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The National Honor Society in Psychology

# eye

on **PSI-CHI**



## National Service Projects

Strategies for Promoting Difficult Dialogues in the Classroom

Organizing Your Personal Statement: An Outline to Get You Started



## DEPARTMENTS

- 3 From the Editor**  
Inside This Issue
- 4 President's Message**  
Then, Now, Later
- 5 Executive Director's Message**  
Why Are Chapter Bylaws Important?
- 8 Awards & Grants**  
Read about the latest award and grant winners
- 10 Get Involved**  
A listing of relevant Psi Chi information for students
- 20 Chapter Activities**
- 32 Psi Chi Merchandise**

## SPECIAL ANNOUNCEMENTS

- 6 2009-10 New Leaders for Psi Chi**
- 7 2009 Psi Chi National Convention Distinguished Lecturers**
- 29 2009 Psi Chi Regional Conventions—SEPA & EPA**
- 30 How Members May Order Merchandise Online**

## ON THE COVER

Psi Chi students from Davidson College (NC), University of Hartford (CT), and Oklahoma State University participate in national service projects (see page 20).

## ABBREVIATIONS

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

## FEATURES

### 12 Strategies for Promoting Difficult Dialogues in the Classroom

Janis V. Sanchez-Hucles, PhD  
Old Dominion University (VA)

### 17 Organizing Your Personal Statement: An Outline to Get You Started

Merry J. Sleight, PhD  
Winthrop University (SC)



## National Service Projects

### Tribute to Dr. Robert Youth (1942–2009) Psi Chi National Council Past-President (2005–06)

The Psi Chi National Office was saddened to learn of the unexpected passing of Dr. Robert Youth on February 11, 2009. Dr. Youth served on the Psi Chi National Council from 2001–07. Dr. Youth was recently named the recipient of the 2009 Denmark National Faculty Advisor Award (see [page 9](#)). He would have received this honor at the APA/Psi Chi National Convention in Toronto in August.

Dr. Youth was instrumental in making **food drives** a **Psi Chi national service project** for chapters [[www.psichi.org/chapters/food\\_drives.aspx](http://www.psichi.org/chapters/food_drives.aspx)].

**In honor of Dr. Youth**, the Psi Chi National Office would like to encourage its chapters to hold a **food drive** in his memory. Chapters may submit the number of pounds of food donated and the name of the organization to which the food was donated in Dr. Youth's memory in the Chapter Annual Report.



To learn more about food drives and other national service projects, see Chapter Activities on [page 20](#) or go to [www.psichi.org/chapters/serviceprojects.aspx](http://www.psichi.org/chapters/serviceprojects.aspx). To read more about Dr. Youth's involvement in food drives, go to [www.psichi.org/chapters/food\\_drives.aspx](http://www.psichi.org/chapters/food_drives.aspx).



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**From the Editor**

**Lisa Mantooth**  
Executive Officer  
Chief Operations Officer



# Inside This Issue

**T**he summer issue of the *Eye on Psi Chi* is packed with information for chapters and members. I hope that you will welcome our newest members of the Psi Chi National Council, **Michael Hall, PhD**, serving as President-Elect and **Eric Landrum, PhD**, serving as Rocky Mountain Regional Vice-President. We would like to also congratulate **Ngoc Bui, PhD**, Western Regional Vice-President and **Jason Young, PhD**, Eastern Regional Vice-President; both were re-elected to their positions for a second term on the National Council. An introduction to the newly elected Council members can be found on page 6.

I would like to thank all of the chapters that took the time to consider the two Constitutional Amendments that were voted upon recently. I am happy to announce that both amendments passed. The National Leadership Conference will be formatted differently so that leadership opportunities will be available to more members across all regions. The Psi Chi National Council will begin working on the changes and more information will be forthcoming. The second amendment changes the name of Psi Chi, the National Honor Society in Psychology. Psi Chi will now officially be known as Psi Chi, the International Honor Society in Psychology. Please be aware that it will take time for all of our documents, merchandise, and website to be updated to reflect this change.

Another important change is the individual membership fee increase. In order to continue the numerous benefits of membership, the Psi Chi National Council has approved an increase to the lifetime membership fee. The last increase in membership fees was in 2000. **The new membership fee will be \$45 beginning July 1, 2009.** Membership registrations postmarked after July 1, 2009, that do not include the new membership fee (regardless of induction date listed), will be returned to the chapter for resubmission with the correct fees.

Finally, I would like to congratulate all of the Psi Chi members who have been inducted this spring. I would also like to congratulate the many members who are graduating. I wish you continued success in all of your future endeavors!

*Lisa Mantooth*

**Always Be A Student**

Keep on learning,  
Though your graduation's done;  
Your whole life's an education  
That has only just begun.

Your diploma is the first big step,  
For knowledge is the special key  
To winning what you want in life  
And being who you want to be.

If you'll always be a student,  
You'll find the secrets to success  
And travel on the golden road  
To good fortune, peace and happiness.

*By Joanna Fuchs*



# Then, Now, Later



**Scott VanderStoep, PhD**  
Psi Chi National President  
Hope College (MI)

I arrived at MPA in the spring of 1986 to watch a fellow student present her award-winning research. The next year, I was fortunate enough to return to present my Regional Research Award project. Thus began my 20+ year relationship with Psi Chi. Although my Psi Chi relationship doesn't officially end here (because remember, membership is lifetime), this does mark the end of a major chapter in my Psi Chi life. This is my last article to you as Psi Chi National President. As a 22-year-old doing my first conference presentation, I never would have dreamed that someday I would have the privilege of serving as National President. (In fact, I'm pretty sure I didn't even know there was such a thing as National President.) It's perhaps appropriate that my Psi Chi experience began at a regional conference in 1986 and this part of my Psi Chi experience is ending at a regional conference in 2009: I'm writing this from my hotel room in San Antonio during the SWPA meeting. Since I'm feeling a big nostalgic, allow me to reflect on the changes I have seen since I became a Psi Chi member 24 years ago and also my future wishes for the organization that I love.

**Then.** During the 1984–85 school year, the organization inducted 8,262 members. In the mid-1980's, I think there were four to six Regional Research winners each year. Very few students at very few schools engaged in research as undergraduates. It was clearly something that could separate you from the pack in grad-school applications. In 1985, Psi Chi disbursed approximately \$2,100 for research and awards. Applications from new Psi Chi members came in through regular mail with no email notification that materials had been shipped. Executive Director Ruth Cousins (with some help from National Council) ran the office largely by herself, handling all matters related to grants, awards, memberships, and chapters. Any correspondence was done by phone or mail. Most new members paid with a personal check and the membership fee was \$25.

**Now.** Last year we inducted 22,019 new members. In 2008–09, there were 269 Psi Chi members who submitted their work for consideration for Regional Research Awards in the Midwest Region alone! We now give up to 24 of these awards in some of the larger regions. Today, undergraduate research experience is almost essential for students bound for graduate school. Doing undergraduate research will no longer separate you from the pack; you now need it to keep up with the pack. This year, we allocated \$315,650 for grants and awards to members. Since

I joined National Council in 2002, both the dollar amount and the percentage of money distributed have gone up. The office is now staffed by six full-time professionals who field emails and phone calls from members, advisors, and chapter officers. Our seventh full-time staff member holds a PhD in psychology and is the organization's professional voice to the greater psychological community. Our new website allows members and advisors opportunities to interface with the organization in better ways, including paying online for most purchases. I recently submitted Hope College's spring induction material. I did it electronically and I paid with a credit card. The much-improved membership card and certificate, along with new Psi Chi pins, arrived in two days. Our lifetime membership fee is currently \$35; it will be raised to \$45 beginning July 1, 2009. This membership fee still remains low relative to inflation and low relative to most other honor societies.

**Later.** As I say goodbye as National President, I offer three wishes for the Psi Chi's future. First, may your membership numbers flourish. Psi Chi prospers when it inducts lots of members. Being Psi Chi ambassadors is every member's job. We all need to convince qualified psychology students that joining Psi Chi is a smart professional move. Second, may you spend all of your grant and award money every year. (And, dare I say in tough economic times, expand and enhance these opportunities.) Such grants and awards are the lifeblood of this organization. Finally, may you become even more digital. Impressive changes have occurred with respect to conducting Psi Chi's activities online. But more is to be done, and future leaders of the organization will be responsible for moving us forward. Examples include online charter applications, online publications of the *Eye* and *Journal*, and video conferencing of officer and advisor training and even business meetings. Such technology would save much on conference travel. And with the recent passage of the constitutional amendment to make Psi Chi an international organization, such video conferencing will become even more vital.

Thank you, Psi Chi. You have brought me many opportunities for professional growth that I certainly didn't expect and probably didn't deserve. I'll be less involved now at the national level, but will continue to be one of the hard-working chapter advisors who promote Psi Chi's mission to foster excellence in psychology.

# Why Are Chapter Bylaws Important?

**W**hy should your chapter bother with writing or updating its Chapter Bylaws? All chapters must adhere to the Psi Chi Constitution, but as long as a chapter's bylaws do not conflict with the Constitution, each chapter has some freedom to specify how it will govern itself.

**It's Easy to Get Started.** Psi Chi provides model Chapter Bylaws as an example for chapters to use as they work on writing their own. It is a two-page document available at [www.psichi.org/pdf/modbylaw.pdf](http://www.psichi.org/pdf/modbylaw.pdf). Just fill in the blanks, vote, and your chapter will have its own Chapter Bylaws.

**Bylaws Could Be a Focus of Fall Meetings.** There are, however, other issues not covered by the Constitution or model Chapter Bylaws that chapters should consider. These issues could be an important focus of the first meetings of the year, leading to a tangible outcome. Once the final version has been hammered out, the chapter must vote on its acceptance.

**Not all Chapter Officers are Specified in the Constitution.** According to the Constitution, every chapter must maintain a minimum of three officers on their Executive Committee (which consists of all officers and the faculty advisor) covering the duties of president, vice-president, secretary, and treasurer. Most chapters also elect other officers as well. Chapter Bylaws are a good place to enhance chapter continuity by specifying not only your chapter's officer positions, but also the timing of your chapter's elections.

Electing the new slate of officers in time for them to overlap with outgoing officers supports smooth transitions. Your chapter will need to decide when during the academic year it should hold officer elections and when new officers begin their terms. If there is overlap between current and incoming officers, your chapter should specify whether some or all of the incoming officers are voting members of the Executive Committee.

**Removal/Replacement of Chapter Officers May be Necessary.** One question that the National Office receives each year is "How can our chapter remove an officer?" The answer is not specified in the Constitution, or in the model Chapter Bylaws. In the interest of fairness, chapters should seriously consider this uncomfortable topic when it is not an immediate, emotionally-charged issue. Chapters can add their own Bylaws section or article covering why and how officers can be removed. In addition, chapters should specify how an unexpected officer vacancy would be filled. One place to look for options on how to handle these situations is in the Psi Chi Constitution, Article IV, Sections 7 and 8, which addresses National Council officer replacement and removal. Other places include con-

stitutions of other honor societies, and the Roberts Rules of Order.

**Chapters May Increase Academic Requirements.** Chapter Bylaws may increase Constitutional academic requirements for membership, but may not lower them. For example, if the university's top 35% cumulative GPA cutoffs for the sophomore, junior, and senior classes are 2.97, 3.14, and 3.22 respectively, the chapter could choose to require a 3.35 cumulative GPA of all inductees. Chapters may not impose participation requirements, however, because that conflicts with the Constitution.

Chapters could also specify how many of the nine required psychology hours must be taken on their campus, or set the psychology GPA higher than 3.0 because those changes would increase academic requirements. Keep in mind that a bylaw regarding psychology hours could affect students who earned college credit during high school, took a course or two elsewhere, or entered as transfer students.

**Chapters May Specify Eligibility of Other Majors.** Some campuses have majors which are not in the psychology department, but are psychological in nature. Chapter bylaws could specify that these students (for example neuropsychology majors in the biology department, or interdisciplinary majors) are eligible. A good rule of thumb is that these students must take at least as many courses taught by the psychology department as psychology minors do.

**Transfer Student Rules Recently Changed.** The Psi Chi National Council recently voted to allow chapters to address transfer student requirements in their Chapter Bylaws. At least 12 of the 36 required college hours must be completed at the chapter's campus—*unless* the chapter has a transfer student policy in its bylaws. All transfer students must meet national standards, but the chapter may specify how many of the 36 required college hours must be taken at their campus. For example, one chapter may choose to accept all transferred hours, while another chooses to require completion of only six hours on their campus. If chapter bylaws do not address transfer students, then transfer students must complete at least 12 college hours at their new institution.

All inductees must have established a GPA at the new campus, so before writing any bylaw addressing transfer student eligibility, psychology hours, or psychology or cumulative GPA requirements, the faculty advisor should check with the registrar to determine whether transfer students establish a GPA when they begin classes, or after completing their first semester. If your chapter votes to accept new Chapter Bylaws or update existing ones, please keep the National Office informed by emailing a copy to [psichi@psichi.org](mailto:psichi@psichi.org).



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

# 2009–10 New Leaders for PSI CHI



**Alvin Wang, PhD**



**Michael D. Hall, PhD**



**Jason Young, PhD**



**Eric Landrum, PhD**



**Ngoc Bui, PhD**

**P**si Chi is fortunate to have faculty advisors who are committed to the success of Psi Chi. Some of these faculty advisors have chosen to go to the next level of commitment to Psi Chi by serving on the National Council. It is with pleasure that the Psi Chi National Council members announces the new leadership for 2009-10, under the leadership of Psi Chi President **Alvin Wang, PhD**. We would like to introduce you to the incoming President-Elect **Michael Hall, PhD** (James Madison University, VA) and Regional Vice-Presidents—**Jason Young, PhD** (Hunter College, CUNY), **Eric Landrum, PhD** (Boise State University, ID), and **Ngoc Bui, PhD** (University of LaVerne, CA).

**Alvin Wang, PhD**  
Burnett Honors College, University of Central Florida  
**President**

Dr. Alvin Wang is Dean of the Burnett Honors College and a professor of psychology at University of Central Florida (UCF). He received his PhD in psychology from SUNY at Stony Brook (1980) and his BA from SUNY at Brockport. His research interests include the area of human memory, learning, and cognition. He has been at UCF since 1986 and served as an associate chair for the Department of Psychology (1992-95). Dr. Wang served as faculty advisor for the UCF Chapter of Psi Chi (1990-94), received the Florence Denmark National Faculty Advisor Award (1993), and served as the Psi Chi Southeastern Regional Vice-President (2000-04). He is currently a fellow of Division 2 (Society for the Teaching of Psychology) of the American Psychological Association. His interests include travel, fine cuisine, and reading.

**Michael D. Hall, PhD**  
James Madison University (VA)  
**President-Elect**

Michael Hall is an associate professor at James Madison University. He earned his PhD in experimental psychology from Binghamton University, SUNY. His psychoacoustic research on speech and music perception has appeared in top-tier journals. He has chaired conference sessions for APA, WPA, and the Acoustical Society of America, and has organized international meetings of the Society for Music Perception and Cognition. While teaching at the University of Nevada, Las Vegas (UNLV), he received Psi Chi's Regional Faculty Advisor Award, in addition to UNLV's highest teaching distinction. He currently serves on the Southeastern Regional Steering Committee, which plans Psi Chi events and student awards at the meeting of SEPA, and previously served on the corresponding committee for the Western Region. Dr. Hall joined the Psi Chi National Council as the Western Regional Vice-President from 2003-05, serving on Internal and External Affairs committees, as well as on the Diversity Task Force.

**Jason Young, PhD**  
Hunter College, CUNY  
**Eastern Vice-President**

Jason Young, PhD, is associate professor in the Department of Psychology at Hunter College, CUNY, and is also on the graduate faculty of the Educational Psychology program at the CUNY Graduate Center. His research focuses on the influence of emotions on various judgment and decision-making processes. Since 1995, he has been faculty advisor to a very active chapter of Psi Chi, which has offered major programs to Hunter's psychology community involving field trips, speakers on graduate programs, research talks, a peer advising program with area high schools, and the 37-year-old Annual Hunter Psychology Convention, which students from Psi Chi chapters from the New York metro area and beyond attend to network and present research. He has been a reviewer for Psi Chi research proposals for several years, for proposed student presentations at both regional and national conferences, and for various Psi Chi research awards.

**Eric Landrum, PhD**  
Boise State University (ID)  
**Rocky Mountain Vice-President**

This year marks my 25th anniversary of being part of the Psi Chi family. As an undergraduate, I joined my local Psi Chi chapter at Monmouth College (IL) in 1983, and was chapter president my senior year. At Boise State University, I serve as chapter advisor and often give talks about issues such as graduate school admissions. I have coauthored publications with students for the *Psi Chi Journal of Undergraduate Research*. Regionally, I've been a frequent participant and organizer of Psi Chi symposia at RMPA and MPA, and I've served as a steering committee member for RMPA. On the national level, I've served as a member of a Psi Chi task force and recently served as a member of the External Review Committee for the Psi Chi National Office. I often review student submissions to both RMPA and MPA regional conferences, and I am a frequent contributor to *Eye on Psi Chi*.

**Ngoc Bui, PhD**  
University of La Verne (CA)  
**Western Vice-President**

I received my BA in psychology from California Polytechnic University-Pomona in 1994, and began working with Psi Chi when I served as president of the Chapter at Cal Poly. I attended graduate school at the University of Nebraska-Lincoln and earned my master's (1997) and doctorate (2000) degrees in social psychology. I have received the Outstanding Advisor Award for two consecutive years at the University of La Verne, and I have received the Western Regional Faculty Advisor Award from Psi Chi in 2006. I currently serve as Western Regional Vice-President for Psi Chi National Honor Society and wish to continue my service to provide helpful information to my region. I also serve as advisor to my local Chapter of Psi Chi at the University of La Verne and work actively with students to promote programs and opportunities for psychology majors.



# 2009 PSI CHI National Convention Distinguished Lecturers



**Nora S. Newcombe, PhD**  
Temple University (PA)  
Women Hate Maps, Men Won't Ask  
for Directions: Fact or Myth?

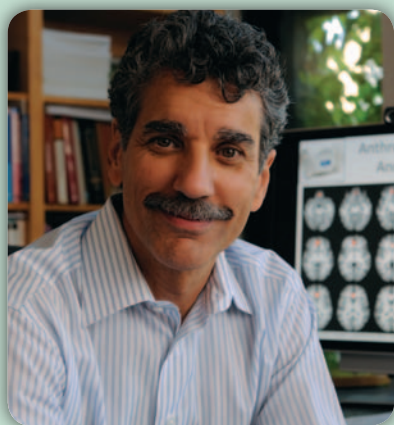
**May 22–25, 2009**  
**Psi Chi /APS National Convention**  
San Francisco, California

**Nora S. Newcombe, PhD**, is a professor of psychology at Temple University and Principal Investigator (PI) of the Spatial Intelligence and Learning Center (SILC), headquartered at Temple and also involving Northwestern, the University of Chicago and the University of Pennsylvania as primary partners. Dr. Newcombe was educated at Antioch College, where she graduated with a major in psychology (1972); and at Harvard University, where she received her PhD in psychology and social relations (1976). She taught previously at Penn State University. She is a fellow of four divisions of the APA (General, Experimental, Developmental, and Psychology of Women), of APS, and of the American Association for the Advancement of Science, and has been a visiting professor at the University of Pennsylvania, Princeton, and the Wissenschaftskolleg in Berlin. Dr. Newcombe is a past-president of Division 7 (Developmental Psychology) of the APA, a major professional organization of psychologists interested in human development.

A nationally recognized expert on cognitive development, Dr. Newcombe's research has focused

on spatial development and the development of episodic and autobiographical memory. Her work has been federally funded by NICHD and the National Science Foundation over 20 years. Dr. Newcombe has served as editor of the *Journal of Experimental Psychology: General* and as associate editor of *Psychological Bulletin*, as well as on the Human Cognition and Perception Panel and the Developmental and Learning Sciences Panel at the National Science Foundation and numerous editorial boards.

She is the author of numerous scholarly chapters and articles on aspects of cognitive development, and the author or editor of three books, including *Making Space: The Development of Spatial Representation and Reasoning* (with Janelle Huttenlocher) published by the MIT Press in 2000. Recent honors include the George Miller Award and the G. Stanley Hall Awards from APA, the Award for Distinguished Service to Psychological Science, also from APA, and the Women in Cognitive Science Mentor Award. She has also been elected to the American Academy of Arts and Sciences and to the Society of Experimental Psychologists.



**John Cacioppo, PhD**  
University of Chicago (IL)  
Loneliness: Human Nature and the  
Need for Social Connection

**August 6–9, 2009**  
**Psi Chi/APA National Convention**  
Toronto, Ontario, Canada

**John Cacioppo, PhD**, is the Tiffany and Margaret Blake Distinguished Service Professor, director of the Center for Cognitive and Social Neuroscience, and director of the Arete Initiative of the Office of the Vice President for Research and National Laboratories at the University of Chicago. Dr. Cacioppo completed his PhD at Ohio State University and served on the faculty at the University of Notre Dame (1977–79), University of Iowa (1979–89), Ohio State University (1989–99), and University of Chicago (1999–present). He also served as the Bijzonder Hoogleraar Sociale Neurowetenschappen (external professor chair in Social Neurosciences) Free University Amsterdam (2003–07), and serves as a guest professor at State Key Laboratory of Cognitive Neuroscience and Learning, Beijing Normal University (2008–10). He is the past-president of the APS (2007–08), and a past-president of the Society for Psychophysiological Research (1992–93), the Society for Consumer Psychology (1989–1990), the Society for Personality and Social Psychology (1995).

He is a recipient of the National Academy of Sciences Troland Research Award (1989), the Society for Psychophysiological Research Distinguished Scientific Award for an Early Career Contribution (1981) and their Award

for Distinguished Scientific Contributions to Psychophysiology (2000), the Society for Personality and Social Psychology Donald Campbell Award for Distinguished Scientific Contributions (2000), the American Psychosomatic Society Patricia R. Barchas Award (2004), the Psi Chi Distinguished Member Award (2006), the APA Distinguished Scientific Contribution Award (2002), an honorary doctorate from Bard College (2004), the Society for Personality and Social Psychology Theoretical Innovation Prize (2008), the Society of Personality and Social Psychology Award in Service to the Discipline (2008), and the APA's Presidential Citation (2008).

He has also served on various boards including the Department of HHS National Advisory Council on Aging and the External Advisory Committee of the Beckman Institute for Advanced Science and Technology at the University of Illinois. He is a fellow of the American Association for the Advancement of Science (1990), Society of Experimental Psychologists, APS (1989), APA (1984), International Organization of Psychophysiology (1987), Society for Personality and Social Psychology (1984), Society of Behavioral Medicine (1998), Academy of Behavioral Medicine (1986), and American Academy of Arts and Sciences (2003).

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

### June 1 | Deadline

Faculty Advisor Research Grant

### June 30 | Deadline

Submissions to qualify for Model Chapter Awards

### October 1 | Deadline

Psi Chi/SuperLab Research Grants

Psi Chi/Thelma Hunt Research Grants

Undergraduate Psychology Research Conference Grants

### November 1 | Deadline

Psi Chi Graduate Research Grants

Psi Chi Undergraduate Research Grants

## Regional Research Awards

Psi Chi congratulates all of the Regional Research Award Winners for 2008-09. Each of the winners listed below received a check for \$300 and a certificate recognizing him or her as one of Psi Chi's award winners.

All Psi Chi members are eligible to compete for these awards each year. All research submitted by a Psi Chi member for presentation at a Psi Chi program at one of the six regional psychological conventions (Eastern, Midwestern, Rocky Mountain, Southeastern, Southwestern, and Western) by a first author who is a student and Psi Chi member, may be considered for an award. The top papers received by the Psi Chi Regional Vice-Presidents are named as winners in each of the regions. The 2008-09 Regional Research winners are listed below.

### Eastern Region

**Monica R. Chenard**, Saint Joseph's College of Maine

**Ashley Costanzo**, Saint Peter's College (NJ)

**Susan M. Danielewicz**, Buffalo State College, SUNY

**Ashley Lauren Eberhart**, Grove City College (PA)

**Terri Lee Finamore**, Slippery Rock University (PA)

**Caralie J. Fox**, Denison University (OH)

**Ivo Gyurovski**, Hampden-Sydney College (VA)

**Paul T. Harrell, III**, University of Maryland, College Park

**William J. Hudenko**, University of Michigan

**Rebecca LoPresti**, Boston University (MA)

**Katy Orchowski**, Allegheny College (PA)

**Tara Eileen Karns**, Saint Vincent College (PA)

**Marley D. Kass**, Seton Hall University (NJ)

**Erika C. Nevins**, Mount St. Mary's University (MD)

**Rachel S. Rubinstein**, Rutgers University, New Brunswick (NJ)

**Laura A. Smith**, Dickinson College (PA)

**Katherine Sura**, Saint Peter's College (NJ)

**Erin Torrence**, Eastern Connecticut State University

**Heather Leigh Tropiano**, University of Scranton (PA)

**Barbara Elizabeth Zjawn**, Rutgers University, New Brunswick (NJ)

### Midwestern Region

**Spencer Campbell**, Augustana College (IL)

**Deidra Eberwein**, Dominican University (IL)

**Jennifer Nicole Ford**, Western Illinois University

**Jaclyn Haag**, Simpson College (IA)

**Jeffery Habenicht**, Andrews University (MI)

**Nova Hinman**, Hope College (MI)

**Nicole Johnson**, John Carroll University (OH)

**Ross Knoll**, Hope College (MI)

**Paul Kramer**, Grinnell College (IA)

**Lisa Platt**, Augustana College (IL)

**Christine Rieger**, John Carroll University (OH)

**Cynthia L. Rogers**, Wright State University (OH)

**Natasha Sedgwick**, University of Wisconsin--River Falls

**Daniel Shore**, Bradley University (IL)

**Kathyn Sorenson**, University of Evansville (IN)

**Valeriya Spektor**, The College of Wooster (OH)

**Anne-Jessica Steed**, Augustana College (IL)

**Amy E. Steffes**, University of Wisconsin--Eau Claire

**Erin Swedish**, University of Toledo (OH)

**Ashley Thompson**, University of Wisconsin--River Falls

**Bianca Trejo**, Southern Illinois University

Edwardsville

**Jessica Warden**, Southern Illinois University

Edwardsville

**Wesley Wayman**, Bradley University (IL)

**Callie Wise**, Missouri Western State University

### Rocky Mountain Region

**Rena Dalman**, Fort Lewis College (CO)

**Sara Festini**, Scripps College (CA)

**Nathan J. Medeiros-Ward**, Calvin College (MI)

**Daneille Marie Sitzman**, Alfred University (NY)

**Sharon Sternberg**, Southern Utah University

**Kimberlee Taylor**, Weber State University (UT)

### Southeastern Region

**Bryan J. Byler**, The Citadel (SC)

**Christopher M. Castille**, Louisiana State University

**Brittney L. Evans**, Lynn University (FL)

**Montana Foss**, Augusta State University (GA)

**Ashley J. Hagee**, Emory & Henry College (VA)

**Nneka Morris**, Hampton University (VA)

**Tyler A. Hassenfeldt**, Clemson University (SC)

**Tiffany M. Latham**, Hampton University (VA)

**Emily M. Ohiser**, Winthrop University (SC)

**Ishabel M. Vicaria**, Stetson University (FL)

**Rhea Ward**, Georgia State University

**Holly N. Yates**, University of Kentucky

### Southwestern Region

**Kevin Scott Aitken**, Oklahoma Baptist University

**Elizabeth Salazar Alexander**, University of St. Thomas (TX)

**Brian G. Broussard**, University of Central Arkansas

**Jessica L. Domino**, Southwestern University (TX)

**John W. Harden**, Stephen F. Austin State

University (TX)

**Jon H. Horry**, Midwestern State University (TX)

**Octavia O. Lowe**, Stephen F. Austin State

University (TX)

**Megan Elizabeth Myers**, Henderson State

University (AR)

**Elizabeth A. Patterson**, University of Central

Arkansas

**Natalie Perez**, University of Texas--Pan American

**Kathryn Rosales**, University of St. Thomas (TX)

**Yan Yang**, University of St. Thomas (TX)

### Western Region

**Janae Ruth Deyoe**, San Diego State University (CA)

**Christina, M. Froese**, Whitworth University (WA)

**Erika N. Garcia**, California State University, Stanislaus

**Devon R. Goss**, University of Portland (OR)

**Cara Noel Holt**, San Diego State University (CA)

**Nicole N. Holland**, Whitworth University (WA)

**Jamie L. Kisse**, Pepperdine University, Seaver College (CA)

**Tina D. Myers**, Eastern Washington University

## Regional Chapter Awards

Psi Chi congratulates the following chapters for winning this year's competition for the Regional Chapter Awards. Listed alphabetically, the 2008-09 winning chapters are as follows:

**Hawai'i Pacific University**  
Western Region

**Winthrop University (SC)**  
Southeastern Region

Regional Chapter Awards are presented annually to chapters in each of Psi Chi's six regions. Within each region, there may be chapter winners in each of the two categories of large schools (over 5,000 students) and of small schools (under 5,000 students). Psi Chi chapters that best achieve Psi Chi's purpose "to encourage, stimulate, and maintain excellence in scholarship of the individual member in all fields, particularly in psychology, and to advance the science of psychology" will be named as winners.

Each winning chapter is presented a check for \$500 and a plaque to display in its department. The awards are intended to perpetuate the chapters, to identify chapters as role models for others, and to promote the purpose of Psi Chi. The criteria for selecting winners are evidence of effective chapter activities for the past 3 years, strict adherence to the application procedures, and creative and effective presentation of application materials.

The deadline for next year's Regional Chapter Award competition is December 1, 2009. Chapters are encouraged to start now to prepare applications for this prestigious Psi Chi award.



## Dr. Robert Youth Wins 2008-09 Denmark National Faculty Advisor Award

Psi Chi congratulates Dr. Robert Youth, psychology professor at Dowling College (NY), for being selected as the winner of the 2008-09 Psi Chi/Florence L. Denmark National Faculty Advisor Award. This prestigious award is presented annually to the one faculty advisor who best achieves Psi Chi's purposes and has made outstanding contributions to the field of psychology at the local, regional, and national levels.

The Denmark Award will be presented at the APA/Psi Chi National Convention being held in Toronto, Ontario, Canada this August. Dr. Youth's deep commitment and enormous involvement with Psi Chi are described in his chapter's letter of nomination.

**Dr. Robert Youth (1942–2009)** was a New York state licensed psychologist who was affiliated with Psi Chi for over 42 years. Earning his PhD from the University of North Carolina at Chapel Hill, he later went on to become a tenured professor of psychology at Dowling College (NY). During this time, his work focused on performance assessment and management.

Dr. Youth was active in his local community. He served as the director of the Long Island Organizational Psychology Institute (LIOPI) and was a former President of the PIO Division of the New York State Psychological Association. In 2004, he helped found the Long Island Psychology Conference. The Dowling College Psi Chi chapter and Dr. Youth were very dedicated to service to the community in the form of food drives. The chapter's Thanksgiving Drive collected over a ton of food in 2008.

Dr. Youth served as an Eastern Regional Vice-President and a National President for Psi Chi. During his service on the Psi Chi National Council, he developed additional programming at regional conferences, initiated food drives as a national service project, and began the Psi Chi National Leadership Conference. He served as a liaison for Psi Chi to the APA Board of Scientific Affairs and the Board of the Society for the Teaching of Psychology.



### 2008-09 Denmark Winner's Letter of Nomination

#### Dear Members of the Florence L. Denmark National Faculty Advisor Award Committee:

The Dowling College Chapter of Psi Chi is honored to nominate Dr. Robert Youth for the Psi Chi/Florence L. Denmark Faculty Advisor Award. Dr. Youth is a dedicated and an enthusiastic advisor who founded three Psi Chi Chapters during his career (Western Carolina University, Mary Baldwin College, VA, and Dowling College). He has served over 36 years as a Psi Chi faculty advisor, and under his mentorship at Dowling College, the Psi Chi Chapter has earned

- campus recognition as Best Club,
- a Psi Chi Eastern Regional Chapter Award, and
- five Psi Chi Model Chapter Awards.

Dr. Youth is excellent at working with students. He promotes and supports their activities and their professional aspirations. Dr. Youth is active at the chapter, campus, regional, and national levels. At Dowling College, Dr. Youth has worked with students to establish enduring traditions. In 1990, Dr. Youth raised funds to establish the Lucien Buck Excellence in Psychology Scholarship, which goes to a senior each year in recognition of superior academic achievement and demonstrated humanitarian concern. In addition, Dr. Youth has guided the development of

- an annual fall psychology/Psi Chi dinner,
- an annual spring psychology/Psi Chi dinner,
- an annual graduate school workshop,
- an annual careers workshop,
- an annual Thanksgiving food drive, and
- regular bi-weekly chapter meetings.

Dr. Youth regularly arranges visits for students and other faculty members to psychology-related facilities. He has arranged for over one hundred psychology professionals to visit Dowling College to speak about various topics. Some of the guest lecturers included Albert Ellis, Virginia Andreoli Mathie, Jesse Purdy, Charles Brewer, Kurt Salzinger, and Flora Schreiber.

Dr. Youth established the Psi Chi Long Island Psychology Conference in 2004. This conference has brought together St. Joseph College, Molloy College, Hofstra University, Long Island University–C.W. Post Campus, SUNY College at Old Westbury, and Dowling College—all located in New York. Both students and faculty coordinate to make the conference successful and 2009 will be the sixth consecutive year this conference has been held. In addition to the campus conference, Dr. Youth regularly takes students to regional conferences such as NEPA and EPA.

Dr. Youth has personally made Psi Chi presentations at conferences such as APA, APS, EPA, NEPA, MPA, and RMPA. He served as the Eastern Regional Vice-President and as the National President. During his tenure on the National Council, he was instrumental in establishing the Psi Chi National Leadership Conference. Dr. Youth also instituted food drives as a national service project in 2003. He served as the Psi Chi representative at the first APA Science Leadership Conference. Dr. Youth also served as liaisons for Psi Chi to the APA Board of Scientific Affairs and to the Board of the Society for the Teaching of Psychology.

Dr. Youth merits being awarded the Psi Chi/Florence Denmark Faculty Advisor Award for

- his long history of promoting Psi Chi's purpose and mission;
- his leadership, mentorship, and service as a role model;
- his tireless dedication to his students both as a teacher and as an advisor;
- his efforts to enrich students' undergraduate experiences; and
- his fostering of continuing professional contacts with current and former students.

## in national organizations

### Membership Increase

The Psi Chi National Council and Psi Chi National Office remain extremely thankful for the time and attention you devote to keeping your chapter running efficiently. Our goal at Psi Chi has always been to encourage those pursuing the study of psychology to excellence in scholarship and advancement of the science of psychology.

In order to continue the numerous benefits of membership, the Psi Chi National Council has approved an increase to the lifetime membership fee. The last increase in membership fees was in 2000. **The new membership fee will be \$45 beginning July 1, 2009.** Membership registrations postmarked after July 1, 2009, that do not include the new membership fee (regardless of induction date listed), will be returned to the chapter for resubmission with the correct fees.

One of the many member benefits is that **all Psi Chi Journal of Undergraduate Research and Eye on Psi Chi PDF downloads are complimentary to all members and chapters.** Simply log in to the Psi Chi website using either your member user name and password or chapter user name and password. If you do not know the user name and password, you may request this information to be emailed to you at [www.psichi.org/SignIn.aspx](http://www.psichi.org/SignIn.aspx)

Another benefit to members is the **Psi Chi Travel Grants** program. This program allows members to apply for **funding to attend a regional convention.** Deadlines and requirements vary by region, so please see your region's information page on the website at [www.psichi.org/Regions/](http://www.psichi.org/Regions/) or contact your Regional Vice-President for more information.

Additionally, some chapters have indicated that they no longer want to receive Psi Chi lapel pins for their new members. In an effort to be fiscally and environmentally responsible, **the Psi Chi National Office will only include the complimentary lapel pins for those chapters that request them.** All other chapters will no longer receive the lapel pins with their membership certificates and cards. So please be sure to indicate if lapel pins are needed for your induction ceremony. This change became effective **April 15.**

Once again, thanks for your dedication to keeping your Psi Chi chapter running efficiently. If we can ever be of assistance at the National Office, please do not hesitate to call or email. Contact information for the office staff can be found at

[www.psichi.org/about/staff.aspx](http://www.psichi.org/about/staff.aspx)

### Discount for Joining National Organization

The Association for Psychological Science (APS) is pleased to give undergraduate student members of Psi Chi a discounted student membership rate of **\$25** (per year). Join now and your membership will be good through the end of 2009. Apply online at

[www.psichi.org/pdf/2009\\_PSI\\_CHI\\_ad.pdf](http://www.psichi.org/pdf/2009_PSI_CHI_ad.pdf)

### Psi Chi is Turning 80

Psi Chi will celebrate its eightieth anniversary on **September 4, 2009.** Dr. Laurie Santos, the faculty advisor for the Yale University (CT) chapter, is hosting a commemoration of this event. If you are interested in attending, please contact [laurie.santos@yale.edu](mailto:laurie.santos@yale.edu)

Psi Chi began from a discussion between Fred Lewis and Edwin Newman in 1927 at the University of Kansas. Both were working on research projects, and Lewis mentioned his displeasure at there being no national student organization for psychology. This led Newman and Lewis to begin a two-year writing campaign to assess if this type of organization was supported. About 1/3 contacted were supportive; about 1/3 were lukewarm, and about 1/3 were opposed. After several preliminary meetings, it was decided that the society would be founded and that the first meeting would occur in 1929 at the next annual meeting of the APA. However, APA canceled its annual meeting in 1929 in lieu of an international meeting of psychologists, The Ninth International Congress of Psychology. This meeting was held at Yale University (CT) and psychologists from 21 countries attended. Psi Chi held its first meeting on September 3, 1929, and the Psi Chi Charter was signed the following day. Representatives from eleven universities signed the charter, and another three signed by proxy. All chapters installed before January 1, 1930, were granted charter member status; so a total of 22 chapters were charter members of Psi Chi. From this beginning, Psi Chi has become the largest student psychological association in the world with nearly **600,000 lifetime members.**

### Funding Available Annually for Research Projects

Does your college or university require you to conduct a senior research project? Are you a graduate student seeking funding for your thesis project? The Psi Chi National Council allots **\$35,000 annually** for the **Psi Chi/Undergraduate Research Grants** program and **\$20,000 annually** for the **Psi Chi/Graduate Research Grants** program. These programs allow the student to submit a six-page project proposal that can receive up to \$1,500 for funding. Applications are submitted electronically and due on **November 1** and **February 1.** More information can be obtained at [www.psichi.org/Awards/](http://www.psichi.org/Awards/) | [email:awards@psichi.org](mailto:awards@psichi.org)

### National Service Projects for 2008-09

Psi Chi congratulates its 1000+ chapters for their participation in service-related projects and encourages all Psi Chi chapters to continue contributing their time, efforts, and skills.

Psi Chi currently supports three avenues for chapter service—**Adopt-A-Shelter, Habitat for Humanity, and Food Drives.** In addition to these three National Service Projects, many other service project options are listed on the Psi Chi website.

[www.psichi.org/chapters/serviceprojects.aspx](http://www.psichi.org/chapters/serviceprojects.aspx)



## in your chapter

### Fall is Coming—Is Your Chapter Ready?

The fall semester always seems to arrive quicker than anticipated. This summer, chapter officers should consider organizing your chapter with the guidance of the chapter's faculty advisor. Scheduling and setting deadlines during this period will allow the chapter to accomplish its goals and have an outstanding year. Here are some things to consider:

- **When will you recruit members for your fall induction ceremony?**

Recruitment often lasts about two weeks. Then your chapter submits the necessary fees and paperwork to the National Office for processing. About three weeks later, the induction ceremony is held. More information about recruiting and inducting members can be found at

[www.psichi.org/chapters/inductmembers.aspx](http://www.psichi.org/chapters/inductmembers.aspx) | email: [amie.hearn@psichi.org](mailto:amie.hearn@psichi.org)

- **What chapter service projects would you like consider for this year?**

Service is a valuable part of the Psi Chi experience. Service can be to the local or campus community. Ideas for service projects can be found at

[www.psichi.org/chapters/serviceprojects.aspx](http://www.psichi.org/chapters/serviceprojects.aspx)

- **For what chapter awards will you submit an application?**

Psi Chi offers awards to recognize both great chapters and chapter leaders. More information about these programs can be found at

[www.psichi.org/Awards/](http://www.psichi.org/Awards/) | email: [awards@psichi.org](mailto:awards@psichi.org)

- **When will your chapter hold officer meetings and chapter meetings for the year?**

Establishing a meeting schedule early allows members and officers to plan appropriately for the year. Commuter campuses have also had success with holding web meetings rather than requiring everyone to be in the same location. Some chapters find the Chapter Member Survey form helpful when attempting to plan meetings and activities for the year. This form can be found at

[www.psichi.org/pdf/membsurv.pdf](http://www.psichi.org/pdf/membsurv.pdf)

At any time, please feel free to contact the Psi Chi National Office with questions about the administration of your chapter. We exist to help each chapter thrive, so questions are welcomed.

email: [psichi@psichi.org](mailto:psichi@psichi.org) | 423-756-2044

### Host a Spring 2010 Research Conference

Some chapters find it difficult to attend their regional psychological conferences due to the location or the expense of travel. Has your chapter considered hosting its own undergraduate research conference? Each year, the Psi Chi National Council designates \$15,000 to help fund spring conferences with the **Psi Chi/Undergraduate Psychology Research Conference Grant** program. To be eligible, the host must:

- have a Psi Chi chapter
- have at least three schools presenting

Each grant can be for up to \$1,000 to pay for speakers, travel, advertising, refreshments, etc. Applications are submitted online on or before **October 1**. Along with the application, the chapter will submit:

- a one-page description of the conference
- a pledge to fulfill the winner responsibilities of the grant

More information about the program can be obtained online at

email: [awards@psichi.org](mailto:awards@psichi.org) | [www.psichi.org/awards/completelist\\_awards.aspx#12](http://www.psichi.org/awards/completelist_awards.aspx#12)

## 2009 calendar

### May 22–25 | APS Convention

- ☐ APS National Convention  
San Francisco, CA

### June 1 | Deadline

- ☐ Faculty Advisor Research Grant

### June 30 | Deadline

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

### July 1 | Deadline

- ☐ Fall 2009 *Eye on Psi Chi* submissions

### August 6–9 | APA Convention

- ☐ Psi Chi/APA National Convention  
Toronto, Ontario, Canada

### September 4 | Anniversary

- ☐ Psi Chi 80th Anniversary

### October 1 | Deadline

- ☐ Psi Chi/SuperLab Research Grants
- ☐ Psi Chi/Thelma Hunt Research Grants
- ☐ Undergraduate Psychology Research Conference Grants
- ☐ Winter 2010 *Eye on Psi Chi* submissions

### October 10 | Deadline

- ☐ Submissions (intent) to  
Southeastern Regional Convention\*

### November 1 | Deadline |

#### Call for Nominations

- ☐ Call for nominations for national officers:  
President-Elect  
Midwestern Regional VP  
Southeastern Regional VP  
Southwestern Regional VP
- ☐ Psi Chi Graduate Research Grants
- ☐ Psi Chi Undergraduate Research Grants

### November 3 | Deadline

- ☐ Submissions to Midwestern Regional Convention\*

### November 15 | Deadline

- ☐ Submissions to Eastern Regional Convention\*
- ☐ Submissions to Western Regional Convention\*

\* TENTATIVE

# Strategies for Promoting Difficult Dialogues in the Classroom

Janis V. Sanchez-Hucles, PhD  
Old Dominion University (VA)





This article describes how difficult dialogues can serve as a viable teaching strategy in the classroom. Increasingly, difficult dialogues have been used to develop positive intergroup discussions, reduce prejudice, promote meaningful inquiry into relations between self and others, and to achieve academic rigor. The difficulties associated with teaching courses using difficult dialogues, how to conduct these courses, explicit and subtle steps to promote difficult dialogues, and potential positive outcomes are discussed.

College and university faculty members are often on the alert for viable teaching strategies. Often these individuals are interested in becoming engaged in difficult dialogues in the classroom because these interactions draw in student responses and generate energy, enthusiasm, and challenging learning experiences. But difficult dialogues also carry risks. What happens if students are afraid to participate? How does a faculty member handle the outspoken student who wants to dominate the dialogue? How do we learn and teach in a manner that exposes participants to an open mindset and a new way of thinking (Sleek, 1998)? Unfortunately, some faculty are so challenged by difficult dialogues that they employ the “ostrich strategy” of avoiding these discussions and practicing denial about important issues and questions in classroom dialogues (Fernandez, 2008).

We know that bringing students and faculty together for a difficult dialogue to discuss what they perceive to be sensitive subjects is both complex and challenging (Zuniga, 1998). Zuniga notes that college students across the United States have been brought together to participate in facilitated dialogues long before then President Clinton requested a national conversation on race and reconciliation as part of his “Initiative on Race” (One America, 1998). In some groupings of difficult dialogues, the quest to develop positive intergroup conversations centers around issues of diversity, conflict, community, and social justice. The focus of these gatherings includes reducing prejudice by examining similarities and differences in experiences, issues of dominance and social justice, promoting meaningful inquiry into relations between self and others, and academic rigor. These courses can be offered as a regular part of the curriculum or as co-curricular activities. The overarching theme mediating these groupings is that sustained and

meaningful intergroup contact, dialogue, and education are necessary to promote healthy, diverse, multicultural communities. Zuniga (1998) highlights the importance of trained facilitators, what these conversations can accomplish, and how to overcome institutional challenges.

Typically, diversity courses are taken by predominantly European American students with few minority members and students of color present (Jackson, 1999). Students’ responses to diversity courses can range from active interest and excitement to anger, silence, avoidance, and passivity (Jackson). Faculty who teach these courses may be White or of color, but they often are without any training in how to conduct an effective discussion that focuses on a sensitive topic. As a result, potential fruitful discussions are actively avoided by participants as “too risky.”

This article will briefly identify the potential difficulties inherent in conducting difficult dialogues. The focus will be on some of the explicit and subtle steps to promote a productive dialogue and some of the positive outcomes that can result. The general goal of these dialogues is to increase positive and decrease negative intergroup behaviors towards all individuals. (Pendry, Driscoll, & Field, 2007). A secondary goal is to examine and learn from group dynamics and processes so that biases can be explored and minimized, values can be explored, and strategies adopted in communication styles to promote understanding (Wilcox and McCray, 2005). Whenever possible, reference will be made to the existing literature in this area but in cases where the literature is silent, the perspectives cited will be those of the author.

### Potential Difficulties

There are several possible difficulties that can impede the process of having a success-

ful difficult dialogue. An initial barrier for many participants is a lack of knowledge about one’s own cultural background. Many individuals are unaware of or uninterested in their cultural antecedents or those of others. A second problem unfolds with the defensive perspective of some European American individuals who state that they are simply “Americans.” These individuals often are unwilling to talk about the various nationalities and ethnic backgrounds that comprise their lineage. By ignoring their own distinctive ethnic backgrounds, majority group members are able to regard their values as “American” and believe that they reflect the universal reality (Nagda & Zuniga, 2003) and other viewpoints can be disregarded. The goal of initial discussions would be to help all individuals recognize that they have a distinct cultural lineage and to begin to help them recognize and appreciate the backgrounds of other majority and minority participants.

Difficult dialogues can occur around a variety of subjects, situations, and individual attributes such as race, culture, gender, ability, or sexual orientation (Young & Davis-Russell, 2001). These dialogues are challenging because they arouse both intellectual and emotional issues for participants. The conversations may lead European American individuals to feel guilty about racial privilege and become sensitive to the possibility of being labeled “racist.” Individuals of color may face stereotyping and become fearful of being treated as representatives for their entire group. The emotional attachments that individuals carry often make a variety of topics difficult to discuss with others for academic debate. In addition, faculty and students can feel a strong sense of personal vulnerability if they do not know what areas of their identity are appropriate for dialogue. For example, they may be unsure if issues such as race, sexual orientation, or religion can be brought up and discussed with candor. Hence, faculty and students alike often find it safer to avoid these discussions.

Another potential challenge for many individuals is that they have never had any training in talking about sensitive topics and in facilitating uncomfortable conversations about these topics. Most individuals will veer away from a topic of conversation that appears likely to result in shame, guilt, discomfort, confrontation, or being labeled or judged. Research confirms that discom-

fort is a likely result of difficult dialogues (Hyde & Ruth, 2002). A survey of graduate students in social work indicated that when students are involved in difficult discussions, they carefully watch, listen, and censor their comments when participating. High self-censorship behavior was related to shyness, unpreparedness, the topic appearing too personal in nature, and large class size. Interestingly, students were less concerned about appearing to be viewed as politically correct, and were less likely to share if the professor had specific ideas of how to think about things. They were more worried about being viewed as “stupid” rather than “racist” or “sexist” and seemed more concerned about what their peers thought about them than their professor (Hyde & Ruth).

Individuals are also reluctant to participate in dialogues that demonstrate the realities of privilege, inequality, bias, and the consequent threats to individuals' sense of self-worth and identity. McIntosh (1988, p. 71) described White privilege as “an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks.” Whereas there are many majority members who are willing to acknowledge that some individuals have tremendous emotional, intellectual, political, or financial disadvantages, they often are not willing to talk about how society privileges those who are White, male, Protestant, heterosexual, able-bodied, and middle-income.

Finally, there is the convenient rationalization that these dialogues are inappropriate to academia because these discussions focus on demographic indicators like race, gender, religion, sexual orientation, ability, and socioeconomic status and these topics are deemed “not academically rigorous.”

Faculty must be aware of these possible barriers to participation and create a classroom climate where cultural differences are made salient and openly discussed. Students can be told in the first class that students are encouraged to share their perspectives and that both similarities and differences among students will be highlighted. Professors should understand and explain that students are often hesitant to talk about how they might differ from others. Frequently, the concept of who faces discrimination is noted but this must be linked to conversations about who enjoys privilege. The faculty member must be aware that she or he should look for potential difficult topics and role

model how to participate in conversations without being fearful of being labeled. A highly accepted strategy is for the faculty member to demonstrate an exercise with a student participant. After the demonstration, the faculty member can ask students to choose one other individual to practice what the teacher and participant just modeled. Goodman (1995) notes that when faculty demonstrate that it is possible to be relaxed and comfortable when discussing difficult topics, it helps to reduce students' anxiety and tension. In this manner, student perspectives can be altered and these conversations will become more attractive and engaging to participants.

Whether or not a difficult dialogue was planned ahead of time as part of a particular lecture, sometimes these events occur. Telltale signs that a challenging conversation is about to develop into a difficult dialogue include: when different viewpoints are made salient in a discussion; identities are challenged; emotions escalate; or individuals step out of their typical classroom roles because they were feeling threatened, disrespected, or dismissed. Faculty must be sensitive to the signs that a difficult dialogue is brewing and stand ready to facilitate the conversation.

### Explicit Strategies to Promote Productive Dialogues

So how can a faculty member be prepared to conduct a productive difficult dialogue? The leader of every potential dialogue should create a safe climate for the discussion, focus on both thoughts and feelings and help participants develop the skills for mindful, whole heart, or active listening (Fernandez, 2008; Young & Davis-Russell, 2002). Faculty must point out that participants are encouraged to try to understand viewpoints by actively listening and understanding diverse perspectives. This active listening involves suspending judgment of content and truly hearing the personal voice and opinion of the speaker. But the outcome is not designed so that all will agree. The goal is that all will listen and understand the diverse viewpoints presented by participants in the discussion. Faculty must be aware of what students may be thinking as well as potential feelings of fear, shame, and exposure. The faculty member also should ensure that participants know what the goals of the discussion are so that conversations will stay on track.

The key to a successful difficult dialogue

is helping participants develop active listening skills. Faculty should discuss active listening with students before engaging them in difficult dialogues. But much of the growth and true understanding of the process of this type of listening will be revealed as a result of student participation in this experience. This is a process of being open and receptive to information and people who we might have viewed as threatening or discomfiting to us. Young and Davis-Russell (2002) noted some basic instructions for listening include focusing on others, practicing nonjudgmentalness, paraphrasing conversations, engaging in gentle inquiry, and maintaining an awareness of one's own internal dialogue and external behavior.

The first step in creating a safe climate is to develop a brief set of ground rules such as speaking only for yourself, refraining from interrupting, respecting different viewpoints, taking turns, not allowing a few people to dominate, and maintaining confidentiality. It is important to create a safe climate because difficult dialogues are inherently uncomfortable due to their focus on topics that we frequently avoid and are reluctant to be honest about. We avoid these conversations because we may feel guilt, embarrassment, conflict, or some other emotion that we do not want to feel.

In order to help students prepare for difficult dialogues, there are several strategies that faculty can use. First, faculty can require students to read about some of the topics that typically engender difficult dialogues. These areas include privilege, European American resistance, the ambivalence of individuals of color, and “chilly climate issues” — such as race, ethnicity, sexual orientation, and gender. Second, faculty can help students process their thoughts and responses to what they are hearing, and faculty can spend necessary time with students to talk about their feelings. Faculty should forewarn students that the conversations that they will be engaging in may precipitate feelings that are reactive, defensive, fleeting, and valuable and should not be minimized or ignored. What the faculty member is trying to convey is that individuals will have different reactions to the pressures of a difficult dialogue and that individuals can gain important self insight by processing these reactions. It is also perfectly acceptable to admit to feelings of anxiety, concern, frustration, and anger and to have these feelings reflected and acknowledged by other



students and the faculty leader. Difficult dialogues are often accompanied by feelings of urgency and crisis for faculty and students, making the acknowledgement of feelings for both parties especially important (Fernandez, 2008).

A demanding task for the faculty member is to manage his or her own cultural biases while helping students manage theirs. The leader must be open, nondefensive, and willing to share feelings of discomfort, doubt, and uncertainty. A frequent challenge in these discussions is differentiating opinions from facts and acknowledging the complexity of the conversation. One of the key characteristics in difficult dialogues is that participants have different opinions. The facilitator must point out to participants that the goal of the discussion is to air a variety of perspectives respectfully but that it is unlikely that all will come to a consensus. All of this must be done in an environment of relative safety and inclusion.

In order to be effective, it is critical that faculty or group leaders receive training. In 1998, there was recognition of this need for training and over 100 participants met at the University of Michigan to develop the conceptual and practical skills for implementing intergroup dialogues (Zuniga, 1998). Currently, many campuses provide training to their own staff. This training may be offered by the Equal Employment/Affirmative Action Office, clinical faculty, or counseling departments. Frequently, the decision is made to institute diversity training and/or difficult dialogue training because of incidents of insensitivity by faculty, staff, or students. The training can be developed to focus on the issues of concern but generally the focus is on providing human relations skills with diverse populations. These individuals need to understand themselves within a system of dominance and oppression; be able to develop agendas; handle challenging intra- and intergroup dynamics; be skillful in facilitating conflict, discussions, experiential activities, and community building; and be sensitive to individual histories of oppression. Training needs to equip group leaders with strong skills in helping them to understand and manage student emotions in classroom interactions and providing effective interventions to decrease the resistance of participants and increase opportunities for learning (Vaughn, 2002). Clearly some faculty will enthusiastically participate in this

training. There are other faculty, however, who will be uncomfortable with leading discussions that might develop into difficult dialogues. It is important for faculty to have this information about themselves so that they can either facilitate difficult dialogues or avoid them.

### Subtle Strategies to Promote Productive Dialogues

Faculty members often ignore a statement or question that could launch a difficult dialogue. This occurs when faculty feel unprepared to cope with the challenges of a heated discussion. Another path taken by optimistic faculty is thinking they can handle a difficult dialogue, but when one develops, they find themselves unprepared. It is vital for faculty to note that an important issue has been raised and to wonder aloud if there is sufficient time to continue the discussion. If there is not enough time to devote to a difficult topic, a specific plan should be developed for a subsequent discussion.

Once the decision to proceed with a difficult dialogue is accomplished, we can expect several outcomes. First, we can anticipate resistance, tension, and discomfort. The majority of students are often intrigued by both active participation and watching others, but do not want to risk embarrassment or scorn by stating something that is politically incorrect.

Some students are prepared to jump right in and assert their strongly-held opinions. When coping with this type of student, it is important not to reinforce these students by calling on them and giving them extended time to participate so that they will feel included. Giving these students extended time to air their opinions may cause other students to view them as privileged. It is also important to be sensitive to and challenge the unintentional slights many students direct at each other instead of ignoring them. Faculty must declare that the classroom is not a democracy where students can say whatever they wish, and that expressions of prejudice are unacceptable. They also must be alert to subtle uses of power when individuals choose to dominate discussion times. The facilitator can mandate that comments be made directly to him or her, even when they refer to other participants. By directing comments to the facilitator rather than to another student, an intermediary is used and the possibility of escalating

emotions is decreased.

It is critical that faculty help marginalized individuals find and maintain their voice. Often faculty can use different types of activities such as dividing the class into small groups or asking students to choose one other classmate as a partner. The faculty leaders should always be on the alert for productive and effective behaviors and reinforce these actions.

It is also important for faculty leaders to be fully cognizant of the role that they are playing. As they facilitate difficult dialogues, faculty become targets for projections of anger, shame, and discomfort and these reactions often feel more intense if faculty members are of minority status themselves, although this issue has not been discussed in the literature. Personal experiences of facilitators and those of colleagues often shape responses to verbal attacks. If a participant attacks, the question can simply be asked: "What makes you think that?" This query usually makes individuals reflect on the intellectual and emotional content of their response, and typically there is a backing away from the implied challenge to the authority of the facilitator. If the participant does not back down, the facilitator can call for a five minute break and use this time to talk to the student. A key factor is for the facilitator to stay calm and to let the participant know that he or she is not following the agreed-upon rules for the dialogue.

### What are Potential Positive Outcomes?

Given the risks inherent in conducting difficult dialogues, why would a faculty member want to conduct them? The explanation is simple: Difficult dialogues can be one of the most effective teaching strategies that faculty have in their teaching portfolio, one that helps students truly learn the material presented (Zuniga, 1998). These dialogues increase faculty and student skills in exploring potentially sensitive topics. These skills are strengthened each time faculty and students use a positive approach to keep the dialogue going, even if difficult. This happens when individuals feel that they can ask questions typically deemed taboo, share feelings and thoughts, expose limited experiences, disagree, and ask hard questions. Through this process, participants have the opportunity to learn and think deeply about the complexities of social identity and group relationships, and that individuals from different groups may not fit their

preconceptions (Zuniga, 1998).

Further, these conversations heighten students' appreciation of cultural, emotional, and intellectual differences while broadening their perspectives. As students venture into these discussions, they will show an increased willingness to self-disclose, be vulnerable, take risks, and initiate behaviors to learn about others. They can begin to deconstruct stereotypes, overcome prejudices, question what they hear, and develop relationships with different types of people. Students learn how narrow worldviews limit them, and that there are diverse ways of thinking, being, and doing (Goodman, 2001).

One of the most important learning experiences can come from student observations of the teacher who is leading the discussion. It is vital for leaders to be comfortable about sharing their discomfort, admitting to confusion and conflicting thoughts and feelings, and acknowledging that easy answers are not to be found. Faculty who are well-trained to lead difficult dialogues can have a transformative impact on their students. These faculty leaders demonstrate the importance of self-awareness and the reality that personal dialogues may be challenging but they can also be enormously rewarding. A series of studies demonstrate that when college students interact with diverse peers they show greater openness to different perspectives and a willingness to challenge their own beliefs (Pascarella, Edison, Nora, Hagedorn, & Terenzini, 1996), more frequent discussion of complex social issues (Springer, 1995), and increases in cultural knowledge and understanding, leadership abilities, and commitment to promoting racial understanding (Milem, 1994; Hurtado, 2000; Antonio, 1998). What is so instructive for students is that these faculty leaders typically struggle with the same issues as their students.

This article has focused on the general use of difficult dialogues in the classroom but these strategies work well with typical content courses as well. Bronstein and Quina (2003), in their edited volume, *Teaching Gender and Multicultural Awareness: Resources for the Psychology Classroom*, present articles that infuse gender and multiculturalism into basic courses such as introductory psychology, abnormal, developmental, health psychology, and the psychology of women. Authors in this volume cite many instances of engaging students in discussions of child rearing, gender

role socialization, gender and ethnic identity development, communication, abnormal functioning, and clinical psychology to help explain major theories and to give students thoughts to ponder outside of the classroom. Boatright and Little (2003) highlight how a dialogue on female circumcision caused a male African student to feel anger about his culture receiving such controversial feedback from an American audience. When this student asked his grandfather about the practice, he was upset to learn that female circumcision persisted. The student reported to his classmates the response of his grandfather. The variety of emotions experienced by the student will likely make this topic difficult for classmates to forget.

Bronstein and Quina (2003) also include sections in their book that focus on courses that highlight cultural, ethnic, and gender issues in specific populations such as ethnic cultural groups, disability, aging, lesbian, gay, bisexual, transgender, and intersex issues, and the psychology of men and women.

## Conclusions

To summarize, having well-trained faculty leading difficult dialogues in the classroom can be a richly rewarding exercise with benefits for both faculty and students in learning to listen to and express opinions. As college classrooms become more diverse, classrooms may more often become the setting for difficult dialogues. By participating in them, faculty and students can gain a greater appreciation of complexity (Springer, 1995), cultural knowledge (Milem 1994), leadership (Hurtado, 2000) and the promotion of racial understanding (Antonio, 1998). Difficult dialogues are challenging but they offer excellent rewards for faculty and students who are interested in becoming full participants in our increasingly diverse society.

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Dr. Sanchez is the author of numerous book chapters, journal articles, and two books: *The First Session With African Americans: A Step-by-Step Guide*, and coauthor of *Women and Leadership: Transforming Visions and Diverse Voices*.



# Organizing Your Personal Statement:

## An Outline to Get You Started

Merry J. Sleight, PhD  
Winthrop University (SC)

One of the biggest challenges when applying to graduate school is writing the personal statement, particularly given that the personal statement is one of the most important criteria for graduate admission (Norcross, Kohout, & Wicherski, 2006). Applicants have a restricted amount of space to describe their past accomplishments, future plans, and interest in a particular graduate program. Despite impressive credentials and experiences, students often don't know how to get started. As suggested below, getting started can begin with organizing the information that needs to go into your personal statement.

### Opening Paragraph: 4-6 sentences

The selection committee will read many personal statements each year, and the majority of these statements start in a similar fashion. Students tend to describe themselves in terms of their academic work, high level of motivation, or desire to help others. Because these characteristics are common among applicants, they will not distinguish you as an individual. I must admit that when I had the opportunity to review graduate applicants, it was challenging to remember which details of the many applications went with which individual.

Think of the opening paragraph as an opportunity for you to paint a "mental picture" of yourself for your readers. Identify something about you or your experiences that make you unique and well-suited for graduate training—a fact that illustrates the type of person you are. Incorporate this element into the opening paragraph. Your goal is for the committee to be interested enough in the information to retain it and use it as a central point around which to organize the other details in your packet and to help them remember you. For example, you might have

traveled extensively, been raised in a foster home, led a service project in your community, paid for your own college education, overcome a physical challenge, survived a great loss, or double-majored. Be thoughtful about the mental picture that you choose; you do not want to invoke pity, raise a red flag, or create a complicated self-portrait. Keep the paragraph short and focused, four to six sentences in length. The point is to help the selection committee see you as a person, not just another folder.

### TIPS

- Keep this section short and organized. Your goal is to briefly introduce yourself.
- You have a limited amount of space, so avoid stating ideas that your readers already know (e.g., "I love learning about psychology" or "I want to get a graduate degree in psychology so that I can continue to learn about why people do the things they do"). Your application to a psychology graduate program is evidence that you enjoy the field of psychology and would like to obtain a graduate degree.
- Don't begin your statement with a quotation unless it is impossible to express the idea better.
- First impressions matter, so take the time to create a strong opening. Good writing is a process, requiring feedback and multiple drafts.
- You might choose to write this section last. Put together the rest of the paper, and then think about the overall image you would like to present to introduce yourself and the upcoming credentials.
- Read Osborne (1996), and Appleby and Appleby (2007) for advice about how

to appropriately incorporate personal information into your statement.

### Academic Accomplishments: 5-7 sentences

You might choose to have a second paragraph that emphasizes aspects of your academic work. Many students make the mistake of repeating information that can be found elsewhere in the application. Remember, the selection committee will have your transcript, GPA, and GRE score. You do not need to repeat this information unless repeating it serves a purpose. For example, if you want to address why your GRE score does not represent your ability or how your grades dramatically improved after your first year, this paragraph might be the ideal place to do so. Otherwise, use this paragraph to expand on, or supplement, the information you have already provided.

As you write about the work you have done in college, link the activities to skills and qualities that you possess. Avoid simply listing activities you have done or classes you have taken. Such lists do not tell the reader much beyond the fact that you stayed busy. Similarly, don't list a series of adjectives that you feel describe you. Instead, offer evidence that leads the reader to conclude that those adjectives fit you. For example, you could explain that you intentionally selected challenging coursework because you are willing to work hard and are motivated to learn. You might reveal that you worked full-time while maintaining a high GPA to show that you have good time management skills and the ability to multi-task. This presentation is more effective than simply writing something like, "I am willing to work hard, am motivated to learn, and have good time management skills."

## TIPS

- Share your accomplishments honestly, but maintain a humble tone. You may be competing against other applicants who have a higher GPA or stronger GRE scores than you.
- Quantify your accomplishments when possible. For example, provide your class rank (e.g., 15 out of 475; top 10%) rather than making vague statements such as “high GPA” or “top student.”
- Feel free to share activities not directly related to your field, especially if they reveal positive aspects of who you are.
- Be specific. “I helped our Psi Chi officers organize a book drive for a local children’s shelter” is more informative than “I was an active member of Psi Chi.”
- See Appleby (2003) for an examination of transcript features that may need to be addressed in a personal statement.
- Start concentrating on writing smooth transition sentences to start each paragraph. Show the reader how this paragraph logically follows the preceding one. Your reader should understand your overall organization as well as the main idea of each paragraph.

## Research Experience: 5-8 sentences

Most graduate programs include a research component and research experience as an important factor in admission decisions (Collins, 2001; Norcross, et al., 2006). Thus, documenting your research experiences can be a critical aspect of your application. The term “research experience” can include a range of participation from entering data to publishing independent work. You need to be specific about the research skills you have acquired. “I worked in a child development lab during my senior year” needs additional details such as, “I was responsible for greeting parents, explaining informed consent, and videotaping parent-baby conversations.” Graduate programs appreciate students who understand and are prepared for research training—from the mundane to the more challenging aspects. Thus, even limited exposure to research may be useful to include in this paragraph.

You also can use this paragraph to share your other relevant characteristics. For example, let the reader know if you took the

initiative to create a research opportunity or were given additional laboratory responsibilities as a result of your efforts. Make sure to quantify the length and/or level of participation. Working in a laboratory for three semesters reveals a higher level of commitment and perseverance than one semester of effort. As you focus on your research experience, make sure to share credit where it is due. Your selection committee includes faculty who will serve as research mentors for incoming students and will appreciate a student who respects the lab team and faculty advisor.

## TIPS

- Keep in mind that you will be conveying your attitude toward research alongside your research experiences. Be thoughtful about the attitude you want to express (e.g., Do you work well independently? Are you a strong team player?).
- Your research experience does not have to directly relate to your field of interest in graduate school, as many research skills are transferable.
- Don’t forget to include research-related activities, such as applying for grants, receiving travel funding for a conference, or being nominated for an award.

## Employment/Volunteer Work/ Clinical Experience: 5-8 sentences

Graduate programs invest a great deal of time and money in their students; therefore, selection committees want to choose students who are knowledgeable about and prepared for training. Each program might place its training emphasis in a slightly different area. You need to think about each program to which you are applying and identify the qualities that are desired by that program. For example, if you are applying to an industrial/organizational program, the school is likely to be interested in any statistical skills, legal training, or management experience you have. If you are applying to a clinical program, the school will want applicants who understand issues such as confidentiality, professional boundaries, and mirroring. Being able to identify these qualities demonstrates to the program that you are knowledgeable about the training they provide.

After you have identified the qualities desired by your program, carefully consider

how your work, either paid or volunteer, has helped you develop these skills and an awareness of the issues related to your field of interest (see Appleby, Keenan, & Mauer, 1999, for a list of characteristics valued by graduate programs). You may not have direct experience in your field of interest, so think broadly about how the work you have done translates to graduate training. Perhaps you held a position which required you to do public speaking; those speeches may have helped you develop an awareness of your audience, an ability to communicate complex ideas in an accessible fashion, develop rapport with a diverse group of people, project a professional demeanor, or showcase technological savvy. Write about the aspects that are most relevant to the degree you are seeking. When possible, clarify to the selection committee how your capabilities will benefit you and your program during graduate training.

Graduate committees recognize that the skills you can acquire as an undergraduate are limited, so don’t exaggerate what you have done. The committee is looking for students who have a good foundation on which to build during graduate school. They are not seeking applicants who believe they have already mastered the necessary skills. Instead of phrasing an idea as “Because of my exceptional people skills, I was asked to do intake interviews for new clients,” you might want to use, “Handling the intake interviews for new clients challenged me to build rapport with a variety of personalities and strengthened my time management skills.” Show humility and a willingness to learn.

## TIPS

- Avoid using local abbreviations or jargon that will be unfamiliar to your committee. Use the full name of places where you have worked or positions you have held (e.g., Mount Holly Juvenile Detention and Attention Center vs. Attention Center; Resident Counselor vs. R.C.).
- Look for overall strengths as well as specific skills. If you are involved in a wide range of activities, emphasize the breadth of your experiences. If you have devoted yourself to a particular cause, emphasize depth and commitment.
- Read Landrum (2002) for a variety of activities that prepare students for graduate training and Khemlani (2008)



for suggestions about how to consider your personal statement from the perspective of your readers.

### Future Plans/Goodness-of-Fit:

#### 6-9 sentences:

Typically, graduate programs will ask you to state your future plans. This paragraph allows you to describe your goals and explain how you are a good fit for a particular graduate program. In order to explain fit, you need to investigate each program to which you are applying. If you have done your homework, then you will have picked each program because it has characteristics that appeal to you. Show the selection committee that you are familiar with these characteristics, and that these characteristics are a good match with your career goals. Selection committees will not be impressed with over-the-top flattery that praises features that apply to most graduate programs (e.g., “I would love to learn from your very accomplished faculty”). Instead, consider unique elements that attracted you to that specific program. Perhaps the location of the program will afford you a professional experience that you would not get otherwise. Perhaps the program’s heavy focus on practical experience matches your future goals. Perhaps your interests match the program’s specialization. Reveal your familiarity with the program and closely tie those facts to your career goals. You want to explain how the program meets your training needs and how you are a good fit for the structure of that specific program.

Some schools will ask you to mention specific faculty members whose expertise matches your current interests. If asked, a good rule of thumb is to mention two or three faculty members with similar research programs. Demonstrate that you are familiar with their expertise while avoiding excessive name-dropping or flattery. “My current interests match most closely with Dr. Susan Doe’s work with fetal alcohol exposure in rats” is preferable to “I am impressed with Dr. Susan Doe’s many publications in prestigious journals dealing with rats and alcohol.” Mentioning more than one faculty member is useful, as individual faculty members may retire, move, go on sabbatical, or have full labs. Although you may have very defined interests, be careful about seeming narrow or close-minded. Just as you may have changed majors in college, it is possible

that your research/training focus may shift slightly in graduate school.

#### TIPS

- Avoid writing a generic paragraph and using it for every program to which you apply. The selection committee easily will identify this strategy. If you can’t figure out what is special about the program, then why apply?
- Have plans for your future with defined interests. Recent research suggests that successful versus unsuccessful statements are more likely to emphasize the applicant’s identity as a young scientist, rather than primarily focusing on the applicant’s past accomplishments (Brown, 2004).
- Have realistic plans for your future. For example, it is unlikely that you will open a private practice in clinical psychology immediately following graduation. You do not want the selection committee to perceive you as naïve and/or unprepared.
- Read Birchmeier, Shore, and McCormick (2008) and Dirlam (1998) for information about identifying the characteristics of graduate programs and assessing your fit.

### Concluding Paragraph: 4-5 sentences

If you have done your job, the selection committee should have a clear idea of who you are and what you would bring to their program by this point in the paper. Thus, your goal for the last paragraph is to close the paper on a strong note. One option is to return to the original picture that you painted in the opening paragraph. Reference the idea again as a bookend, connecting the imagery at the end of the paper to the imagery that opened the paper. This reminder helps package all of the information in the body of the paper around a central idea of who you are.

This paragraph also affords you the opportunity to express your willingness to meet with the selection committee and/or provide them with additional information. Show enthusiasm about the possibility of being accepted to the program, but don’t write as though your acceptance is guaranteed. “I would welcome the opportunity to express my interest in your program in person” is better than “I look forward to being a graduate student in your program” or “I will work very hard in your graduate program.”

This paragraph is your last chance to make a lasting impression.

#### TIPS

- Stay short and focused. The last paragraph is not the place to insert important, new information.
- Seek feedback from professors once your paper is written. Your paper ultimately needs to reflect you; however, you should consider the input from multiple reviewers.
- Revise, revise, and revise. Good writing is a process that takes time. Many students submit the first or second draft of their personal statement; revising beyond that might just give you a competitive edge.

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

## Submission deadlines\*

Fall: July 1  
Winter: October 1  
Spring: December 15  
Summer: March 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 National Office at [eye@psichi.org](mailto:eye@psichi.org).
- Write your report in the third person rather than the first person (e.g., "the chapter sponsored" vs. "we sponsored").
- Include full names, degrees, and titles of speakers/leaders, their institutions, and their topics.
- Report chapter events such as: discussions, lectures, meetings, socials, fundraising events, conventions, field trips, and honors received by students, faculty members, and/or the chapter.
- Report attempted solutions to chapter problems—those that were effective and those not so effective.
- Color photos are welcomed; the number of photos per chapter is limited to two per issue. Include accurate, typed captions. Photos may be mailed (include a self-addressed, stamped envelope for returned photos) or emailed to [psichi@psichi.org](mailto:psichi@psichi.org). For digital photos, email only high-quality resolution images (600K) using a 5-or-higher megapixel camera. Do not send digital printouts from a photo quality printer.
- Photographs and chapter reports submitted to *Eye on Psi Chi* may be featured on our website ([www.psichi.org](http://www.psichi.org)).

## ABBREVIATIONS:

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

# East

## Caldwell College (NJ)

The Psi Chi chapter, in conjunction with the Psychology Club, attended the EPA Convention in Pittsburgh, PA, on March 6-8. The advisor of the chapter, Dr. Luciane Pereira-Pasarin, presented a poster at the conference. The chapter and Psychology Club hosted a series of fundraisers to raise money for the conference and informal activities. In addition, the chapter and club sponsored two workshops in which students discussed research findings about the psychology of love and emotions.

## Fordham University at Lincoln Center (NY)

The chapter began another active spring semester with several diverse activities—many of these in concert with other groups like the dynamic Fordham Psychology Association headed by Christina Bartel (president). Yael Nitkin-Kaner offered two practical workshops for students on "Time Management" and "Eating Healthy." Yorick Ser gave a workshop on new e-campus software. Rivka Bertisch Meir offered a Saint Valentine's Day workshop on "Love and Healthy Relationships." Alexander Cloarec collaborated with the Counseling Center on Anxiety Screening Day, and later welcomed a meeting of the NYSPA Aging Division. Martha Sidleski (Columbia University) lectured on "Cognitive Psychology." On February 12, 100 people participated in a forum on "Guardian Angels: The First 30 Years," where a panel of six experts headed by Curtis Sliwa (president) spoke on the 30th anniversary of the citizen self-help group he formed in 1979, which now has chapters in 140 cities in 12 nations. On March 12, 75 people heard nine experts address a public forum on "Remembering Kitty Genovese: 45 Years Later." These included Christina Bartel (Fordham), Kathleen Koltko-Rivera (Fordham), Marcia M. Gallo, PhD (University of Nevada-Las Vegas), Joseph DeMay, Esq. ([www.kewgardenshistory.com](http://www.kewgardenshistory.com)), Arnaldo Salinas (Guardian Angels), Charles E. Skoller, Esq. (author, *Twisted Confessions*), Harold Takooshian, PhD (Fordham), Andrew A. Karmen, PhD (John Jay College), and William Genovese (Kitty's brother).

## Fordham University at Rose Hill (NY)

The chapter met often to plan an active spring 2009 semester, as this year marks the 75th anniversary of the historic Fordham Psychology Department. The chapter's dynamic team of officers, headed by Chelsea Gloth (president), submitted a detailed 21-page budget but, like many of Fordham's 90 clubs, it was allocated a meager \$64 without

explanation by the Student Activities office for its spring programs. This trend prompted a revealing investigation of Student Activities by Robert Pergament and the student editors of the *Ram*, Fordham's award-winning newspaper. On February 11, the chapter had a guided tour of the department's historic psychology lab, led by Professor James MacDonald. On March 4, Damian Crocavera of Young Adults Institute spoke about careers in helping special needs children and adults.

## Gordon-Conwell at South Hamilton (MA)

The Psi Chi chapter celebrated its 15th year in 2009. The officers began the year with a goal of hosting at least one meaningful event in each of the following three categories: a social evening for the department, an enriching academic seminar for students, and a service event to benefit the outside community. In September, the entire counseling department enjoyed a potluck dinner in a professor's home. In November, a group of students gleaned from the workshop "Counseling Conversations That Transform Hearts" led by Mark C. Good, PhD. In early March, the three Psi Chi officers—Melonie Letaw (secretary), Tim Van Rheenen (vice-president), and Rebekah Good (president)—along with a group of students, walked through the neighborhood inviting neighbors to donate canned goods or nonperishable food items for a local food pantry. Additionally, the chapter has enjoyed hosting biweekly lunch discussions for counseling students, some of which are formal (i.e., a student presented trauma counseling work she has done with Liberian refugees) and other conversations are informal and useful for building relationships.

## Kutztown University (PA)

The chapter of Psi Chi won a Model Chapter Award for the 2007-08 year. During 2008-09, the chapter applied for the Psi Chi Website Design Award for their updated website created by Lori Wetzel (treasurer). A fundraising bake sale, held on September 23, has become an annual event, along with the organization of a student-faculty social. Money from the bake sale was used to sponsor Dr. Patricia Grigson (Penn State University) who presented "Natural Rewards vs. Drug Abuse" at the chapter's 5th Annual Psychology Research Conference. During the social on October 9, psychology students were able to get to know their professors in an informal manner while playing the Guessing Game.

On October 23, Drs. Helen Hamlet and Matthew Heinly (Kutztown University) gave an informational presentation to psychology majors

about school psychology and applying to graduate schools. The chapter promoted member participation in a volunteer experience at the Reading Museum Arboretum in Reading, PA, on November 16. Although the weather was not favorable, members helped in the annual fall clean up of the museum grounds. The chapter sponsored a trip on November 22 to the 2nd Annual Neuroscience Day at Hershey Medical Center, hosted by the Central Pennsylvania Chapter of the Society for Neuroscience. On February 28, members and psychology faculty also served as volunteer judges for the Pennsylvania Junior Academy of Science.

## Lafayette College (PA)

The chapter organized the Psi Chi Teaching Psychology day at the Easton Area High School in Easton, PA, in October. Teams of students discussed psychology as a scientific discipline with five sections of psychology classes throughout the day. Members of Psi Chi volunteered as student teachers to work with the AP psychology classes at Easton Area High School. Psi Chi members created an interactive and engaging presentation that described what it was like to be a psychology major at Lafayette. There was information about the different courses available in psychology, the types of material studied, and special opportunities available to psychology majors, such as conducting research with professors. The presentation also covered what career paths and opportunities are available to psychology majors after graduation. The students were particularly intrigued by the Left Brain or Right Brain Quiz that was included in the presentation. The student teachers main goal was to show that psychology is fun and can be applied to many different aspects of everyday life.

The students really gave their full attention to the material in the presentation and asked some insightful questions, including how the student teachers became interested in studying psychology, and what they plan to do with a psychology major. Many of these students were seniors in high school who will be attending college next year. These students definitely benefited from the information, advice, and personal anecdotes provided by the Psi Chi members. Some students even told Psi Chi members afterward that they were thinking about majoring in psychology. This event was a great way for Psi Chi members to actively participate and share their enthusiasm for psychology with others. Psi Chi plans to organize another Psi Chi Teaching Day at the high school next semester. This event was really well received and a great experience for everyone.





The Psi Chi Chapter of **Caldwell College (NJ)** at EPA 2009; from left: Dr. Luciane Pereira-Pasarin (advisor), Vanessa Treus, Joseph Matthews, Stephane Louis, Ma'Isah Bohannon and Carly Dotoli.

#### Lehman College, CUNY

The chapter celebrated the end of a busy fall semester with an end of semester party. Lucy Messerschmidt (president), Letricia Brown, and Vincent Prohaska (Psi Chi National Past-President) represented the chapter at the Psi Chi National Leadership Conference. The chapter has continued to work on its strategic plan. During the spring semester, the chapter continued to hold bake sales as chapter fundraisers. Funds were used to send five chapter members to EPA in Pittsburgh. Three members—Zenaïda Bough, Alaysha Germosen, and Lucy Messerschmidt—presented posters at the conference.

#### Pennsylvania State University Lehigh Valley

The chapter began a very busy year with a bang. Every month was filled with exciting activities sponsored by the chapter. To begin, the chapter sponsored an All Majors Meeting in which all those currently enrolled, wanting to be enrolled, or those vaguely interested in psychology as a major were welcomed to attend. The chapter sponsored lunch consisted of pizza and soda. Drs. Peter Behrens, David Livert, and Kevin Kelly shared with those present the requirements for the major. The Psi Chi officers introduced themselves and proceeded to conduct a trivia game with candy as the prize for correct answers. The chapter also sponsored a GRE preparation seminar, open to the whole campus, for those interested in attending graduate school. Lunch was offered and

those in attendance received advice from Jessica Kirkwood (head coordinator of Career Internship Services of Penn State Lehigh Valley). Participants also listened to and had the opportunity to ask questions of Dawn Horvath (representative from Kaplan) about how best to prepare for graduate school. Both meetings were well attended.

The chapter, interested in growing its ranks, quickly recognized three new members qualified for membership and extended invitations in which they accepted. The chapter ran an ornament sale as fundraiser before break, and after, sponsored an information table in the atrium with free coffee and cookies after the break to once again introduce the major to students.

#### Slippery Rock University (PA)

The chapter of Psi Chi had a very busy spring semester. Members had a welcome back party to celebrate being back to school after the holiday break. The chapter participated in several service projects. One of its annual service projects involved its members volunteering to serve as judges for the Pennsylvania Junior Academy of Science, a regional science fair featuring junior and senior high school students. Members also continued to volunteer their time with severely mentally ill consumers at a community drop-in center. The chapter adopted a section of a nearby highway, which it will be responsible for cleaning up several times a year. Plans for the near future include participating in their campus' annual



Officers of **Fordham University—Rose Hill (NY) Chapter** at a planning meeting for their spring activities.



On March 12, Attorney Joseph DeMay describes Kitty Genovese and her Kew Gardens neighborhood to chapter members of **Fordham University—Lincoln Center (NY)**.



## Chapter Activities



Chapter members of **Lehman College, CUNY**, at EPA; *from left*: Mary Sanchez (vice-president), Alaysha Germosen, Zenaida Bough, Sorangie Vasquez (vice-president), Lucy Messerschmidt (president).

Dr. Kate Marsland and chapter officers from **Southern Connecticut State University** takes a minute for a photo during their planning for the spring semester.



The **University of Wisconsin-La Crosse** Chapter inducted two Psych Club officers into Psi Chi along with 53 other students; *from left*: Emilie Ratter (vice-president), Tom Jubert (treasurer), Cassie Riccioli (president), Kristin Farrington (treasurer, Psych Club), and Jonathan Ringdahl (president, Psych Club).



Members of the **Wartburg College (IA)** Psi Chi Chapter and Psychology Club show off Valentine's Day cards created for the residents at Bartels Lutheran Retirement Community in Waverly (IA).



**Nova Southeastern University (FL)** Psi Chi Chapter hosted a Meet the Faculty event. Pictured, *from left*, are Victoria Lafferty (treasurer), Laxmi Lalwani (alumna), Christi O'Neill (president), Randy Denis (vice-president), Dana Grubert (historian), Sabrina Smith (secretary), and Weylin Sternglanz, PhD (faculty advisor).

Relay for Life event in which members planned and fundraised, as well as having a formal induction ceremony for their new members. A guest speaker, Dr. Kirk Lunnen, talked to students and faculty on "Critical Incident Stress Management," and members helped fund another guest speaker, Johanna Kandell, who talked about her experiences with eating disorders. Lastly, to raise money for the chapter, members asked for donations at a local Wal-Mart. The chapter had a busy year and look forward to carrying over many of its projects and traditions next year.

### Southern Connecticut State University

The start of the 2009 spring semester has been an exciting one for the Psi Chi chapter. After returning home from Psi Chi's 2009 National Leadership Conference (NLC) in Nashville, TN, the Psi Chi officers met for an official Psi Chi Leadership Retreat at Dr. Kate Marsland's (advisor) home. At this retreat, Dr. Dina Moore (advisor), Sarah Block (president), Whitney Lavery (treasurer), and Katie Fusco (secretary) met and mapped out their goals for the upcoming spring semester. They then enjoyed a wonderfully cooked meal to finish off their busy night of planning. The chapter took part in the Psi Chi National Election for the incoming Psi Chi President-Elect, as well as the two proposed amendments to the Psi Chi Constitution during one of its meetings.

On March 5, officers of the chapter traveled to Pittsburgh, PA, for the EPA Convention. At EPA, Dr. Kate Marsland and Sarah Block, along with Psi Chi President-Elect Dr. Alvin Wang, presented "Applying Leadership to Student Success: Feedback on Psi Chi's 2nd Biennial National Leadership Conference." They split the attendees into groups and did their own strategic planning sessions using an actual case study from the NLC. This was a terrific way in helping other chapters learn leadership, problem solving, and planning skills. At EPA, Dr. Marsland was also awarded a plaque in honor of her hard work and role on the committee that helped plan the NLC! Congratulations, Dr. Marsland! The chapter officers created binders that will be passed on to incoming officers for next year. These binders include all sorts of helpful information to assist in the training of the new officers. Information the officers added was officer roles, planning strategies, problem-solving strategies, fundraising techniques, and how to go about hosting an event/fundraiser on campus. The chapter hopes these binders will be useful for the future leaders of the chapter. The chapter also started a five-year strategic planning system to try to ensure the improvement,



progress, and growth of the chapter. The chapter's first task was to create the necessary elements of this strategic planning.

#### University of Hartford (CT)

The Psi Chi chapter had a very productive academic year. This year's officers set out to make Psi Chi a more active group than it has been in the past. Their hard work and dedication paid off! The talk, "How to be a Successful Applicant to Doctoral and Master's Programs in Psychology and Related Fields," was a great way to start the fall semester. Dr. Len Milling spoke about all the different disciplines in graduate school for psychology, social work, and marriage and family therapy. The chapter also participated in a Society for Industrial and Organizational Psychology (SIOP) webinar: "Graduate School and Careers in I/O Psychology" in October. There was a live panelist to answer all of the member's questions. Two graduate students from the program at University of Hartford spoke about their experiences in choosing their field and the steps they took to apply to graduate school. The chapter members went on a fun trip to Lake Compounce where they enjoyed a haunted trail and a night full of frights. In the fall, the chapter inducted 16 new members. In January, Marelin Vergara (president) and Krista Gray (faculty advisor) attended the 2009 National Leadership Conference. They gained insight on the issues that many chapters face and they learned ways to start to fix the problems and create a strategic plan to make their chapter the best it can be. Finally, the group collected donations for the New Haven animal shelter.

#### Westfield State College (MA)

The Psi Chi chapter had a busy year attending three conventions including NEPA Convention held at Western New England College in October; the Psi Chi 2009 National Leadership Conference held in Nashville, TN, in January; and EPA Convention held in Pittsburgh, PA, in March. The chapter presented a poster at the National Leadership Conference entitled "Psi Chi Best Practices: Membership and Involvement." These conferences gave students ideas for future research and methods of presenting.

The chapter completed several community service activities. The chapter made over 65 holiday cards for children at the local Shriner's Hospital in Springfield, MA. Members also completed an ongoing food drive for the local food pantry. In October, the chapter delivered four large boxes of food to the pantry. This spring, the chapter collected food by going to the dorms and asking members of the local community to

donate. Future members and families were asked to bring canned items to the induction ceremony as their form of entry.

This year's big project was planning the induction ceremony for future Psi Chi members. The chapter chose Dr. Vincent Prohaska (Psi Chi National Past-President) to speak at the ceremony. The chapter officers met and spoke with Dr. Prohaska and were honored to have him at their induction ceremony. The chapter developed new ideas for next year and is looking forward to implementing them.

#### Wilkes University (PA)

The chapter has focused on academia, charity, and enthusiasm for the academic year. Members volunteered at the CEO's after school program Kids' Café, hosted the presentation "In Our Own Voice" by the National Alliance on Mental Illness (NAMI), participated in all of the National Screening Days, gave an APA Exploring Behavior Week presentation at a local high school, and hosted a film event showing Thomas Szasz and Albert Ellis' debate over whether mental illness is a metaphor or a fact. Members hope to continue to participate in local and national events, and foster a sense of education, respect, and enthusiasm within its chapter.

## MIDWEST

#### Bradley University (IL)

To kick off its fall semester, Psi Chi welcomed incoming freshman with a PizzaPalooza Party. In September, Psi Chi hosted a BBQ followed by a fun movie night picnicking on the quad and watching *Fight Club* under the stars—the first of several Psi Chi-sponsored movie nights throughout the year. Other psychologically themed movie nights featured *Memento*, *Silence of the Lambs*, and *What About Bob?* On Halloween, awards were given out for the most creative costumes and students voted to select the winner of the 2008 Distinguished Alumnus Award. In November, the chapter launched its inaugural Meeting of the Minds presentation: Dr. David Schmitt presented a talk entitled "The Dark Triad of Relationships," followed by presentations from Peoria's local chapter of the National Alliance on Mental Illness (NAMI). The chapter's signature Celebrate Psychology event was a successful day full of new Psi Chi initiates and student research presentations. The event also honored Dr. Michael Rezak, the 2008 recipient of the Distinguished Alumnus Award. Its fundraising activities included the sale of Psych Club T-shirts and working job fairs for the career center. In addition,

the semester has seen the launch of its brand new Psi Chi website. Two of its chapter members were recognized for their excellent research activities at MPA in April. Psi Chi members organized presentations to present to area AP psychology students as its 2009 service project. In all, it was a great year!

#### Case Western Reserve University (OH)

This year, the Psi Chi chapter hosted several events. On September 24, the chapter invited Timothy Finklea (Chicago School of Professional Psychology) to speak with members about the different degrees the field of psychology has to offer and the ways in which to search and apply for them. On October 24, the chapter conducted an information session with Rachael Volokhov, Liz Stevens, and Alan Ho (Case Western psychology graduate students) and Dr. Heath Demaree (psychology professor) who spoke with students about their personal experiences in graduate school and the field of psychology in general.

Through November and December, the chapter conducted a "Mitten Mania" event where the campus community was asked to donate new or gently used winter wear for local Cleveland school children. Throughout the year, the chapter also worked on designing and ordering Psi Chi T-shirts with the quote "Does the name Pavlov ring a bell?" For social events, the chapter met twice to watch films with prominent psychology themes. The chapter held meetings every two weeks to discuss future and past events. Lastly, the chapter conducted an induction ceremony on December 4 where nine new members joined the honor society—the biggest induction class the chapter has seen thus far.

#### Central Michigan University

The chapter definitely experienced a fun and exciting year! Members enjoyed several social events, including a bonfire at a local park and a social meeting with the CMU Multicultural Psychology Student Organization. One of its most successful meetings this year was a graduate student panel that shared information about the personal experience of being a graduate student. Another especially valuable meeting consisted of a panel of professionals in the field of psychology from the local community who discussed the range of career opportunities and routes to psychology-related careers. The fall semester service events included sponsoring a GRE practice exam administered by Kaplan. The chapter also cosponsored, with the psychology department, an award luncheon for graduating psychology majors.

The chapter focuses on achieving a

balance of serious and fun activities each semester. As a result, many members continue to be actively involved in the chapter and run for election to its executive board positions. The energy and enthusiasm of its members is the key to maintaining a tradition of excellence.

#### Indiana University South Bend

Recognizing Psi Chi's purpose of encouraging, stimulating, maintaining excellence in, and advancing psychology, the Indiana University South Bend (IUSB) Chapter chose to host events directed towards providing information and resources for undergraduate students who are seeking to further their education through attending graduate school.

On September 30, the chapter sponsored a GRE Information Night during which a guest speaker from Kaplan came to talk specifically about the psychology GRE Subject Test. Over 30 people came to get information about the test itself, studying strategies, available resources for preparation, and also to enjoy some free snacks. Many of the attendants were current psychology majors, but other majors who had plans to take the GRE were also invited. It was the largest turnout the chapter has ever had for a GRE event.

Not long after the GRE night, the chapter held a Graduate School Information Night on November 18. Two key speakers were asked to help the chapter host the evening: Ginger DeBrule (IUSB professor) who recently received her MA and MS at the University of Southern Mississippi in 2005 in clinical psychology, and Jeff Brooks (recent graduate from IUSB's undergraduate psychology program) who is currently a graduate student at Notre Dame studying developmental psychology. Again, the chapter had an outstanding turnout with over 40 people attending. The topics discussed included how to begin looking for a graduate school, strategies for applications and interviewing, and what the differences are between a PhD and PsyD.

#### Missouri Southern State University

The Psi Chi chapter engaged in a variety of activities during the fall semester. First, the chapter participated in a food drive. Members trick-or-treated in the community for nonperishable food items, which were donated to local churches and charities. The chapter invited psychology faculty members to speak about various topics including issues in clinical and social psychology. The chapter also organized a faculty-student discussion dedicated to choosing, applying to, and succeeding in graduate school.

In the past, the chapter had difficulty maintaining active participation.



Psi Chi induction ceremony for the **Belmont University (TN)**; *front row, from left* (inductees): Laura Muck, Jennie Mashburn, Danielle Goodboo, Jill Johnson, and David Burns. *Second row, from left* (members): Luke Lancaster, Jessica Heacock, Jamie Vickstrom, and Whitney Marvel. *Third row, from left* (professors): Dr. Lonnie Yandell, Dr. Linda Jones, and Dr. Michael Sullivan. *Top row, from left* (professors): Dr. William Bailey and Dr. Bruce Caine.



Psi Chi members from **Texas State University-San Marcos** at the CASA volunteer event; *from left*: Meredith Kelman, Jessica Fetter, Veronica Netwon, Stephanie Schlacks, Christine Beeg, and Angelica Gonzalez

Potential members were likely to join Psi Chi late in their undergraduate careers, which meant that new members often graduated soon after joining Psi Chi. The officers and the faculty advisor took steps to encourage and invite potential members earlier than in the past, which was successful in gaining new members. However, this strategy did not result in the desired increase in regular participation. The chapter is currently surveying members to find an ideal meeting time, a practice that the chapter plans to continue.

The chapter also participated in a number of events with the Psychology Club. Among the events were presentations by representatives from regional graduate programs. Presenters included Dr. Jan Smith (Pittsburg State University) who spoke about the Masters of Counseling graduate program. Drs. Alexander Bishop and Whitney Brosi (Oklahoma State University) spoke about the Masters of Gerontology program. These activities were beneficial to chapter members' abilities to further their educations and to meet future goals.

### University of Illinois, Chicago

Starting August 2008, the chapter sponsored a number of well-attended events that benefited the community. The chapter's first event of the semester was its Fall Matchmaker. The Matchmaker event connected potential undergraduate research assistants with faculty and graduate student researchers. The chapter sponsored a Spring Matchmaker as well. The chapter sponsored a series of topic specific lectures. It invited faculty members to discuss topics such

as forensic and sports psychology. The chapter sponsored a panel entitled "What to Do With a BA in Psychology" for undergraduates who would be entering the working world directly after graduation. The chapter also held a series of very successful fundraisers to help pay for undergraduate scholarships. The chapter sponsored two social events with the purpose of introducing faculty members to undergraduate students. One of the chapter's graduate student members, Jess Salerno, received a 2008-09 Psi Chi Graduate Research Grant. Another graduate student, Tisha Wiley, won the Distinguished Student Contribution Award for 2008 from the Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues. Another graduate student, Nick Aramovich, won the APSSC RiSE-UP Research Award. Finally, the chapter received a 2007-08 Model Chapter Award.

### University of Wisconsin-Green Bay

The chapter's first program during October 2008 was "How to Be a Rockstar Undergrad," at which three professors from the university spoke about the different factors important in becoming the greatest undergraduate student possible. Drs. Gurung, Wilson-Doenges, and Martin as well as Brian Bar (president) presented relevant information. The next activity the chapter accomplished was the Invitational Dinner in November 2008: a program that allowed prospective inductees to learn more about the organization as well as learn about the current programs and opportunities

available to the chapter members and it was repeated in February. The chapter also coordinated candidate lunches with prospective faculty and helped provide a student perspective to the candidate search committee. In the month of December, the chapter participated in the Arthritis Foundation's Jingle Bell Run/Walk garnering 10 chapter members to join a Psi Chi team.

In the beginning of March 2009, the chapter pulled together a panel of experts in multiple fields to discuss different career venues. The panel consisted of Dr. Herzog (healthcare professional), Dr. Pride (clinician in the Brown County Area), and Stephen Heaven (director of the Bay Area Humane Society) who spoke on animal assisted therapy. Major changes to the chapter include adding four new executive board positions (president-elect, vice-president-elect, cosecretary, and treasurer-elect) to increase membership involvement and allow the chapter to accomplish a higher frequency of programs on the campus.

### University of Wisconsin-Parkside

The chapter was able to overcome a problem faced by many chapters—the loss of continuity from one year to the next. The chapter officers, Jacob Burmeister (president), Kristina Geniesse (vice-president), and Kathleen Boston (secretary) were able to surmount the dilemma with hard work and diligent organization. With the help of Dr. Edward Conrad (faculty advisor), the chapter got back on track.

The chapter held two inductions during the 2008-09 school year and saw a large increase in membership. Working

with the Psychology Club, chapter activities included numerous fundraisers, volunteer service projects, and social events including a wildly successful Bowling for Brains night out. Chapter members David Medved and Jacob Burmeister, with faculty assistance of Dr. Terry Chi, began an original research project studying the relationships among eating disorders, depression, and body consciousness. The 2008-09 academic year will be a remembered as a great one for this up-and-coming chapter!

### Wartburg College (IA)

The chapter of Psi Chi began the year with the goal of attaining Model Chapter status in order to increase the activity of the chapter and receive funding for the next year. Members of Psi Chi, in conjunction with Wartburg College Psychology Club, sponsored and attended several events. The chapter assisted in creating Valentine's Day cards for residents at Bartels Lutheran Retirement Community (Waverly, IA) and delivered the cards. The chapter attended a presentation by Dr. Deb Loers (vice-president of Student Life at Wartburg College) concerning graduate education and opportunities in psychology. Dr. Andy Gilpin (professor and program coordinator at University of Northern Iowa) gave a presentation entitled "MA in General Psychology at University of Northern Iowa." Dr. Adam Butler (professor of organizational psychology and industrial/organizational graduate coordinator at University of Northern Iowa) gave a presentation entitled "So.... You Want to be an I/O Psychologist?" on the same date. Four





Members of **University of Hartford (CT)** Psi Chi at the New Haven Animal Shelter.



**Oklahoma State University** Psi Chi members participated in Stillwater's Into the Streets community service day where they helped elderly and disabled residents with house and yard work.

students submitted posters to the Psi Chi session at the MPA Convention and were accepted. The chapter held its annual induction on March 12 and welcomed 11 new members. During this meeting, the chapter participated in the Psi Chi National Elections for the first time. This time was also used to discuss ways the chapter could improve involvement in the future, such as increased participation in the awards program.

## ROCKY MOUNTAIN

### Colorado State University

The chapter has been very active since the beginning of the semester. The chapter was present at the Involvement Fair, where it told prospective new members about the organization. It also had two general meetings discussing the recent events in the organization, including service events, officer elections, and the annual induction ceremony. The chapter also gained 46 new members who were very excited about joining the organization. It also elected 12 new officers for the 2009-10 academic year and ensured the success of its organization for year to come!

## SOUTHEAST

### Belmont University (TN)

The spring semester of 2009 was full of activities for the Psi Chi members at Belmont University. They began with a community service project called "Room in the Inn." The members prepared and shared a dinner with ten homeless men

in the Nashville community. Members had the opportunity to serve these men as well as speak with them about their life experiences. Soon after this event, several of its members, along with four members of our faculty, headed to New Orleans for the SEPA Convention. They had a chance to present their research, learn about the research of fellow students and professionals, and meet other Psi Chi members as they participated in the special Psi Chi sponsored events at the convention.

On March 2, the chapter inducted five new members into Psi Chi with the traditional lighted candle ceremony in its beautiful Belmont Mansion. The next day, Dr. David Meyers (distinguished psychologist and teacher) was on campus to speak to Belmont students about the relationship between psychology and faith as well as his own experiences in the field of psychology. It has been a great year so far and members look forward to many wonderful events in the life of Psi Chi.

### Davidson College (NC)

In February, Psi Chi members went to the Ada Jenkins Community Center to volunteer at the Loaves & Fishes Pantry. Loaves & Fishes is an emergency pantry that supplies food and household products to families in need. Members had fun stocking the shelves and organizing products for an afternoon. The chapter welcomed four new Psi Chi members. Congratulations to them and to Dr. Ault (department chair and Maddy Professor of Psychology) who was awarded a Society for the Teaching of Psychology (STP) Partnership Grant

for the annual Furman University-Davidson College Joint Research Symposium. Additionally, Psi Chi members Samuel Snell and Katie Walker were selected as 2009 Davidson Research Initiative Fellows and will work with Dr. Scott Tonidandel on "Exploration of Perceptions, Attitudes, and Knowledge of Synthetic Biology" and Dr. Mark Smith on "Protective Benefits of Aerobic Exercise Against the Development of Cocaine Abuse and Addiction," respectively. Lastly, eight Psi Chi members were elected to Phi Beta Kappa.

### Milligan College (TN)

Two members of its chapter (Will Frye and Cristin Patterson) presented research at the SEPA Convention in New Orleans, LA. The chapter held a bake sale to raise additional money to help them with the cost of attending the conference.

### Millsaps College (MS)

On December 7, Dr. Frances Lucas (Millsaps College's president) installed the Psi Chi chapter following a brief introduction by Dr. Melissa Lea (faculty advisor). Following Dr. Lucas's installation of the chapter and faculty advisor, Psi Chi member Dr. Kurt Thaw inducted 14 new members into the chapter during a candlelight ceremony. Following the induction, Dr. Thaw installed the officers. The ceremony was shared with family and close friends and followed with refreshments.

### North Georgia College & State University

The Psi Chi chapter inducted 11 new members during the fall 2008 semester and 13 new members during the

spring 2009 semester. The spring 2009 induction included a revival of the candle lighting ceremony and a speech by Psi Chi member and new addition to the North Georgia staff, Dr. Daniel Hatch. This year, the chapter hosted an industrial/organizational speaker, Dr. Kimberly Andrews-Wrenn, and the information she provided about her field and experience in the private sector was much appreciated. The chapter's two faculty advisors, along with the president and president-elect, attended the 2009 Psi Chi National Leadership Conference in Nashville in January. Ideas on how to solve problems within a chapter learned from the conference are already being applied to chapter improvement and the officers will continue to implement them in the future. The chapter started a new fundraising project involving the sale of drinks and snacks during the school day at discounted prices. The money from this project will go towards funding members attending conferences. In February, several members attended the SEPA conference in New Orleans, LA. They presented poster topics which included attraction in males and religious beliefs of biology students who have been immersed in and studied evolution. The chapter is looking forward to a great spring semester and even better times to come.

### Nova Southeastern University (FL)

On the evening of March 12, the chapter of Psi Chi held its sixth annual "Meet the Faculty Dinner." This event was cohosted with the Psychology Club, an organization open to all majors and minors in psychology. This mixers





Above: **University of Mary Washington (VA)** Chapter of Psi Chi held a Career Forum for its members. Community members who spoke about their careers were, from left: Katie Nelson, Jannan Holmes, Linda LaFave, and Stephanie Baldwin.

Left: **Davidson College (NC)** Psi Chi members Danielle Lokaj and Tyler Kirkland (treasurer) stock the shelves at Loaves & Fishes.

purpose is to allow both the faculty and students of the Division of Social and Behavioral Sciences of Nova Southeastern University to interact and network. The overall goal is to help unify the entire department, both students and faculty. As a result, social and research connections are often gained. The event was a great success, bringing in over 30 people, including a recent alumna and an appearance by the dean of the Farquhar College of Arts and Sciences.

### University of Central Florida–Palm Bay

On October 13, University of Central Florida's Palm Bay campus established its Psi Chi chapter. Thirteen members were inducted in a ceremony that evening. As a newly established chapter, this Psi Chi chapter has strong momentum and productivity. The chapter hosted many

events including a psychology-themed costume party on Halloween and a "Psychology in the Cinema" event open to all psychology students on campus. Students watched the movie *Raising Cane*. Immediately following the film Dr. Shannon Whitten (guest speaker) led a discussion featuring materials from the ACHS A Matter of Ethics initiative. In December, the chapter held a Coffee Talk and a Giving Tree event. The chapter met at a coffee shop to discuss preparing for graduate school. Chapter advisors and other faculty members led the discussion. The event was opened to all students. The Giving Tree was one of the most rewarding events to date. Members donated time and gifts to make the holidays special for at-risk children and their single mothers. The chapter launched its first spring semester with a

field trip to Devereux, a local residential psychiatric treatment facility for children and adolescents. This event provided members with firsthand observation of psychology applied in a clinical setting.

### University of Louisville (KY)

On November 5, the Psi Chi chapter participated in the Out of the Darkness Community Walk to benefit the American Foundation for Suicide Prevention. Proceeds from the walk benefited research support, development of treatment centers, creation of survivor support groups, and funding for local suicide prevention programs. On December 3, the chapter and the University of Louisville's Multicultural Student Network hosted a Pre-Final Movie Night as a benefit to the Dare to Care Food Bank in Louisville, KY.

Admission to the movie was based upon canned-food donations.

From January 2-4, Liz Gramiak (president) and Melinda Leonard (faculty advisor) attended the second biennial Psi Chi Leadership Conference in Nashville, TN. Information and ideas were exchanged to improve each Psi Chi chapter and to promote the honors associated with being a lifetime member of Psi Chi. On March 1, the chapter held the annual induction ceremony for new Psi Chi members at a local restaurant. Following a keynote presentation by Dr. Barbara Burns (the chair of the Department of Psychological and Brain Sciences), nine new members were inducted into the chapter. The *Get PSYCHED!!* departmental newsletter is published by Melinda Leonard with Liz Gramiak contributing monthly articles.





Above: Psi Chi members of the **University of Hartford (CT)** outside of the New Haven Animal Shelter.

Left: **University of Mary Washington (VA)** Psi Chi members volunteered at the Fredericksburg Counseling Services' Sweet Side of Life event at the Fredericksburg Hospitality House Conference Center. From left: Mara Rice, Heather Butler, Jillian O'Rourke, Kerri Buscaglia, Caitlin Messinger, and Brittany Killian.

The newsletter assists undergraduate members of the Psychological and Brain Sciences Department majoring or minoring in psychology to get up-to-date information on research opportunities, grants, conferences, and leadership advancement opportunities throughout the nation.

#### University of Mary Washington (VA)

The University of Mary Washington (UMW) chapter began the spring semester with advertising and sales for its fundraiser—the UMW Psi Chi Powercard. The powercard is a laminated card listing local businesses that have agreed to some form of a discount for the holder of the card. The discounts range from a percentage off the total price to buy one get one free deals. Chapter members were recruited to

help sell the powercards to the UMW and Fredericksburg communities. In addition, the chapter participated in the Fredericksburg Counseling Service's Sweet Side of Life event. During the event, chapter members sold raffle tickets, stood at food tables, and escorted guests to their seats. Finally, the chapter held its annual Career Forum in which four individuals from the community were invited to answer questions from students who were interested in certain fields of study. This year, the individuals who came to UMW included several alumni: Katie Nelson (research assistant), Stephanie Baldwin (child services coordinator at the Rappahanock Council on Domestic Violence, a local nonprofit organization), Linda LaFave (licensed professional counselor and a licensed marriage and family therapist), and

Jannan Holmes (licensed clinical social worker). The Career Forum was very helpful for those who attended.

## SOUTHWEST

#### Oklahoma State University

The chapter had a very productive year. It installed a new faculty lunch program where Psi Chi treats members to lunch with a faculty member. These lunches provide an opportunity for undergraduates to get to know their professors on a personal level, and also to learn about their research and fields of study. The chapter also held several informational meetings and workshops every other week (alternating with the university's Psychology Club). These meetings included free GRE workshops;

a "Creating Your CV" workshop; "Tips for the Pre-Med/Pre-Health Student in Psych" workshop; and speakers from the school, educational, counseling, and marriage and family therapy fields in psychology. For philanthropy, the chapter engaged in extensive fundraising for the university's Angel Tree program, where donors buy Christmas presents for underprivileged children. The chapter raised funds by selling popcorn, hot chocolate, and Hideaway pizza gift cards at the university's nationally recognized Homecoming festival. During the fall, members participated in Stillwater's Into the Streets community service day where they helped elderly/disabled residents with house and yard work. The chapter also held its annual Psi Chi Valentine's Week Raffle, where it raised money for the Special Olympics by selling

raffle tickets for gift cards to several local restaurants and entertainment stores. Additionally, it took members to conferences including ONTOP, OPS, and SWPA in April. Finally, the chapter formally inducted 31 new members at its induction ceremony at the end of the spring semester.

## Rogers State University (OK)

The Psi Chi chapter had an incredible academic year to date. In October, the chapter helped the Oklahoma Blood Institute (OBI) in collecting donations at its semester blood drive. A total of 73 pints of blood were collected for use by OBI to save lives throughout Oklahoma. Tasha Franks (vice-president), Rebecca Bue (SGA representative), and members Carrie Neff and Michele Recoey all presented at the 2008-09 Oklahoma Sociological Association conference held at the university in November. Also in November, the chapter assisted Dr. Kevin M. P. Woller (advisor) in hosting the first Graduate School Prep Day event in conjunction with the Kaplan group. This event served a total of 210 students and included workshops on "How to Get Into Graduate School," financial aid, and "How to Write a Personal Statement." The chapter also hosted practice sessions for the following tests: GRE, GMAT, LSAT, NCLEX, MCAT, and PCAT.

Throughout the fall semester, the chapter held a clothing drive which gathered hundreds of clothing items totaling nearly \$4,000, and donated the items to the local Abused Women and Children's Domestic Abuse Center (Safenet). In the spring semester, the chapter assisted the Career Center in hosting the second Graduate School Prep Day with similar programs and results as the first. Finally, Pauline Ramon (president), Rebecca Bue, and members Stephenie Garrison and David Nichols had presentations accepted for the SWPA Convention in April.

## Stephen F. Austin State University (TX)

The spring semester was a very busy one as the chapter has increased fundraising efforts in order to attend the SWPA Convention in San Antonio, TX. One of the biggest fundraisers of the year was the Jail-n-Bail. For Jail-n-Bail, members met at a local restaurant (the jail), and made calls to friends and family trying to secure donations (the bail money). Officers had a bail of \$125 dollars each, while members had the goal of \$70 dollars to get out of jail. Other fundraisers included a bake sale and a garage sale. The chapter developed its first raffle for the final fundraiser of the year.

The chapter also participated in a very important community service project that was hosted by the American

Association of University Women (AAUW) and Stephen F. Austin State University. The annual Expanding Your Horizons event helps get 6th-, 7th-, and 8th-grade girls interested in the math and sciences by exposing them to female professionals in different fields. Members helped to lead groups of girls from one presentation to another.

## Texas A & M University-Kingsville

During the past year, the chapter experienced significant growth in membership. The chapter evolved from a small core of determined students to a vibrant chapter of almost 30 members. A sincere congratulations is extended to its current chapter officers who began their terms in August 2008 and will serve until May 2009.

The chapter welcomed several new members at the 2008 fall induction ceremony. As membership increased, so has the chapter's activity level. Chapter activities included various fundraising and service projects. Fundraising efforts included participation in the university's annual 2008 Fall Carnival and 2009 Spring Fling. The chapter also held other fundraisers (e.g., bake sales). The chapter also held social activities such as the 2008 year-end pizza party and the bowling outing on March 4. Most notable service projects included chapter participation in the Make a Child Smile program, Big Brothers Big Sisters program, and volunteering at the Corpus Christi women's shelter. In addition, the chapter held regular meetings every two weeks. The chapter is pleased with its achievements and looks forward to continued opportunities to make a positive difference.

## Texas State University-San Marcos

The Psi Chi chapter hosted a student and faculty mixer, where drinks and appetizers were provided. Psychology professors and students mingled and got to know each other in this special event. It was a great hit with both the faculty and students and was a great way for students to find out more information about Psi Chi—many even picked up applications to join! On March 1, the chapter volunteered with CASA (Court Appointed Special Advocates) to prepare for a 5K run benefiting the foster children of CASA in San Marcos, TX. By 6 am, the chapter had already begun helping with the runner check-in table and the event had a great turnout. On March 11, the chapter held a dual all-member meeting and fundraiser at the local Chili's restaurant. Chili's donated 10% of every meal to Psi Chi when presented with a special coupon. The fundraiser and meeting both went great and is something that the chapter plans to do again in the near future.

## University of Central Arkansas

The 2008-09 academic year was about reinvention for Psi Chi at the University of Central Arkansas (UCA). With new officers and new ideas, the chapter expanded its meetings, events, and community service activities. Chapter meetings, held twice per month, provided opportunities to learn, develop friendships, and get involved. Some of the most popular meeting topics were "Graduate School Tips" by Bill Lammers (UCA), resume and interview preparation by UCA Career Services, addiction counseling by Lisa Ray (UCA), and stress management by the UCA Counseling Center. Attendance at chapter meetings doubled over previous years, thanks to a diversity of topics and quality speakers.

In addition to the bi-weekly meetings, the chapter also hosted several social events. These included a Welcome Back picnic, Pizza Night (Larry's Pizza), and the annual Psi Chi bowling night. Participants found these to be fun opportunities to relax from school and build new friendships. Finally, the chapter gave back to the community volunteering over 100 hours at a local Boys & Girls Club. Additionally, in October of 2008, club members assisted with the annual Conway Human Development Center's Walk-a-thon. This is the second year the chapter assisted these two organizations.

As stated earlier, this year was about reinvention for the UCA Chapter of Psi Chi. The chapter succeeded in increasing membership, diversifying chapter meetings, and increasing the number of volunteer hours. While the past year was full of success, the best is yet to come for Psi Chi at UCA.

# WEST

## California State University, Fullerton

The chapter kicked off a brand new semester with a social meeting joined by an enthusiastic (and large) group of students and faculty. During the semester, the chapter collected food and hygiene items to donate to various groups on campus and in the community. The chapter also welcomed a new officer to the team who took over the role of webmaster. The website got a fantastic makeover and is updated at least weekly.

The chapter held one of its traditional events called "Take a Pie for Psi Chi." Brave professors volunteered for the event at the risk of getting a pie in the face by a student. Students donated money in the name of the professor of their choice. The three professors (out of seven) who raised the most funds were pied. Students and faculty had a

wonderful time watching and pie-ing the professors and raised ample funds for future events.

Officers recognized their very successful chapter but understand there is always room for improvement. Using ideas discussed at the 2009 Psi Chi National Leadership Conference, current officers were planning for the transition into the next school year. The current and future president worked together to plan next year's events and come up with new ideas for members to become involved. They hope to see the chapter grow in members and contribute more to the community.

## University of La Verne (CA)

The chapter of Psi Chi held very informative and useful workshops for the entire campus community during the fall 2008 semester. These workshops were cosponsored by the Associated Students of the University of La Verne (ASULV) and included GRE preparation, writing a vita and resume, developing a personal statement and interview techniques, and how to get good letters of recommendation. They were designed to be more than just informational meetings, because students were encouraged to bring their resumes and personal statements and were given real problems on the GRE to solve in order to get more hands-on experiences to prepare them for graduate school and employment. During the semester, the chapter also presented several speakers, including Vondie Lozano who spoke about how to communicate in relationships and Lauren Bible who talked about working with children who have experienced trauma. Other speakers included graduate students in the clinical-community doctoral program who discussed their experiences in graduate school.

Psi Chi was active on its campus this past fall by participating in Homecoming events and Club Fair Day. As a social event, the chapter invited psychology faculty to a faculty/student game night (October 20) to play Taboo with the members. It inducted 14 new members to the honor society on November 21. Finally, the chapter held a raffle during its last meeting (December 8), and two members won an iPod Shuffle and an iPod Nano. Members could earn raffle tickets by attending meetings and participating in events. The chapter plans to have a similar raffle next semester because it seemed to help increase participation and interest among its members.



# 2009 Psi Chi Regional Conventions [SEPA & EPA]

**A** Dr. Maria Lavooy (Southeastern Regional Vice-President, University of Central Florida at Cocoa) with poster presenter Montana Foss (Augusta State University, GA) at SEPA.

**B** Dr. Kerri Goodwin (Loyola College, MD) and Dr. Jason Young (Eastern Regional Vice-President, Hunter College, CUNY) with poster presenter Katy Orchowski (Allegheny College, PA; center) at SEPA.

**C** Dr. Alvin Wang (Psi Chi National President-Elect, University of Central Florida) presents Dr. Christina Sinisi (Charleston Southern University, SC) with the Southeastern Regional Faculty Advisor Award at SEPA.

**D** Lindsay Koenig, Allison Jones, and Keri Kiewra of Washington College (MD) present their poster at EPA.

**E** Chelli Lowe and Dr. Merry Sleight of Winthrop University (SC) accept the Southeastern Regional Chapter Award on behalf of their chapter at SEPA.

**F** Dr. Martha Zlokovich (Psi Chi Executive Director, center) with research award winners at EPA.

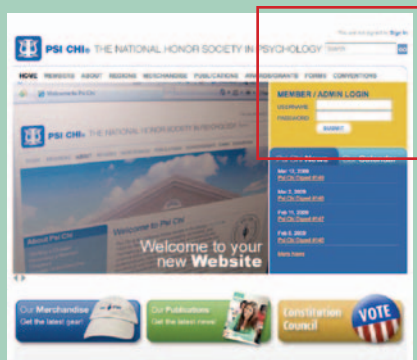




## How Members May Order Merchandise Online

It is now possible for Psi Chi members to order merchandise online. The only items a member may not order are the following: the Psi Chi banner, Psi Chi envelopes and stationery, officer ribbons, the Psi Chi Registration book, ribbons, seals, and the Psi Chi table cover. These items are for purchase by the chapters only.

To order Psi Chi merchandise online, open the Psi Chi website (www.psichi.org). You will see the following webpage:

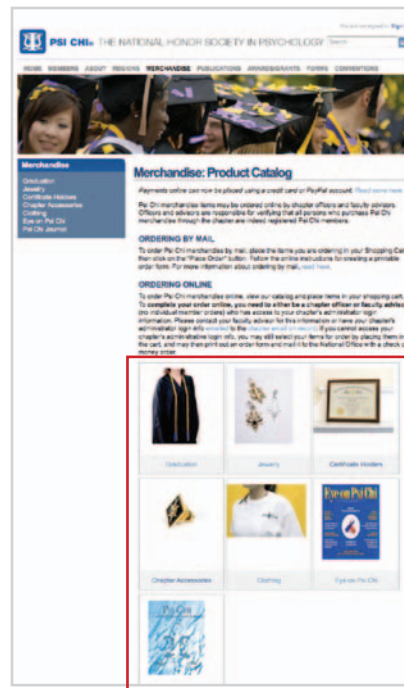


You may log in as a member at this time by clicking on **"Sign In"** in the upper right corner of the page; by clicking on "Members" in the navigation bar just below the Psi Chi logo at the top of the page; or by entering your username and password in the **gold box** to the right of the pictures, above the Psi Chi News.

Your username is typically the email address you provided your chapter at the time you filled out the registration form and paid your Psi Chi membership fee. Your password is typically your membership ID number that is printed on your Psi Chi membership card you received at initiation.

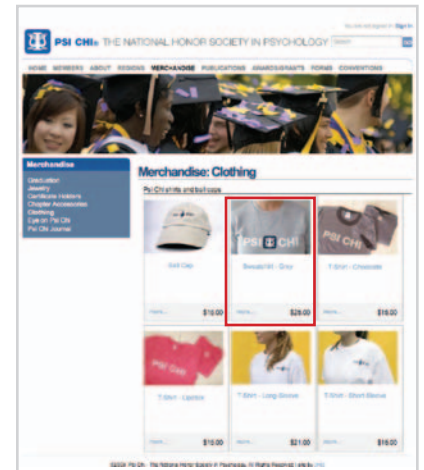
You do not have to log in at this time, but you will have to log in before you may order any merchandise.

Click on "Merchandise" in the navigation bar. You will see the following webpage:



Click on the **Merchandise** category you wish.

You will see the appropriate webpage for the category you selected.



Click on the item you wish to order.



If you have not logged in to the Psi Chi website, you will be taken to the **"Sign In"** webpage when you click on "Add To Cart." Once you have logged on to the website, you will be returned to "Your Shopping Cart."



If you have already logged on, you will be taken directly to **"Your Shopping Cart."**



Your Shopping Cart will display the items you have ordered, the quantity of each item ordered, the total cost for each item, the estimated shipping cost and the estimated subtotal for your order. You may change the quantity of any item ordered or remove any item from your order. To change the quantity, enter the new quantity in the **"Quantity"** box. To remove an item, click in the check box to the right of the item total. Then click on **"Update Cart."**

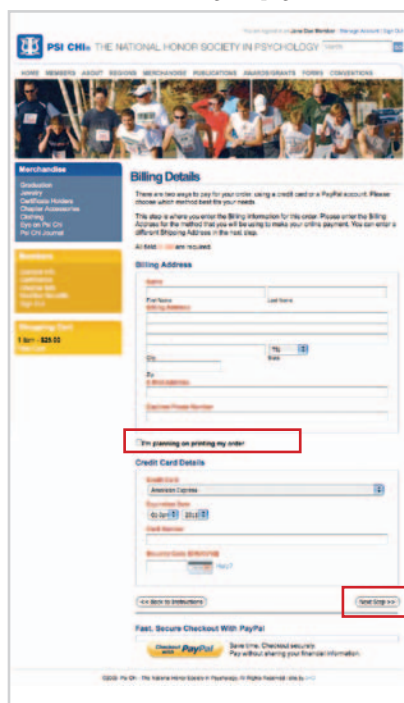
When you have finished shopping for Psi Chi merchandise, click on the **"Checkout"** button in your shopping cart.

You will see the following webpage:



Click on **"Begin Order."**

You will see the following webpage:



If you plan to use your credit card, enter the billing information exactly as your credit card company has it on file.

If you plan to pay by check, click on the check box **"I'm planning on printing my order."** DO NOT click on this check box if you are going to pay by credit card. You may also pay by PayPal, but you must have a PayPal account already set up to do so.

Click on **"Next Step."** You will see the following webpage:



If your billing address and shipping address are the same, click on the check box **"USE THE SAME ADDRESS AS THE BILLING ADDRESS."** Otherwise, fill in your shipping information.

If you need for your order to be rushed, select **"Rush Delivery +\$30"** from the Shipping Method drop down menu. Normal shipping typically takes 5 to 10 working days. Rush shipping typically takes 2 to 3 working days.

Click on **"Next Step."** You will see the following webpage:



**Review your order.** If you need to make changes in the quantity of items or remove an item from your order, you will have to go back to your shopping cart and make the changes there, then proceed through the placing order pages to review your order again.

Once you place your order successfully, you will receive an email at the email address that is on record on the Psi Chi website. Please make sure that it is the correct one, especially if you have changed your email address since induction.

If you have any problems with the steps to order merchandise online, please contact Mark Cobbe at the **National Office at 423-756-2044** for assistance.





#### PSI CHI Meeting Pack

Everything you need to host your next successful Psi Chi event. This set includes 25 twelve ounce royal blue stadium cups, 50 white beverage napkins, and 25 six inch disposable white plates. All items display the Psi Chi seal.

**\$35** per set

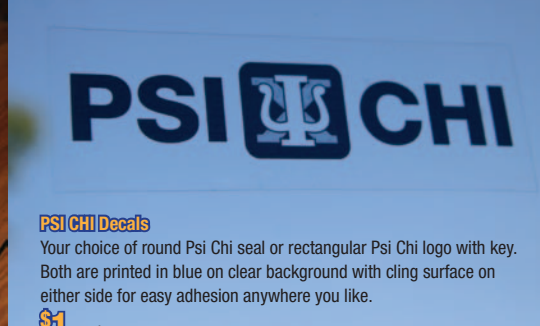
### PSI CHI MERCHANDISE ONLINE @ [www.psichi.org/products/](http://www.psichi.org/products/)



#### Ball Cap

Light khaki color, these baseball caps have "Psi Chi" and the logo embroidered on the front in navy.

**\$15**



#### PSI CHI Decals

Your choice of round Psi seal or rectangular Psi Chi logo with key. Both are printed in blue on clear background with cling surface on either side for easy adhesion anywhere you like.

**\$1** each



#### T-shirt—Long Sleeve

These long-sleeve T-shirts are 100% preshrunk cotton with covered seams at the neck and armholes. White with navy silk-screen logo and lettering on front and back.

**\$21**



#### Registration Book

Permanent-bound book to record new members as they are inducted.

31 pages (front/back)

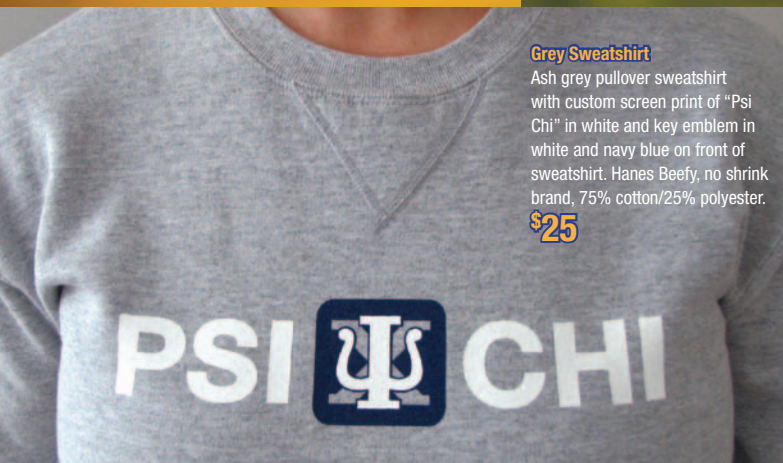
**\$20**



#### PSI CHI Post It Cube

285 white Post It Notes with Psi Chi logo printed in blue on all four sides. Perfect for dorm room or faculty advisors' desks. Measures 2 3/4" X 2 3/4." Height 1 3/8."

**\$6** each



#### Grey Sweatshirt

Ash grey pullover sweatshirt with custom screen print of "Psi Chi" in white and key emblem in white and navy blue on front of sweatshirt. Hanes Beefy, no shrink brand, 75% cotton/25% polyester.

**\$25**



#### Compact Umbrella

##### With PSI CHI Logo

Compact umbrella folds to just 9 inches but opens to an amazing 42 inches for excellent protection against the elements. Umbrella is navy blue with Psi Chi logo in white.

**\$15**