier ensures the greatest range of placement options. For more information, please contact Dr. Mary Ryan at the e-mail address listed below.

www.wiildc.org | email: mary@wiildc.org

Brain Awareness Week [March 14-20, 2011]

Psi Chi chapters are encouraged to participate in Brain Awareness Week (BAW) on March 14-20. Celebrating its sixteenth anniversary in 2011, 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.

References

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

www.dana.org/brainweek

www.sfn.org

Society Service Projects for 2011 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

2011 calendar

March 1 | Deadline

- APS Summer Research Grants
- CUR Summer Research Grants
- SRCD Summer Research Grants
- Summer Research Grants

March 2–5 | SEPA Convention

- Southeastern Regional Convention, Jacksonville, FL

March 10–13 | EPA Convention

- Eastern Regional Convention, Cambridge, MA

March 15 | Deadline

- RMPA Travel Grants

April 1 | Deadline

- Kay Wilson Leadership Award

April 7–9 | SWPA Convention

- Southwestern Regional Convention, San Antonio, TX

April 14–16 | RMPA Convention

- Rocky Mountain Regional Convention, Salt Lake City, UT

April 29–May 1 | WPA Convention

- Western Regional Convention, Los Angeles, CA

May 1 | Deadline

- Allyn & Bacon Psychology Awards
- Guilford Undergraduate Research Awards

May 5–7 | MPA Convention

- Midwestern Regional Convention, Chicago, IL

May 26–29 | APS Convention

- APS National Convention, Washington, DC

June 1 | Deadline

- Faculty Advisor Research Grant
- FBI NCAVC Internship Grants

June 15 | Deadline

- Fall 2011 Eye on Psi Chi submissions

June 30 | Deadline

- Submissions to qualify for Model Chapter Awards
- Submit Chapter Annual and Financial Reports
- Inform Psi Chi Central Office of paper or poster presentations for Psi Chi Certificate Recognition Program

August 4–7 | APA Convention

- APA/Psi Chi Society Annual Convention, Washington, DC



Preparing for Success in Sport Psychology Graduate Programs

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Chelsea Bastin and Jake DeLion
Ball State University (IN)

Sport psychology is a growing field with exciting career opportunities for anyone interested in the psychological and emotional processes involved in sport and exercise participation (Appleby, 2007). A sport psychologist may focus on several different career paths including, but not limited to (a) coaching athletes toward athletic excellence; (b) teaching students about the psychological aspects of sport; (c) exercise participation such as motivation, goal orientation, self efficacy, and communication; and (d) consulting one-on-one with athletes in a private setting. All of these career paths have one thing in common: they require advanced graduate education.

Undergraduate Curriculum Choices

There are many steps you can take to prepare yourself for graduate study in sport psychology. First, find an advisor with whom you have a good working relationship. Second, research your undergraduate course options. Third, create a semester-by-semester master plan of courses you need to graduate.

It is extremely important for you to meet with your advisor and decide if you are compatible with this person. The next step is to discuss your specific interests in sport psychology, which will allow your advisor to help you choose an appropriate major, enroll in the classes you will need to graduate, select appropriate electives, and engage in suitable extracurricular activities. Your advisor can also be a valuable resource when it comes time to begin the application process for graduate programs.

The educational backgrounds of practicing sport psychologists in North America are diverse. For instance, Teetor-Waite and Pettit

(1993) discovered that approximately 75% of doctoral students in sport psychology had undergraduate and/or masters degrees in physical education, kinesiology, sport studies, sport science, or exercise science. Therefore, if you decide to pursue an undergraduate degree in kinesiology, it would be wise to choose electives from your psychology department (e.g., Motivation). On the other hand, if you select an undergraduate degree in psychology, taking courses in your kinesiology department (e.g., Introduction to Sport Psychology) would be beneficial. For a comprehensive list of recommended undergraduate courses, see Finley's (2001) very helpful resource for those who plan to go to graduate school in sport psychology.

Once you have researched course options and requirements, as well as graduate school requirements, work with your advisor to create a master plan. In this plan you should place all your required and elective courses into a comprehensive, semester-by-semester sequence. It is critical to update and modify this plan with your advisor every semester to ensure you are on track and aware of your progress toward graduation and graduate school. It is also crucial to check with your advisor to make sure the courses you are planning to take in particular semesters are actually offered during those semesters.

Finding and Gaining Internship Experience

Another important aspect of gaining admission into a graduate program in sport psychology is to acquire practical experience. Hands-on experiences will enable you to apply the theoretical information you learned in the classroom, as well as network with professionals in the field. Networking

in sport psychology is a crucial step in becoming a professional, because it is vitally important to create connections with current professionals in the field as sources of information, contacts, and referrals (Segrist & Pawlow, 2009).

An important concept to remember in the networking process is that every contact is valuable. Keeping an open mind when developing a network will generate learning opportunities from professionals with an assortment of backgrounds, experiences, and pathways to success. A great way to start developing a diverse network is to make yourself known by those around you who can be important to your success, such as other members of the student body, athletes, graduate students, past and present coaches, administration, staff, athletic directors, and professors.

Stepping out of your comfort zone and increasing the circumference of your network is also imperative. It is essential to create and seek opportunities to participate in "face-time" with members of your current network—in particular, professionals within the field of sport psychology—as well as to generate new network contacts. Attending lectures featuring guest speakers on campus, seeking out research opportunities, participating in relevant student clubs and organizations, and attending professional conferences will provide valuable learning and networking opportunities with other students also interested in sport psychology and professionals working within the field (Galli, 2010). Additionally, such "face-time" will help you build the resources you will need as you travel your career path to becoming a sport psychologist; market your current skills, accomplishments, and goals;

and create future opportunities for education and research (Greene, 2010). Always remember that connections are the keys to future doorways of success. You may be surprised at the doors that open by unexpected contacts.

Gaining Research Experience

The ability to perform research is one of the most crucial skills needed to gain entrance to and succeed in sport psychology graduate programs. As an undergraduate, finding research experience can be difficult because you may not have access to classes that emphasize research skills (Perlman & McCann, 2005). Participation in extracurricular activities, such as athletics or student government, can also limit the time a student has to pursue research. How can I do research, how do I get involved, and where do I go to find research? These are challenging questions, and even faculty will admit it can be difficult to find an opportunity to explore, create, and think scientifically—but it can be done.

So why is research so important? Beyond the basic answer that it promotes growth, learning, and moves the field forward, research can also provide you with a number of valuable experiences. Completing research allows you to use your creative and inquisitive skills and to integrate the knowledge and abilities you have learned in your courses (Perlman & McCann, 2005). Gaining research experience helps when applying to graduate programs because it will make your application stronger. This experience can also provide you with a greater sense of preparedness, self-confidence, and a more positive outlook about graduate school, where research will be heavily emphasized (Huss, Randall, Patry, Davis, & Hansen, 2002; Page, Abramson, & Jacobs-Lawson, 2004).

You can gain research experience simply by looking in your university's course catalog. Psychology research classes can offer you a valuable starting point when you want to learn about and perform research. Many of these courses emphasize basic skills in critical thinking and writing, as well as statistical and data entry. Advanced research courses expand on these concepts in more applied settings and allow you to take more creative control of projects. Though these types of courses are excellent in creating experience and knowledge of research, they are often hard to find at the undergraduate

level. Perlman and McCann (2005) have shown that, while 98% of institutions offer a basic research course in their psychology program, only 38% offer an undergraduate thesis or major project course. Despite the challenge of finding these courses, it would be worthwhile to seek them out. These advanced learning opportunities focus on all aspects of the research process and are one of the main criteria graduate school admission committees use when a potential student is being considered. If your undergraduate program does not offer advanced research courses, one of the best ways to achieve research experience is to collaborate with one of your professors on a research project. If that is not an option, use national programs and grants (e.g., Psi Chi) to help you create and fund projects.

Regardless if you are able to do an independent research study or work with professors at your school, it is important to continue to take research-based courses. If your university offers a senior thesis or capstone course, take it (Perlman & McCann, 2005). While the course may require many hours of hard work, it will pay off. Students who complete research during their undergraduate years feel more prepared to enter graduate school (Huss, et al., 2002; Page, et al., 2004). Therefore, the experience of designing your own project, collecting data, writing the report, and presenting your results will serve you well when you seek admission to graduate programs in sport psychology.

Effective Ways to Research Graduate Programs in Sport Psychology

The final step in the graduate application process for sport psychology programs is learning which programs will best fit your individual needs. Researching graduate school programs can be a confusing and frustrating process. How do you know if one program is better than another? How do you know if your research and professional goals will be met by the curriculum in a specific program? Here are some tips that may help answer these questions.

Searching for the Right Program

When searching for appropriate programs, it is important to identify your potential career path. If you desire a career in academia, you must find a program with an academic focus

that will prepare you for research and teaching responsibilities. If you desire to become a practicing sport psychologist, there are professionally-oriented degree programs that provide more hands-on experiences that will help you apply your classroom knowledge in locations other than colleges and universities.

Searching for the Right School

Once you have identified the type of program you desire, the next step is finding a school. Before searching for graduate programs, you must consider geography. Identifying a geographical region that you find attractive can help you focus your choices. A quick web search for graduate programs can help in this process. Two web sites that are great starting points are the American Psychological Association's site (www.apa.org) and Gradschools.com (www.gradschools.com). Both of these sites allow you to limit your search to sport psychology programs. Another excellent resource is the *Directory of Graduate Programs in Applied Sport Psychology* (Burke, Sachs, Fry, & Schweighardt, 2008), which provides program-specific information on faculty research engagement, degrees offered, student admission trends, internships, and contact information.

Once you have created a list of suitable schools, the next step is to research each school on its university's website. It is extremely important to identify the research activities of each program's faculty members so you can determine if their research interests match yours. It is also beneficial to communicate directly with some of the faculty to get a feel for the culture and demands of their program. Once you have narrowed your choices to a small number of best-fitting programs, scheduling an on-site visit is the next step.

Searching for Financial Assistance

After you have engaged in the steps described above, it is important to explore scholarship and assistantship opportunities. An assistantship is essentially a partnership between a university department and a student. The student provides some sort of service to the department in exchange for tuition and possibly living expenses. These are great opportunities to earn a graduate degree and not incur large amounts of debt. Within an academic department, assistantships are generally provided for

students who can teach undergraduate courses (teaching assistant or TA) or provide research assistance (research assistant or RA). Although it differs depending on the university and program, a TA is generally responsible for teaching all or part of a class, which can be an activity course such as Beginning Basketball or a more academically oriented course such as Introduction to Kinesiology. Although guidance is provided by full-time faculty, TAs are often expected to work independently and oversee all aspects of the course. An RA generally works on an existing grant or research project and can be responsible for a variety of aspects of the research process. RAs may be required to write proposals, organize undergraduate research assistants, collect and analyze data, and write up results and discussions along with a variety of other research-related responsibilities. Again, RAs receive guidance from faculty, but are expected to execute projects and work independently during the research process.

The last funding opportunity, a graduate assistantship (GA), can come from a variety of places on a university campus. If you are interested in sport psychology, an excellent place to look for a GA is in the university's athletic department, which should have a range of GA opportunities such as assistant coaching, sports information, game management, academics, or compliance. Although the work may be different from teaching and research, the outcome is the same: you work and, in return, you receive compensation for your education. These opportunities are available at every institution, but they differ depending on the funding of each department. Contact each school to determine what positions are available and how to apply for them. It is important to note that the application process for these funding opportunities will exceed what is required for acceptance into the school, so both procedures should be researched carefully.

You're There

Being accepted into a sport psychology graduate program can open exciting professional doors. In order to get there, it helps to start early. Making smart undergraduate curriculum choices, finding and securing hands-on internship opportunities, gaining research experience, and critically exploring different sport psychology graduate programs are the crucial first steps in your journey toward a career as a sport psychologist.

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Author Note: Preparing for and choosing a graduate program can be a challenging process. In the field of sport psychology, this process can be even more daunting because few undergraduate programs focus on the discipline of sport psychology or provide adequate advice about how to become a sport psychologist. In order to alleviate this situation, the current authors participated in a symposium titled "The Many Faces of Sport Psychology" (Appleby, et al., 2010), during which sport psychologists described the different components of the field and graduate students in sport psychology provided advice about how to make wise undergraduate curriculum choices, find and gain internship experiences, become competent in research, and engage in effective strategies to discover appropriate graduate programs in sport psychology. The response to our symposium was so positive that we decided to share its contents with a wider audience by writing this article. Please note that although this document specifically targets students interested in graduate study in sport psychology, the recommendations we provide can be helpful for any potential graduate student in psychology.

Karen M. Appleby, PhD, received her BA in English from Hanover College in 1998. She then attended the University of Tennessee, Knoxville, where she earned her master's degree in sport management (1999) and sport psychology (2000), and her PhD in sport psychology (2004). Currently, Dr. Appleby holds the rank of associate professor and serves as the department head of the Sport Science and Physical Education Department at Idaho State University. Dr. Appleby's teaching abilities were recognized when she was awarded the 2009 Outstanding Collegiate Educator of the Year from the Idaho Association for Health, Physical Education, Recreation, and Dance and the Idaho State University 2009/2010 Distinguished Teacher Award. Dr.

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Avoid Pitfalls in Planning for Graduate School

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Loranel Graham, PhD, Debra Corey, PhD, Regina Cusack, PhD
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Planning for graduate school? Start early. Although it is common to feel overwhelmed when preparing to apply to graduate school, just remember that you are in control of many vital parts of the application that admissions committees will review. The actions you take in years immediately prior to applying to graduate school can determine the quality of your admissions application. You have direct and indirect control over such elements as course grades and Graduate Record Examination (GRE) scores, as well as others' perception of you as manifested in letters of recommendation. Avoid the pitfalls. Consider the following tips.



doctoral program. Why?

In graduate school, only two grades exist—A and B—rather than the A through F grading system. In a masters program, professors expect from you the excellence and mastery represented by the ‘A’ grade. In graduate school, you will also encounter a standard minimum grade requirement of 3.0 for all semesters. So an undergraduate GPA below 3.0 weakens your application package because the admissions committee reasons that if you cannot meet this ‘B’ standard at the undergraduate level, it is unlikely you’ll suddenly meet it at the graduate level.

The good news is that even with moderately poor performance in the freshman year, all is not lost. In order to present yourself in the most positive and accurate manner, highlight your improved skills by reporting four grade point averages in your application package:

- overall GPA for all college courses,
- a GPA for courses in the psychology major,
- a GPA for courses in your minor, and
- a GPA for the most recent four semesters prior to applying to graduate school.

The GPA in courses for your major and minor should be your highest—close to straight As—since these courses were chosen by you as your favorite college topics. Admission committees also want to see a steady increase in overall semester GPA in your junior and senior years and, in particular, strong academic performance in your junior and senior year psychology courses.

Take the Graduate Records Examination (GRE) Seriously

Your single GRE score has far-reaching implications for your graduate school future. Seen as the entrance exam to graduate school, the GRE is a common measure for comparing individual applicants. The GRE General Test is designed to measure the verbal, quantitative, and analytical writing skills developed in the course of an academic career. The exam is credited as predicting graduate school grades and performance.

In practice, scores are used to determine eligibility for merit-based grants and fellowships, to award teaching and research assistantships, and to determine financial aid

offers (American Psychological Association, 2007). At highly-competitive universities, the GRE score is purportedly used as a filter (i.e., the applicant must achieve a certain score or above to even be considered for admission by the committee). A high score can open doors to elite universities and even scholarship offers. A low GRE score denies opportunities to otherwise well-prepared and capable students.

Because the GRE is a nationally standardized test, your score can actually impact your application more than your overall college GPA when applying to high-quality competitive graduate programs that draw applications from a national pool. College grading standards, and therefore GPA, may vary widely at different universities depending on coursework rigors, and admissions committees are aware of this. In contrast, the GRE is a standardized neutral playing field with everyone taking the same test under the same conditions, thereby providing a better comparison between individual applicants. Unlike other components of the application package, the GRE score is unambiguous: A high score is always impressive, and a poor score makes any student look less capable.

It can be difficult to excel at studying for both coursework and the GRE in any single semester, but for 3 months prior to the test date, strive to make the GRE one of your highest academic priorities. While individual course grades for one semester contribute only a little to improve your overall college GPA, a single great GRE score can boost your entire application package. For example, consider a junior undergraduate student with 75 credit hours earned, who has a GPA of 3.2. Studying intently for courses all semester, the student adds 15 new credit hours of straight A grades (for five courses taken) this semester, but it only increases the overall GPA to 3.3, a respectable but only slight improvement from 3.2. Instead, had the student studied intently for the GRE all semester and produced an outstanding GRE score of 1400 (Verbal + Quantitative combined), the admissions committees undoubtedly would have taken notice. Alongside a strong GRE score like this, the small difference between a GPA of 3.2 or 3.3 becomes comparatively insignificant.

Don’t limit your future opportunities. Take the GRE seriously. Make studying for the GRE one of your highest academic

Protect Your Grade Point Average (GPA)

Protect your GPA; once “broken,” it cannot be fixed easily. Some seniors regret their early years in college and the less-than-stellar grades. Freshman year for many students is a period of adjustment and exploration, and many students have stories about how coursework was not their primary focus in that first year. Unfortunately, by averaging early weak grades with those of more recent college years, an overall GPA below 3.0 (a ‘B’ average) can jeopardize an entire application package, especially if you are applying to a

priorities in the months leading up to the exam. No one likes to be evaluated in a standardized test, but look at your performance on the GRE as a chance to show the graduate programs what you have to offer as a scholar.

Get Noticed in the Classroom and Meet Your Professors

Every graduate program wants a few references regarding your performance and character. Professors are in a position to write strong letters of recommendation for students they remember as ones who showed enthusiasm and inquisitiveness, so help your professors learn what a great student you are. Participate in class by getting involved in class discussions and asking and answering questions. Go to your professors' office hours outside of class time. It makes a huge difference if professors get to know your academic and career goals. Informative comments about your classroom performance combined with a character reference make the strongest letters of recommendation.

Further, the single largest contributor to preparedness for graduate school is your interactions with faculty members at your undergraduate institution (Mayne, Norcross, & Sayette, 2006). Having a mentor to advise you in your growth as a student and a future psychologist is invaluable. There is no better way to learn about the vast world of psychology than in a one-on-one, mentoring relationship.

Manage the Impression You Make in Your Personal Statement

In the application package, the personal statement is your only chance to "speak" directly to the admissions committee (Stelzer, 1989). Invest time in contemplating the contents of a powerful personal statement that accurately and concisely represents both the scholar and the complex person you are. Carefully state a core belief that guides you through life and dictates how you conduct yourself in professional situations. For example, your motivation for pursuing the PhD may be your belief in helping others and improving the community. Beliefs here should be secular, not spiritual. Your goal is to show the maturity and insights that result from a contemplated purpose in life. Be prepared to talk briefly about the person you want to become, not just the professional you hope to be, as this is a sign of your maturity and readiness for a

career in psychology.

Articulate experiences that strengthened you intellectually and personally. Consider any experiences that helped you know that this field is the right one for you, but only describe experiences that you could discuss comfortably with a stranger during an interview. Writing about yourself can be difficult. Set the tone of your writing by balancing your strengths with humility. This statement of your measured self-perception is part of the application for a reason: this essay task helps the admissions committee weed out the obtuse people who lack self-awareness, the narcissists who lack any measured humility whatsoever, and the immature too absorbed in the moment to pensively consider their larger purpose in life.

Start Your Professional Life Today

Your life as a psychology scholar begins today as an undergraduate, not when you arrive on campus for the first day of graduate school. You are responsible for developing the personal characteristics and skills of a successful graduate student. Remember that the key characteristics of academic success—delayed gratification and self-discipline—are developed over time, not inborn traits. Develop these characteristics by striving to excel in all your classes. Study because you're a scholar, not because there is an impending test. Even if you find a class uninteresting, prove that you're an excellent student and get an 'A' grade anyway.

In your daily life, give special attention to developing good habits and special skills that will serve you well in graduate school. Improve your time management abilities and learn to fight procrastination. Learn to study efficiently, a practiced skill essential to managing the increased workload of graduate school. Refine and vary your use of library resources beyond articles from research databases to include e-books, archives, and technical reports. Refine your writing skills and take every opportunity to practice scholarly prose, remembering that writing a scholarly literature review is a basic skill in graduate school.

Your "academic" performance is not limited to exam grades. In your everyday interaction, professors—several of whom may submit a letter of recommendation on your behalf someday—also assess your interpersonal skills, verbal ability, and

professional commitment to scholarly work. Therefore avoid undesirable interpersonal behaviors such as silliness, arrogance, and hostility in any interactions with your professors (Mayne, Norcross, & Sayette, 2006). Also be aware of the importance faculty attach to good questions, genuine attentiveness in the classroom, respectful disagreements, office visits outside of class time, a mature disposition, and interpersonal responsibility. These are the characteristics a student heading for graduate studies should manifest inside and outside of the classroom (Keith-Spiegel, 1991).

With early planning you can avoid common pitfalls, missed opportunities, and other mistakes that can lead to regrets. Taking responsibility for the elements of your graduate school application package is clear and convincing evidence that you are indeed starting your professional life today.

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Industrial/Organizational Undergraduates:

Do They Really Need to Know About Ethics?

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In the undergraduate curriculum, ethics is a topic that many instructors believe is vital to the professional development of students. For example, business ethics is a common course and even has its own scientific journal (*Journal of Business Ethics*). However most undergraduate psychology students do not receive training on how the American Psychological Association's (APA) ethics code applies to interactions in business (although, most students are exposed to a unit on ethics in their research methods course). Here, we discuss (a) the application of the APA ethics code to the workplace and Industrial/Organizational (I/O) psychology in general, and (b) ethical issues specific to I/O psychologists and I/O students completing applied projects or internships.

Applying the APA Principles to the Workplace and I/O Psychology

As psychologists and aspiring psychologists, the APA ethics code guides our professional behavior (APA, 2010). Five principles to which professionals and students working in businesses should aspire provide a foundation for the code. In this section, we briefly discuss each of these principles and how they relate to workplace behavior.

Beneficence and nonmaleficence. In a professional setting, one should strive to benefit and to cause no harm. Although this seems obvious, one should always

be mindful that the recommendations made to clients or constituents should have a high probability of improving the organization and the employees in it. For example, many interventions are fashionable and flashy but have little to no evidence that they will actually benefit workers or the organization. One should ensure that interventions have support for their effectiveness before suggesting or implementing their use, especially if those interventions are costly in terms of time, money, or jobs. If a psychologist implements a costly intervention that has little hope of improving the business situation, that would be an ethical concern.

Fidelity and responsibility. As professionals, psychologists acknowledge their responsibilities not only to the clients with whom they work but to the community as a whole. Adhering to appropriate obligations and responsibilities is paramount for any professional. An I/O psychologist working with a business would strive to maintain cooperative interactions with other professionals, address any conflicts of interest that may arise, and make sure all parties understand their roles and responsibilities.

Integrity. "Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology" (APA, 2010, General Principles, para. 4). As with any area of life, psychologists strive to uphold integrity in their professional interactions. Obviously,



one should not lie, cheat, or steal when working with an organization. However, this principle goes well beyond those basics. Professional psychologists should be careful when explaining concepts and interventions so as to avoid any misrepresentation of facts. I/O psychologists should also avoid using deception in their interactions unless it is clearly justified, and should be aware of and attend to the consequences of that deception if they do employ it. Deception in applied situations may be justified if the psychologist is collecting data for an IRB-approved project. However, debriefing of employees is important for any deception situations.

Justice. All psychologists, including I/O psychologists, should strive for fairness and justice in their professional interactions. The APA ethics code (2010, General Principles, para. 5) states, “Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.” For I/O psychologists this means that we should not agree to work on a project that is outside of our training and competence. If an intervention requires expertise that the consulting psychologists believes is outside of their training, they should recommend another expert.

Respect for rights and dignity. “Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination” (APA, 2010, General Principles, para. 6). A common occurrence for I/O psychologists is to collect information from employees that may be sensitive, such as job satisfaction or intention to leave the organization. The professional in question is bound to keep such information confidential, as it could harm the relationships between employee and employer, or possibly lead to a termination. Also management or the practicing psychologist must not coerce employees to participate in data collection.

Ethical Issues for I/O Psychologists and Students

There are two primary ethics documents that guide the professional behavior of I/O psychologists and students completing applied projects or internships in the field—the APA (2010) ethics code and

the *Principles for Validation and Use of Personnel Selection Procedures* (hereafter, the Principles; Society for Industrial and Organizational Psychology, Inc. [SIOP], 2003). I/O psychologists need to be aware of both documents and consider different situations where ethical issues will arise in their professional encounters.

Below, we discuss some of the relevant APA ethical standards and describe several of the corresponding ethical issues that I/O psychologists face. In addition, we explain the purpose and content of the *Principles* and how it relates to students in the field.

Resolving ethical issues (e.g., conflict between ethics and organizational demands). When there is a conflict between an I/O psychologists’ ethics and the requests or demands of the organization with which they are working, they must be careful to resolve that conflict in an ethical manner. As mentioned above, it is common for an I/O psychologist to collect job satisfaction data from employees. Imagine a scenario where a supervisor asks the psychologist to submit the job satisfaction information collected from his or her employees. The psychologist is in an ethical dilemma. Of course, the psychologist needs to remain committed to APA’s ethical guidelines; however, he or she needs to explain this conflict to the employer, state why the requested behavior would be unethical, and maintain the ethics code while maintaining a productive relationship with the employer.

Because students are not as familiar with procedures of organizations as professionals are, the boundaries of what is ethical or unethical can be less clear. For example, if the student is conducting research in an organization where informed consent is not being obtained from participants prior to data collection, the student may think this is unethical and feel uncomfortable collecting the data. It would be common for the student to be hesitant to approach a psychologist who has more experience than they do with this issue. However, when resolving any type of ethical problem, communication is always best. In applied settings, ethics should be discussed openly and honestly, therefore resolving this type of issue with an internship supervisor should be viewed as part of the learning experience. Before the issue is raised, a student should consult the ethical guidelines so that he or she can resolve the conflict while adhering to the ethics code and educate colleagues on

the code if they are unfamiliar with it.

Competence (e.g., boundaries of competence). A practicing psychologist is bound to “provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience” (APA, 2010, Standard 2: Competence, para. 1). Of course, this seems obvious. However, the organization that hires an I/O psychologist may not be aware of the particular expertise of that professional. For example, suppose an I/O psychologist is hired to construct a new selection system for the organization but is then asked to assist in mediating a dysfunctional team argument. It is incumbent upon the psychologist to make it clear that the additional request is outside of his or her competence or training, if that is the case.

Students in applied settings also frequently encounter competence issues. After a student has performed well in an organization, managers within that organization tend to come to the student with additional tasks. Because internships or other applied experiences are mechanisms for students to learn different aspects of the field, the student will not be well-versed in a number of topics that arise, nor should the student be ashamed to let a supervisor know he or she is not competent in a certain area. When encountered with a situation in which the student is not comfortable with the current competence level, the student should be upfront and honest. If the organization is insistent about the student completing the task, the student should consult the supervisor for guidance. This resolution would increase the student’s competency and provide a better end product for the organization.

Human relations (e.g., multiple relationships). As a practicing psychologist, one should refrain “from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist’s objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists” (APA, 2010, Standard 3: Human Relations, para. 6). In a business setting, this might occur if I/O psychologists are asked to evaluate a new

selection procedure for an organization for which they are working in another context. If psychologists are being paid by the organization for other work, their objectivity in evaluating a new selection system might be compromised, and the success of that selection system might be related to keeping their employment.

Not all multiple relationships are unethical. Many psychologists might be asked to do work for an organization because they know individuals who work there, or are even related to employees of the organization. It is the responsibility of the psychologist to evaluate multiple relationships and be cautious of possible conflicts of interest. If a conflict of interest does arise, it is incumbent upon the psychologists to remove themselves from that situation.

Students in applied settings may also encounter dual relationships. Most students hear this term and automatically assume it means a dual professional and romantic relationship. However as the example above demonstrates, dual relationships include many more situations than romantic relationships. For example, a student may perform so well at his or her internship placement that the organization also wants to hire the student on as a part-time employee. Because the student will be in a learning role (the internship) and also an employee, this is a dual relationship. When in doubt about whether or not a situation could possibly be a dual relationship, the student should question whether the behavior in one role would affect the behavior in the second role. For example, if the student who was an intern and an employee did not show up for work one day, her supervisor may evaluate both the employment performance and the internship performance unfavorably.

Privacy and confidentiality (e.g., discussing the limits of confidentiality). As mentioned above, it is important that I/O psychologists maintain confidentiality with any personal information that is necessary or agreed upon by employees. However, there are limits of confidentiality and it is an ethical responsibility to disclose these limits to the client and any employees. One of the primary limits of confidentiality for I/O psychologists involves communication that is transmitted via e-mail or other electronic sources. Because of the nature of electronic media, these discussions may be

compromised because of Internet security failures. It is important that the practitioner discuss this issue with the client at the outset of the professional relationship so that there are no unfortunate surprises. As students, it is important to follow the policies and rules of the organization with which they are involved. Most organizations have documents with this information on it easily accessible. If students are unsure of the organization's privacy and confidentiality policies, it is important that they be proactive and seek out this information.

Research and publication (e.g., collecting data in an organization). Often, I/O psychologists will collect data through the organizations with which they are working. It is important for the practitioner to be aware of whether institutional approval is required to conduct that research and, if so, how to go about garnering that approval. Practitioners must be aware of obtaining informed consent from the organization as well as from individuals within the organization, and to address any other possible ethical issues regarding data collection and presentation before the project is conducted.

Students might also be interested in collecting data during an internship experiences. For example, students could collect data on the success of an intervention that they suggests to management. However, before collecting these data, the same warnings apply: the students must determine if approval by the Institutional Review Board is needed and then must follow the ethical guidelines for implementing research.

These are only a few of the standards from the APA ethics code that may be applied to situations involving I/O psychologists and students who are gaining applied experience in the field. We suggest supervisors formally discuss the APA ethics code with any student who will be working with an organization. Although most students do not have direct responsibility, it is still important to address possible issues and how to handle them.

The *Principles* is a second document that is fundamental to I/O psychologists' ethical practice. Now in its 4th edition, the purpose of the *Principles* "is to specify established scientific findings and generally accepted professional practice in the field of personnel selection psychology in the choice, development, evaluation, and use of personnel selection procedures designed

to measure constructs related to work behavior with a focus on the accuracy of the inferences that underlie employment decisions" (SIOP, 2003, p. 1). For I/O practitioners, this document provides information about the best practices for the conduct of selection research and validation studies, the application of selection procedures, and how to evaluate selection procedures. For students who are involved in selection or evaluation procedures in the workplace, this document highlights why certain procedures should be used by practitioners. Most students would not implement the *Principles*, per se; however, it is helpful for students in applied settings, especially those involving selection and validation, to understand the document and its legal and scientific ramifications. By understanding the *Principles*, students will be more aware of the way in which selection decisions are made by professionals in the field. If students are asked to participate in certain practices, understanding this document can help them better understand why they are doing so.

Conclusion

For I/O practitioners, ethics is integral to the integrity of interventions. Although most students will not be in positions where they will make decisions on their own, ethical dilemmas can certainly arise. It is important for psychologists to emphasize early in students' academic endeavors the importance of following our APA code of ethics. By understanding these principles, students will be better prepared in any applied area, even if they will not be practicing psychologists. After all, ethics is universally important.

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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:

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

June 1

Faculty Advisor Research Grants
Psi Beta/Psi Chi Building Bonds Award
STP Assessment Resource Grant

Graduate & Undergraduate Research Grants

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

Undergraduate Winners

Candice Arnwine

West Virginia University
Dr. Daniel W. McNeil (research advisor)
“Does the Severity of Emotional Pain Vary With Time?”

Nichol Castro

University of Colorado at Colorado Springs
Dr. Lori E. James (research advisor)
“The Effects of Anxiety on Language Production in Young and Older Adults”

Jill Humble

St. Olaf College (MN)
Dr. Grace Cho (research advisor)
“Exploring Parent and Child Factors in the Socialization of Emotion”

Justin Karr

Western Oregon University
Dr. Joel Alexander (research advisor)
“Omega-3 Fatty Acid Supplementation and Cognition in a College-Aged Population”

Yelena Khvatskaya

Bernard M. Baruch College, CUNY
Dr. Angela M. Pinto (research advisor)
“Relationship Between Personality Variables and the Frequency of Engaging in Risky Behaviors”

Kimberly Klein

Augustana College (IL)
Dr. Daniel Cortis (research advisor)
“Bilingual Language Processing: A Study of Coactivation in L2 Learners”

Matthew Michaels

University of Florida
Dr. Ryan Daniel Duffy (research advisor)
“An Application of Minority Stress Theory to Suicidality in Gay Men”

Cynthia Peng

Carnegie Mellon University (PA)
Dr. Marlene Behrmann (research advisor)
“Hemispheric Differences in Face and Word Processing and Neural Plasticity via Experience: Modular vs. Distributed Perspectives”

Cari Pick

University of Notre Dame (IN)
Dr. Alexandra F. Corning (research advisor)
“Do Body-Related Speech and Social Comparison Alter the Effect of Fat Talk on Body Dissatisfaction?”

Kelly Jean Sheehan

Providence College (RI)
Dr. Jennifer Van Reet (research advisor)
“Correlation Between Children's Superstitious Tendencies and Pretend Play”

Jackson Taylor

New York University
Dr. Gigliana Melzi (research advisor)
“Paternal Support of Emergent Literacy Development: Latino Fathers and Their Children”

Tiffany Thibaudeau

University of Louisville (KY)
Dr. Keith Lyle (research advisor)
“Detecting Autobiographical Events”

Nicole Vaisey

Mercyhurst College (PA)
Dr. Melissa K. Surawski (research advisor)
“The Effects of Viewing Sexual Images on Rape Myth Acceptance and the Role of Physiological Arousal”

Graduate Winners

Patrick Cushen

University of Illinois at Chicago
Dr. Jennifer Wiley (research advisor)
“Bilingualism and Analogical Problem Solving”

Laura Morett

University of California, Santa Cruz
Drs. Ray Gibbs & Brian MacWhinney (research advisors)
“The Effect of Embodied Manual Action on Second Language Vocabulary Acquisition”

Leslie Ann Sandusky

University at Albany, State University of New York
Dr. Ewan C. McNay (research advisor)
“The Effects of Zinc Supplementation on Cognition in a Diet-Induced Animal Model of Type II Diabetes Mellitus”

Jessica M. Salerno

University of Illinois at Chicago
Dr. Bette L. Bottoms (research advisor)
“Too Emotional to Overcome the 12 Angry Men: Minority Influence, Emotion, and Prejudice”

Michael Scullin

Washington University (MO)
Dr. Mark McDaniel (research advisor)
“Understanding Cognitive Declines in Older Adults: Do the Answers Lie in Sleep?”

SuperLab Grants

The Psi Chi Research Grants Committee, the Psi Chi Board of Directors, and the Cedrus Corporation would like to announce the winners of the 2010-11 Psi Chi/SuperLab Research Grant.

P. Brad Cameron, an undergraduate student at the University of Central Arkansas, submitted a proposal entitled “Anger as an Approach Motivation Based on Visual Attention and Action,” and **Eric Louis Hehman**, a graduate student from the University of Delaware, submitted, “When Faces Are Masks: Subliminal Threat Impairs Face-Recognition.” Both were awarded a copy of the SuperLab experimental lab software and a response pad from Cedrus.

Psi Chi congratulates this year's winners and encourages all members to apply for this grant.

2009-10 Thelma Hunt Grant Winners



Crystal Mason, Carlos Calbimonte, and Casey Nelson

Carlos Calbimonte, Casey Nelson, and Crystal Mason

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”

This study assessed the value of Psi Chi membership; 157 psychology graduate school admissions committee members completed a survey designed to evaluate knowledge of and attitudes about Psi Chi and to determine the relative importance placed on a range of factors related to graduate school admission. Overall, most faculty members were familiar with Psi Chi, a relatively small portion were active in Psi Chi, and faculty members viewed membership as associated with a range of benefits for students. However, membership itself was not ranked highly by faculty members in their overall evaluation of graduate school applications. This information is relevant to increase awareness about Psi Chi among admissions committees and the emphasis behind being an active member.

Carlos Calbimonte, Casey Nelson, and Crystal Mason all attended Utah State University; Carlos and Casey have now graduated, earning their bachelor’s in psychology. With two of the researchers proceeding to graduate school, the results of the study were not only pertinent but also beneficial.

Carlos Calbimonte graduated in the spring of 2010 and is looking forward to taking a year to travel before applying to graduate school and starting a career in clinical counseling.

Casey Nelson graduated in the spring of 2010 and is currently stationed in Arizona with the ROTC. He anticipates applying for graduate school and working toward a career in clinical psychology.

Crystal Mason is an undergraduate student double majoring in psychology and physics. Upon graduation in the spring of 2012, she intends to continue her study of psychology in graduate school and hopes to develop a career in forensic psychology.



Amanda Vardi

Amanda Vardi

Fordham University at Lincoln Center (NY)

Dr. Harold Takooshian (research advisor)

“Reducing Students’ Financial Stress: A National Field Experiment”

The purpose of this interdisciplinary honors project in economics and psychology is to provide financial literacy education to college students in order to reduce the financial stress experienced due to debt and/or financial pressures and to address susceptibility to the effects of psychological framing when lacking information necessary for rational decision making. As hypothesized, (a) 81 students’ initial knowledge varied widely, from 8 up to 20 points on a 0-20 financial literacy scale; (b) a 50-minute financial literacy workshop significantly increased students’ knowledge about credit cards, from 15.8 (79%) up to 17.9 (88%) in a matched-sample *t* test, $t(70) = 6.44, p < .001$. Overconfidence, future behavior, and spending patterns are addressed. Recommendations are made for future studies.

Amanda Vardi graduated summa cum laude from Fordham University at Lincoln Center (NY) in 2010 with her bachelor’s and honors in psychology and economics. She was the 2010 Representative Degree Recipient of Fordham College at Lincoln Center (FCLC). She served as president of PARTY (Peers Advocating Responsibility) for 3 consecutive academic years, presenting programs on the effects of drugs and alcohol. During the 2009-10 academic year, she cofounded and cochaired the Peer Educator Program at FCLC. In addition to being a part of Psi Chi, she is a member of Phi Beta Kappa, Phi Kappa Phi, and Omicron Delta Epsilon. She has conducted behavioral and social scientific research presentations and has published her work, “Would New Yorkers Help a Lost Child: 1976 vs. 2008,” in the *Modern Psychological Studies Journal of Undergraduate Research*. She currently works with Franklin Templeton Investments as a Futures Associate in the New York Futures Program.

2010-11 Thelma Hunt Grant Winner

Ngoc Bui, PhD, chair of the Psi Chi Research Grants Committee, has announced the winner of the 2010-11 Thelma Hunt Research Grants. The winner is as follows:

Harold Takooshian, PhD

Fordham University at Lincoln Center (NY)

“Advancing Student Excellence: Best Practices”

Undergraduate Psychology Research Conference Grants

Psi Chi is pleased to announce the 2010-11 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.

Christian Brothers University (TN)

Mid-South Psychology Conference

Clark University (MA)

Developing Psychology in the Globalizing World

Concordia College (MN)

Red River Undergraduate Psychology Conference

Concordia University (IL)

West-Suburban Chicago Psychological Research Conference

Embry-Riddle Aeronautical University (FL)

2011 Human Factors and Applied Psychology Student Conference

Hawaii Pacific University

13th Annual Hawaii Pacific University Psychology Program Conference

Middle Tennessee State University

Middle Tennessee Psychological Association

Monmouth College (IL)

38th Annual ILLOWA Undergraduate Psychology Conference

Richard Stockton College of New Jersey

Psi Chi Undergraduate Psychology Research Conference, Spring 2010

Rockford College (IL)

21st Annual Tri-State Undergraduate Psychology Conference

Southern University at New Orleans (LA)

"You're Not Alone" Thanks Katrina

St. Joseph's College (NY)

Long Island Psychology Conference

University of Georgia

Psi Chi UGA's Annual Convention of the Behavioral Sciences

University of Massachusetts, Dartmouth

Undergraduate Psychology Conference

Vassar College (NY)

Mid-Hudson Psychology Research Conference

Western Connecticut State University

2011 CSU Psychology Research Day

Westminster College (MO)

Missouri Undergraduate Psychology Conference at Westminster

Faculty Advisor Research Grants

Psi Chi congratulates the 2008-09 and the 2009-10 Faculty Advisor Research Grant winners. All current faculty advisors and coadvisors who have served an active Psi Chi chapter for at least one year are eligible to apply. The purpose of this program is to provide funds for advisors to defray the direct cost of conducting a research project (no stipends included). One grant is available annually within each of Psi Chi's six regions, and an additional 6 grants are available across regions for a total of 12 grants.

2009-10 Winners

L. Brooke Bennett-Day, PhD

Wesleyan College (GA)

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

Timothy Koeltzow, PhD

Bradley University (IL)

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

Benjamin J. Lovett, PhD

Elmira College (NY)

"Predictors of Students' Benefit From Extended Time Testing Accommodations"

Matt Newman, PhD

Arizona State University West

"Psychological Predictors of Student Engagement"

Jamie Rhudy, PhD

University of Tulsa (OK)

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

Weylin Sternglanz, PhD

Nova Southeastern University (FL)

"Deception Detection via Thin-Slice Communications"

Margaret Stevenson, PhD

University of Evansville (IN)

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

Mark D. Terjesen, PhD

St. John's University, New York

"Developing Best Practices for Autism Identification and Intervention in Vietnam"

2008-09 Faculty Advisor Research Grant Winners

Lisa M. Bauer, PhD

Pepperdine University, Seaver College (CA)

“Mood and Facial Identification”

After witnessing a criminal act, eyewitnesses may be asked to identify a suspect from mug shots and/or a lineup. The study examines the effect of a range of emotions (happiness, anger, sadness, fear, neutral) on facial recognition and the own-race bias. Participants wrote about an autobiographical event that made them feel a certain way, viewed 30 photographs (15 Black and 15 White), and then wrote about a neutral autobiographical event. During testing, 60 photographs were presented. Half of these were previously presented. Participants were asked to complete a recognition task and to provide confidence ratings. Preliminary analyses revealed the own-race bias. Data is still being collected. Understanding how mood influences facial identification may lead to better interrogation procedures.

Lisa M. Bauer received her PhD in cognitive psychology from the University at Albany, State University of New York. She is currently an associate professor at Pepperdine University, where she has enjoyed being the Psi Chi faculty advisor for the past three years. She teaches cognitive processes, principles of learning, research methods, sensation and perception, and advanced research seminar. Her research focuses on how emotion affects various aspects of memory. Recently, she has been examining how mood influences the own-race bias. In addition to inviting students to assist her with her own research, she encourages students to design and conduct their own studies. She provides guidance through the research process and encourages her students to present their findings at local, regional, and national conferences.

Bettina J. Casad, PhD

Cal State Polytechnic University, Pomona

“Effects of Stereotype Threat on Women and Ethnic Minority Students’ Leadership Performance”

This project examines the susceptibility of minority ROTC cadets and business students to stereotype threat regarding leadership ability and its effects on performance and physiological arousal. The stereotype threat group showed physiological threat responses, which caused poorer performance on the leadership game compared to control participants. Further, high leadership anxiety and past experiences with discrimination predicted lower leadership test performance and more negative appraisals. Participants showing adaptive challenge responses, lower leadership anxiety, and infrequent past discrimination showed higher leadership game and test performance and reported more positive appraisals. The results have the potential to inform leadership development programs for Army personnel, such as addressing threat and anxiety related to working in diverse teams.

Bettina Casad earned a PhD in social psychology from Claremont Graduate University (CA). She earned her bachelor’s in psychology with a minor in women’s studies from the University of Washington and a master’s in Psychology from Claremont Graduate University. Her research examines gender and race stereotypes, prejudice, and discrimination. Her particular focus is on stereotype violation and how individuals who violate expectations are evaluated and treated. Most recently, she has examined effects of stereotype threat on girls’ math performance, women’s and ethnic minorities’ leadership performance, and first-generation college students’ academic performance. Her research seeks to integrate and refine theories through the use of multiple types of measurement, including explicit, implicit, objective, physiological, and behavioral. She is an assistant professor of psychology and Psi Chi faculty advisor at California State Polytechnic University, Pomona. Her teaching interests include social psychology, psychology of women, research methods and statistics, stereotyping, and prejudice.

Alissa C. Huth-Bocks, PhD

Eastern Michigan University

“Individual and Contextual Factors Related to Maternal and Infant Well-Being and the Mother-Infant Relationship Across the Transition to Motherhood”

This innovative prospective study aimed to better understand the psychological changes that women experience during pregnancy and in the year after birth, as well as how these experiences impact maternal and infant well-being including the mother-infant attachment relationship. One hundred and twenty primarily low-income pregnant women were recruited into the study and completed interviews during pregnancy, and at 3 months and 1 year postpartum. Women and their infants are currently being contacted for an additional interview at 2 years. Results have important implications for informing interventions with high-risk pregnant and postpartum women and their young children, such as those addressing maternal mental health problems, parenting difficulties, and mother-infant relationship disturbances.

Alissa C. Huth-Bocks, PhD, was recently promoted to associate professor at Eastern Michigan University (EMU), where she has been on the faculty in the Department of Psychology for 5 years. She received her PhD in clinical psychology from Michigan State University in 2002 and completed a postdoctoral fellowship at the University of Michigan Department of Psychiatry. Dr. Huth-Bocks works closely with both undergraduate students and students in the master’s and PhD programs in clinical psychology at EMU. Her teaching interests are in developmental psychopathology and psychotherapy; she is also a clinical supervisor. Her research interests include the psychology of pregnancy, maternal and ecological risk factors affecting mothers’ representations of their infants, prenatal and postnatal aspects of parenting, and mother-child attachment. Results from her research have direct implications for interventions for high-risk mothers and children through infant mental health services.

**Lisa M. Bauer, PhD****Bettina J. Casad, PhD****Alissa C. Huth-Bocks, PhD**

2008-09 Faculty Advisor Research Grant Winners



Matthew Kelley, PhD

Matthew Kelley, PhD
Lake Forest College (IL)
“Collaborative Memory for Social Information”

Three experiments explored the influence of social information on collaborative memory performance. In Experiment 1, recalling social information improved recall in individuals and collaborative groups. Furthermore, collaborative inhibition was eliminated when participants were asked to recall a gossip-themed passage. In Experiment 2, which included a social passage without gossip and a more difficult task, significant effects of both gossip and sociability were observed. Unlike in Experiment 1, collaborative inhibition was observed across all conditions. Experiment 3 separately manipulated gossip and interest level, and both of these factors enhanced memory performance. Moreover, robust collaborative inhibition was observed across all conditions. The results demonstrate that whether participants worked alone or in groups, recall was better for social information than other information.



Camille Tessitore King, PhD

Camille Tessitore King, PhD
Stetson University (FL)
“How Do They Find Their Way? Cues That Guide Developing Axons in the Rat Gustatory System”

The purpose of this pilot study was to assess whether glial cells and the extracellular matrix molecule, tenascin, participate in the establishment of the central gustatory system. The distributions of glial fibrillary acidic protein, tenascin, and growth-associated protein, which labels growing axons, were examined in the hindbrains of rats at different developmental ages. Preliminary immunohistochemical results indicate that glial cells and tenascin guide embryonic gustatory axons toward the vicinity of and into their final destination in the nucleus of the solitary tract (NST). Moreover, at an early postnatal age, they delineate the functional borders of the NST. These tentative findings provide support for the speculation that glial cells and tenascin are universal participants in the early structuring of developing sensory systems.

Camille Tessitore King, PhD, received her undergraduate and graduate degrees in biological psychology at the University of Virginia and completed postdoctoral research at the University of Michigan. After a hiatus to raise her children, she served as a visiting assistant professor at the University of Florida before joining the faculty at Stetson University (FL), where she is an associate professor. She is a behavioral neuroscientist working in collaboration with colleagues at the Florida State University on the functional neuroanatomy of the gustatory system. She involves students in her research projects and has published papers with student coauthors. She is also the principle lecturer in the Betty Batson Bell Brain and Learning Lecture Series, which focuses on memory and the factors that influence its functioning. For her work as Psi Chi faculty advisor, she was recently named the recipient of the 2010 Campus Life “Excellence in Advising” award.



Daniel W. McNeil, PhD

Daniel W. McNeil, PhD
West Virginia University
“Pain and Anxiety in Oral Surgery: Prediction of Relief”

Concerns about pain constitute a large component of dental anxiety; patients with high dental anxiety typically exaggerate memory and prediction of dental pain. It is unknown, however, if memory of anxiety also is exaggerated. A sample of 79 patients who underwent emergency extraction rated their anxiety and pain before, during, and 2 weeks after the procedure. Measures of trait dental anxiety and fear of pain also were collected. All patients reported relief after the procedure and exaggerated their recall of procedure pain, but only those high in trait dental anxiety exaggerated their recall of anxiety. Highly anxious patients reported more pain prior to the procedure and expected more pain. Ratings of anxiety and pain for all participants assimilated over time.

Daniel W. McNeil, PhD, is a professor of psychology at West Virginia University (WVU), Eberly Professor of Public Service, and a clinical Professor of Dental Practice & Rural Health. Initiated into Psi Chi in 1977 as an undergraduate at the University of Alabama, McNeil also earned his master’s and PhD degrees there. He has served as faculty advisor to Psi Chi at WVU for over five years. A licensed clinical psychologist, he is a clinical researcher with interdisciplinary interests in health psychology, including behavioral dentistry and studying the experience and expression of emotion. He is involved in the training of undergraduate and graduate students as director of his Anxiety, Psychophysiology, and Pain Research Laboratory. A Fulbright Fellow in New Zealand in 2010, he is also interested in psychological implications of cross-cultural interactions. Dr. McNeil has been recognized nationally for his role as a mentor and for his service activities.

Matthew Kelley, PhD, is an associate professor at Lake Forest College (IL). He received his PhD in cognitive psychology from Purdue University (IN) and completed a postdoctoral fellowship in developmental neuropsychology at the University of Louisville (KY).

Dr. Kelley’s basic memory research is aimed at discovering the general principles that govern memory over both short and long intervals. More recently, however, he has explored applications of benchmark memory phenomena (e.g., generation effect in lyrical censorship) and has edited a book titled *Applied Memory* (2009). Presently, his interests lay in the realm of collaborative memory.

The Faculty Advisor Research Grant generated three experiments: one article submission to *Memory & Cognition*, one conference presentation, and one undergraduate research symposium presentation. Three Lake Forest College (IL) undergraduates served as coauthors on the article and presentations.

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.psiichi.org

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

Submission deadlines*

Fall: June 15

Winter: October 15

Spring: December 15

Summer: February 15

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

Submission specifications

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

ABBREVIATIONS:

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

East

Fordham University at Lincoln Center (NY)

The chapter was busy this fall, sponsoring 10 events as Kathleen Koltko-Rivera (past president) passed the baton to Viany Orozco (new president). These activities involved an array of topics, some arranged with Margo Masi (Fordham Psychology Association president). These included a lecture on childhood autism; a workshop on psychoanalysis with C. Edward Robins and Nestor Braunstein from Mexico; a symposium on the history of psychology in New York City with Mark Mattson, Henry Solomon, Robert Rieber, and Harold Takooshian; a workshop on preparing for the GRE with Kaplan University; the 30th annual workshop on graduate admissions in psychology, featuring Professors David Malcolm, Mark Mattson, Monica Rivera-Mindt,

Jason Greif, Fred Wertz, and Harold Takooshian; and a hands-on human factors workshop with Ronald Shapiro from Rhode Island. Elaine Congress (associate dean) hosted the 7th annual NYC forum on international psychology, attended by 60 United Nations representatives as well as students and faculty. The highlight of the semester was when Florence Denmark of Pace University personally presented the 2010 Psi Chi Florence Denmark Award for the outstanding faculty advisor to Dr. Harold Takooshian on October 20. He joked that receipt of the first Denmark Award in 1988 was a national honor but receiving again in 2010 was "a miracle."

Fordham University at Rose Hill (NY)

The chapter began the fall semester under its dynamic new president, Jazmen Benitez. The chapter worked with Elaine Congress (associate dean) and Dr. Harold Takooshian to arrange

the October 20 New York City forum on international psychology, which drew 60 participants from the United Nations and local schools. The distinguished panelists included Jeffrey Huffines who spoke on the United Nations, Elizabeth Brown (Office of Prestigious Fellowships) on Fulbright Awards, Richard Velayo on curriculum, Kelly Roberts and Judy Kuriansky on youth at the UN, Florence Denmark on UN Psychology Day, Sharon Panulla on publishing international work, and Fleur Eshghi on new teaching technologies.

The chapter helped arrange the city-wide 22nd Greater New York Conference on Behavioral Research, hosted by nearby Lander College for Women. The conference featured several Fordham University at Rose Hill students and faculty among its presenters. The chapter also arranged a GRE workshop, which it plans to expand in spring 2011, featuring Brad Kaplan (Kaplan University) and



A Student and faculty presenters at the 22nd Greater New York Conference on Behavioral Research, arranged by local Psi Chi chapters, including Fordham University at Rose Hill (NY).

B On October 20 at Fordham University at Lincoln Center (NY), Dr. Florence Denmark (left) presented the 2010 Psi Chi Denmark Award to Dr. Harold Takooshian. Also in attendance (from right to left) was University President Joseph McShane, Dean Elaine Congress, Viany Orozco (chapter president), and Jazmen Benitez (Fordham University at Rose Hill chapter president).



Drs. Charles Lewis, Barry Rosenfeld, and Harold Takooshian. The chapter is now cooperating with Barry Rosenfeld to revive the undergraduate Rose Hill Psychology Society.

Slippery Rock University of Pennsylvania

Over the past two months, the chapter has been busy with service activities. Members made several visits to the Grapevine Mental Health Center, where they decorated for Halloween, helped with meal preparation and clean-up for their Halloween party, and made pies for Thanksgiving. The chapter celebrated Thanksgiving at Torrance State Hospital and spent the day with the patients. The chapter has also collected several large boxes of items for soldiers in Afghanistan and had a competitive food drive among its members to collect items for local food banks.

Three Psi Chi members trained to be peer leaders for the Reflection Body

Image Program, directed by Dr. Jennifer Sanftner. The peer leaders have led programs across campus, empowering women to challenge media-based ideals of appearance. The chapter selected two representatives for the upcoming Relay for Life and went to a kick-off in December. In November, the chapter sponsored speakers who addressed school psychology issues and preparing for a career in mental health. In addition, two workshops were held on networking, interviewing, and resume writing. Fund-raising projects included raffles and candy bar sales. The chapter had two holiday social events for Halloween and Christmas attended by current/prospective members and faculty.

Midwest

Anderson University (IN)

The Psi Chi chapter hosted a

departmental chapel. Sarah McBride (vice-president) led an opening prayer, and Austin Boon (president) shared a short scripture to begin the time. The chapter welcomed five new members at the induction. Dr. Lee Griffith also gave a talk on how to get into graduate school. Topics such as the GRE, selecting schools, and the application process were discussed. Dr. Linda Swindell (faculty advisor) and Dr. Wayne Priest also shared their viewpoints on the process. Renee Bader (past chapter president) shared her thoughts about the GRE to help others be aware and prepared.

Grand Valley State University (MI)

The chapter inducted more than 70 new members this fall. Each semester, the chapter invites various faculty of the psychology department to talk to members considering applying to graduate school. This season began with a talk by Dr. Amy Campbell about

careers in psychology followed by Dr. Brian Lakey's presentation about preparations for members seeking graduate school admittance. Most recently, Dr. Robert Deaner summarized his recent research on how evolutionary psychology is represented in current social science textbooks. Discussions have begun between Dr. Robert Hendersen (head of the psychology department) and the chapter's officers about encouraging the creation of a nonexclusive psychology club. In the spirit of the university's 50th anniversary goals, the chapter is continuing its emphasis on promoting leadership, scholarship, and service.

Morningside College (IA)

The chapter hosted several graduate school presentations, including a graduate student round table discussion and a lecture from the University of South Dakota, Vermillion. Those



C For the third consecutive year, chapter members of **Millersville University (PA)** collected monetary donations and over a ton of nonperishable food items for the Lancaster County Council of Churches (LCCC) food bank. Pictured with the collected items are (from left) Dr. Susan Luek (faculty advisor), Amanda VanDixon, Carolyn Lazarus, William Hochgertel (secretary), Jennifer Weathersby (vice-president), Clarissa Sube, Krystalyn Geesey, and Dr. David Hill.

D The Psi Chi Chapter of the **University of Mary Washington (VA)** welcomes new members at its induction ceremony.

E New chapter members of **Drury University (MO)**: Lena Culp, Emily Koss, and Raul Lozano.

F Psi Chi members of **Anderson University (IN)** attended a talk on how to get into graduate school.



attending were offered the opportunity to learn from both current graduate students and faculty. The chapter hosted a lecture by Dr. Hollnagel, a German psychologist, giving students and faculty the unique opportunity to learn about the psychology field in Germany. Senior Psi Chi members put together a poster workshop and an internship panel directed for students of the psychology department. Additionally, members designed a T-shirt in honor of their faculty advisor, and the chapter inducted six new members.

Recently, chapter members have participated in various volunteer projects, such as Habitat for Humanity, Into the Streets, Siouxland Sleep-Out for the Homeless, and the university's Activities Fair for incoming freshmen. Members worked diligently for the psychology department's big event, Psych Follies, a senior awards night of fun and food for students and faculty alike. It is a

much-anticipated event, where students get the rare occasion to "roast" their professors and vice versa. The chapter concluded the semester with a party, and new officers were elected.

University of Wisconsin–Green Bay

This fall semester, the chapter sponsored numerous events, including "Meet the Professors Night," a bowling outing where everyone was able to get to know their professors. The chapter made posters, sent out e-mails, and visited classes to recruit people to the gathering. This made a huge difference because this year was the biggest turn out for students and professors alike. After this successful event, the chapter then sponsored a presentation by Dr. Susan Sprecher, a relationship psychologist, which over 60 students attended because of the vast amount of advertising the chapter did before the event.

However, the two main events that

the chapter hosted this semester were charity events. The chapter cosponsored both events with Psychology and Human Development Club. The first was a walk for the National Alliance for Mental Illness. The second charity event was the Jingle Bell Run/Walk for Arthritis. Both events had more than 10 participants, and more than \$700 was raised for the charities. It was a great way for the chapter and its members to give back to the community and help those in need.

Southeast

Davidson College (NC)

The chapter members enjoyed an event-filled fall semester. In October, they volunteered at the Ada Jenkins Center and helped with Loaves and Fishes, an emergency pantry that provides families in need with food and other household products. At Ada Jenkins, members

assisted Loaves and Fishes by providing donations and stocking the pantry with products. In November, Psi Chi members held an ice cream social event that benefitted the Psi Chi mentoring program. Members were paired with underclassmen who were considering or had recently declared psychology as their major. The mentors guided the underclassmen by helping them select and schedule their psychology classes while socializing and enjoying ice cream. Also in November, the chapter held the fall induction ceremony to welcome 11 new members into Psi Chi. The student officers conducted the formal ritual, and many faculty members and students attended the ceremony to celebrate the accomplishments of the newly inducted members.

Northern Kentucky University

The chapter's busy fall of well-attended meetings and social activities

Alma College (MI)

Alma College and the psychology community are grieving the sudden and tragic loss of Dr. Sonya M. Sheffert on January 18, 2011. Dr. Sheffert greatly impacted the lives of her students and colleagues. She loved spending time with her husband Lary Sheffert and her two children, Emma and Keaton.

Dr. Sheffert studied undergraduate psychology at the University of Alaska, where she earned her BA. At the University of Connecticut, she received her MS and PhD in experimental (cognitive) psychology with a specialization in the psychology of language. She was a member of the APS and APA and received "Outstanding Dissertation" recognition from the APA in 1995.

Dr. Sheffert taught at Central Michigan University for 10 years, where she received the "Excellence in Teaching" award in 2001. In the fall of 2008, she began teaching at Alma College. She had a positive influence on campus in a short time, including advising the Psi Chi honorary society and developing a forensic psychology course.

Dr. Sheffert personified Alma College's vision. Students were drawn to her caring spirit as she helped them learn through hands-on techniques. Dedicated to her work, and it was not unusual to see her at the college late at night or on weekends. Students could visit her office at any time and were sure to receive a pleasant smile and a warm hello. She could always be counted on to assist with creating new project ideas or enriching old ones. In addition, she was eager to get to know her students as complete people, not just psychology students.

Dr. Sheffert was an enthusiastic chapter advisor to Psi Chi. She encouraged the involvement of the entire campus community in its activities. She left the students free to make their own decisions, but they knew she was there to guide them if they needed help. Dr. Sheffert understood that psychology was not some abstract theory solely residing in academia but had a real impact on the lives of everyone.

All those who knew Dr. Sheffert will miss her greatly. She will be remembered for her kindness, intelligence and never-ending pursuit of knowledge.



commenced with a “Welcome Back” open house. Jessica Park, MS, began the biweekly meetings with a presentation on the empirical research on texting while driving as well as the specifics of Kentucky’s new texting ban. At the next meeting, which was part of STEM (Science, Technology, Engineering and Math) week, Dr. Cecile Marczynski discussed life as an alcohol researcher, including opportunities for student researchers. Other meetings featured Dr. Francois LeRoy describing study abroad opportunities, plus the potential for financial aid; Kevin Hardy (Career Development Center) providing information about job application; and a panel of current majors talking about their psychology involvement outside of the classroom, their research and work positions, and how they found them. The chapter organized a fall picnic, highlighted by students besting their professors in the annual student versus

faculty kickball game. In November, the chapter inducted 24 new members in a formal ceremony and conducted the fourth annual “Drop Your Drawers for Mental Health” drive, in which socks and underwear were collected for Mental Health America to distribute to the needy. This year’s drive added a student versus faculty competition. By prior agreement, a representative of the “losing” group had to appear in underwear at the holiday party, which concluded the semester. Dr. Mark Bardgett graciously donned his Christmas boxers at the gathering and posed for pictures with the winners.

Southern Adventist University (TN)

The chapter hosted a symposium on effective intercultural communication, entitled “I hear what you’re saying, but what do you mean: Effective intercultural communication,” on December 3, which focused on how to reach across cultural

barriers between individuals. Professor Mindi Rahn (history) presented a topic on cross-cultural service, while Professor Rachel Southall (social work) spoke on the fallacy of democracy as an equalizer between black and white cultures in the United States. The last hour of the symposium was reserved for a panel-style question-and-answer discussion between the audience and five selected professors: Dr. Carlos Parra (chair of the modern languages department), Mindi Rahn (history), Rachel Southall (social work), Darlene Karst (psychology), and John Nixon (religion and spirituality). The discussion was mediated by Dr. Ruth Williams Morris (director of psychology programs and faculty advisor). The chapter hopes to make the symposium an annual occurrence.

University of Mary Washington (VA)

The chapter hit the ground running this semester with the fall induction

ceremony, where 12 new members were welcomed. The new inductees enjoyed the members’ playful rendition of Aristotle’s “Platonic Myth,” after which inductees and members enjoyed refreshments with faculty. The officers also organized the second annual Psi Chi coffee fundraiser, which supplies hot coffee and tea to psychology majors for \$1 per cup. In addition, the chapter participated in a fall service project, where members came together to make holiday cards for soldiers overseas and for children with terminal illnesses. The chapter also participated in the university’s Red Flag Campaign by decorating a banner to raise awareness about dating violence. The chapter also sponsored curriculum vitae and personal statement writing workshops for all psychology majors, where Dr. Mindy Erchull (faculty advisor) informed students of how to prepare for graduate school applications and gave pointers



B



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A Chapter officers of **Grand Valley State University (MI)** for 2010-11 from left to right: Andrea Mitchell (president), Marilynn Porritt (treasurer), Andrew Taylor (secretary), Hailey Wilmot (vice-president), and Robert Erickson (historian).

B Fall inductees, officers, and advisors of **Grand Valley State University (MI)**.

C Members of **Northern Kentucky University** pose with Dr. Mark Bardgett, who agreed to wear holiday underwear if students beat the faculty in the annual “Drop Your Drawers for Mental Health” sock and underwear drive.

Chapter Activities

for writing a strong personal statement. Aside from planning events, the chapter held two all-member meetings in order to prepare for the Power Card fundraiser, which starts in the spring.

West Virginia University

The Psi Chi chapter participated in a Visual Aids Walk on campus on December 1, which is World Aids Day, to help build HIV/AIDS awareness. Members provided the walkers with hot chocolate. Walking has actually played a big part of activities this fall with the chapter's participation in the university's homecoming parade as a way to promote awareness of Psychology Club and Psi Chi.

The chapter's annual undergraduate-faculty pool tournament also was held this fall term. Students and faculty pair up and compete; it is a great way for the students to get to know faculty outside of the classroom. A trophy is housed in

the department, and winners' names are engraved on it each year. The chapter also continues its work in sponsoring the Holding Every Life Precious (HELP) suicide prevention and mental health awareness program on campus, recently hosting a booth in the Mountainlair student union. Candy with motivational quotations was distributed, along with brochures about coping with stress.

In November, the chapter hosted Dr. Al Kasprovicz (clinical director of the university's Carruth Counseling Center) to speak about services available on campus. The chapter also collected used printer toner cartridges and donated them to the local Ronald McDonald House. Also, the chapter has incorporated "Wiggio," a free web application, making group collaboration easier. It is a great way for the chapter's leaders to communicate and stay informed and organized.

Winthrop University (SC)

The chapter of Psi Chi initiated two new programs this year. Members were divided into teams with each officer mentoring a specific team. This mentor program enhanced chapter communication and encouraged individuals to participate in Psi Chi events. The chapter also started a free tutoring program within the psychology department, involving tutors being available throughout the semester for students at all academic levels.

The university hosted the South Carolina Junior Academy of Science Fall Workshop on using science to understand human behavior. Psi Chi members presented multiple sessions during the workshop: one on succeeding in college and another on the strengths and weaknesses of popular personality tests. The chapter also continued its usual social activities, such as monthly meetings, a trivia game played by the

mentoring teams, and a Halloween door-decorating contest. The chapter helped with orientation for incoming psychology majors and organized its annual Graduate School Forum, featuring a panel of experts ranging from faculty representing local universities to current graduate students. The chapter, along with the Honors Program, cosponsored a campus-wide cultural event with Colonel Quincy Collins, a Vietnam veteran, who spoke of the psychology behind surviving as an 8-year Prisoner of War. The chapter also collaborated with the social work department on a book drive to expand the library at a local assisted living facility and maintained its partnership with the local Head Start program. Many of these activities were funded through the profits from the chapter's T-shirt design competition and sales.



A



B

A Members of **University of Wisconsin-Green Bay** Psi Chi Chapter with Dr. Regan Gurung (faculty advisor) and Dr. Ryan Martin (faculty advisor of Psychology and Human Development Club).

B Jingle Bell Run/Walk team members of the **University of Wisconsin-Green Bay** Psi Chi, including Dr. Regan Gurung (faculty advisor) and his son, Amanda Luedtke (president), Caitlin Gurlt (vice-president), and Jessica Hopp (public relations officer).

C **West Virginia University** Psi Chi members, ready to march in the homecoming parade, promote awareness of the Chapter's "Holding Every Life Precious (HELP)" suicide prevention and mental health awareness program.

D **West Virginia University** psychology department faculty and Psi Chi members at the annual undergraduate-faculty billiards tournament.



C



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Southwest

Southeastern Louisiana University

The chapter had a productive fall semester, participating in many different events and holding meetings to keep the members active and engaged. The chapter participated in fundraisers for UNICEF to give children clean water and immunizations. The chapter held book, T-shirt, and bake sales to help raise money to donate to a local charity. The chapter participated in school functions like "Mocktails" to help raise awareness about drinking and driving. The members made a booth and developed a creative name for a nonalcoholic drink and a theme to tie everything together. The chapter hosted Dr. Nischal Rodrigues as a guest speaker to give students tips on taking the GRE. Dr. Paula Varnado-Sullivan also presented information about getting into graduate

school. This presentation mainly focused on getting into a psychology master's or PhD program, but helpful tips in general for applying to graduate school were discussed as well. All of these events helped to round out an exciting semester!

Texas A & M University-Kingsville

The Psi Chi chapter has completed various objectives that were set upon the start of the school year. The chapter has sponsored two guest speakers addressing career planning. Dr. Cuellar, a local gerontology psychologist who is contracted in nearby cities, and his team of licensed professional counselors (LPC) spoke to students about the field of psychology and the requirements for LPC and other psychology licensures. The second speaker was from the university's Health and Wellness Center and discussed career decision making to help students recognize their strengths

for certain career fields.

Community and campus-wide activities that the organization participated in were Fall Carnival, '80s Dance benefitting Mothers Against Drunk Driving, Can-Food Drive for local families in need of food during the holidays, and Toys for Tots and Wish-A-Thon to provide families and children with presents for the holidays. Members also contributed to these fundraisers through breakfast burritos, candy and popcorn sales for Fall Carnival, and Chili's restaurant sponsoring the chapter with 10% of their sales.

University of Houston (TX)

On November 15, the chapter of Psi Chi held its fall induction ceremony. Ashley Moore (president), Rubi Gonzales (vice-president), Carolyn Dylla (secretary), Sonia Singh (historian), and Kim Tran (academic affairs officer) were all present. Richard Kasschau (faculty advisor) also

helped with the induction. The keynote speaker at the ceremony was Dr. David Francis (Department of Psychology Chair). This year's induction class was one of the largest for the chapter. Graduating seniors were presented with their graduation materials, and afterwards members and their guests all enjoyed a lovely dinner.

On October 23, the chapter of lent a hand at the Alzheimer's Walk in Houston, Texas. The chapter was in charge of event set-up, registration, and directing volunteers and staff. Members thoroughly enjoyed volunteering at the Alzheimer's Walk, although it was early (5:30 a.m.), because it was a day full of fun and Alzheimer's awareness. The chapter has volunteered at the Alzheimer's Walk several times in the past and hopes to again in the future.

Psi Chi members strongly believe that socials are an important part of any chapter. This is why every year,



E



F



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E The chapter officers and sponsors of Southern Adventist University (TN) after the symposium on effective intercultural communication.

F G Psi Chi members of Texas A&M University-Kingsville held a variety of fund-raiser activities during the fall semester.

Chapter Activities

Dr. Richard Kasschau (faculty advisor) hosts a Halloween Party at his house. On October 29, members of Psi Chi and Psychology Club enjoyed good food and conversation with other like-minded individuals who have a strong interest in psychology.

Western

Hawaii Pacific University

The Hawaii Pacific University (HPU) chapter of Psi Chi held its fall 2010 induction ceremony for new members as part of its third psychology symposium event of the semester on November 19. Dr. Brian Metcalf (faculty advisor) and student officers, Tabitha Carreira-Halliwell (president) and Mads Nation (vice-president), conducted the formal ritual welcoming the following new members: Alyssa Barnes, William Bellew, Brandi Johnson, Irina Kobzar, Dani Matsumoto, Alyssa Nuno, Dena

Perdue, Harald Rittersbacher, Stacey Sawyer, Nicole Serrano, Diane Vondrus, Matthew Wong, Tiana Wong, and Maybelle Zarza. For the symposium, the chapter welcomed Dr. Andrew Dewald (cognitive psychologist), who gave a talk entitled "Why Seemingly Intelligent People Believe Seemingly Unintelligent Things."

Conceived by the Public Information and Education Committee of the Hawaii Psychological Association (HPA), the chapter of Psi Chi in conjunction with the HPA, the psychology department, and Psychology Club held the third HPA Student Research Dinner on the HPU campus on November 18. Students and faculty from HPU and area universities, including Argosy University-Honolulu, Brigham Young University-Hawaii, Chaminade University, and the University of Hawaii-Manoa, gathered for a free dinner and an informal evening of presenting and discussing recent and on-going research projects. This

dinner allowed students to showcase their research projects and learn about research being done in the area. Approximately 40 students and faculty from each of these institutions attended and made this third research dinner a success.

In conjunction with the psychology department's focus on Dr. Daniel Gilbert (Harvard University)'s *Stumbling on Happiness*, the chapter and the Psychology Club held three consecutive weeks of movie nights to view and discuss the three episodes of the 2010 PBS series "This Emotional Life," hosted by Dr. Gilbert. Students and faculty gathered in the Student Center to watch and discuss the series and enjoy a free dinner. As part of the chapter's on-going drive to assist the Hawaii Food Bank, canned food and cash donations were collected each evening and at other events during November. Thus far, members have collected boxes of food and \$300 for the Food Bank.

University of La Verne (CA)

The Psi Chi chapter hosted several speakers to discuss different topics in psychology throughout the month of October, including therapies for people who believe in past lives and alien abduction, followed by a meeting discussing myths and controversies in the field. In November, the chapter won "Best Booth" for their New York-themed table at Homecoming Weekend. The first place prize was \$100 given by the Associated Students of the University of La Verne (ASULV). ASULV also granted start-up funds to the chapter to help with the First Annual Student Research Conference, scheduled for April 16, 2011. To raise more funds, the chapter held a raffle of donated items, including iPod shuffles, gift certificates, T-shirts, and movie tickets. Over \$400 was raised for the conference. Fifteen new members were inducted into the society on November 19, at the chapter's annual New Member Induction Banquet.



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A University of Houston (TX) Psi Chi and Psychology Club members dressed up for Halloween.

B University of Houston (TX) members Monique Johnson, Audrey Nguyen, and Carolyn Dylla (secretary) help register walkers at the Alzheimer's Walk.

C New Psi Chi members of Hawaii Pacific University at the fall 2010 induction ceremony.

D Hawaii Pacific University students and faculty enjoying a free dinner as part of the psychology department's movie night.

PSI CHI SOCIETY CONVENTIONS

May 25-29, 2011
23rd Annual Convention
of the Association for
Psychological Science

Washington, DC
 For information:
 Association for Psychological Science
 Telephone: +1-202-293-9300
 Email: convention@psychologicalscience.org
 Web: www.psychologicalscience.org/convention/

August 4-7, 2011
119th Annual Convention of
the American Psychological
Association

Washington, DC
 For information:
 American Psychological Association
 Telephone: +1-202-336-6020
 Email: convention@apa.org
 Web: www.apa.org/convention/

August 4-7, 2011
82nd Society Annual
Psi Chi National Convention

Washington, DC
 For information:
 Psi Chi Central Office
 Telephone: +1-423-756-2044
 Email: conventions@psichi.org
 Web: www.psichi.org/conventions

PSI CHI REGIONAL CONVENTIONS

March 2-5, 2011
Southeastern
Psychological Association

Hyatt Regency Hotel
 Jacksonville, FL
 Contact: Rosemary Hays-Thomas, PhD
 Telephone: (850) 474-2070
 Email: sepa@uwf.edu
 Web: www.sepaonline.com

March 10-13, 2011
Eastern Psychological Association

Hyatt Regency, Cambridge
 Cambridge, MA
 Contact: Arnold L. Glass, PhD
 Telephone: (732) 445-4637
 Email: epaexec@rci.rutgers.edu
 Web: www.easternpsychological.org

April 7-9, 2011
Southwestern
Psychological Association

El Tropicano Hotel
 San Antonio, TX
 Contact: Dr. Raymond Russin
 Telephone: (402) 426-7202
 Email: russin@sbcglobal.net
 Web: www.swpsych.org

April 14-16, 2011
Rocky Mountain
Psychological Association

Radisson Hotel
 Salt Lake City, UT
 Contact: Diane Martichuski, PhD
 Telephone: (303) 492-4246
 Email: diane.martichuski@colorado.edu
 Web: www.rockymountainpsych.org

April 28-May 1, 2011
Western Psychological Association

Wilshire Grand
 Los Angeles, CA
 Contact: Chris Cozby, PhD
 Telephone: (928) 277-4660
 Email: cozby.wpa@gmail.com
 Web: www.westernpsych.org

May 5-7, 2011
Midwestern
Psychological Association

Palmer House Hilton
 Chicago, IL
 Contact: Brian Cronk, PhD
 Telephone: (816) 271-4394
 Email: secretary@midwesternpsych.org
 Web: www.midwesternpsych.org

October 28-29, 2011
New England Regional Convention

Fairfield University
 Fairfield, CT
 Contact: Gary Brosvic, Ph.D
 Telephone: (207) 632-1622
 Email: contact@nepa-info.org
 Web: www.nepa-info.org

OTHER MEETINGS

April 2, 2011
5th Annual Mid-Hudson Psychology
Research Conference

Vassar College
 Poughkeepsie, NY
 Web: <https://blogs.vassar.edu/mid-hudson-psych-research-conference/>

April 9, 2011
Carolinas Psychology Conference

Meredith College
 Raleigh, NC
 Web: www.meredith.edu/psych/cpc/

INTERNATIONAL

July 4-8, 2011
The 12th European Congress of
Psychology

The Istanbul Convention &
 Exhibition Centre
 Istanbul, Turkey
 Sponsored by European Federation of
 Psychologists' Association
 Web: www.ecp2011.org/

One of the many benefits Psi Chi offers its members is the excellent series of programs the honor society sponsors at regional and national 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.

National Conventions

For additional information about a Psi Chi program to be held at a national convention, contact the Psi Chi National 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

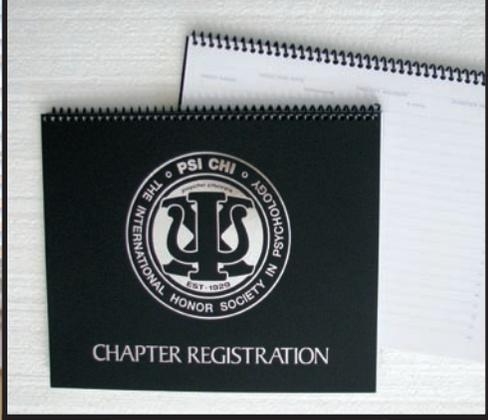
Student Conferences

To recommend a student convention, meeting, or program for inclusion in the Convention Calendar, you may e-mail that information to the Central Office at psichi@psichi.org

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



Dr. Harold Takooshian (Fordham University, NY) with Russian teachers and students in Moscow at the 2010 International Seminar on the 50th Anniversary of Stanley Milgram's First Obedience Experiments. The 6-day conference held on November 14-20, 2010, brought together 300 Russian faculty and students with U.S. and U.K. colleagues to promote cross-national psychology.



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