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ABBREVIATIONS

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

SPECIAL ANNOUNCEMENT

23 Member Perks Helps You Save Money
In This Issue

To commemorate Psi Chi’s 85th Anniversary, we will reprint some past messages from the Psi Chi Newsletter. This issue presents a letter by Jimmy Carter, the 39th President of the United States, that commemorates Psi Chi’s golden anniversary in 1979.

What Attending Conventions Taught Me About Psi Chi

One of the great benefits of serving as Psi Chi President is the chance to travel to several regional conventions. Psi Chi presidents have each served as regional vice-presidents, but by attending Psi Chi programming across the country, we get a better sense of the unique aspects of the regions. Over the past year, I had the opportunity to attend NEPA, SEPA, and WPA. I missed MPA for the first time in 22 years because it conflicted with WPA! I attended RMPA last year and hope to go to SWPA and EPA in the coming year. This message, my last as President, reflects what I have learned about Psi Chi members nationally and internationally.

When I walk into a room full of students and their posters representing psychological science, I experience two emotions. First, I’m excited. The great energy of the presenters fills the room. Second, I’m overwhelmed. I know how much work by the students and their faculty mentors goes into EACH poster, and when you multiply that work by the number of presentations, it is awe inspiring.

As many of you have experienced, even a well-designed and executed study can yield less than satisfactory results. However, as a faculty member and mentor, I know it is the process of the research, rather than the outcome that has the true educational value. Students and faculty learn from each step: the research conceptualization, the literature review, the design of the study, the collection of data, the analysis of the data, the write up of the discussion, and the design of the poster to communicate the project. One of the reasons that Psi Chi promotes psychological science is because we know the value of good critical thinkers to society.

Another helpful outcome associated with traveling to regional conventions is the chance to hear the ideas shared among Psi Chi chapters. I often refer to psychology as a discipline that relates to the head and the heart, and these elements are clearly shown in Psi Chi programming on campuses. For the head, Psi Chi chapters actively bring in speakers, participate in research conferences, and organize graduate school related events. For the heart, many chapters conduct one or more service projects. I am particularly impressed with the chapters that have annual long-term relationships with community organizations such as annual dinners with an assisted care center and those that fill immediate needs such as cancer walks for a faculty member.

Newer activities that I think are intriguing include an increased interest in networking. Several chapters now have social media officers, and chapters with proximity to one another are working on joint activities. The popular social media sites appear to include Facebook®, Instagram®, LinkedIn®, and Twitter®. Also, in a development that is happily appropriate to the field of psychology, many chapters have events associated with wellness. At WPA, I heard about a “Puppy Day” and a chapter that invited a speaker to discuss music therapy. Care toward others and self-care are important dimensions of psychology.

Finally, a word about the Society. You should be proud to be a Psi Chi member. Your membership reflects your hard work and initiative as a student. Psi Chi is a strong and ethical organization committed to aiding new members and all of our lifetime members. I too am proud to be a Psi Chi member, and I’ve been proud to serve as your President this past year. Thank you.
What Can One Person Do?
Reflections on the “Nightmare in Chattanooga”

In the wake of the tragic deaths of five military men at a recruiting office in Chattanooga, TN, on July 16, many people—from the FBI to the killer’s childhood friends—have been asking “Why?” Why would someone do this? Why would a naturalized American who was raised in Chattanooga, went to school there, participated in high school sports, was well-liked by friends and teachers, and earned an engineering degree at a local university, turn on his fellow citizens? Furthermore, as members of Psi Chi, what can we do to ensure that we are better able to prepare for, predict, and prevent similar tragedies in the future?

Chattanooga, host to Psi Chi’s Central Office since 1987, is a sprawling city of about 200,000 people with a “southern hometown” feel. Many older buildings have been renovated and repurposed, and new ones have been built to create a distinct downtown area featuring excellent restaurants, unique shops, an art museum, a children’s museum, and an aquarium on the Tennessee River. Nearby parks feature civil war battle sites, waterfalls, rock climbing, and hiking, and of course you can “See Rock City.” Because I have regularly visited its vibrant downtown for many years when working in Chattanooga, it is no wonder that it shocked me to learn that a shooting of this magnitude took place only six miles from the Central Office.

National and international business development, a rapidly growing state university as well as several other higher education institutions in the city and surrounding area, and an investment in state-of-the-art “one-gigabit-per-second fiber Internet service to all residents and businesses” (2015, gigtank.com) continue to propel the city forward (Chattanooga resource and relocation guide, 2015). Most people from the area speak with a southern accent to one degree or another, smile and say hello to people they pass on the street, and are quick to help friends and strangers alike. However, like so many other communities that have faced similar tragedies, Chattanoogans are now asking “How could this have happened here?” and “How could we have prevented this?” In particular, it is important for psychologists to consider these questions in order to improve mental wellness in their communities and better recognize and avert similar tragedies in the future.

As it happens, on the day of the shootings I was reviewing applications for the first scholarships Psi Chi has ever offered, which provided multiple concrete examples of how psychology students are already working to make their communities more safe and secure. It struck me that most of the undergraduate students applying already had an impressive amount of volunteer experiences such as helping girls in an alternative school learn about anger management and coping with grief, working in under-resourced communities, training to become certified as an advocate for people suffering from domestic violence or sexual abuse, and volunteering in a neurobehavioral research lab. In addition, many plan to study clinical or counseling psychology in graduate school. Several were double majoring or minoring in criminal justice and plan to go into law enforcement, the FBI, law, or the study of criminal behavior. Others plan to study developmental, social, personality, or industrial organizational psychology, or to go into occupational therapy or social work. Obviously, many students are drawn to the study of psychology because they have a passion for helping others.

Many of these undergraduate student applicants and other Psi Chi members may eventually be the professionals answering such hard questions as Chattanoogans and the nation are now asking. I suspect that several of the police officers, FBI members, investigators, and lawyers working to uncover the shooter’s motives and background in order to both explain this tragedy and prevent future tragedies have had training in psychology, and may even be Psi Chi members. Even so, some people may feel overwhelmed by the enormity of the problem that such violence represents, asking themselves “What can one person do?” I suggest taking a cue from Psi Chi’s many impressive scholarship applicants. Find your passion. Work with others in your chapter to make a difference in your community. Psi Chi has supported several Society-wide service projects over the years (Zlokovich, 2010) and encourages chapters to engage their members in meaningful volunteer service activities. What is needed in your community? How can your chapter help? Whether you decide together to raise funds for a nonprofit that helps crime victims, volunteer to assist with helping people in crisis, donate blood, swing a hammer for Habitat for Humanity, collect food donations for a local food pantry, participate in campus events welcoming international students, or volunteer at a local shelter, every small contribution by each individual adds up. Individual contributions improve your chapter’s ability to make a difference, and together, Psi Chi’s 1,130 plus chapter members can contribute to positive change across more than 1,130 communities in 11 different countries. Together, we can make a difference.

References
gig-city
With more than 560 members in less than five years, Kaplan University’s (KU) Psi Chi chapter has been busy growing its membership and fund-raising. In recent months, the chapter exceeded its fund-raising goals by donating to both the United Way® and the Bowery Mission®, a charitable group that helps the homeless in New York City. Perhaps most impressively of all, as part of an online university, chapter members accomplished all of this via virtual reality. Here’s how they did it and how you may be able to take advantage of the Internet to improve your chapter as well.

About KU Students

Each week, approximately 60,000 KU students log on to their virtual classrooms from across the country. Some students log on from international locations, too. Most students are very busy juggling full- or part-time jobs, and also managing the demands of children and families. Given their demanding schedules, KU students are attracted to the university for the flexibility that the online environment offers. Most KU students are able to log on to their seminars and classrooms from the comfort of their own home during their off-work hours. Students typically work independently to complete their assignments, with minimal contact with their peers outside of the classroom.

Creating Community at KU

To offer students a way to connect with one another outside the classroom, the Office of Student Life provides students with a variety of options to participate in student organizations. These virtual clubs are an important part of university-wide efforts to create a sense of community and belonging for students. At KU, virtual clubs are made readily available to students in various areas of study such as business, math, and nursing.

In addition to the various clubs, KU also offers students the opportunity to join honor societies including Psi Chi, the International Honor Society in Psychology. Honor societies such as Psi Chi are invitation only, however, and only the top performing students in the field are given the opportunity to join. Today, Psi Chi has a vibrant and lively community at KU, growing from only 21 initial members in 2010, to more than 560 lifetime members today.

Dr. Mary Streit served as KU’s Psi Chi faculty advisor for 5 years and continuously encouraged students to get involved, give back, and create “positive ripples in all that they do.” The 2014 team of student officers included Madeline Baczkowski Birdsall (president), Cameron Leach (vice-president), Karen Ing (secretary), and Melissa Fabian (charitable chair). They worked tirelessly with Audra Kachonik, KU’s Student Life Representative for the Honor Society, who coordinates efforts to ensure that their donations are made in a manner that is in line with the bylaws of Psi Chi, as well as the rules and regulations of KU’s Office of Student Life.

About KU’s Psi Chi Meetings

KU Psi Chi members attend virtual monthly meetings where they help plan events, vote on issues, and attend presentations featuring guest speakers that cover a wide variety of topics such as eating disorders, stress and illness, sports psychology, and the biological etiology of addictions.

Planning Online Conferences

At the beginning of each year, chapter officers meet with Psi Chi members to discuss their areas of interest (e.g., latest research on addictions, evidence-based best practices in applied behavior analysis, or the latest research on teams in the workplace). With a
Setting Up the Virtual Conference Room

The first step is to find a web conference application such as Adobe® Connect® to set up the conference room. Within the conference application chosen, confirm the types of creative programs (e.g., PDF, PowerPoint presentations, videos) that can be used. Once the room is created, the creative assets are added to the virtual room and a date is set. Members are provided a website address to join the virtual conference.

Just like a traditional conference, you can have guest speakers including a keynote address in addition to visual displays in the form of PowerPoint presentations or video (be creative!). During the conference, members can (virtually) raise their hand to ask questions, too. Members are able to post comments within a chat box window for all to see, and speakers and officers can respond live via their computer's microphone. As a result, students may begin to feel more connected to one another and the faculty, creating a community.

Fund-Raising Efforts

In addition to regular guest speakers, KU’s Psi Chi members also regularly plan and contribute to charitable fund-raising efforts. Traditionally, fund-raisers for Psi Chi take place at least twice a year. Recently, Psi Chi members worked toward raising money to support the homeless in NYC during the holidays by creating virtual fund-raising pages for the Bowery Mission®. Funds were raised by various individual members, with the chapter president raising almost $300. Additionally, the KU Psi Chi chapter elected to donate funds to the United Way®, Mental Health America®, The American Red Cross®, and Autism Speaks®—just to name a few.

Social Media

KU’s Psi Chi chapter offers students the opportunity to connect on Facebook®. Monthly meeting notices are typically posted on this page, and alumni as well as current members may attend Psi Chi meetings by clicking on the virtual conference room web link.

In addition, Psi Chi members and officers share interesting articles on hot topics in the field to the Facebook page. Many alumni remain active and engaged with Psi Chi through social media.

Leadership Opportunities

For students who wish to go the extra mile, leadership positions are offered. Elections are held annually via an e-survey ballot, and the membership at large votes on the leadership positions. Students can either nominate themselves or a peer to run for office. This voting process ensures that student members are involved, engaged, and actively represented in the Honor Society.

This year marks the fifth year of Psi Chi at KU. A new faculty advisor and leadership team are already in place. The officers have a lot of great things on their agenda, and they are gearing up for the spring membership drive with the online induction ceremony set for August. This year will surely be another great one for the chapter!

For more information or questions, contact studentlife@kaplan.edu.

Mary Streit, PhD, received her doctorate in applied psychology from Hofstra University (NY) in 1995. As an educator, Dr. Streit has been teaching in academia both on ground and online for almost 15 years, with expertise in course and curriculum development at the graduate and undergraduate level. Prior to her work as an educator, Dr. Streit worked as the assistant director of research and computer services at a large nonprofit organization for the developmentally disabled, and also as a market research analyst responsible for designing and analyzing the results of both survey and focus group research on various print and media advertising campaigns.

In 2008, Dr. Mary Streit joined the full-time faculty in Kaplan University’s (KU) Department of Psychology. In addition to her full-time teaching duties at KU, she also served as the faculty advisor for Psi Chi, the International Honor Society in Psychology, as a committee member for KU’s Institutional Research Review Board, and as the faculty point of contact for the Applied Behavior Analysis programs.

Dr. Streit actively participates and presents her research at APA-sponsored regional and national conventions. She copresented two papers at the APA convention in Washington DC. The first was on religious distress, spiritual well-being, and depression in college students, and the second was about whether there are significant gender differences in Seligman’s signature strengths.
Consider hosting a movie night at your local institution to attract new Psi Chi members and establish stronger relationships with current members as well. Friendly and relaxed events such as the occasional movie night can make everyone more comfortable communicating with each other; the discussions that follow can be quite stimulating too! Entertaining films relevant to the field of psychology may make your members more eager to participate in future chapter activities and may also provide your members with ideas about psychology-related issues that they would like to learn more about as a group. To get you started, the authors of this article have collaborated to write a variety of discussion topics for the following four psychology-related films.

### The Loving Story (2011)

**Discussion by Allison Franco**

**Summary**

Mildred and Robert Loving were married barely a month when they were taken from their home and arrested for their interracial marriage. Neither of them had been aware that such a law existed and felt that love was love with race not being a determining factor. After many years in exile from their home state, the couple decided to take their case to court, eventually winning in 1967.

**Discussion Topics**

- Set in Virginia during the late 1950s and early 1960s, *The Loving Story* is a tale of true love and a deeper conflict between the ethical treatment of humans and the laws that disregard human rights. Discuss how laws often violate human rights.
- Although no longer against the law, interracial marriage is still often looked poorly upon even today. Discuss how and why discrimination and prejudice due to race remains an issue.
- The fight for sexual equality is often parallel to the fight for racial equality. Discuss how these two causes’ histories are similar.
- Many people take for granted the ability to openly display affection for their significant other in public without worrying about judgments from others. Discuss how emotionally difficult it would be to not be able to be with the person you love in your home state. How you might handle the situation?

### Rabbit Hole (2010)

**Discussion by Sofia Ilomin Johnson, MA in MFT**

**Summary**

Jean-Do, a highly successful narcissist at the height of his career with a prestigious modeling magazine, suffers a stroke. The stroke renders him paralyzed except for the ability to blink an eye. Incredibly, despite his infirmity, Jean-Do perseveres with the help of his speech therapist and discovers a way to conquer stagnation by composing a book as his legacy.

**Discussion Topics**

- Hypnopompic sleep paralysis occurs when a person awakes and is temporarily paralyzed. A feeling of panic rushes over; the ability to move or speak is impaired, although thought patterns are completely cognizant. The “fight or flight” syndrome begins as the person’s body protects itself. A feeling of confinement settles over, and the feeling is imperative. However, through respondent behavior, the person eventually wakes up and takes control of life. The hopelessness dissipates, and communication becomes reestablished.
- Cognizant, but Unheard. The film opens as Jean-Dominique “Jean-Do” Bauby realizes his presence in a sterile clinical setting and discovers that no one can hear him. A specialist in neurology eventually diagnoses Jean-Do with “locked-in” syndrome, which includes physical and vocal paralysis while the individual retains eye movement and cognizance without the ability to communicate. Now in the face of great despair, how or why do you think Jean begins to relentlessly reassure himself that his voice will return?
- Confinement. The “diving bell” in the film is of an enclosed nature similar to those used for archaic underwater exploration. The bell becomes a metaphor for how Jean-Do feels trapped...
under pressure without the ability to communicate as he undergoes physical therapy to prevent atrophy and speech assisted therapy. Then, Jean-Do's right eye fails to lubricate correctly, so occultation (sewing the eye closed) is administered to reduce the chance of infection. Jean-Do suffers the invasive procedure with silent protest to no avail. During a wheelchair ride, he catches a glimpse of his deformed body. Describe how these events make him feel. How would they make you feel?

- **Hopeless.** Time progresses, and medically Jean-Do becomes enveloped in the clinical routine. He desperately tries to tell everyone that a woman named Celine is the mother of his children and not his wife, but to no avail. Later, his speech therapist, Henriette, details a slow tedious new method of communicating. The film gives a glimpse of intensive paralysis care when Jean-Do is bathed like a baby. The diving bell starts sinking again as Jean-Do thinks, “It is all quite laughable, but as the poet states, ‘Only a fool laughs when it’s not funny.’” What does this mean?

- **Communication.** Henriette keeps returning and delivers instructions on how to practice blowing a kiss and sliding his tongue to the back of his palate. As she models the practice, he marvels at the sexual overtones the motions convey. Jean-Do’s environment expands to walks on a patio with a beautiful view. Pierre Roussin, an old friend of Jean’s, visits to reflect on four years that he spent as a hostage, trapped in a cellar. Roussin encourages Jean-Do with an anecdotal account of how he held his composure, his psychosis does not waste any time making his mind a victim in this thriller.

- **Living.** Sometime after Henriette confides to Jean-Do that she prays for him daily and wants to chastise his wish for death, he still has an imagination and memories. A reminder to make the best of his situation? What would you do or say to help encourage Jean-Do to make the best of his situation?

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Surviving Your “Freshman” Year in the Workplace With a Bachelor’s Degree

This article summarizes a symposium of the same title presented for Psi Chi at EPA in Philadelphia (PA) on March 6, 2015. Because the symposium was warmly received and generated considerable discussion, the editor of Eye on Psi Chi invited the presenters to summarize their remarks for this issue in the order they were presented at the symposium.

From College to Workplace: When Your Expectations Confront Reality
Paul Hettich, PhD, DePaul University (IL)

To succeed in the workplace, you must show evidence of having acquired specific skills that employers seek, enter with realistic expectations, and subsequently adapt to an organizational culture vastly different from college.

Preparing for Your Successful “Freshman” Year
Ronald G. Shapiro, PhD
Independent Consultant

If you plan and implement an effective undergraduate program for yourself, I believe you will find that your psychology major will serve you well throughout your career.

Applying Your Cultural Competence
David Earnest, PhD
Towson University (MD)

Cultural competency is a desired skill that psychology majors should foster and harness in order to better prepare themselves for the global marketplace.
From College to Workplace: When Your Expectations Confront Reality

Paul Hettich, PhD, DePaul University

You devote four to six years of your life to achieve it and go deeply in debt to pay for it, so naturally you have high expectations of your college education. However, you must "get real" about your expectations because, in your first post college job, you will be a "freshman" again, experiencing new situations and dynamics such as

- a new organizational culture drastically different from college;
- new responsibilities, skills, procedures, and information to master;
- work experiences with age-diverse peers and generational tensions; and
- a place at the bottom of the hierarchy, where you will always be expected to act professionally or your supervisors may complain about your unrealistic expectations, lack of preparedness, and entitlement attitudes.

In time you will adapt to this exciting, highly anticipated, and remarkable life transition. The purpose of this article is to share insights and suggestions that will help you experience a successful first year in the workplace.

Organizational Cultures Differ

New graduates must adapt to their organization's particular culture. If you have considerable job experiences in diverse settings, you will probably adjust quickly; if not, expect to be challenged by the significant differences between college and corporate organizational cultures.

Feedback. During college, you receive feedback on each exam and assignment for each course (perhaps 20 to 30 measures each academic term). In most organizations, however, you may have formal reviews only a few times annually, although some supervisors may periodically discuss your progress with you informally.

Structure and control. During college, you follow a system where classes and breaks occur in a predetermined schedule; your assignments are outlined in a syllabus. At work, there is no syllabus. You are expected to work with minimal supervision and deal with ambiguity. Students can control their schedule and efforts (A, B, or C level), but employees report to supervisors who control their assignments and expect quality work at all times.

Focus. During college, you focus on your individual academic and career goals. At work, you focus on your assigned tasks, your team, and your supervisor.

To succeed in your first job, critically examine and apply these and other dimensions that distinguish college from corporate organizational cultures (Holton and Naquin, 2001). What can your current work environment teach you about future situations?

Skills Triumph

The learning outcomes of your major include knowledge of psychological concepts, theories, and research—its content—and important marketable skillsets. Because most recruiters have some notion of psychology’s content, do not expect them to test your knowledge unless, for example, a particular mental health or a research position requires it. Instead, expect most recruiters to ask about your skills, your evidence for these skills, and how you might apply them to their organization. Can you identify specific skills you are developing and offer evidence in support of them?

According to a survey conducted by Hart Research Associates (2015), between 80% and 85% of the employers sampled identified the following skills/learning outcomes as very important (listed in order of importance): oral communication, working with others in teams, written communication, ethical judgment and decision making, critical/analytical thinking, and applying knowledge/skills to the real world. Between 56% and 70% of the sample regarded these skills as very important: analyze/solve complex problems; locate, organize, and evaluate information; be innovative/creative; stay current on technologies; work with numbers/statistics; and work with people from different backgrounds.

You are developing these skills during college. Unfortunately, many teachers are so focused on psychological content that they neglect to articulate such skills and discuss their importance for the workplace. It’s up to you to identify and document these skills if you want to succeed in a job interview; your career center can help you in this task.

Recommendations

1. Use your part-time job to understand how college and corporate cultures differ, and to strengthen the skills that employers seek.

2. Seek collaborative experiences in classroom, research, internship, and extracurricular activities because strong interpersonal skills and experience with diverse individuals are essential to workplace success.

3. Complete workplace-related courses such as industrial/organizational psychology, economics, marketing, management, communications, and technology. Don’t enter the workplace illiterate in basic business concepts.

4. Work regularly now with your counseling center on career and personal development-related issues.

5. Actively construct meaning in your life by seeking diverse experiences that strengthen your values and promote your goals.

References


Preventing for Your Successful “Freshman” Year

Ronald G. Shapiro, PhD, Independent Consultant

Welcome to the start of a new school year! Although many of you may be focused on what courses to take this year or what party to attend tonight, I would like you to spend a few minutes to think about your future and prepare for your next “freshman” year, which may be your first year in graduate school or your first year on the job. I realize that you may change your goals and plans several times while in college. That is OK, but you may be better off having a plan and changing it than having no plan at all.

First, I would like you to think about what you would like to do for your career. Would you like to (a) be a psychologist, a university professor, an industrial/organizational or human factors/ergonomics professional, or a social worker (implying that your next “freshman” year will be graduate school); or would you like to (b) move directly into a career (implying that your next “freshman” year will most likely be a job or possibly a business degree). Knowing this will certainly help you to optimize your psychology degree for you.

As you know, the psychology degree requirements at most schools are far more flexible than many other STEM (Science, Technology, Engineering, and Mathematics) degree requirements. This puts far more responsibility on you to make the best choices. If you make wise choices, your degree ought to be extremely valuable to you. If you don’t make good choices, your degree will be of minimal value. Think about the following plan for a college psychology major who wants to get paid to go to graduate school, rather than having to pay:

**Freshman Year:**
- Read research written by your department faculty in areas that interest you.
- Visit faculty members whose research you have read during their office hours and discuss this work with them. Inquire about how you can be of help to them as a research assistant. Join one or two of the research teams.
- Aim to have completed sufficient quality research work to be acknowledged in a poster or paper by the end of the year.
- Attend department research colloquia.
- Join your psychology club and be an active participant, helping out with some projects.
- Earn good grades.
- Complete your research methods and statistics courses so that you will be better prepared to contribute to your research teams.
- Join one or two professional associations, such as APA or EPA, and sign up for newsletters so you can start to learn about different fields and types of research.

**Sophomore Year:**
- Contribute original ideas to help guide the research on your teams.
- Complete your own research project with support from more senior members of your team.
- Present a poster with your name on it at a regional psychology convention.
- Join Psi Chi.
- Assume a leadership role for projects for your psychology club, or possibly be elected to an office.

**Junior Year:**
- Become a leader on your research team.
- Contribute significantly to research leading to article publication.
- Send articles to journals for review. Possibly become the first author on an article for a student journal.
- Present a poster featuring your own work at a regional psychology convention.
- Be elected chapter president of Psi Chi or your psychology club.
- Begin to explore potential graduate school advisors and meet them at regional or national conventions.
- Consider joining professional associations or groups that focus on your specific area of interest.
- Begin to search for your ideal job: pay attention to the job requirements and ask
yourself if you will have the necessary skills and experiences by the time you graduate.

**Senior Year:**
- Continue working on research, which will lead to more article publications and conference presentations.
- Apply to graduate schools that you have selected based upon overlap of your interests and faculty interests. I’m betting you will receive acceptance with full funding.

If you wish to complete your formal education with your bachelor’s degree and move immediately into a career or possibly pursue a graduate business degree, then the emphasis on publication and involvement in the psychology department might be deemphasized (but not eliminated), and you should complete one or, better yet, two internships. Be sure to secure internships with employers who hire their best interns when they graduate, and obviously perform in an exemplary way as an intern. Although summer internships are often desirable for students, it may be easier to secure a fantastic internship during the school year. You might then take elective courses during the summer at a low-cost college or community college and transfer them to your school, possibly saving tuition dollars. Additionally, you should
  - Assume a major leadership role in several student activities.
  - Take plenty of business courses.
  - Be sure to network with business professionals whenever possible.
  - Develop a resume that ROARs (is Results Oriented and Relevant).
  - Practice interviewing whenever possible.
  - Always carry business cards.

You would benefit from forming a board of directors for yourself. Think about people who may be able to guide you, and ask them to meet with you periodically throughout college to help you make successful career plans. Although university faculty ought to be part of this board, be sure that you have board members who are very tuned in to industry and business because some of your university faculty might not have ever worked outside of the academy.

**Applying Your Cultural Competence**

_David Earnest, PhD, Towson Univeriisty_

In today’s global work environments, the ability of an individual to adapt to culturally diverse situations is essential. As technology and globalization bring people together socially and in the workplace, our exposure to diverse situations and individuals has grown dramatically. Thus, an individual’s ability to communicate and work with dissimilar individuals is a skill sought after by employers that students of psychology might have gained from study in the field without ever knowing it.

**Cultural Competence**

The idea of cultural competence is closely related to the importance and necessity of diversity. In terms of the workplace and teams, one of the major advantages of diversity is in the different information content, problem-solving skills, and perspectives and opinions held by diverse groups of people. This diversity allows the group to better understand, develop solutions to, and resolve complex real-world problems. For diverse individuals to communicate and work well together, individuals must possess competencies that will allow them to interact with others that may differ from themselves across a variety of demographic, cultural, and cognitive areas. An individual’s cultural competence is a reflection of this ability.

Although many names exist for this ability (multicultural competence, global mindedness, cultural adaptability, etc.), cultural competence refers to the process by which individuals develop cultural awareness of their own beliefs, values, personal biases, knowledge of cultural elements, and skills to assess cultural information and communicate effectively. From a workplace perspective, cultural competence is an individual’s ability to adapt to and succeed in culturally diverse situations in which they may work with dissimilar individuals.

**Development of Cultural Competences**

Cultural competence may be acquired through many acts, and for many psychology students, you have been building your cultural competence in your everyday life, academic endeavors, and the study of psychology without even trying. Developing your cultural competence comes from exposure to new and diverse challenges, situations, and people. This competence can be gained through:

- **Courses.** Your psychology courses in abnormal, cross-cultural, industrial,
exposed you to diverse elements of culture, society, and perspective.

- **Academic life.** You have engaged in activities in college that have pushed you to meet new people, develop new skills, and learn how to communicate with others. These experiences such as study abroad, social clubs, honors organizations, and intermural sports have broadened your social network and exposed you to additional new ideas.

- **Work experiences.** Those who have held jobs, participated in internships, and volunteered free time have been exposed to diverse situations and individuals in a workplace context. Within this context, you might have been exposed to and interacted with individuals from different generations, social economic status, professional skills, and levels of seniority.

- **Personal life.** Beyond the classroom and the workplace, we are regularly exposed to different options, beliefs, and values. Our contact with friends, family, and everyday interactions with strangers offer opportunities to meet, communicate, and learn about others.

### Importance of Cultural Competence

As the needs of the workplace call for individuals with cultural competence, it is important that you and your future employer understand why this is true and important.

- **The diverse workplace.** Diversity is necessary, unavoidable, and advantageous. As mentioned previously, diversity promotes better problem solving and critical thinking, and is

### Psychology Career Preparation Questions

The following questions were adapted from the discussion with students at the EPA “Surviving Your ‘Freshman’ Year in the Workplace With a Bachelor’s Degree” symposium.

**Uh-Oh. I haven’t had any (or most) of the experiences you guys are talking about, and I’m graduating in six months. What should I do?**

**Earnest:** Go out and take action. Be proactive and take advantage of the opportunities that come your way in the time that you have left. Actively seek out opportunities with faculty members or organizations that could provide you with the experiences we discussed. Use the time you have left to develop a story/resume that illustrates your desire to learn and achieve while also indicating your focus in the 6 months you have to make a change.

**Hettich:** Don’t panic (you are not alone), but be sure to answer these questions: What are you good at doing? What are your interests? What goals do you want to achieve in 2, 5, and 10 years? How can your psychology major help? Tentative answers would reveal that you have some direction to your life, but it may take longer than you expect to reach your goals. Talk to family, advisors, the career center, and friends, and create an action plan. If you cannot answer such questions, you should engage in activities that help you “know thyself” better and generate productive diverse experiences (e.g., a post-college internship, career planning, volunteer work, a job, or affordable travel) that help you to focus, focus, focus.

**Shapiro:** You need to do a very serious self-assessment at this time. Write down a list of which employers might hire you, for what jobs, and what would make you the ideal candidate for these jobs. If you are unable to do this, please seek professional help, possibly starting at your school’s career center. You need to develop a remedial action plan, which may include delaying graduation until you are able to complete this list in a satisfactory manner.

One reason to delay graduation is that, as a student, you may be able to secure an internship which you could not secure once you graduate. There is little point in graduating with a degree only to take a position that you could have gotten with your high school diploma. If you are able to identify employers who might consider you to be an ideal job candidate, prepare a resume that ROARs (is Results Oriented And Relevant) for each of these potential employers. Meet the potential employers and move forward from there.

**My younger sibling is starting college in September as a psychology major and wants to become a psychologist. What advice should I give?**

**Earnest:** Knowing about people is an advantage. One of the benefits to study-
Surviving your "Freshman" Year in the Workplace With a Bachelor’s Degree

Professor, is, and Professor, is

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• The global workforce. Multinational organizations are becoming the norm. As organizations become more global, the need for culturally competent individuals will continue to increase.

• Prominence of teams. It is estimated that the majority of all organizations use teams in some way. For individuals to work well together in team situations, individuals must be able to understand, communicate, and build relationships with others.

• Necessity of communication. Communication is a vital component to any workplace. Miscommunication can be avoided when adaptable individuals with the appropriate competencies are involved.

• Global leadership and management. As teams and organizations take on a more global focus, leaders must be able to understand and work with others from across geographic regions, countries, and continents.

• Personal growth and balance. Psychology promotes the idea that exposure to challenges and adversity facilitate personal growth and adaptability. Cultural competencies are developed through aversive situations that may make an individual uncomfortable. By challenging ourselves to step outside of our comfort zones, we are developing ourselves and our cultural competencies.

ing psychology is that it focuses on human behavior and ways of thinking. Many psychology majors go on to get jobs outside of the field of psychology because of the training they received in understanding and studying human beings. Learning about people is an advantage for many jobs so, even if someone majors in psychology and does not remain on a psychology career path, the skills they develop in the major can be beneficial.

Hettich: Try it! The introductory psychology course is analogous to entering a shopping mall, each chapter (store) offering a particular perspective on scientific psychology. Coursework is an essential but not sufficient basis for planning a career, so actively engage in diverse activities to “know thyself” better such as volunteer work, extracurricular activities that develop interpersonal and leadership skills, internships, career planning, and coursework in other liberal arts disciplines (psychology does not have a monopoly on human behavior). Complete at least one academic minor or double major. Conduct informational interviews with psychologists who have differing specializations. Work hard to achieve a high GPA and find a compatible faculty advisor or mentor. Finally, if you discover midway that psychology is not for you, don’t hesitate to change your major because what you have learned will influence any career you choose.

Shapiro: Please send them a copy of my segment of this article and encourage them to follow the recommendations as much as possible. Consider the entire field of psychology, not just clinical and counselling. Learn about neuropsychology, human factors/ergonomics, and industrial psychology. Show them the APA website and especially the listing of the divisions, which show many of the specialties in psychology. Encourage them to get started on reading articles that I mentioned this summer. Possibly take some elective courses this summer at a community college (check to be sure they will transfer to your sibling’s college) to have more time to explore advanced psychology classes at their university . . . or to save some money by graduating early.

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

Ronald G. Shapiro, PhD, is an independent consultant in human factors, ergonomics, learning, career and leadership development. He received his BA from the University of Rochester and his MA and PhD from Ohio State University in experimental psychology. He is a certified human factors professional (CHFP #18, Board of Certification in Professional Ergonomics) and a fellow in APA, EPA and the Human Factors and Ergonomics Society (HFES). He is a past-president of APA Division 21 and a past secretary-treasurer of HFES. He has managed human factors/ergonomics, technical learning/technical leadership, new employee orientation, employee university education, and career services for IBM. Dr. Shapiro frequently accepts invitations to address high school and college psychology students, and offers a number of game show style programs to increase the visibility of and interest in psychology. He is a regular columnist for the Rhode Island Small Business Journal, Rhode Island Creative Magazine, and Thirty Something Magazine.

David Earnest, PhD, is an assistant professor of psychology at Towson University (MD) where he teaches courses in industrial and organizational psychology, behavioral statistics, introduction to psychology, and study abroad in psychology. He earned his PhD in psychology from the University of Memphis (TN; 2010). Dr. Earnest’s research interests include realistic job previews, recruitment, and teaching psychology through experiential learning. As an industrial and organizational psychologist, he has experience in recruitment and selection procedures, program evaluation, and experimental methodology across business, health care, education, civil service, and military organizations.

Note. The authors are grateful to Dr. Deborah Harris-O’Brien for her support of the symposium and to Dr. Margarita Posada Consusto for helpful comments.

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When people ask me what I do and I tell them that I am a professor who teaches sport psychology, their usual response is, “That sounds very interesting! I’ve never heard of sport psychology. What does a sport psychologist do?” At this point, I jump right into my 30-second “this-is-what-sport-psychologist-is” elevator speech. My brief description of a very broad profession is focused on two important aspects of the field: (a) teaching students about the interaction of psychological skills and performance, and (b) helping athletes and exercisers use these performance enhancement techniques in performance and exercise settings.

This description, although accurate and appropriate for an impromptu description of the field, is not a sufficiently adequate explanation for students who are interested in pursuing sport psychology as a profession. Sport psychology is a unique field that involves a wide range of professional opportunities. In order to learn more about sport psychology, or any field for that matter, several critical steps are required.

Meet the Professionals!

Preparing for a Career in Sport Psychology
Step 1 is to understand the history, tradition, professional organization, and major tenants of the field. There are two Eye on Psi Chi resources that students who are interested in sport psychology can access to accomplish this first step. In the article “Sport Psychology: History, Professional Organizations, and Professional Preparation,” Appleby (2007) discussed the history, progression, and current professional state of sport psychology. In “Some Psychological Factors for Promoting Exceptional Athletic Performance,” Rushall (2000) provided information on the important link between psychological skills and performance in sport. Both resources introduce students to foundational concepts of sport psychology.

Step 2 is learning how to prepare for a career in the field by strategically considering course requirements and undergraduate activities that will be beneficial. Appleby et al. (2011) offered advice to undergraduate students related to undergraduate course curriculum and preparing for graduate study in sport psychology in the article “Preparing for Success in Sport Psychology Graduate Programs.” This article can help students determine a beneficial curricular path for gaining entry into graduate programs in sport psychology.

Step 3 is learning what current professionals in the field actually do and receiving their advice about how to use both undergraduate and graduate opportunities to gain positive professional momentum to prepare for a career in sport psychology. The current article is meant to help students take this third step. In this article, we will introduce five professionals who specialize in the field of sport psychology and who consult with athletes at various levels, from youth to professional, in a wide variety of capacities. We will address the following three important questions that students should be able to answer if they are genuinely interested in becoming professionals in the field of sport psychology: (a) What type of educational training do sport psychologists have and in what professional fields do they work? (b) How can students prepare for a career in sport psychology? and (c) What advice do the professionals have for students who are interested in following in their professional footsteps?

Meet the Professionals

Dr. Chris Carr earned his BA in psychology with a concentration in communications, his masters in counseling psychology, and his PhD in counseling psychology with a minor in sport and exercise psychology. Dr. Carr currently works as the Coordinator of Sport and Performance Psychology at St. Vincent Sports Performance in Indianapolis, IN. He has worked with collegiate athletes, two Olympic sports teams, and six different professional sports teams. He has been working with the Indiana Pacers since 2011. Dr. Carr has been practicing sport psychology for 27 years and has been chosen to give the distinguished Coleman Griffith Lecture at the 2015 Association for Applied Sport Psychology Annual Conference.

Gregory Chertok earned his BA in psychology and his master of education in sport and exercise psychology. Chertok is the Director of Mental Training at CourtSense, a high performance junior tennis academy in New Jersey, where he works primarily with youth athletes. However, he also works with all skill levels of athletes who are looking to improve their skills. Chertok has been practicing sport psychology for almost eight years.

Dr. Kristen Dieffenbach earned her PhD in exercise science with an emphasis in sport and exercise psychology, and is an associate professor of athletic coaching education at West Virginia University. She works with athletes of various ages and ability levels, but most of her clients are high-level master’s athletes who compete in endurance sports such as running, cycling, and triathlons. Dr. Dieffenbach has been practicing sport psychology for 15 years.

Dr. Melinda Houston earned her BA in psychology, her masters in kinesiology with a sport psychology emphasis, and her PhD in sport studies with a sport psychology emphasis. Dr. Houston is currently Head Strength and Mental Conditioning Coach at Occidental College and a part-time professor of sport psychology. Although she works primarily with collegiate and high-school level athletes, she has also worked with youth, recreational, Olympic, and professional athletes in a variety of sports. Dr. Houston has been practicing sport psychology for 16 years.

Dr. Vanessa Shannon earned her BA in psychology and health and human performance, her master’s degree in kinesiology with an emphasis in exercise psychology, and her PhD in sport studies with a sport psychology emphasis. Currently, Dr. Shannon is a mental conditioning coach at the International Management Group Academy where she works with athletes of all skill levels, but primarily with 13- to 19-year-old female basketball and soccer players. She also works with women’s soccer, lacrosse, golf, and volleyball teams at the NCAA Division I university level. Dr. Shannon has been practicing sport psychology for 10 years.

Preparing for a Career in Sport Psychology

Determining a career path can be a daunting task. If you are preparing for a career in sport psychology, you must be very clear on a number of crucial details. First, it is imperative to understand the personal and professional dispositions the profession requires. A second valuable detail is to identify and engage in the appropriate curriculum that will help you gain an applied understanding of the field. Finally, you must develop a theoretical perspective from which you will make professional decisions.

Contemplating sport psychology as a profession: Is it a good fit for me? Before you consider a career in sport psychology, you should verify (a) if you have a strong interest in sport psychology as a career, and (b) why you are interested in pursuing this career. Having a background as an athlete or experience in sport or exercise can be a first step. Dr. Carr mentioned, “I was an NCAA DIII student-athlete and graduate assistant [Football] coach at Ball State University; I have always loved sports, but saw the need for better psychological care of collegiate/professional athletes.” Dr. Houston discussed how her continued athletic experience helps in her work with her clients. She said, “My athletic background has also helped me. I think I am aided by the fact that I’m a currently competitive athlete [in the sport of Triathlon] rather than just someone who has competed in the past.”

Although many of the professionals consulted for this article noted that their personal athletic backgrounds aided in their understanding of the field, they stated that personal experience in sport was not enough. A strong knowledge base in the history, science, and application of kinesiology was also identified as an important prerequi-
site. Specifically, Dr. Dieffenbach noted that those who are pursuing sport psychology as a profession “should understand the context of sport beyond just being a sports fan or a participant.”

Next, it is important to engage in self-assessment. Are you a person who enjoys working with others to help them perform better or to gain satisfaction from their efforts? When asked about the most rewarding aspects of her job, Dr. Shannon stated:

On a daily basis, I have the opportunity to impact someone’s life, not just their athletic performance, but their whole life. The strategies that we provide athletes are designed to help athletes with performance-related issues, but an athlete can take those strategies and apply them to any performance situation in life (e.g., preparing for a test or a job interview).

To help athletes in this manner, strong interpersonal skills such as the ability to communicate well, build rapport, and establish appropriate connections with others are critical. Silva, Metzler, and Learner (2011) noted that, although sport psychology professionals may have different approaches to their craft, the key element in being successful is “developing skills that foster positive and open environments” (p. 85). Chertok supported this point when he said, “I’d say the largest and most critical possession is one’s ability to establish rapport with clients. A person who is able to build a meaningful relationship through trust, open and direct communication, and empathic interactions will be successful.”

Putting my plan into action: What classes should I take? After you have decided that pursuing a career in sport psychology is right for you, you must then take the next step of determining a strategic plan for your undergraduate curriculum. Unfortunately, researchers have found that many undergraduate psychology programs do not include much information on sport and exercise psychology in their curriculum (Stanley & Robbins, 2015). Therefore, as an undergraduate student, you should be thoughtful and strategic about your curricular choices if you are interested in pursuing sport psychology in graduate school (Appleby et al., 2011). Having a basic understanding of the sport setting is essential foundational knowledge for a student interested in sport psychology. As Dieffenbach noted, it is “important to have a solid understanding of context, meaning that those who want to work with athletes should be educated in sport science, sport history, and sport policy.”

The professionals consulted for this article identified courses that aided their professional development specifically in the area of counseling (which helped Dr. Shannon “know what she didn’t know”) such as positive psychology, solution-focused brief counseling, and group dynamics. Other courses devoted to cultural diversity, social psychology, and kinesiology were also considered extremely helpful. Finley (2001) provided a specific list of courses for undergraduate students who are interested in sport psychology to consider taking. These include fundamental psychology courses such as Developmental Psychology, Learning, Cognition, Group Dynamics, and Social Psychology, as well as kinesiology-based courses such as Introduction to Sport Psychology, Sport Sociology, Motor Development, and Anatomy and Physiology. Authors such as Silva et al. (2011), Appleby et al. (2011), and Finley (2001) have also provided helpful resources for students who are currently contemplating their undergraduate curriculum choices to enhance their learning and preparation for careers in sport psychology.

Putting your plan into action: Using theory as a professional foundation. Once you have developed and actualized a plan to educate yourself about the field, and have created and successfully navigated a curriculum with courses that have helped you gain the necessary skills and foundational knowledge in sport psychology, you are ready for the next challenge that often occurs in graduate school: working with athletes. Acquiring both a strong theoretical and interpersonal skillset is fundamental to the development of sport psychology consultants.

Silva et al. (2011) indicated that it is important for sport psychology professionals to have a “working knowledge of both theory and research” in the field (p. 59). All five of the professionals highlighted in this article mentioned the importance of theory-informed practice. To be effective with their clients, each professional explained using a consistent theoretical framework, but modified their approach to fit individual athlete’s needs. Dr. Carr said, “as a counseling sport psychologist, I operate from a humanistic, cognitive-behavioral framework. Yet, each client requires a tailored/individualized approach to intervention.” Similarly, Chertok explained:

I am schooled in a cognitive-behavioral approach. I ask lots of questions and make sure I understand why the client is here to see me. Beyond that, everyone is idiosyncratic, and this demands a tailored approach. The tools or strategies I equip one athlete with may be remarkably different—opposite, even—to another.

The sport psychology consultants interviewed for this article also discussed their intuitive skills when working with clients or, as Dr. Houston termed it, the “art” of being a consultant. She said, “The art of being a good consultant is making athletes feel cared about, understood, and having the ability to facilitate their own process of self-discovery as a part of their mental training.”

Concluding Remarks

The field of sport psychology is constantly advancing, and a high level of competency must be achieved by those who want to increase their professional development and work in this field (Fletcher & Maher, 2013). To this end, we will close this article with the sage advice the sport psychology profession-
Dr. Carr. I encourage students to explore “what” they want to do in the field first. If they want to teach, do research, or some educational training, then pursue a degree in physical education and/or kinesiology (best done with undergraduate degree in psychology and/or exercise science) and plan on an academic career. If the student says “I want to do what you do,” then I encourage a doctoral degree in clinical and/or counseling psychology, but I strongly recommend graduate training in sport psych and/or exercise science. It appears that most full-time positions in the sports world occur in collegiate athletics, and most, if not all, positions require licensed psychologists. This is an occupational trend that should be noted. I encourage students to explore both APA Division 47 and the Association for Applied Sport Psychology websites for information as well.

Chertok. Read lots of books—not only journals and clinical publications, but popular sport psychology and performance psychology books. Harvey Dorfman, Ken Ravizza, Bob Rotella, Malcolm Gladwell, among so many others, all have simple, well-written books. Aside from lots of personal reading, reach out to sport psych practitioners, meet with them, hear their stories, and ask questions. Do an internship if possible to see if this is something you’d really like to do. Don’t let the idea of “sport psychology” (hey, I like studying human behavior, and I like sports—perfect!) be sufficient grounds for adopting the field as your permanent career. Get your feet wet and then decide.

Dr. Dieffenbach. Strive to get outside the box of sport psychology and spend time with other sport disciplines and within the coaching and sport community. If at all possible, get an international perspective. The field is so rich and broad, and the power of sustainable sport psychology comes from integration and connection with other sport science fields. In my experience, the only time that a silo approach, a narrow view of what sport psychology is, works well is when the path is to be a pure researcher. Get out and get uncomfortable. Embrace and understand the difference between training and education. Strive to be educated and commit to lifetime education. And no matter where the journey takes you in the field, because it is almost never linear, enjoy the experiences.

Dr. Houston. Think about what you could see yourself doing on a daily basis. What will energize you? It’s also important to think beyond what a job description says. My current job was listed as a head strength coach position, but after talking to the athletic director, I realized that they could use someone who had a background in sport psychology, and I sold them on a different position. I also think it’s important to find graduate programs that are a good fit for you, both personally and professionally. I am confident that I would not have the success that I do if it weren’t for my mentors and the opportunities that were available in the graduate programs I selected. I picked programs that I knew would support my applied goals, had good relationships with their athletic departments so that I could get hands-on work with athletes as a student, and my mentors had significant consulting experience.

Dr. Shannon. Rather than share “advice,” I would like to share Don Miguel Ruiz’s four agreements: (a) Be impeccable with your word, (b) Don’t take anything personally, (c) Don’t make assumptions, and (d) Always do your best (Ruiz, 1997). I believe all undergraduate students hoping to become sport psychologists will be successful if they can live by these agreements.

References


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Karen M. Appleby, PhD, received her BA from Hanover College (IN) in 1998 and her doctorate from the University of Tennessee, Knoxville in 2004. Currently, Dr. Appleby is a full professor in the Sport Science and Physical Education Department at Idaho State University where she teaches classes in sport psychology, research and writing, senior capstone, and marketing and management in sport. She has conducted research in the areas of student professional development in higher education, women’s experiences in sport and physical activity, and life quality issues in the master’s athlete population. She has published in journals such as Teaching of Psychology; Women in Sport and Physical Activity Journal; the Journal of Physical Education, Recreation, and Dance; the Journal of Sport; and the Qualitative Report. Dr. Appleby was named the Outstanding Collegiate Educator by the Idaho Association for Health, Physical Education, Recreation, and Dance; was awarded the Idaho State University Distinguished Teacher Award; and is a three-time National Masters Cycling champion. In her spare time, she likes to cross country ski, race her road bike, and run with her husband and dogs in the Idaho mountains.

Drew C. Appleby, PhD received his BA from Simpson College (IA) in 1969 and his PhD from Iowa State University in 1972. During his 40-year career, he served as chair of the Marian College Psychology Department (IN), Director of Undergraduate Studies in the Indiana University – Purdue University Indianapolis (IUPUI) Psychology Department, and Associate Dean of the IUPUI Honors College. He has authored over 100 publications and made over 600 presentations including 20 invited keynote addresses to a variety of professional and nonprofessional audiences. He was honored for his outstanding contributions to the science and profession of psychology by being named as a Fellow of the American Psychological Association’s Division 1 (General Psychology) and Division 2 (The Society for the Teaching of Psychology), the Midwestern Psychological Association, and as the 32nd distinguished member of Psi Chi. He has also received 39 national, regional, and institutional awards and recognitions for teaching, advising, mentoring, and service. His work with IUPUI’s varsity athletes led him to be named “My Favorite Professor” by 61 student-athletes. He was designated as a mentor by 777 IUPUI psychology majors, 222 of whom indicated he was their most influential mentor by selecting the following sentence to describe his impact: “This professor influenced the whole course of my life, and his effect on me has been invaluable.” Dr. Appleby retired from course of IUPUI in 2011 with the rank of Professor Emeritus.

Andrew D. Polenske is currently finishing his degree in physical education with an emphasis in exercise science from Idaho State University and plans to graduate in the spring of 2016. Polenske is a full-time student who works part time in the Human Performance Lab at Idaho State University where he is able to pursue his interests in human anatomy and physiology. In addition to his research with Dr. Karen Appleby, Polenske also is currently working on other research involving youth soccer leagues and collegiate level track and field athletes. After he graduates, Polenske hopes to enter into a doctorate of physical therapy program. In addition to an interest in anatomy, physiology, and sport psychology, Polenske also has a vested interest in cultures around the world and even had the opportunity to study abroad in Japan at Kansai Gaidai University for a year. In his spare time, Polenske trains for and competes in triathlons year round, skis in the winter, and competes on Idaho State University’s Ultimate Frisbee team.
“Where do stereotypes come from?”

That is the question Dr. Susan T. Fiske (Princeton University, NJ) seeks to answer, in part via the Stereotype Content Model (SCM), which she and three colleagues developed in 2002 (Fiske, Cuddy, Glick, & Xu, 2002). In Dr. Fiske’s own words: “The SCM describes the judgments that people make instantly upon encountering another group or individual. These two instant judgments that people make when they encounter another individual or group are, first, warmth (i.e., ‘What is that person’s intention toward me and us?’) and, second, competence (i.e., ‘Do they have the capability to enact that intention?’).”

Introducing Dr. Fiske

Dr. Fiske is best known for her contributions to the SCM, as well as ambivalent sexism theory, power-as-control theory, and the continuum model of impression formation. According to Diener, Oishi, and Park (2014), Dr. Fiske is the second “most eminent” living female psychologist in the world with more than 35,000 citations of her work. An author of numerous books and articles, Dr. Fiske also edits the Annual Review of Psychology, PNAS, and Policy Insights from the Behavioral and Brain Sciences. She has been President of the Society for Personality and Social Psychology (Division 8 of APA), of the Association for Psychological Science, and of the Federation of Associations in Behavioral and Brain Sciences (FABBS).

Dr. Fiske grew up in Hyde Park on the south side of Chicago, which is a stable integrated community. As she recounts, “When I was a kid, I noticed that people were proud of that. And then, when I moved away, I wondered why other places were not like that.”
too.” Fortunately, Dr. Fiske’s mother, grandmother, and great grandmother all worked for women’s suffrage, so she was already well aware of social imbalances such as those illuminated by gender research. Furthermore, her father was a psychologist, which pointed her toward becoming a psychological scientist. Dr. Fiske received her PhD from Harvard University in 1978.

Organization and Applications of the SCM
To elaborate on the function of the two dimensions of the SCM, Dr. Fiske says, “Whether an individual is coming toward you in a dark alley at night or whether a group of new immigrants is coming to our country, our first judgment (i.e., warmth) determines whether they are an ally or an enemy. It is like a sentry calling out in the night, ‘Halt, who goes there, friend or foe?’ The sentry needs to know the intentions of the ones approaching to know whether to be on guard or to welcome them. Then, the second judgment (i.e., competence) is about whether the ones approaching can act on their intentions in order to determine if they are consequential to the sentry or not. Thus, the SCM model takes these two dimensions, warmth and competence, and maps relationships of groups in society and also first impressions that people make on others.”

As seen in Table 1, the SCM is divided into four quadrants based on perceived warmth and competence dimensions. Groups farther to the right are perceived to have more competence, and groups farther up are perceived to have more warmth. As Dr. Fiske explains, “If you want to map a domain and have a picture of the relationships among groups in the domain, it is intuitively clear and useful to map them this way, as well as being scientifically supported. The four quadrants formed when you make a warmth-by-competence map also turn out to apply to all different kinds of entities that have intentions.”

Indeed, although the design of the SCM was created to learn about the social classification of groups, it has also been used in a variety of ways during the past 13 years. Dr. Fiske describes four of these ways below.

Social groups. “What we used the SCM for the most is relationships of social groups in society. For example, high competence and high warmth is sort of the ideal, and in any society, the middle class or citizens of that country are seen as high on both dimensions. At the opposite extreme are groups seen as low on both dimensions. For example, homeless people and drug addicts are seen as neither warm nor competent. In other words, people don't trust them and don't see them as able to do anything important. Then, the mixed combinations are the most interesting sections of our model. For one, they include groups seen as having good intentions but no ability to act upon them. All around the world, older people and people with disabilities fall into that mixed combination. At the opposite extreme, the fourth combination is high on competence but low on warmth, often including rich people or outsiders who are successful in their society and seen as competent but not trustworthy.”

Animals. “Because the SCM is based on good intentions and bad intentions, as well as the ability to act on them, it can also be applied to animals who have intentions. Thus, animals in the high-warmth and high-competence part of the space are cats, dogs, and horses because we tend to trust these animals and think that they are fairly competent. The disgusting low-warmth and low-competence animals are vermin and slithery slimy things. Predators (e.g., lions, tigers, and bears) are seen as highly competent but not trustworthy. Then, the pathetic ones—the ones perceived to be well-intentioned but low on competence—are cows, sheep, and pigs, which many of us tend to eat.”

Companies. “We have also applied the SCM to how people perceive companies because companies are also seen as having intentions. For example, all-American brands such as Hershey’s®, Campbell’s®, and Johnson and Johnson® are seen as high on both dimensions. The companies low on both are sort of troubled brands like oil companies, cigarette companies, and any company having some kind of customer-trust crisis. Then, there are companies seen as competent but low on warmth such as luxury goods like Rolex® or Porsche®. The pathetic part of the space turns out to be government-subsidized companies such as Amtrak®, the U.S. Department of Veterans Affairs®, and the U.S. Post Office® because people tend to see them as well-intentioned but incompetent.”

Occupations. “When we applied the SCM to jobs, the ones that were seen as
Distinguished Lecturer

“Setting the Bar High for Students”

In addition to being an expert in her areas of research, Dr. Fiske is also an exceptional mentor for graduate and undergraduate students working with her for credit toward their degrees. In 2009, her students expressed their appreciation for her efforts by winning her Princeton's Graduate Mentoring Award. For this reason, we were eager to ask her what skills she looks for in students, as well as what steps they can take to enhance their overall research experience.

"First of all, they have to be warm and competent," Dr. Fiske chuckles. "I've been lucky to have very smart and motivated students, but even if somebody is smart and motivated, you need to have a shared passion. And so, in talking to the person and reading their files, I want to know whether we care about the same things and whether, when we have a conversation, there is a spark of interest because that generates the most creativity."

Another tip that Dr. Fiske has for students who are interested in pursuing a career in her areas of stereotyping, prejudice, and discrimination research is this: “I think it is one thing to be interested in a topic. It is another to obtain methodological skills and credentials. Nobody will listen to you if you just give your opinion about the way things are, but they will listen to you if you have rigorous peer-reviewed evidence. Thus, I would urge people to make sure they have the methodological skills and the statistical skills to be able to make an evidence-based argument for their own findings.”

Dr. Fiske has accomplished many things to advance the field of psychology and make her family and peers proud. In addition to her research, she became the first social psychologist to provide expert testimony in a U.S. Supreme Court gender discrimination case (Fiske, Bersoff, Bordiga, Deaux, & Heilman, 1991). In the future, she is interested in possibly pursuing ethnic hybrids or ethnic mashups, which are people who are combinations of different ethnicities. An incredibly succinct person, her final words of advice are: “Students should follow their passion.”

Mentorship According to Dr. Fiske

“My mentor was and is Shelley Taylor who is at UCLA and has been for most of her career. Shelley Taylor was and is an incredible role model to me. I learned what it would be like to be a scientist, a psychological scientist, and particularly a female psychological scientist just by observing her. Sometimes she gives and has given me explicit advice, but more often I have learned from her just by seeing how she ‘does it.’ One of the most important things about a mentor is having somebody as an example to see how they work.”

both warm and competent included nurses, doctors, and teachers, as well as professors to some extent. Jobs that were seen as low on warmth and low on competence include prostitutes, taxi drivers, and janitors. Jobs that were seen as competent but low on warmth included lawyers, CEOs, and scientists. In that study, we didn’t find any well-intentioned but incompetent jobs, but all of the people we were talking about were employed. If we had asked about unemployed people, we might have gotten them in that part of the SCM.”

Changing Warmth and Competence

“One thing I haven’t said yet,” Dr. Fiske continues, “is where these warmth and competence judgments come from, and that is pretty simple. Warmth comes from making a judgment that somebody wants to cooperate with you instead of competing with you or exploiting you. Thus, if you want to come across as more warm, it is important to be clear that you have cooperative intentions. On the other hand, if you want to come across as more competent, the best way to do that is to establish higher status because perceived status predicts perceived competence at about a correlation of .8, which is very high. In other words, all around the world, people think that high-status people are more competent than low-status people. That is not necessarily accurate or fair, but it is what happens.”

Increasing perceptions of warmth. As an example, scientists tend to be located in the low-warmth but high-competence quadrant. In order for them to increase their perceived trustworthiness, Dr. Fiske says, “We have to make our motives clear. To the extent that others think we do our science just to get grants and take tax payer money, then that’s not going to be good. However, to the extent that we are in fact eager to discover truths and make the world a better place, people will trust us more, and as they should, because I think that is the primary motive of most scientists. Also, to the extent that we identify as teachers, I think people trust us more.”

Increasing perceptions of competence. Dr. Fiske pauses to apply this concept to the way that immigrant groups are viewed over time in the United States. “Immigrants are generally not trusted right away and often have a low status, but as an immigrant group moves up across generations and becomes more educated and assimilated into the United States, their status goes up, and they are trusted more over time and generations. Thus, there is a big difference in people’s attitudes toward first-generation immigrants and second- or third-generation immigrants. As one example, when Chinese people first started immigrating to the United States to build railroads in the mid-1800s, they were seen as peasants, and they were not respected. However, if you think now about the stereotypes of Asian people, and Chinese people in particular, they are very respected because many people have been here for several generations and have different statuses than they used to.”

Changing the Bar for Students

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References


Susan T. Fiske, PhD, is Eugene Higgins Professor, Psychology and Public Affairs, Princeton University. She investigates cognitive stereotypes and emotional prejudices, culturally, interpersonally, and neuroscientifically, with policy implications. Her books include The HUMAN Brand: How We Relate to People, Products, and Companies (with Chris Malone, 2013); Envy Up, Scorn Down: How Status Divides Us (2011); Social Cognition (with Shelley Taylor, 2013, 4/e). She edits Annual Review of Psychology, PNAS, and Policy Insights from the Behavioral and Brain Sciences, is President of the Federation of Associations in Behavioral and Brain Sciences, has been elected to the National Academy of Sciences, the American Philosophical Society, and the American Academy of Arts and Sciences. Her past work has been funded by the Russell Sage Foundation, the National Science Foundation, and the National Institutes of Health. Notable awards received by Dr. Fiske include the 2010 APA Distinguished Scientific Contribution Award, the APS William James Fellow Award, the Society for Personality and Social Psychology Donald T. Campbell Award, and the British Academy Corresponding Fellow Award, just to name a few. Research requires a village, and her graduate student conspired for her winning Princeton University’s Graduate Mentoring Award.

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Chapter Activities

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 specific chapter events such as: discussions, lectures, meetings, socials, fund-raising events, conventions, field trips, and honors received by students, faculty, and 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
APSA 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

Assumption College (MA)

Members had a kick off meeting in early September to meet and greet as well as plan activities for the year. In October, a graduate school information night featured Dr. Len Doerfler, professor of psychology and director of the masters’ program in counseling psychology, who discussed admission to graduate school and provided specific information about the college’s counseling program. The chapter created an Anti-Stigma tree in a central location on campus. People wrote a “mental illness stigma” that influenced them on paper leaves and pasted the leaves on the tree to be displayed in the library for a month. In November, all members were involved in an annual bake sale fund-raiser. Dr. Jeanine Skorinko, associate professor of social studies at Worcester Polytechnic Institute, was the guest speaker at the induction ceremony. In December, members enjoyed a movie night and snacks as an opportunity to hang out and talk psychology. In the spring, a speaker came to talk about her personal journey while experiencing anorexia nervosa, and then the chapter held a “Love your Body Awareness Event” where members made signs with messages about female beauty and body, which were hung around campus, especially on mirrors. For community service, the chapter joined Campus Ministry to volunteer for working in Worcester where members helped to clean up and beautify targeted areas in the city. The year closed with the induction of new members and the election of new officers.

Eastern University (PA)

The chapter inducted nine members during the annual banquet and sponsored a number of exciting events this year. These included a GRE workshop, a research panel discussion, a study week social, a healthy relationships information booth, and an eating disorders awareness campaign. In addition, members volunteered with the Special Olympics. This year marks the chapter’s 30th anniversary, and members look forward to many more years.

Franklin Pierce University (NH)

The chapter attended the NEPA and Northeast Conference for Teachers of Psychology annual meetings in October, 2014, at Fitchburg State University (MA). Members participated in a coffee house event in March and hosted a raffle for faculty and students in April.

Husson University (ME)

On May 3, 2015, the chapter inducted
Chapter Activities

Lehman College, CUNY
The chapter inducted nine members this spring and hosted two “Let’s Talk About Psychology” sessions. The two sessions, sponsored jointly with the Psychology Club, focused on learning and memory, and featured informal discussions with faculty in those areas. Two other sessions played Psychology Jeopardy. Five members participated in the National Alliance on Mental Illness (NAMI) walk and raised $560, completing the fifth consecutive year in which the chapter has participated. Two members attended EPA and two others attended APS.

McDaniel College (MD)
The chapter sponsored two invited speaker events: one about the psychology of happiness by Dr. Jaime Kurtz (James Madison University, VA) and one about sexual function and dysfunction by Dr. Barry McCarthy (American University, DC). Members joined the local Psi Beta chapter for a service event at a nursing home and sponsored an alumni panel about graduate school in psychology. The chapter also conducted two induction ceremonies.

Quinnipiac University (CT)
The chapter participated in a food drive, collecting over 200 lb of food donations for a local food bank. In the fall of 2014, the chapter also participated in an AFSP walk for suicide prevention that helped raise more than $50,000.

Salisbury University (MD)
The chapter had another productive semester. Members organized biweekly peer tutoring sessions and movie nights, and worked with the Psychology Club to present an information table on brain injury and awareness during Brain Awareness Week. The chapter also joined forces with the university’s Americorps chapter to help provide gift boxes to local teen mothers and fathers. The semester ended with an induction ceremony and banquet where 41 members were inducted and newly elected officers were announced. At the final meeting of the year, the outgoing officers hosted a pizza party for the incoming officers and shared their experiences, aspirations, and advice for the future of the chapter.

Slippery Rock University (PA)
Members continued their community service at Home 2 Me and Grapevine where they participated in the annual Halloween party and helped with a Thanksgiving dinner at Torrance State Hospital. Members participated in St. Jude Up ’til Dawn and sent out cards to Hugs and Hope for children with chronic illnesses. The chapter made several donations to Voice, a shelter for women who were involved in domestic violence, and also to Stuff a Bus where members bought toys for children in need during the holidays. Regarding fund-raising, members started to sell Sheetz coupons and sold Daffin’s candy bars. In the spring, members volunteered at a community mental health drop-in center (Grapevine) and at senior citizen personal care facilities (Home2me and Concordia). The chapter organized a food drive for a local food bank and helped collect shoes for children in Jamaica via the Soles4Souls program.

The chapter also hosted or cosponsored guest speakers, Dr. Lips (Radford University, VA) who discussed the gender-wage gap and Dr.
Yancy (Duquesne University, PA) who discussed White perceptions of the Black male body. Members hosted a faculty panel about gaining acceptance to graduate school. Psychology students were invited to a meeting for a presentation by graduate students from Indiana University of Pennsylvania about their school psychology program. Along with these special events, members came in sixth place at the annual Relay for Life event, raising $1,809.00 for the American Cancer Society. The chapter also hosted an annual reception, celebrating the year, inducting new members, and installing new officers. Members continued fundraising efforts by selling Sheetz coupons, candy bars, and T-shirts designed by a member. Because of goals to raise awareness about prejudice and bullying (especially LGBT and bullying), the chapter donated $100 to Washington County Gay Straight Alliance, Inc. and posted a group picture to show support to a local high school having just experienced backlash against their Day of Silence events.

West Chester University of Pennsylvania
The chapter organized a second induction ceremony for the spring semester and hosted the Psychology Department Holiday Party for faculty and other student members to mingle and socialize. During the semester, members organized a new campus-wide Autism Awareness event with the goal of raising awareness for Autism Spectrum Disorders (ASD). In addition, the chapter promoted the Southeastern Pennsylvania Autism Resource Center, a local support organization for individuals affected by ASD. The chapter aided a department professor in organizing the first International Day of Happiness event on the campus. The chapter’s stand encouraged students to express their gratitude as a means of promoting happiness and well-being.

Midwest
Bradley University (IL)
The chapter sponsored presentations from more than a dozen departmental alumni including Dr. Wayne Weiten, delivered a peer-based advising program, provided a neuroscience activity to local third graders as part of Brain Awareness Week, and generated funds to support the American Cancer Society. Dr. James Wirth, assistant professor at North Florida University presented his research in a presentation entitled “Examining the Ostracism of Burdensome Individuals in..."
Groups and on Facebook.” Professional development programming included a graduate school admission workshop, informational sessions on industrial/organizational psychology and careers in human resources, and a presentation on crisis intervention. Dr. Amy Bacon and Dr. Lane Beckes (coadvisors) presented research findings as part of the Meeting of the Minds Lecture Series. Highlights of the year included the sponsorship of 36 undergraduate student authors at MPA in May and the annual alumni/student and faculty dinner at Exchequer’s. The year culminated with the installation of nine officers and the induction of 23 members.

Central Michigan University
Members volunteered to help with the National Eating Disorder Awareness walk in the fall and participated in a campus-wide Relay for Life event, in which they hosted a booth raising money for the cause. Along with volunteer opportunities, members participated in a variety of workshops, which included assistance in composing CVs, GRE preparation, a graduate student panel, aid in personal statements, and a 4-year plan to graduate school. The chapter also hosted several speakers who presented lectures on different fields within psychology such as behavioral analysis and counseling psychology. Members formed intramural sports teams for volleyball and battleship to promote camaraderie within the chapter. Members attended the annual MPA convention in Chicago (IL), which gave them an opportunity to present research, as well as a chance to attend research workshops and symposiums on areas of interest within psychology.

DePaul University (IL)
Committed to serving the greater Chicago (IL) communities, the chapter entered into a long-term, sustainable partnership with Chicago Lights, an after-school tutoring program associated with Fourth Presbyterian Church. The tutoring program was established in 1964 and serves a low-income housing development near downtown Chicago, students, their siblings, and other interested students in the neighborhoods. Each Thursday, a group of chapter members met at the site, served dinner to first through sixth graders and stayed for one-on-one tutoring. The chapter also created a specific enrichment class focused on journalism to create a Chicago Lights newsletter written and edited by first through fourth graders. Jack O’Brien (president-elect) spearheaded this effort, and the students crafted interviews and articles for the newsletter. Other officers and students were involved in tutoring throughout the week.

The chapter made handcrafted appreciation pop-up cards for wounded veterans. Dr. Jennifer Zimmerman (coadvisor) taught the group how to make a wonderful variety of cards. The chapter decorated the cards and added personal messages of thanks and appreciation for combat soldiers hospitalized at Walter Reed Army Medical Center in Washington DC. The chapter made and sent 50 cards for the soldiers.

Eastern Michigan University
The chapter worked diligently throughout the year to foster knowledge about psychological science, promote communication between members and the larger psychology department, and to bridge the gap between the chapter and
Chapter Activities

the local community. The chapter held 13 biweekly meetings during the academic year, with the fall meetings focused on subfields in psychology and the winter meetings focused on the psychology major, as well as planning for the future after graduation. During these meetings, professionals in the areas of behavioral, school, and industrial/organizational psychology spoke about their respective fields. Department faculty presented about graduate school admissions and a GRE preparatory session with Princeton Review was offered. In efforts to promote a collaborative relationship between chapter members and the surrounding community, members were introduced to a variety of volunteer opportunities including the chance to become mentors for the local Big Brothers Big Sisters. The chapter also raised funds and participated in the National Eating Disorders Association Walk of Ann Arbor (MI), the proceeds to be invested back into research and support services for individuals suffering from eating disorders and their families. To ensure that all chapter members remained involved and informed throughout the year, officers worked together to compile and distribute notes for each meeting in a timely manner. Aside from attending meetings, several chapter members were also selected to participate in faculty research labs and to present their research at the 35th Annual Undergraduate Research Symposium.

Lindenwood University (MO)
The chapter inducted 20 members in the spring, and also hosted several GRE prep events, service events (e.g., Habitat for Humanity, neighborhood outreach), and university-related activities (e.g., homecoming carnival). The chapter also organized two fund-raising events (e.g., dine to donate) for the 2014 Missouri Undergraduate Psychology Research Conference (MUPC). This conference was located at Lindenwood University (MO) in November, and hosted more than 200 students and faculty from over 24 universities. Ten members presented, both poster and oral symposiums, at the conference.

In addition to MUPC, five members presented at the Student Research Symposium and Exposition hosted on April 15, 2015. Lastly, three members attended and presented at MPA this spring in Chicago. With Dr. Cindy Wooldridge (advisor), students presented on “Confidence of Counterfactual Convictions in Quizzying” and “The Ecological Validity of Learning Strategies” during the Psi Chi sponsored poster sessions. Bailey Koyle (president) won a Psi Chi travel grant to attend MPA. The chapter also met all criteria for the Model Chapter Award this year.

Ohio University
The chapter inducted 30 members and moved from having meetings every other week to having weekly meetings. Faculty members and local psychology professionals spoke to students on a myriad of topics relevant to psychology. The chapter fostered various community service efforts including participating in Athens Beautification Day and volunteering at Athens Behavioral Health Center. Members also hosted two socials for psychology students.

Rocky Mountain
Adams State University (CO)
During the fall, the chapter participated in community service projects to help with public relations. Members drove to Creede (CO) to assist with the historic
Chapter Activities

Repertory Theater and conducted a prop sale. The chapter met jointly with Psychology Club and focused on recruiting new members. The chapter inducted a record-breaking 11 Psi Chi members and focused on fund-raising and academics. Several members worked on personal research and developing essential skills, and many presented at RMPA. All seven members who applied received Psi Chi travel grants.

Metropolitan State University of Denver (CO)
In April, the chapter presented and attended RMPA for the 18th consecutive year. At RMPA, the chapter received the Rocky Mountain Regional Chapter Award and the Model Chapter Award for working with community outreach programs such as Reading Partners (dedicated to raising literacy among struggling elementary students) and Project Homeless Connect (a local organization committed to ending homelessness) among numerous other chapter activities. The award also recognized the chapter’s cultivation of ideas and relationships with new members, and fellow Psi Chi chapters at Colorado Mesa University and University of Colorado Denver. At RMPA, chapter members Corey Engle and Steven Terry received the Psi Chi Regional Research Award for their research titled, “Three or Four Course Stats and Research Method Sequence? Evaluation Study.” Furthermore, chapter members Anastasia Bacca, Jenny DeLange, and Ian Maxwell received the RMPA Student Research Awards for their outstanding empirical research titled, “The Relationship Between Internet and Social Networking Site Use and Sleep.” Dr. Aaron Richmond received the Regional Chapter Advisor Award for his continued dedication, hard work, and support. Also in April, members went to local high schools to talk to psychology students about the benefits of becoming Psi Chi members, psychology majors or minors, and their experiences as students. The chapter conducts this program every semester to promote psychology, the university, and Psi Chi.

University of Nevada, Las Vegas
The chapter participated in a local community service project called UNLV Boo Bash, which provided a safe Halloween experience for local underprivileged children. More than 1,000 children attended. The chapter hosted a balloon-making booth where children received an orange or white balloon. The children were then shown how to draw a variety of characters such as ghosts, pumpkins, vampires, and werewolves on the balloon. The chapter also had a member skilled in the art of making balloon animals who made several shapes and animals for the children. The booth was one of the most popular spots at UNLV Boo Bash, and the chapter spent an extra hour after the event ended to help children make balloons due to the high demand.

Southeast
Charleston Southern University (SC)
The chapter and Psychology Club hosted and participated in many activities focused on career choices and graduate programs available in the field of psychology. The semester began with a welcome meeting and the induction of new members. Dina Dukes (Guardian ad Litem Coordinator for Dorchester County) discussed the Guardian ad Litem program and opportunities to be
Chapter Activities

involved in the program for students. Julianne Dicicci-Wiles (Dorchester Alcohol and Drug Commission) shared what her organization does, as well as current drug information and how that can affect various careers upon graduation. Jim Ward (University of South Carolina recruiter), spoke on behalf of their master’s program in social work. Richard Albarran and Holly Bender (Berkeley County Mental Health Center representatives) explained how the center serves people in the area diagnosed with mental health disorders. Joy Yarborough (LowCountry Pregnancy Center) spoke about the center, the multiple ways it serves expecting women in the area, and how members can get involved with the organization as students. Dr. Angel Charpia Weaver, a Christian counselor, was the special topic guest, and she discussed eating disorders in support of Charleston Southern’s Body Week Initiative. A guest speaker from My Sister’s House explained how the nonprofit serves as the only shelter designed for battered women and abused children in the area. Joanne Jemsek and Wesley Senn (Charleston Southern University counselors) discussed the counseling center on campus. Additionally, undergraduate psychology majors gave presentations on their internship experiences at various locations within the low country.

The chapter participated in service projects including many on-campus projects, which raised awareness for Body Image and Eating Disorder Awareness Week and Autism Awareness Month. The chapter also participated in a blood drive on campus with the Student Nurses’ Association and partnered with the counseling center to promote healthy studying and encourage stress busters before exams. One of the first off-campus service projects that the chapter participated in consisted of a donation drive for the My Sister’s House Collection. The chapter also prepared a taco dinner for Eagle Harbor Boy’s Ranch, as well as hosted an Easter Drive and made Easter baskets for each of the boys. Members participated in King and Queens of Hearts, a campus-wide fund-raiser for the Children’s Miracle Network, and in the annual Walk for Water event. Additionally, they hosted a Valentine’s Day Candy-Gram Fund-raiser and collaborated with Charleston Southern University counselors. Additionally, undergraduate psychology majors gave presentations on their internship experiences at various locations within the low country.

Georgia Gwinnett College

The chapter received five Registered Student Organization (RSO) award nominations including RSO of the Year and Outstanding Collaborative Program. The chapter sought to promote academic excellence and create an environment to facilitate the further pursuit of academic and intellectual interests through various events and projects. Members collaborated with Psychology students enrolled in AP Psychology.

The chapter completed an induction ceremony to welcome new members. Students and faculty met multiple times at informal “Psych Coffees” in order to foster a greater sense of community within the department. As a celebratory end-of-the-year event, the chapter hosted a social pizza party for new and old members alike to get to know one another.

Davidson College (NC)

The chapter engaged with the Community School of Davidson by leading review sessions for high school students enrolled in AP Psychology.

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Chapter Activities

Club for Mental Health Awareness Week, publicized the depression screening that the college's counseling center offered on campus, and hosted “Difficult Dialogue,” a talk led by three GGC students on personal challenges relating to psychology. The chapter established a mentoring program, which paired upperclass students with underclass students for academic guidance through the psychology major, and arranged an educational field trip in which members took a tour of the Yerkes Primate Research Center. In the Psy in Film series, the chapter screened The Fisher King, followed by a discussion led by Dr. Michelle Broth on suicide awareness, and Stand by Me, followed by a discussion led by Dr. Brian Bramstedt on adolescent themes throughout the movie. Members presented on the cognitive effects of irrational fears concerning the Ebola outbreak and attended a presentation by Dr. Andrew Kelly on study strategies, a talk by Catherine Neirer on preparing a CV and resume, and a workshop on meditation exercise for stress relief from a visiting monk. Members also organized a panel for Intersections, a faculty-driven conference for undergraduates and professional research on gender and sexuality.

Palm Beach Atlantic University (FL)
The chapter enjoyed an exciting and flourishing year, followed by its rebirth led by Danielle Namour (president). The semester began with Danielle Namour, Dean Gene Sale, and Dr. David Compton (advisor), installing board officers on January 22, 2015. Danielle welcomed Annette Custureri (vice-president), Stephanie Garrels (secretary), Andrea Hassler (treasurer), Jenna McMorrow (historian), and Madalyn Ball (chaplain) to the Psi Chi leadership team. To raise funds for the spring induction ceremony, the officers hosted a hot chocolate fund-raiser on February 4. On March 24, the chapter enjoyed a coffee social at the local C Street Coffee Shop. Next, officers coordinated and brought Sea World to the Interdisciplinary Research Conference on March 26 through a live interactive Skype session with Sea World trainers and their whales. Furthermore, on April 11, the chapter hosted an Irish dance fund-raiser featuring nationally awarded competitive Irish dancers for a lively performance followed by a shared time of learning and participating in group ceili dances. Additionally, on April 22, the chapter inducted nine students at a ceremony held at the Desantis Family Chapel. On April 26, the chapter hosted a social event and an installation of officers for the 2015–16 year.

Southern Adventist University (TN)
The chapter had their induction ceremony March 1, 2015, followed by a brief reception. The chapter inducted 11 members.

Stetson University (FL)
The year began with the chapter's best-attended movie night of all time! On World Suicide Prevention Day in September, the chapter showed World's Greatest Dad, a dark comedy starring Robin Williams, who had recently taken his own life. Information on suicide, provided by the International Association of Suicide Prevention, was distributed and discussed. Later in September, using the 2014 Model Chapter Award money, members held the first annual Psi Chi mixer to welcome new members to the group. For Mental Health Awareness week in October, members hosted a Stress Free
Chapter Activities

Zone. Students were able to relieve their midterm stress by being a kid again; finger painting, coloring, snacking on brownies and cookies, and popping bubble wrap were some of the favorite “in the zone” activities. In November, the chapter hosted a panel discussion on PTSD at which those with personal experience with PTSD shared their stories. Over the winter holidays, some members took advantage of the free books (generously provided by the psychology department) to prepare for the annual Book Feast in January. The book discussed at the year’s first annual potluck feast was The Quiet Room, the story of a young woman’s ordeal with schizophrenia.

In the spring semester, the chapter partnered with several other campus groups. In January, they helped Chi Sigma Iota host a lecture, book signing, and workshop by Dr. Debbie Joffe Ellis, the widow of Dr. Albert Ellis! In March, members hosted a Crossroads Dinner Forum and silent auction in collaboration with the university’s Cross-Cultural Center and the fraternity, Sigma Phi Epsilon, to raise money for Rising Against All Odds, a grass roots organization targeting marginalized, indigent, and low-income populations of West Volusia County. Throughout the event, there was an interactive forum and discussion about the cross-sectionality of LGBT teen homelessness, HIV, and psychological well-being. The chapter raised $200 for the nonprofit. Several chapter members partnered with Beta Beta Beta to promote Brain Awareness Week by volunteering at the event, Science Saturday at the Gillespie Museum: Brain Awareness and Mind-Boggling Demonstrations. The program featured hands-on neuroscience activities for young scientists. During the year’s induction ceremony and banquet, 24 members were welcomed to the group. The year ended with a tie-dye party to customize the newly designed T-shirts featuring the slogan “Forever Jung!” Psi Chi members also volunteered their academic talents by serving as free tutors in the department. A record 14 members presented their senior research projects at SEPA and nine members presented at the Stetson Showcase, an on-campus conference designed to feature student research and creativity.

University of Alabama in Huntsville

The chapter hosted two LifeSouth blood drives on campus in the fall and spring semesters. The chapter’s highlight in 2014 was sponsoring a trunk for the community-wide Trunk or Treat Festival on October 24, where the chapter won first place for having the best decorations with their Candy Land theme. The chapter also hosted fund-raisers to buy gifts for children and older adults during the holidays. The chapter hosted two educational events, the first of which was a tutorial given by Dr. Eric Seemann in the fall on how to apply to graduate programs in psychology. In March, Dr. Jodi Price presented a tutorial on how to prepare for the GRE. Members also had fun participating in Psi Chi/Psychology Club bowling nights and miniature golf outings in the fall and spring. The chapter closed out the academic year with the annual induction ceremony on April 22; new officers and nine new members were inducted.

University of Puerto Rico, Mayaguez

The chapter had two main goals for the past academic year: increase interest in new members and create stronger bonds between all the members. As an innovative way of admitting new
members, the chapter threw a pool party at the university’s pool and explained the benefits of becoming a member of the association while having fun. To maintain enthusiasm, the chapter offered various presentations on obtaining summer internships, informational sessions about diverse graduate school programs in the psychology field, lessons on how to create a CV, and sessions on other topics. The chapter also arranged to visit a top graduate school in Puerto Rico where different seminars were held for the students. As a way of bringing together the members of the association, some friendly competition was created with the trivia game Psy Feud, where students completed multiple challenges related to topics in psychology.

Furthermore, the chapter celebrated the Psychology Festival in honor of Psychology Week, where the theme focused on the art aspect of psychology. The event was open to the general public, and resources from all over the island were brought in to give conferences on related topics. There was a Life Painting exhibition and various stations where attendees could create their own Rorschach inkblot test.

University of Puerto Rico, Rio Piedras

The chapter began the semester intent on addressing the needs of the student body and the community. The chapter held the first officer meeting by welcoming members to the new semester. A membership drive was also held during the student welcome at the Department of General Studies. In this campaign, prospective members were reported about and invited to join the organization. Along with the local Golden Key chapter, the chapter held a resumé workshop in order to support students preparing for a professional and academic future. The chapter was also involved in “The YUPI invites you” event, which commemorated the International Day of Suicide Prevention. Members created a sign that read “Share your reasons for living,” to highlight positivity and decency in human beings. Also, the chapter organized an activity to support student training after high school called “I Graduated, Now What?” Faculty members discussed various specialties in psychology, preparation for graduate school, and opportunities that students can explore after high school. In November, the chapter held a food drive to address the needs of the House of Children Manuel Fernandez Juncos.

University of Tennessee at Chattanooga

The spring semester allowed the chapter to continue the transformation of a dormant chapter to an involved and excited chapter that serves as an aide for members. After campaigning for membership, the semester began by inducting 20 new members. With this great start and a drive to improve and succeed, the new officer team set forth with goals such as to increase meetings, provide more chapter specific resources, serve the community, and pave a bright path for the future of the chapter. Guest speakers were present at five meetings, and the chapter was pleased to welcome Psi Chi Executive Director Dr. Martha Zlokovich and President Dr. Betsy Morgan as special guest speakers. Words from all guest speakers were greatly appreciated by those present. In serving the community, over a dozen bags of clothing donations were collected throughout the semester to aid a local mental health hospital—the largest single donation the hospital had ever received. The chapter aimed for self-improvement by attending leadership
Chapter Activities

meetings, attending a unity event held by the university, and by electing a new officer position, ambassador, to help the chapter gain membership and presence on social media platforms. Finally, the chapter was honored to be nominated for "Most Improved Organization" at the university's annual SGA. However, the most meaningful event this semester was creating a "vision board" for the chapter. Each member helped to contribute by adding what they wanted to see the chapter achieve in the future.

**University of Tennessee at Martin**

Eight undergraduate students traveled to Hilton Head (SC) to present research in the form of two presentations and five posters. The chapter also hosted a GRE study day for the entire campus. The chapter inducted 14 members on April 26, and elected a new set of officers. Members participated in multiple events including three senior preview days and an organization fair for the university's Freshman Welcome Week. To maintain strong relationships within the organization and have fun, they also had two movie nights—one for Halloween and one for Valentine's Day—and a party at the end of each semester to celebrate graduating seniors.

The chapter organized two clean-up days where members picked up trash around campus: one during the fall semester and one during the spring. Members participated in Homecoming by hosting a canned food drive and constructing a can sculpture in the quad for the Quad City Celebration. The chapter participated in the university's Relay for Life event by creating and hosting a booth for six hours to fund-raise for the American Cancer Society. The crowning achievement took place during Autism Awareness Week when members sold T-shirts and fund-raised for a departmental scholarship, while also running a table in the University Center to raise awareness and pass out Autism ribbons to students.

**University of Virginia’s College at Wise**

At the first member meeting of the new year, Christina Patton (doctoral clinical psychology student) spoke to the chapter about military psychology, her experiences in the Air Force, and other career opportunities for psychology in the armed forces. Fund-raising opportunities such as weekly pizza sales continued to raise money for Analyze This! dinners and service activities for the WV Family Grief Center. The first major event involved a graduate student panel, comprised of four students and an advisor who gave supportive advice to undergraduates about the graduate application process and tips for "nailing" interviews. In addition, the Holding Every Life
Precious (HELP) mental health awareness and suicide prevention program chair distributed valentines and candy to passersby in the student union on February 11 as a fun way to celebrate the romantic holiday. HELP also teamed up with the university’s health and wellness program to encourage members to participate in the ChillPACK Challenge, which prompts students to think about positive experiences, relax, and enjoy simple moments through day-by-day instructions. Plans are underway for members to participate in the chapter’s Relay for Life team that will raise funds for cancer research. Donations are at pizza sales, and members are quickly signing up!

Southwest

Texas State University
Members visited the Austin State Hospital in Austin (TX) on October 17, 2014, to throw patients a Halloween party in a friendly environment. Members worked with the hospital staff to provide the best experience possible. On October 25, members visited the Live Oak Living Community in Martindale (TX) to host a Halloween party for its residents. On November 22, members visited the Austin State Hospital to share a friendly Saturday afternoon. Volunteers interacted with residents, played games, served snacks, and face-painted during a friendly field day with patients and staff. On February 3, the chapter participated in the university’s Student Involvement Fair, promoting and encouraging students to consider applying to the chapter by sharing the benefits provided by Psi Chi.

University of Texas–Pan American
The chapter and Psychology Club collaborated with the Active Minds on a Stomp-Out-Stigma Color Run on campus February 28, 2015. The activity was part of Mental Health Awareness Week and was supported by many sponsors such as Divine Children’s Clinic, RGV Compu Tech, Gunite Pools, H-E-B, Starbucks, The Pan American newspaper, and more. It was a success despite the chilly climate with a total of 105 runners, including many members of the community, adults, and children. The event made a total fundraising profit of more than $1,000.
A The University of Tennessee at Chattanooga Chapter gathers to say “Thank you!” to all of their wonderful speakers and helpers.

B University of Tennessee at Chattanooga members collaborate on a Psi Chi vision board for the next semester.

C University of Texas–Pan American Psychology Club supervisor Dr. Weimer

D Newly elected officers of the University of Tennessee at Martin Chapter

E University of Texas–Pan American runners being splattered by color dust
Chapter Activities

F Members inducted at the University of California, Merced Chapter

G Newly inducted members of the University of Tennessee at Martin Chapter

H West Virginia University Psi Chi and Psychology Club officers are seen preparing for the weekly fund-raiser of selling pizza to students and faculty on the ground floor of the Life Sciences Building in February 2015.

I University of South Alabama’s newly inducted members along with Alyssa Wood (president) and Tyler Overstreet (treasurer)

J West Virginia University Career Development Liaison, Ashton Goff, hands out valentines to passersby in association with Psi Chi’s mental health awareness and suicide prevention program.

K University of California, Merced Chapter officers
Be PSI CHI Cool This Summer!

View and purchase our merchandise at psichi.org/store

Check back often for new items and promo codes on our store's main page.