Community Psychology:
Using the “Big Picture” Perspective to Help People

Make the Most Out of Research Experiences
ATOP Returns From Haiti
A Conversation With Dr. James H. Bray
FEATURES

20 Community Psychology: Using the “Big Picture” Perspective to Help People
Pia Stanard
Virginia Commonwealth University

24 Doing Your Research: How to Make the Most Out of Research Experiences
Betty S. Lai, MS, MST
Adam Margol
Ryan R. Landoll, MS
University of Miami (FL)

28 ATOP of MeaningfulWorld Team Returns From Haiti Delivering Psychosocial and Spiritual Rehabilitation
Ani Kalayjian, PhD
Fordham University at Lincoln Center (NJ)
ATOP Team

32 We Have Met the Future and It Is Us: A Conversation With Dr. James H. Bray
Jessica Holliday, Justin Iverson, Soren Johnson, Andrea McAllister, Kiley Miller, Courtney Moncrief, Bo Orton, and Laura Roof
Nebraska Wesleyan University

ABBREVIATIONS

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

SPECIAL ANNOUNCEMENTS

6 2010–11 New Leaders for PSI CHI
8 2010 Psi Chi Conventions
15 Amendment to the Constitution
17 Faculty Members Provide Essential Support
With summer in full swing, many of you will find time to unwind and relax from the frenzy of spring finals. The Psi Chi Central Office takes advantage of this time to ratchet down on multitasking and set goals for the upcoming academic year. Use this time during your summer break to focus on the future by making this issue part of your summer reading list.

Will your next step be graduate school or are you anxious to begin your career? Are you seeking a mentor to help define your area of research interest? How will advances in technology affect the field of psychology? Do you want to influence change on a broad scale or interact one-on-one with someone in need?

In the President's Message (page 4) entitled “Be Telemachus, Find Mentor,” Dr. Wang credits mentoring to his own professional development. He advises you to research faculty programs of your interest and peruse the articles archived on Psi Chi’s website pertaining to mentorship. Likewise in “Doing Your Research: How to Make the Most Out of Research Experiences,” authors’ Lai, Margol, and Landoll offer a step-by-step guide (page 24) on defining your interests, choosing a lab, and building your experience to become a competitive applicant for graduate school.

Looking for a career in psychology that can influence change on a larger scale? Author Pia Stanard shares her experience (page 20) in “Community Psychology: Using the ‘Big Picture’ Perspective to Help People.” From a psychosocial perspective, Dr. Ani Kalayjian shares the ATOP (Association for Trauma Outreach & Prevention) team’s transformative experience helping victims of the recent earthquake in Haiti. Read her moving account (page 28) in “ATOP of Meaningful World Team Returns From Haiti,” as a guide to the importance of helping survivors express their feelings in order to rebuild their lives.

How does health care reform, neuroscience, technology, and collaboration impact a student majoring in psychology? A panel of students from Nebraska Wesleyan University sought these answers (page 32) in “We Have Met the Future and It Is Us: A Conversation With Dr. James H. Bray.” Dr. Bray, president of APA in 2009, shares his views on what students could do to prepare for the future.

If the New Year is the time to set resolutions, maybe midsummer is the time to reassess if you have realistic expectations for the future. Take stock of the situation to decide if you are heading in the right direction, and if not, be prepared to change course and focus on your passions and interests. Meanwhile, enjoy the summer break while it lasts!
Be Telemachus, Find Mentor

You are probably familiar with the mythological figure Odysseus who is the hero of Homer’s epic poem *The Odyssey*. However, many of you may not know that when Odysseus left for the Trojan War, he entrusted his wise friend Mentor to oversee the education of his young son Telemachus. The eponym “mentor” has come to mean someone who is a trusted guide, positive role model, and caring teacher.

A great deal of education research has shown the benefits of successful mentoring and you can find several online articles in *Eye on Psi Chi* that promote mentorship. Some of these articles also describe the qualities that you should seek in an effective mentor and mentoring relationship (Koch, 2002; McElroy and Altarriba, 2001; Olatunji, 2000; Hammer, 2003). Early in my career, I benefitted enormously from both faculty and professional mentors and I am sure that if asked, your professors can also identify someone who made a lasting impression on their professional and scholarly development.

As an undergraduate student, I was expected to retain a great deal of knowledge about psychology. Whether from textbooks, class lectures, or discussions, I acquired information deemed important by my faculty and other experts in the discipline. However, I realized that while I was learning something about the subject matter, I had no idea about what psychologists actually do. Textbooks gave me a sense of the information that psychologists valued, but did not provide me with a sense of what psychologists experience as academics and professionals. In fact, the only real way to learn about the diverse work conditions and lifestyles of psychologists is from a faculty or professional mentor. So if you are thinking about a career in psychology, finding a mentor is key to understanding what you can expect as a future professional in the discipline.

Finding a mentor is more important than ever because of the increasing emphasis placed on providing experiential learning opportunities for psychology students. Whether you are considering opportunities for research, internships, or fieldwork, the fact is that you will need to find a mentor. Perhaps you are thinking about conducting research. Several articles in *Eye on Psi Chi* provide suggestions for how you can become involved in research and why most graduate programs value this sort of activity (Grover, 2006; Landrum, 2002; Ossoff, 1998). It is also the case that in today’s psychology departments, access to a research participant pool, IRB compliance, and proper guidance in research methodology and ethics all require working closely with a faculty mentor. Simply put, mentoring is a necessary part of conducting student research—at both the undergraduate and graduate levels.

So how does a student go about finding a mentor? While it may be intimidating for some undergraduates to introduce themselves to faculty, but there are proven and fairly simple techniques for properly introducing yourself and establishing a mentoring relationship. Prior to showing up during office hours, visit the psychology department website to learn more about your faculty and determine their research programs. Do any of these faculty research programs interest you? If so, you are ready to introduce yourself during faculty office hours.

There are just two things to keep in mind when introducing yourself. First, do not forget to mention that you are a member of Psi Chi. In so doing, you will immediately gain credibility as a serious and accomplished student of psychology. Second—and this is important—get the faculty member to start talking about his or her research. This is important because faculty are passionate about their research and there is nothing more flattering (professionally speaking) than having someone ask about their research interests. If you share this interest, chances are high that after such a conversation you will have found your faculty mentor and be asked to join a research team.

So—armed with these techniques, be Telemachus and find Mentor!

References


1 All of these *Eye on Psi Chi* articles are available online at http://www.psich.org/pubs/eye/Go to View by Category and search articles by Research and Faculty/Teaching.
Psi Chi Technology at Your Fingertips

Have you ever wished you had an easy way to update Psi Chi about changes to your contact information? To send an e-mail to chapter members? To see who your chapter’s alumni are? To obtain an article printed in the Psi Chi Journal of Undergraduate Research or the Eye on Psi Chi? You do! During my travels to regional conferences this past spring, I realized that many chapter advisors and members are not aware of all the different resources Psi Chi makes available to them online.

In order to start taking advantage of these resources, I should first explain the two types of usernames available for accessing information through Psi Chi’s website: a member username and a chapter username. All Psi Chi members may access their individual member information by selecting Member as the type when they sign in, then entering their own unique username and password. A default username and password is generated by the Central Office and printed on your member ID card; you can change them once you sign in if you wish. If you don’t know your username or password, e-mail psichi@psichi.org.

**With your member username and password you can:**
- Update your personal and contact information at any time—even after you graduate.
- Add information you didn’t fill out on your original registration card. For example, you could add your gender or ethnicity if you didn’t indicate those when you were inducted.
- Sign up to receive your chapter’s e-mails under Your Subscriptions.
- Order and pay for a replacement member card or certificate if you lost yours or changed your name.
- Verify your induction date (sometimes needed on job or scholarship applications or for your resume).
- Purchase graduation regalia.
- Order free electronic downloads of articles published in the Psi Chi Journal of Undergraduate Research or Eye on Psi Chi.

The chapter username is for administering your chapter’s business. Psi Chi provides the chapter administrator username and password to the faculty advisor, who may choose to share it with trusted chapter officers (if so, we suggest that the advisor change the password periodically).

**With the chapter administrator username and password, the chapter advisor can:**
- Enter the names of new members and pay for them online. This allows the chapter to receive new member certificates, cards, and pins more quickly than by sending the registration cards and a check through the mail.
- Check membership status of new inductees registered online to see if their membership is still pending, or they have been officially registered at the Central Office.
- Submit chapter reports including:
  — the Annual Report
  — the Financial Report
  — the quarterly Chapter Activities Report
  — a New Faculty Advisor/Coadvisor Report
- Submit nominations and vote in regional and Society elections.
- Update chapter contact information.
- Request a limited number of free Psi Chi brochures or posters.
- View the names, e-mails, and induction dates for the members of your chapter. The list allows the user to:
  — sort chapter members by name, e-mail, or induction date
  — search by name
  — download a CSV file of all chapter members.
- E-mail your chapter members who have signed up to receive chapter e-mails.
- Enter the names of your chapter officers so that they are kept current on your chapter’s webpage.
- Transfer an individual’s Psi Chi membership from another chapter to your chapter. Members may wish to do this when they transfer to another university, begin graduate school, or become a faculty member at an institution other than where they joined Psi Chi.
- Purchase merchandise such as Psi Chi tablecloths, banners, binders, stationery, or officer ribbons.

**You do not need a username or password to:**
- Read e-mail digests on the Psi Chi website.
- Purchase a printed subscription to the Eye on Psi Chi after you graduate.
- View abstracts from the Psi Chi Journal of Undergraduate Research.
- Purchase a printed subscription to the Psi Chi Journal of Undergraduate Research.
- View back issues of the Eye on Psi Chi online.
- View any particular chapter’s page, including current officers (provided the chapter has updated them); www.psichi.org/chapters/list.aspx
- View or print Psi Chi forms found at www.psichi.org/Downloads/. These downloads include information on officer responsibilities, chapter business, sample chapter bylaws, how to inform the Central Office about a new faculty advisor or co-advisor, individual and chapter awards and grants, and much more.

Psi Chi will continue to improve its technological support of members and chapters. Look for exciting changes and opportunities as our website evolves in the months and years to come.
Michael D. Hall, PhD
James Madison University (VA)
President

Michael Hall, PhD, 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.

Susan Amato-Henderson, PhD
Michigan Technological University
President-Elect

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

At Psi Chi, we are fortunate to have the Board of Directors which is committed to fulfilling the mission of our honor society. It is with pleasure that the Central Office announces the new leadership for 2010-11. Under the leadership of Psi Chi President Michael Hall, PhD (James Madison University, VA), we would like to introduce you to the incoming President-Elect Susan Amato-Henderson, PhD (Michigan Technological University) and Regional Vice-Presidents—Midwestern Regional Vice-President Daniel Corts, PhD (Augustana College, IL); Southeastern Regional Vice-President Maria Lavooy, PhD (Florida Institute of Technology); and Southwestern Regional Vice-President Randall Osborne, PhD (Texas State University–San Marcos). In addition, the Central Office welcomes Michele Rumpf as the new Executive Officer.
Randall Osborne, PhD
Texas State University–San Marcos
Southwestern Regional Vice-President

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

Daniel Corts, PhD
Augustana College (IL)
Midwestern Regional Vice-President

Daniel Corts, PhD, has spent 8 years as coadvisor of the Augustana College Chapter. During this time, he served 4 years on the Psi Chi Midwestern Steering Committee and the Grants and Awards Committee. Dr. Corts spent 4 years as a consulting editor and is currently a reviewer for the Psi Chi Journal. He attended both Psi Chi National Leadership Conferences along with the chapter presidents. The committees and boards provided him a glimpse of the interests and activities of Psi Chi members around the country, plus they offered the privilege of contributing to the larger organization. However, he feels working within his local chapter has been the most exciting and rewarding experience by collaborating on research, traveling to regional and national conferences, sponsoring social activities (the famous Psi Chi cooking classes!), and raising funds to support student research in the psychology department.

Michele Rumpf
Executive Officer
Psi Chi Central Office

Michele Rumpf brings to the Executive Officer position a strong management background in the non-profit sector. Her most recent positions include director of development for the Eastern Shore Chamber of Commerce Foundation (Fairhope, AL) and director of workforce development for the Mobile (AL) Chamber of Commerce. Earlier positions included program coordinator for the Department of Community Medicine at Mercer University and executive director of United Cerebral Palsy of Macon and Middle Georgia. She earned a BS in public administration from Auburn University (AL) and currently resides in the greater Chattanooga metropolitan area.

Maria Lavooy, PhD
Florida Institute of Technology
Southeastern Regional Vice-President

Maria J. Lavooy, PhD, earned an undergraduate degree in biology, with biopsychology as her main area of study. She went on to earn an MA and PhD in psychology from Miami University (OH). She has been with the University of Central Florida (UCF) since 1995 and is the recipient of UCF’s Excellence in Undergraduate Teaching award. Now in her 25th year of teaching, she recently joined the Florida Institute of Technology in Melbourne (FL) where she serves as program chair of the Applied Psychology Program. Her recent research interests relate to diversity, confronting behavior, and the scholarship of teaching and learning. She has been a member of Psi Chi since 1978. She was a 3-year member of Psi Chi’s Southeastern Regional Steering Committee and is currently serving Psi Chi in the capacity of Southeastern Regional Vice-President, planning Psi Chi events and awards for SEPA’s annual meetings. She also attends, and contributes to, numerous conferences and workshops on behalf of Psi Chi.
Chapter members attend the MPA Award Reception.

Psi Chi President-Elect Michael Hall with poster award winner Meredith Mahr-Edmunds (Mount St. Mary’s University, MD) at EPA.

Nanxin Li (Yale University, CT) is presented with a plaque for the 2010 Bandura Award by Psi Chi Past-President Scott VanderStoep.

Stacy Ekkane Mathis, Kathryn L. Bollich, Whitney L. Laas, and Lauren E. Mangueius from Southwestern University (TX) present their poster at SWPA.

Patrick B. Mayfield (University of Central Oklahoma), Teresa P. Perez (Our Lady of the Lake University, TX), Jeanette Marie Walters (Oklahoma Baptist University), Katie Leigh Halbesleben (Oklahoma Baptist University), Wade Fuqua (University of Central Arkansas), and John W. Harden (Stephen F. Austin State University, TX) at SWPA.

Psi Chi Midwestern Regional Vice-President Betsy Morgan with Teddi Deka (Missouri Western State University) at MPA.

Katie Kavanaugh (Indiana University Southeast) and Dr. Maureen O’Brien (Christian Brothers University, TN) at the Psi Chi Reception at SEPA.

Hannah Abbott and Tiffany Bullard (University of Central Arkansas), Laura Kallas and John Lemay (Collin County Community College, TX), and Laura Crocker (University of Central Arkansas) at the Psi Chi/Psi Beta Leadership Program “How to Develop Leadership Skills” held during SWPA.

Heather Pollock (The College of Saint Rose, NY) at the EPA poster session.

Dr. Albert Bandura (Stanford University, CA) poses with students before his lecture at RMPA.
2010 Psi Chi Conventions

1. Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
2. Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
3. Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
4. Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
5. Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
6. Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.

- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.

- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.

- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.

- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
- Poster presenter Victoria Todd (Hendrix College, AR) with Psi Chi Southwestern Regional Vice-President Randall Osborne at SWPA.
 Psi Chi chapter members participate in the Operation Interdependence Service Project at RMPA.

Lauren Roscoe (Western Oregon University) and Amber Gaffney (Claremont Graduate University, CA) at WPA.

Claire Maschinski, Kathryn Childs, and Gregory Spierer (Ithaca College, NY) present a poster at EPA.

Psi Chi Regional Award winners from University of Central Arkansas at SWPA: Brad Cameron, Shawn Charlton, Hannah Abbott, Tasha Honey, Caitlin Porter, and Bradley Goessert with Psi Chi Southwestern Regional Vice-President Randall Osborne.

Poster presenters Jennie M. Kuckertz and Kristen M. McCabe (University of San Diego, CA; center) with Drs. Alvin Wang (Psi Chi President), Michael Hall (Psi Chi President-Elect) and Martha Zlokovich (Psi Chi Executive Director) at WPA.

Psi Chi Past-President Scott Vanderstoep with Psi Chi Distinguished Speaker Dr. Steve Pinker (Harvard University, CT) at APS.

Mildred Johns (The Citadel, SC) presents a poster on “Appraisal of Heroic Acts” at SEPA.

Jessie Yule (University of Louisville, KY) presents his poster “The Relationship Between ADHD Symptomatology and Pragmatic Language Use in Children” at SEPA.

Psi Chi Faculty Advisor Dan Corts of Augustana College (IL) with officers Courtney Mitten and Rayna Narvaez.

Psi Chi current and past Presidents: Drs. Norine Jalbert (1995-96 President), Alvin Wang (current President), Vincent Prohaska (2007-08 President), Sue Dutch (1991-92 President), Michael Hall (current President-Elect), and Martha Zlokovich (2003-04 President, Psi Chi Executive Director) at EPA.
Dr. Teddi Deka and officers of Missouri Western State University were honored with their 2010 Regional Chapter Award plaque at MPA.

Psi Chi members from the University of San Francisco (CA) with their 2010 Regional Chapter Award: Majel Baker, Brett Gaynor, Lucas Stroyoen, Allison Feertsch, and Jacob Levernier with Dr. Ngoc Bui (Psi Chi Western Regional Vice-President, University of La Verne, CA) at EPA.

Regan Gurung (University of Wisconsin–Green Bay) is presented with a 2010 Regional Faculty Advisor Award by Psi Chi Director of Membership Amie Austin at MPA.

Psi Chi President Dr. Alvin Wang (back row, right) and Southeastern Regional Vice-President Maria Lavooy (front row, right) with poster presenters and faculty at SEPA.

Dr. Ngoc Bui (University of La Verne, CA) with Psi Chi Distinguished Lecturer Dr. Patricia Greenfield (University of California, Los Angeles) at WPA.

Gary Irons and Distinguished Lecturer Skip Beck (Appalachian State University, NC) at SEPA. Gary Irons is a relative of “Little Albert” from the Watson infant laboratory.


Psi Chi members from Central College at MPA.

Psi Chi members Genardra Pugh, Kyrah Brown, and Sarah Cunningham (Spelman College, GA) at the SEPA Reception.
Psi Chi is pleased to offer over $300,000 in awards and grants to its members each year. Don’t miss the exciting opportunities and funding these programs provide! Here are some upcoming deadlines to add to your chapter calendar or website:

**October 1**
- SuperLab Research Grants
- Thelma Hunt Research Grants
- Undergraduate Psychology Research Conference Grants

**November 1**
- Graduate Research Grants
- Undergraduate Research Grants

**December 1**
- Paper/Poster submissions for the APA/ Psi Chi Society Annual Convention
- Poster submissions for the APS National Convention
- Denmark Faculty Advisor Award
- Regional Chapter Awards
- Regional Faculty Advisor Awards

---

### Undergraduate and Graduate Research Grant Winners

Eleven undergraduates and ten graduates were recipients of Psi Chi Research Grants that were due November 1. This grant program provides funds for Psi Chi members to defray the cost of conducting a research project. The 2009-10 winners, along with their schools, research advisors, and project titles are listed below.

#### Undergraduate Winners

**Meredith Blankenship**
Northern Kentucky University (KY)
Dr. Mark Bardgett (research advisor)
“The Effects of H3 Antagonist JNJ-10181457 on MK-801 Induced Memory Impairment”

**Casey E. Cavanagh**
Quinnipiac University (CT)
Dr. Joan Bombarde (research advisor)
“An Examination of UR Habituation in Eyelink Classical Conditioning in Individuals With ADHD”

**Kimberly Duggins**
Elon University (NC)
Dr. Amy Overman (research advisor)
“Behavioral and Electrophysiological Effects of Schema Activation on Memory for Crime Information in Older and Younger Adults”

**Christie Flanagan**
University of Alaska Anchorage
Dr. Gwen Lupfer-Johnson (research advisor)
“Effects of Fixed and Variable Schedules of Reinforcement on Within-Session Decreases of Response Rates and Food Consumption in Dwarf Hamsters (Phodopus campbelli)”

**Frank E. Garcea**
St. John Fisher College (NY)
Dr. Bradford Mahon (research advisor)
“Dissociating Category-Specific Object Recognition Processes With Continuous Flash Suppression and Backward Masking”

**Tessa Hesse**
DePaul University (IL)
Dr. Karen Budd (research advisor)
“Siblings of Children With Autism: Predictors of Sibling Adjustment”

**Nicholas Jacobson**
Truman State University (MO)
Dr. Jeffrey Vittengl (research advisor)
“Strengths and Weaknesses in Test-Taking: In What Ways Do Anxiety and Impulsivity Impact Negative Test Performance?”

**Betsy Millner**
Saint Michael’s College (VT)
Dr. Ari Kirschenbaum/Tobacco (research advisor)
“Dependence and Impulsivity: An Evaluation of the Effects of Nicotine Withdrawal on DRL-Schedule Performance”

**Jenny Pietroski**
Saint Michael’s College (VT)
Dr. Melissa VanderKaay Tomasulo (research advisor)
“The Effects of Nicotine, Nicotine Abstinence, and Acute Psychological Stress on Cardiovascular Reactivity and Neuroendocrine Functioning in a Sample of Habitual Smokers and Tobacco Chippers”

**Marybeth Southard**
Bradley University (IL)
Dr. Timothy Koeltzow (research advisor)
“The Effect of Environmental Enrichment on Spontaneously Hypertensive Rats as a Model of Attention-Deficit Hyperactivity Disorder”

**Jean Ee Tang**
Stony Brook University, SUNY
Dr. Brenda Anderson (research advisor)
“Influences of Psychological Stress on Coping Styles in Rat Models”

#### Graduate Winners

**Melissa A. Bright**
University of Georgia
Dr. Anne Shaffer (research advisor)
“I’ve Got the Rhythm, She’s Got the Blues: Relationships Between Temperament, Maternal Stress, and the Development of Circadian Rhythms in Infancy”

**Christopher Campbell**
University of Nebraska—Lincoln
Dr. David Hansen (research advisor)
“Heterogeneous Psychological and Behavioral Symptom Presentation of Sexually Abused Youth: Pre-Treatment Through 1-5 Years Post-Treatment”

**Susan Darlow**
Stony Brook University, SUNY
Dr. Marci Lobel (research advisor)
“Motivational Flexibility and Patterns of Exercise and Smoking Behavior”

**Annie B. Fox**
University of Connecticut
Dr. Mary Crawford (research advisor)
“Pregnant Women at Work: The Role of Stigma in Predicting Women’s Exit From the Workforce”

**Lindsay C. Harkabus**
Colorado State University
Dr. Jennifer Harman (research advisor)
“Exploring Physician Attitudes Toward the CDC’s STI/HIV Screening Guidelines and Women’s STI/HIV Testing”

**Steven J. Holochwost**
University of North Carolina, Chapel Hill
Dr. Jean-Louis Gariepy (research advisor)
“Physiological Reactivity and Executive Function: A Pilot Study”

**Bronwyn Hunter**
DePaul University (IL)
Dr. Leonard Jackson (research advisor)
“The Oxford House Model: A Pathway to Empowerment for Women Ex-Offenders”

**Stephanie Mark**
Roosevelt University (IL)
Dr. Cami McBride (research advisor)
“The Impact of Personality Hardiness on At-Risk Homeless Adolescents: The Relationship Between Attachment Style, Social Connectedness, and Coping Efforts With Resiliency”

**Michael Scullin**
Washington University in St. Louis (MO)
Dr. Mark McDaniel (research advisor)
“Remembering to Forget Completed Goals: Commission Errors in Older Adults”

**Katherine Mickley Steinmetz**
Boston College (MA)
Dr. Elizabeth Kensinger (research advisor)
“Emotional Memory Trade-Offs as a Function of Trait Anxiety and Posttraumatic Stress Disorder”
Website Awards

The Psi Chi Website Awards annually recognize three outstanding Psi Chi chapter websites.

**Bradley University (IL)**
http://bradleypsichi.org/

The Bradley University Psi Chi website was initially created as a means to enhance content and information previously available on the departmental website. For example, the partnership between Psi Chi and Psychology Club has been a major source of confusion for students; now the website features bios of officers in Psi Chi and leaders of Psychology Club. One of the website’s major goals is to promote student involvement, so each component (e.g. calendar, student blog, photos) works to distribute relevant information and spread excitement about Psi Chi/Psychology Club activities. The website also features links to social media, and a future goal is for the site to serve as the main interface between the department and alumni.

Usability was a top priority during development, particularly so the website can be maintained after the site creator—a Psychology Club team leader—graduates. The site is powered using WordPress, a popular blogging program, that can be automatically updated, and all of the special features are maintained with easy-to-use plug-ins. Not only is the website easily controlled and maintained, the layout is simple and organized in order to be accessible to the student public. The main page features the most important topics including the calendar, photos of events, and blog posts, and the menu makes the website easily navigable.

In the midst of planning and creating the website, the chapter never lost sight of Psi Chi’s philosophy and mission. This website works to promote excellence of all members by featuring research opportunities and a help section including GRE assistance, graduate school advice, and career information. In addition, the website aims to produce socially responsible members by keeping students involved in the psychology department, encouraging teamwork and student cooperation, and promoting service projects in the community. As a whole, the Psi Chi website documents the development as a chapter and spreads enthusiasm about psychology.

**University of Florida**
http://psych.ufl.edu/~psichi/

The University of Florida Chapter created this website to allow members and potential members to get to know the chapter from anywhere. The chapter strives to present members with academic, social, and philanthropic opportunities to enhance their experience at the University of Florida and to enrich their professional and personal lives.

University of Florida Psi Chi prides itself on being completely centered on its members. As a result of this vision, the website is the direct product of member feedback. The dynamic Google calendar is a perfect example of this. Its presence on the website allows members to be aware of activities even if they cannot attend the general body meetings. As a service to the chapter members, the chapter officers upload copies of our meeting minutes and newsletters for quick reference. In addition, the website uses contact forms to allow members to have a single, reliable way to contact officers with questions or concerns and hosts contests (such as our recent design the website banner contest) with simple online submission forms.

The philosophy of the website is that every member should be able to access resources regardless of their location, operating system, or connection speed. It is for this reason that the website is free from javascripts and slow loading images. The calendar, the only externally hosted element, is accessible via an external url from Google. This website advances the mission of Psi Chi by taking it beyond in-person meetings and opportunities and extending to each and every one of our members, no matter where they may be or what schedules they may maintain.

**University of Michigan—Ann Arbor**
http://sites.google.com/site/universityofmichiganpsiChi/

In the past, the University of Michigan Psi Chi Chapter has had trouble effectively communicating with its members. Thus, the primary goal of our website is to increase the quality and accessibility of our chapter’s resources and activities. In order to do this, the chapter has created an announcements page, a calendar page, and research involvement pages. Members can even subscribe to the announcements we post on the website regarding new opportunities and events hosted by Psi Chi and the department. All pages are neatly organized and easily navigable. The officers invite members to contact the Executive Board with questions regarding personal research interests, which are posted on the site. Additionally, the chapter has taken advantage of other outlets for communication, creating a Course-Tools page which enables members to communicate in private chat rooms, and a Facebook page enabling chapter members to network.

In addition to the chapter’s desire for effective communication, the officers also believe that the Executive Board has a responsibility to help members succeed both as undergraduates and in the future. Because the University of Michigan’s Psychology Department is one of the largest in the country, it is difficult to find and access helpful resources. In order to resolve this issue, this website integrates many different resources, both from the chapter’s psychology department and from outside organizations, to provide members with easy access all in one place. The site not only includes information about research opportunities at the university, but also about summer internships, which many students find difficult to locate. This information encourages members to become more involved in psychological science, creating students who are aware of and working towards the advancement of psychological knowledge. The chapter believes this website has served as an integral part in achieving the goal of effective and helpful communication.
Regional Research Awards
Psi Chi congratulates all of the Regional Research Award winners for 2009-10. 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 2009-10 Regional Research winners are listed below.

Eastern Region
Ryan G. Beaston, Washington College (MD)
Carmen Carrion, Brooklyn College, CUNY
Danielle O. Dean, University of Massachusetts Amherst
E. A. Dunleavy, Marywood University (PA)
Veronica A. Graveline, Saint Peter’s College (NJ)
Lauren E. Kittie, Albright College (PA)
Jame L. Lipski, Providence College (RI)
Meredith A. Mahr-Edmunds, Mount St. Mary’s University (MD)
Kimberly J. McClure, University of Connecticut
Natasha A. McGuinness, Manhattan College (NY)
David P. Morrissey, Central Connecticut State University
Stefanie Morgan, Bridgewater State College (MA)
Amanda R. Perry, Mount Saint Mary College (NY)
Scott M. Perry, University of Southern Maine
Leigh A. Rokotowska, SUNY at New Paltz
Svetla B. Shah, The College of New Jersey
Elzbieta Sikora, Central Connecticut State University
Chase O. Wrinn, Salisbury University (MD)

Midwestern Region
Elise N. Bascom, University of Missouri—Columbia
Timothy Brandt, Hope College (MI)
Elvina Wardjiman Chen, University of Michigan
Benicia Colón, Western Illinois University
Angeline A. De Leon, University of Illinois at Urbana-Champaign
Tiffany Entringer, University of Wisconsin—La Crosse
Molly Garmes, University of Wisconsin-La Crosse
Jill Humble, St. Olaf College (MN)
Lori A. Kais, University of Wisconsin—Milwaukee
Kayla Kelder, Missouri Western State University
Aylicia LaBoy, Purdue University (IN)
Cynthia Maupin, University of Missouri—Columbia
Jason Miller, Andrews University (MI)
Elizabeth Necka, Truman State University (MO)
Eleanor Nelson, Grinnell College (IA)
Mark R. Osman, University of Kansas
Alissa Rasmussen, University of Missouri—Columbia
Ryan Roby, Western Illinois University
Caitlin M. Smock, Iowa State University
Marybeth Southard, Bradley University (IL)
Amber Stone, University of Illinois at Chicago
Joshua Sturmlief, Christopher Newport University (VA)
Melissa E. Taranto, University of Missouri—Columbia
Lauren Wright, Hope College (MI)
Jessica Young, Southern Illinois University—Carbondale

Rocky Mountain Region
Rachel Bradford, Brigham Young University (UT)
Victoria Carter, Metropolitan State College of Denver (CO)
Lisa Dimmer, Metropolitan State College of Denver (CO)
Kirsten Donais, Metropolitan State College of Denver (CO)
Ryan McKinnon, University of Utah
Danielle Sitzman, Colorado State University

Southwestern Region
Kelli L. Bible, Piedmont College (GA)
Meagan Burns, Winthrop University (SC)
Lilah E. Campbell, Winthrop University (SC)
Morgan A. Cote-Cobie, Christopher Newport University (VA)
Krysten Knecht, Xavier University (OH)
Gerald P. McDonnell, Xavier University (OH)
T. Mitchell Panter, Tennessee Technological University
Kate E. Saunders, Xavier University (OH)
Erin Sim, Winthrop University (SC)
Krystle T. Swartz, Winthrop University (SC)
Andrea M. Thiel, Lambuth University (TN)

Western Region
Andrea M. Thiel, Lambuth University (TN)

Regional Chapter Awards
Psi Chi congratulates the following chapters for winning this year’s competition for the Regional Chapter Awards. Listed alphabetically, the 2009-10 winning chapters are as follows:

Bradley University (IL)
Midwestern Region, Category A

Missouri Western State University
Midwestern Region, Category B

Northern Kentucky University
Southeastern Region, Category A

University of Mary Washington (VA)
Southeastern Region, Category B

University of Central Arkansas
Southwestern Region, Category A

University of San Francisco (CA)
Western Region, Category A

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, category A) and of small schools (under 5,000 students, category B). 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, 2010. Chapters are encouraged to start now to prepare applications for this prestigious Psi Chi award.

SuperLab Grants
The Psi Chi Research Grants Committee, the Psi Chi Board of Directors, and the Cedrus Corporation would like to announce the winner of the 2009-10 Psi Chi/SuperLab Research Grant. Enrique M. Solis of the University of Texas of the Permian Basin submitted a proposal entitled “Facial Emotional Recognition and Other Race Effect in Anglo-Americans and Hispanics” and was awarded a copy of SuperLab experimental lab software and a response pad from Cedrus. Psi Chi congratulates this year’s winner and encourages all members to apply for this grant.
Amendment to the Constitution

The Psi Chi Board of Directors has approved the following proposal for amendment to the Psi Chi Constitution. According to Article XVI, Amendment of Constitution, Section 3, Psi Chi members have the opportunity to write in support of or in opposition to the amendments.

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

Letter of Support

I write this letter to indicate my support of the proposed Constitutional amendment for several reasons.

First, Psi Chi has not published a newsletter for many years. The current publication, Eye on Psi Chi, is a full color magazine and far superior to a newsletter. Deleting the reference to the newsletter is long overdue.

Second, the Constitution names the editor of the newsletter as the Executive Officer. This is outdated, as the current Art Director/Associate Editor, Susan Iles, has been functioning in the role of editor for many years. Allowing the Board of Directors to determine the editor is a more practical way to administer the Society. The magazine has been an excellent, high-quality, informative publication over the past several years, and I would like to see the appropriate person named as the editor so Susan’s hard work can be recognized.

Finally, I want to see the voting become more convenient to our chapters. Allowing Constitutional amendments to be administered through the email digests will allow chapters more timely receipt of instructions and notification of results than using the quarterly Eye on Psi Chi for administration.

I encourage all chapters to vote in favor of this Constitutional amendment recommended by the Board of Directors.

Melissa Strickland
Psi Chi Central Office
Alumni Member of the University of Tennessee at Chattanooga

Spring 2010 Proposed Amendment to the Psi Chi Constitution

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

1. Change Article XVI. Section 2, 3, and 4:

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

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

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

2. Delete Article XIII. Sections 1, 2, and 3, and change to:

All publications of the Society and the editors of those publications shall be determined by the Board of Directors.

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

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

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

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

Awards and grants are submitted online at the Psi Chi website at www.psichi.org
 Psi Chi’s success simply would not be possible without the dedication, expertise, and sacrifice of the many faculty members who contribute their time and efforts, on a volunteer basis, to our honor society. All of us at Psi Chi would like to say thanks to these faculty experts who have contributed so much—thank you for giving your time and effort, and thank you for making it possible to provide such excellent programs and awards to so many students of psychology.

**2009-10 Psi Chi Faculty Consultants**

Joanne D. Altman, PhD, Washburn University (KS)
Lori Barker, PhD, California State Polytechnic University, Pomona
Carolyn M. Barry, PhD, Loyola College in Maryland
Joan Bombace, PhD, Quinnipiac University (CT)
Sheila Brownlow, PhD, Catawba College (NC)
Joan C. Chrissler, PhD, Connecticut College
Betty Carter Dorr, PhD, Fort Lewis College (CO)
Mindy J. Erchult, PhD, University of Mary Washington (VA)
Christina Frederick-Recascino, PhD, Embry-Riddle Aeronautical University (FL)
Andrew Getzfeld, PhD, New Jersey City University
Kerri A. Goodwin, PhD, Towson University (MD)
Bruce G. Klosnyk, PhD, SUNY College at Fredonia
David S. Kreiner, PhD, University of Central Missouri
Jane C. Levine, PhD, NYC Board of Education
Marjorie C. Marcotte, EdD, Springfield College (MA)
Rona J. McCull, PhD, Regis University (CO)
Gail Overby, PhD, Southeast Missouri State University
Sheila O’Brien Quinn, PhD, Salve Regina University (RI)
M.L. Corbin Siciol, PhD, Cabrini College (PA)
Jeanne Slattery, PhD, Clarion University (PA)
Henry Solomon, PhD, Marymount Manhattan College (NY)
Linda Z. Solomon, PhD, Marymount Manhattan College (NY)
William P. Wallace, PhD, University of Nevada, Reno
Phil D. Wann, PhD, Missouri Western State College
Mark C. Zrull, PhD, Appalachian State University (NC)

**2010 Steering Committee Members**

**Eastern Region**

Carlos A. Escoto, PhD, Eastern Connecticut State University
Katherine Marsland, PhD, Southern Connecticut State University
Sheila O. Quinn, PhD, Salve Regina University (RI)
Richard Velasyo, PhD, Pace University (NY)

**Rocky Mountain Region**

Steve Barney, PhD, Southern Utah University
Leslie Cramblet Alvarez, PhD, Adams State College (CO)
Brad Smith, Boise State University (ID)

**Southeastern Region**

Tesa Hare, University of Central Florida at Cocoa
Linda Jones PhD, Belmont University (TN)
Maureen O’Brien PhD, Christian Brothers University (TN)

**Southwestern Region**

Laura Crocker, University of Central Arkansas
Sheila Kennison, PhD, Oklahoma State University
Evan Zucker, PhD, Loyola University (LA)

**Western Region**

Amber Gaffney, Claremont Graduate University (CA)
Gregg J. Gold, PhD, Humboldt State University (CA)
Lauren Roscoe, PhD, Western Oregon University

**2009 Psi Chi Journal of Undergraduate Research Reviewers**

Joanne D. Altman, PhD, Washburn University of Topeka (KS)
Patrick Ament, PhD, University of Central Missouri
Robin Anderson, PhD, St. Ambrose University (IA)
Debra R. Baldwin, PhD, University of Tennessee at Knoxville
Carl Bartling, PhD, McNeese State University (LA)
Scott Bates, PhD, Utah State University
Mukul Bhatta, PhD, Arkansas University (DC)
Jennifer M. Bonds-Raacke, PhD, University of North Carolina at Pembroke
Amy Bradura Brack, PhD, Creighton University (NE)
Charles L. Brooks, PhD, King’s College (PA)
Sheila Brownlow, PhD, Catawba College (NC)
Patricia L. Bruninks, PhD, Whitworth University (WA)
Lawrence Clark, PhD, Southeast Missouri State University
Daniel P. Corts, PhD, Augustana College (IL)
Brian J. Cowley, PhD, Park University (MO)
Amita A. Davis, PhD, Rhodes College (TN)
Stephen F. Davis, PhD, Morningside College (IA)
Teresa L. Davis, PhD, Middle Tennessee State University
Daniel L. DeNeui, PhD, Southern Oregon University
Teddi S. Deke, PhD, Missouri Western State University
Nancy Desi, PhD, Occidental College (CA)
Kristen A. Diliberto-Macaula, PhD, Berry College (GA)
Melanie Domenech-Rodriguez, PhD, Utah State University
Andrew Downs, PhD, University of Portland (OR)
Jarred Edwards, PhD, Southwestern Oklahoma State University
Jorie Edwards, PhD, Southwestern Oklahoma State University
Corinne Enright, PhD, University of Wisconsin–Platteville
F. Richard Ferraro, PhD, University of North Dakota
Laura Lei Finken, PhD, Creighton University (NE)
Marion T. Gaines, PhD, Presbyterian College (SC)
Reene Carol Gallisher, PhD, Utah State University
Jackie Goldstein, PhD, Samford University (AL)

**Shawn F. Guiling, PhD, Southeast Missouri State University**

Marjorie Gunnoe, PhD, Calvin College (MI)
David Haaga, PhD, American University (DC)
Steven J. Haase, PhD, Shippensburg University (PA)
Elizabeth Yost-Hammer, PhD, Xavier University (LA)
Elizabeth A. Hennon, PhD, University of Evansville (IN)
Lisa Hensley, PhD, Texas Wesleyan University
Robert J. Hines, PhD, University of Arkansas at Little Rock
Jennifer Hughes, PhD, Agnes Scott College (GA)
Matthew T. Huss, PhD, Creighton University (NE)
Deana J. Julka, PhD, University of Portland (OR)
William Kelemen, PhD, California State University, Long Beach
Allen H. Keniston, PhD, University of Wisconsin—Eau Claire
Sheila Keninson, PhD, Oklahoma State University
Marcel Satsky Kerr, PhD, Texas Wesleyan University
Camille Testosterone King, PhD, Stetson University (FL)
David Kreiner, PhD, University of Central Missouri
Jason P. Kring, PhD, Embry-Riddle Aeronautical University (FL)
Janet Kuebl, PhD, Saint Louis University (MO)
R. Eric Landrum, PhD, Boise State University (ID)
Kira M. Leck, PhD, University of Pittsburgh at Bradford (PA)
Lawrence Lewis, PhD, Loyola University (LA)
Charles A. Lyons, PhD, Eastern Oregon University
Pam Marek, PhD, Kennesaw State University (GA)
Daniel W. McNeil, PhD, West Virginia University
Kayce Meginnis-Payne, PhD, Peace College (NC)
Betsy L. Morgan, PhD, University of Wisconsin–La Crosse
Robert R. Mowrer, PhD, Angelo State University (TX)
Mindi Mull, PhD, Augustana College (IL)
Walter Murphy, PhD, Lenoir-Rhyne College (NC)
Jennifer L. O’Loughlin-Brooks, MS, Collin College (TX)
Gail Overby, PhD, Southeast Missouri State University
Edward L. Palmer, PhD, Davidson College (NC)

**Jim Persinger, PhD, Emporia State University (KS)**

Catherine Pittman, PhD, St. Mary’s College (IN)
Darren Robert Ritzer, PhD, Winthrop University (SC)
Mark G. Rivardo, PhD, Saint Vincent College (NY)
Michael Russell, PhD, Washburn University of Topeka (KS)
Lauren F. V. Scharff, PhD, United States Air Force Academy (CO)
Pam Schuette, PhD, Buffalo State College, SUNY
Carl W. Scott, PhD, University of St. Thomas (TX)
Christina Sinisi, PhD, Charleston Southern University (SC)
Merry Sleigh, PhD, Winthrop University (SC)
Jan Smith, PhD, Pittsburg State University (PA)
Karen Smith, PhD, Truman State University (MO)
Paul Smith, PhD, Alverno College (WI)
Randolph Smith, PhD, Lamar University (TX)
Valerie Smith, MA, Collin College (TX)
William E. Snell, PhD, Jr., Southeast Missouri State University
Betina Spencer, PhD, Saint Mary’s College (IN)
Rebecca Stoddard, PhD, Saint Mary’s College (IN)
William Sturgill, PhD, Rockhurst University (MO)
Holly E. Tatum, PhD, Randolph College (VA)
Mary Utley, PhD, Drury University (MO)
Jennifer Van Reel, PhD, Providence College (RI)
Jeffrey Vitting, PhD, Truman State University (MO)
Elizabeth C. Vozola, PhD, Saint Joseph College (CT)
Phillip Wann, PhD, Missouri Western University
C. Bruce Warner, PhD, Pittsburg State University (PA)
Betty Witcher, PhD, Peace College (NC)
Charles B. Woods, PhD, Austin Peay State University (TN)
Nanci Woods, PsyD, Austin Peay State University (TN)
Shawanda Woods, PhD, University of Texas at San Antonio
William Woody, PhD, University of Northern Colorado
Jason Young, PhD, Hunter College, CUNY
Evan L. Zucker, PhD, Loyola University (LA)
Attend the 118th Annual APA Convention

Make plans to be part of a national event: the 118th Annual Convention of the American Psychological Association. Each year, over 12,000 students and professionals gather for 4 days to attend sessions on the latest groundbreaking topics in psychology. Conventions are a great opportunity to gain knowledge about your research interests, network with colleagues and potential employers, and exchange email addresses.

This year’s convention will be held August 12–15 at the San Diego Convention Center in San Diego, California. Everything you need to know—from registration, program information, hotel and travel arrangements, and special events—is posted on APA Online.

This year the Psi Chi Frederick Howell Lewis Distinguished Lecturer is Hall “Skip” Beck. His presentation “Where in the World Is Little Albert?” is based on the 1920’s John B. Watson conditioned emotional reaction study. Watson and his assistant Rayner claimed to have conditioned a baby boy, Albert, to fear a laboratory rat. Albert disappeared after the last testing session, creating one of psychology’s greatest mysteries. This talk chronicles the 7-year research that led to the individual believed to be Little Albert. The invited address will be in Room 10 on the Upper Level on Thursday, August 12 at 2:00–2:50 pm.

Psi Chi programming will also include symposiums on “Gaining Admission to Graduate School” and “Qualities of Successful Mentoring Relationships.” In addition, the Poster Session along with the Awards Ceremony will round out the Psi Chi programming. Each year, the APA Convention presents some of psychology’s top names and newsmakers in the field. By becoming part of this annual event, you will discover a lifelong opportunity to learn and grow in the field of psychology while making new friends and contacts in your area of interest. Make plans to attend today!

Order Your International Chapter Supplies

Last year, Psi Chi became the International Honor Society in Psychology. As with any name change, it take several months to a year to update chapter supplies. The Central Office has focused on updating membership cards and certificates, along with most of the chapter accessories including certificate holders, registration books, pens, pencils, decals, seals, and balloons. Over the summer months, Psi Chi will be receiving shipments of graduation regalia of international honor cords, stoles, and medals with the newly adopted colors of blue and platinum. In addition to the regalia, a new international table cover/banner will be available for the fall. Psi Chi jewelry will be offered in the new blue/silver colors, but gold will still be in stock for students who prefer this option.

Be sure to check the Psi Chi website in the coming months for these new items. Most chapter supplies require a chapter administrator login, so make sure your chapter information is up-to-date.

Student Discount for Joining APS

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

Submit Chapter Activities to Eye on Psi Chi

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

1. Sign in to the Psi Chi website: select Chapter as Type followed by the chapter administrator’s username and password.
2. In the bulleted list, select Chapter Reports.
4. Complete the online information and type or copy and paste a description (up to 250 words) of your chapter’s event. If submitting photos, include your caption at the bottom of the activity description.
5. Upload a photo or photos of the event or your chapter. Please note that photos should be high quality for print publication, and should not include cell phone photos, webcam photos, and dark images from candlelight ceremonies.

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

Email Digests Provide Latest News, Helpful Tips

The Psi Chi Digest provides breaking news, reminders about deadlines, direct links to Psi Chi website resources, and the latest information about time-sensitive events such as registrations, elections, and chapter reports. If your chapter has not been receiving the Psi Chi Digest, contact the Psi Chi Central Office and give us your chapter’s email address. If your chapter does not have a permanent email address, check with your school about obtaining one. With more than 1,100 chapters, it is very difficult to keep up with addresses that change from year to year. Permanent addresses ensure that chapters continue to receive information on a timely basis.
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. Your chapter should submit the necessary fees and paperwork to the Central 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.austin@psichi.org](mailto:amie.austin@psichi.org)

- **What chapter service projects will you adopt for the 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)

- **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 in the semester allows members and officers to plan appropriately for the year. Some commuter campuses have more success with holding web meetings rather than requiring everyone to be in the same location. Chapters find the [Chapter Member Survey](http://www.psichi.org/pdf/membsurv.pdf) 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 Central Office with questions about the administration of your chapter. We exist to help each chapter thrive, so questions are welcome. [email: psichi@psichi.org](mailto:psichi@psichi.org) | [423-756-2044](tel: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 Board of Directors designates $15,000 to help fund spring conferences with the [Psi Chi/Undergraduate Psychology Research Conference Grant](http://www.psichi.org/awards/completelist_awards.aspx#12) 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)

---

2010 calendar

**August 12–15 | APA Convention**
- [Psi Chi/APA Annual Convention](http://www.psichi.org)
- San Diego, CA

**September 4 | Anniversary**
- [Psi Chi 81st Anniversary](http://www.psichi.org)

**October 1 | Deadline**
- SuperLab Research Grants
- Thelma Hunt Research Grants
- Undergraduate Psychology Research Conference Grants

**October 11 | Deadline**
- Submissions (intent) to Southeastern Regional Convention*

**November 1 | Deadline | Call for Nominations**
- Call for nominations for Society officers:
  - President-Elect
  - Eastern Regional VP
  - Rocky Mountain Regional VP
  - Western Regional VP

**November 1 | Deadline**
- Graduate Research Grants
- Undergraduate Research Grants

**November 2 | Deadline**
- Submissions to Midwestern Regional Convention*

**November 10 | Deadline**
- Submissions (abstract) to Southeastern Regional Convention*

**November 15 | Deadline**
- Submissions to Eastern Regional Convention*
- Submissions to Western Regional Convention*

**November 30 | Deadline**
- Submissions to Southwestern Regional Convention*
- Paper/Poster submissions for the Psi Chi/APA Annual Convention
- Poster submissions for the APS National Convention
- Denmark Faculty Advisor Award
- Regional Chapter Awards
- Regional Faculty Advisor Awards

**December 1 | Deadline**
- Nominations for Society officers

* Tentative
Once deciding to pursue a career in psychology, it can be a daunting task to determine the best graduate program and professional specialization to support achievement of one’s professional goals. You may be interested to learn of community psychology, a lesser-known area of psychology that has experienced significant growth in recent years. In this article, we illustrate the fundamental principles of this exciting field and provide a picture of the range of possible careers that may be pursued with a community psychology degree. General information on training, educational requirements, career development resources, and connecting to others is provided.
Sometimes it's easy to see a bit of yourself in many different areas of psychology, but it is hard to find one area that fits just right. If this sounds like you, then consider this: There is an area of psychology for students who respect diversity and multiculturalism, believe in social equity, and wish to respectfully empower others to make long-term changes in their own lives.

What Is Community Psychology?
Community psychology is a branch of psychology wherein research, intervention, policy, and teaching are utilized to effect change in people's lives (see Dalton et al., 2007 and Revenson et al., 2002). Community psychology is built on a premise acknowledging that all individuals are part of a larger system. Because people are social beings who are both affecting others and affected by others, "community psychology is about understanding people within their social worlds and using this understanding to improve people's well-being," (Orford, 1992, as cited in Goldstein, 1998, p. 20-21).

The hallmark of community psychology is its emphasis on using a systems approach to understand, support, and implement change. As such, community psychology is not a field focused on research alone; research is used only to identify policies, practices, and solutions that can be implemented in the real world. From identifying an individual or community problem, to researching prevention programs, to advocating for policy change, community psychologists are trained to make lasting changes to improve any mental, physical, or social issue that affects people and their communities. By helping individuals while actively addressing larger social issues that influence mental health and well-being, community psychologists are always focused on the "big picture." Continue reading to learn about a few of the activities community psychologists can do.

The Practice of Community Psychology
Tom Wolff is a community psychologist who started his career as a clinical psychologist helping people with mental health needs through individual and group psychotherapy approaches. His interest shifted to concern for the larger, systemic issues that cause mental health problems and challenge optimal well-being. Tom found a way to address issues that affect people's well-being through his work in various community psychology positions, and most recently, as a consultant on coalition building and capacity building.

Coalition building and capacity building are two central strategies that community psychologists use to improve the mental health and overall well-being of individuals. Coalition building involves uniting individuals, groups, organizations, or institutions to achieve a common goal. Because community psychologists are specialists trained to unite people with differing and overlapping goals into organized efforts, they are skilled at achieving results in an efficient and "win-win" fashion.

Tom reaches these solutions by capacity building, which involves collaborating with a group and developing its ability to solve the problem. Capacity building helps empower people. Tom might do this by mediating discussions on problems and concerns, providing training for group members, or helping the group locate a funding source to reach its goals. As a consultant, Tom employs his knowledge of group processes, which he first learned as a group therapist, to help group members communicate effectively about how to reach their goals.

Tom collaborates with a variety of organizations, such as neighborhoods, nonprofit organizations, and governments, to name a few. He has helped with issues related to the environment, domestic violence, health, childcare, job loss, and many other areas of concern to a community, or group of people. In each case, understanding how people and groups work provides guidance for achieving common goals, while the scientific training gained as a community psychologist offers a way to analyze progress towards goals. If you want to know more, you can read about collaborating with organizations in Tom's newest book, *The Power of Collaborative Solutions*.

Tom enjoys the fact that community psychology allows him to address problems from many perspectives. As more professions collaborate, the need for the community psychologist's unique training to unite these professions will continue to grow. Community psychology gives you an
Community Psychology approaches individual, community, and organizational problems from a systems perspective with careful consideration of causes and consequences of those problems, identification of unmet needs, and advocacy for needed change in society.

Community Psychology Reaches Government and Policy

Lenny Jason has dedicated over twenty years of his career to combating teenage tobacco use. As the director of a prevention center, he focuses on bringing about change by targeting public policies and organizations. In one town, he worked to decrease the supply of tobacco to minors. Lenny first tried working directly with teens to discourage tobacco use. He then examined environmental factors that might influence tobacco use. Once he found that many teens were able to use tobacco simply because it was widely available, he sought to reduce accessibility to tobacco.

Lenny recognized the shared responsibility of the community and local government to make it more difficult for teens to get cigarettes. He advocated for stiffer consequences for merchants who sold tobacco to teens and helped develop policies that affected both merchants and teens, making it difficult for teens to purchase tobacco. He also reduced public smoking in communities by having minors given a fine like a traffic ticket for smoking publicly. Lenny uses his research to provide evidence and support for changes that would benefit the community.

Sometimes Lenny uses his research to influence the recommendations he makes to policy makers. For example, as a member of an advisory committee for the federal government, he has been consulting and making recommendations for legislation and policy affecting individuals with Chronic Fatigue Syndrome (CFS). Through his work with CFS, he has worked on research projects that challenge myths about the disorder and reduce stigma for those affected.

Lenny tells his students that a career in community psychology is the perfect job for people who want to bring about change in the world. It's not for those who just want to study or understand change, but for those who want to be in the thick of it! This is a career for activists. Here is your chance to do something meaningful and make a real, tangible difference. It seems complicated, but it is not—it's spicy and never dull work.

Community Psychology Research

As a professor and as the director of a self-help resource and research center, Greg Meissen's career has integrated community psychology research, practice, and teaching. As a faculty member, Greg teaches, advises students, and conducts research in a community psychology doctoral program. He and his students engage in community-based research and the practice of community psychology through community organizing, collaboration, and consultation with a variety of community organizations—similar to the work of Tom Wolff. Program evaluation and applied research are also built into many of Greg's projects, which have provided community psychology students a steady stream of research funding, journal articles, and opportunities for graduate-level research—particularly dissertations.

As the director of a self-help group clearinghouse and research center that gathered and disseminated information on self-help groups for potential group members, Greg's research focused on understanding the usefulness and effectiveness of self-help and support groups—such as Alcoholics Anonymous. Community psychology graduate students helped by starting new self-help groups and assisted thousands of people in finding a self-help group.

Greg and his staff also provided professional support to mental health consumer-run organizations (CROs), which are self-help organizations that are staffed and governed by people with a mental illness. They assisted with staff development, service provision, and program evaluation, which enabled many of these organizations to effectively operate drop-in client service centers providing improved peer support, advocacy, public awareness, and many other activities for individuals with mental illness.

Greg has stepped down as director and now focuses more on writing and teaching as a community psychology professor. Greg appreciates that his degree in community psychology has provided a unique set of skills that has allowed him to pursue different topics important to the development of his community, and to work with others in achieving effective changes in their communities.

The Unifying Principles of Community Psychology

You might wonder what Tom, Lenny, and Greg have in common, aside from awesome careers. Well, it is their approach. All psychologists want to help people. As community psychologists, these three are set apart from other psychologists by their conviction to use approaches consistent with the principles of community psychology. There are many principles of community psychology. Respect for diversity, consideration of values, understanding of context, promotion of social justice and empowerment, and emphasis on individual strengths and competencies are just a few of the core principles that guide research, teaching, and practice in community psychology (Levine et al., 2005; Rudkin, 2002).

Each of us has unique personal characteristics, familial upbringings, community contexts, and cultural backgrounds that have shaped who we are, what we think, and how we behave. These qualities affect how we perceive and deal with the world. Community psychologists consider these differences when working to improve people's well-being, recognizing that some policies or interventions might not work equally well for everyone. Community psychology focuses on improving health, mental health, and social conditions by developing ways to prevent problems; evaluating programs designed to address problems; capturing opinions from those involved; and advocating for fair policies.

In research and practice, community psychology emphasizes existing assets within people, organizations, and communities served. People or organizations with problems are not viewed as helpless. With this respect for diversity, community psychologists use people's strengths to work collaboratively in solving social problems and improving health/mental health conditions (Trickett et al., 1994). This might include working with residents, health or mental health clients, organizations, families, youth, elderly, or others, in addition to working with researchers, experts, and other professionals. Each perspective brings relevant and valuable information. In community psychology, everyone has a voice.
Unfortunately in our society, everyone does not have a voice. Some groups are disproportionately affected by unfair laws and government practices. Understanding the harmful effects of such inequality, community psychologists support change for social equity. In consultation, they make recommendations that are fair by considering the “big picture.” They use their research findings to advocate for change in unjust policies.

Community psychology approaches individual, community, and organizational problems from a systems perspective with careful consideration of causes and consequences of those problems, identification of unmet needs, and advocacy for needed change in society. If this fits with how you view others and how you would like to help others, you might enjoy a rewarding career in community psychology—an area of psychology that takes these factors into consideration in the study and application of psychology.

**What Can You Do With a Degree in Community Psychology?**

Community psychologists are involved in projects and programs aimed at improving well-being through a number of methods. They can work in communities, academic settings, or research settings. People trained in community psychology have the skills to develop, coordinate, and manage community-based programs. They can conduct research, write grants, organize community efforts, consult for organizations, evaluate services, and assess service needs. Many graduates work in policy development, policy effectiveness evaluation, program development/evaluation, political advocacy, and academia. Community psychology is at work in a variety of settings—from research foundations and nonprofit organizations to government and neighborhood coalitions.

Community psychologists use research, evaluate programs and policies, assess how well projects are addressing the targeted need, and make recommendations that help these programs to work better. Community psychology researchers matriculate with skills sensitive to the utility and applicability of findings, considering factors such as age, ability, identity, and regional factors that might affect how basic and applied research is interpreted. Clinical-community psychologists (who are dually trained in both providing treatment and community skills) graduate with interdisciplinary skills to prevent and treat client concerns from a perspective sensitive to contextual nuances.

**What Kind of Training Is Required for Community Psychologists?**

Community psychologists have advanced degrees. Some graduate programs require certain basic undergraduate courses in psychology, but many do not. After graduate school, community psychologists often complete a fellowship to solidify their training in a specific area of emphasis, such as health promotion. Professionals in community psychology can have master’s degrees in community psychology, clinical-community psychology, environmental psychology, social work, or public health, among other degrees. With a master’s degree, students gain the necessary practical skills (see scra27.org and ctb.ku.edu/en/) to work within community organizations and agencies, where they work to promote well-being, social justice, and change. With a doctoral degree, community psychologists gain advanced training in research, intervention, and evaluation that allows them to work, for example, as faculty in university settings or as researchers in federal government agencies, such as the National Institutes of Health. Visit web sites scra27.org and idealist.org for other examples of settings and jobs related to community psychology.

**Are You In?**

If you want more information on this exciting and fulfilling career, check out the Society for Community Research and Action (SCRA)—a part of the American Psychological Association (Division 27). SCRA helps connect students, community psychologists, and other professionals; provides information pertinent to the field for those interested in the field; and supports development of careers in community research and practice. Visit the webpage www.scr27.org to check out membership benefits, join the student listserv, and find out more about the field. Attend conferences to meet other students and professionals with similar interests to your own and find ways to get involved early in your career. You may wish to join SCRA and receive all the great information that comes in the journal and newsletters. Membership is inexpensive for students.

There are billions of people in the world. There will never be enough clinicians to help everyone in need. Through prevention, program development and evaluation, advocacy for social change, and the use of other community psychology approaches, one person can reach more people than ever before. Are you interested?

**References**


Biographical Statement

Pia Stanard is a doctoral candidate in counseling psychology with a specialization in community and family psychology at Virginia Commonwealth University. She received her undergraduate degree in psychology and French from Loyola University Maryland. Currently, she works as a psychology intern at Westchester Jewish Community Services, where she is gaining experience implementing an agency-wide, community-based mental health screening and referral program for children and families living in underserved communities, while also conducting individual and family therapy. Her research involves exploring well-being and academic functioning of African American youth and the positive influence of family. Her general research interests include resilience, well-being, academic functioning, family, African Americans, and service with underrepresented groups. She is pursuing a career in clinical community psychology integrating clinical psychology with development and evaluation of programs that focus on positive youth and family development.

Ms. Stanard is a national student representative of the Council of Education Programs in the Society for Community Research and Action (SCRA). The Council of Education Programs is committed to supporting and advocating for excellence in education in community research and action at both the graduate and undergraduate levels.

The Society for Community Research and Action is Division 27 of the American Psychological Association. Its Council of Education Programs is designed to promote and support education in the field of community psychology. Additional information can be obtained at www.scr27.org/
Defining Your Interests

As a psychology student, you may be curious about the research process. Participating in research may help you develop your career interests and prospects for graduate school (Perlman & McCann, 2005). However, the process of choosing a research lab can be difficult and mysterious. This step-by-step guide is designed to help you “do research” on how to make the most of a research experience. This guide focuses on defining your interests in research, choosing the “right” laboratory, and building your research experiences to become a more competitive graduate school applicant.

Defining Your Interests

The first step in building your research experience is to define your individual interests. This will be an ongoing process. A study of undergraduate research experiences found that involvement in research can help clarify or refine career interests (Seymour, Hunter, Laursen, & Deantoni, 2004). However, these effects were predominately found for students who had pre-existing goals. Thus, it may help to have a general idea of the research that interests you.

In order to identify general areas of interest, you should ask yourself about the type of research you are interested in conducting.
Are you interested in working on research that is more basic in nature, or that has practical applications? What types of populations would you want to work with (e.g., animals, children, adolescents, college students, older adults, clinical populations with diagnoses of psychological disorders)? To what extent would you want to be involved or interact with participants directly? You should also consider whether you would be interested in research that focuses on different psychological domains of functioning (i.e., cognition, behavior, health, social).

After narrowing your interests, you need to identify researchers conducting research in those types of labs. Look for research labs at your school, nonprofit institutions, or hospitals. As you are looking for labs, consider what type of position you might like to have in the future. Are you interested in working in a university setting, a hospital, or a business setting? Mentors with jobs in those settings will be able to serve as guides as you pursue your career goals.

**Interviewing With a Laboratory**

Once you have identified several labs that match your general interests, it is time to contact them about possible research positions. This may mean contacting a professor directly, or designated project coordinators, or graduate students who oversee undergraduate research assistants in some laboratories. Academic advisors or your course instructors may have ideas about how to get in contact with an individual research lab. Regardless, always remember this first contact is also a first impression with someone who will have at least some say in whether or not you will be hired. Be sure to use a professional e-mail address and professional language. Always remember that your initial inquiry could be forwarded to other researchers, faculty members, or graduate students.
Table 1 | Questions to Ask About Research Labs

What are their current projects?
- How many projects is the lab currently undertaking? The current projects may differ from those on their website.

Who would you be working with?
- How often will you interact with your mentor (will your mentor be a graduate student, faculty, or post-graduate coordinator)?
- How many professors are involved in the research?
- How often will you interact with faculty associated with the project?
- How many people are involved in the lab (undergraduates, post-graduates, graduate students, post-doctoral students, and faculty)? Larger labs give you a chance to interact with several people with your interests. Smaller labs may have more opportunities for varied types of work as well as individualized attention.

What would your role be?
- What type of work will you be doing now, and into the future?
- In what stage of the research project is the lab currently and how do they see the lab developing in the next few years (collecting or analyzing data)? This may affect how many research assistants a lab needs and over what period. It is also likely to influence what types of opportunities will be available for you, both in the short- and long-term.
- Are the hours flexible or scheduled?
- What type of work will be assigned within the lab other than the scheduled times (writing research articles, giving presentations, etc.)?
- Does the lab have graduate students and what is their role in facilitating the lab and making decisions about research direction?
- Is there an opportunity to have a paid position in the lab? Note that this is rare, particularly for undergraduate assistants, and should not preclude the value of the lab in terms of professional development and research experience.
- Is there an opportunity to work up to a leadership position in the lab (manager, coordinator)?

What research opportunities are available?
- Are they willing to sponsor an honors thesis? If your school offers this opportunity, you will probably need a mentor’s sponsorship to take advantage of it.
- Are there any opportunities to present at conferences and/or contribute to publications? This can often be as beneficial as an honors thesis, if not more so.
- Are there opportunities to learn new techniques (e.g., data analysis, data collection procedures, direct work with participants, the institutional review board process, data programming)?
- Are there any standard research or testing procedures that you can learn to perform? This can improve your CV and increase your qualifications for later research positions.

What professional development opportunities are available?
- What types of programs, if any, do graduate students or faculty offer to further the students’ knowledge regarding research and graduate school?
- Are undergraduate students provided the opportunity to network, attend psychological conferences, or listen to speakers regarding professional development issues?

When interviewing with a research lab, it is important to communicate your interest and skills effectively (Sleigh & Ritzer, 2007). However, it is equally important to be sure this is a lab where you will be able to gain skills and experiences that are valuable for your plans after graduation. Undergraduate experiences in research can offer opportunities for understanding how to conduct scientific work and develop a scientific mindset, as well as opportunities for you to gain confidence in a research setting (Seymour et al., 2004). A list of questions that may guide your decision-making process as you interview various labs can be found in Table 1.

While this list of questions is certainly not exhaustive, it should be helpful in clarifying your expectations of a lab. Beginning researchers often start by conducting basic tasks such as data entry. This type of work is incredibly important to the business of research and will help inform how you conduct research later in your career. It will provide you with an appreciation for the attention to detail required of a scientist, and will also leave you with insight on best practices for data entry, collection, and management. These skills will be invaluable not only for marketing yourself for future positions, but also if your career aspirations involve the design and implementation of your own research. In addition, performing these tasks well can distinguish you within a lab and demonstrate that you are able to take on more responsibility. They are also excellent tasks that allow you to ease in and “get your feet wet” with the research process.

Second, understand what will be expected of you in a lab. Ask potential labs about the amount of time they are willing to invest in their undergraduate students. How much face-to-face time will you have with mentors (e.g., professors and graduate students)? How concerned is the lab with the professional development of its undergraduate students? Labs that provide opportunities for career advancement and professional development in the form of individual research experience, conference presentations, and panel discussions on post-graduate study and professional development are incredibly beneficial, regardless of whether or not these experiences are overseen by a faculty member, graduate student, or other post-graduate member of the research team.

Further, it is important to understand the mentorship models available within the
lab. Read about the researchers or professors and find out about the directions their work is taking. How happy are the other researchers in the lab? How well-known is the researcher? A less well-known researcher may have more time to work with you directly. However, a well-known researcher who has graduate students and research assistants committed to mentorship may provide access to both high-quality training and research.

As you are choosing a research laboratory, keep in mind that very few labs will be able to offer all of the above to the extent you may desire. For your first research experience, it may be helpful to focus on a few key areas (e.g., learning about how to conduct research, skills training) rather than worrying about conference presentations, paid positions, and honors theses.

Starting Your Research Experience

Once you have chosen a lab, prepare yourself to start your research experience. Congratulations! This is the beginning of your research career. Keep in mind a few points as you start. First, take advantage of any opportunity to get to know your mentor so he or she will have an accurate sense of who you are and your potential; studies have shown that spending time interacting with a mentor can be beneficial not only personally, but can improve academic performance as well (Koch, 2002). Second, you must understand that you are entering a professional setting. If the time spent working in a lab is taken seriously, it can lead to letters of reference that truly reflect your ability and character. Having a positive relationship with your mentor will not only make him or her more willing and able to write a letter of recommendation, but your mentor could potentially have personal connections with other professionals within your area of interest willing to place you. Additionally, your mentor has the breadth of knowledge that can help guide you regardless of whether you plan to pursue a similar path. Mentors have spent years within the field of psychology and should be able to answer many of the psychology-related questions that you may have.

In order to be taken seriously, it is important to always come dressed appropriately and maintain a level of respect among members of your lab as well as supervisors. This creates a positive working environment, and also allows you to rely on your fellow members for assistance when trying to pursue a personal research question. It is important to remember that what you put into the lab is what you will get out of it. There is no limit regarding research and if you are motivated and ambitious enough, you can take your participation in many different directions. There are opportunities to develop original research questions, attend conferences where you would present your research in the form of a poster or a presentation, expand on previous research, or even develop your own research altogether. After working in a lab for a semester or a year, do not hesitate to ask your mentor if he or she would be willing to support you in order to share your research with the psychological community. Conferences can provide tremendous learning experiences by developing your public speaking skills, establishing connections amongst professionals within the field, acquiring information from a variety of presentations, further exploring potential career paths, and getting better acquainted with the members of your lab. It is also a valuable addition to curriculum vitae.

If you do have the opportunity to present at or attend a conference, be proactive in searching out opportunities for yourself. For example, there are many different areas of psychology that have conferences annually. Find conferences that match your research; check the deadlines early to set goals for yourself and to write an abstract in time for submission. If your lab does not have the ability to provide funding for you to present or develop your research, there are many grants and travel awards available both nationally and at your specific institution that can cover part or all of your attendance costs. Your mentor, your school’s student government or student affairs offices, your psychology department, and the Internet may all be good resources for finding funding.

After spending some time in the lab, you may find that the research is not an exact fit with your interests; it is not the end of the world. Simply view it as an opportunity to help narrow your focus and try to use the experience to understand what questions you would like to ask in graduate school. You will not be limited in graduate school to the type of research you are currently conducting. Most graduate schools are interested in learning about your research experience, and knowing how you can apply the skills you have learned to your own areas of interest. It can sometimes be valuable to get involved in several labs to narrow your personal focus and find out what kind of research you enjoy. However, be wary of joining too many labs, as overextending yourself may limit your ability to contribute excellent work. Also, while it is important to explore your interests, it is also important for you to accumulate research experiences that follow a consistent “theme” or area that you are particularly interested in, and would like to further research in the future. Following these steps can help lead you to a long and fruitful career in psychology.

References


Betty Lai, MS, MST, is a fourth-year doctoral student in child clinical psychology at the University of Miami (FL). Before graduate school, she taught middle school mathematics and science in New York City with Teach for America. Her work focuses on social networks and their influence on health behaviors.

Adam J. Margol is a senior majoring in psychology at the University of Miami (FL). He has worked in two research labs: one focused on peer relations, depression, and social anxiety; the second focused on a joint attention intervention study, working with children with autism spectrum disorder. After graduation, he plans to attend graduate school.

Ryan R. Landoll, MS, is a third-year graduate student in the doctoral program in child clinical psychology at the University of Miami (FL) with a bachelor’s degree from University of North Carolina at Chapel Hill. His interests include the interplay between peer relations, depression, and social anxiety, as well as health risk behaviors and body image among adolescents.
ATOP of MeaningfulWorld Team Returns From Haiti Delivering Psychosocial and Spiritual Rehabilitation
Imagine you have no home, no running water, no electricity, and no food. Ten people from your family have been killed as a result of the earthquake. You are in shock and suffering from the aftereffects caused by these traumatic events. This stress-related condition is known as post traumatic stress disorder or PTSD, which is a prime focus of the ATOP (Association for Trauma Outreach and Prevention) post trauma healing.

The first team to reach Haiti from Meaningfulworld witnessed many people in this dire situation. Well over 50% of Haiti’s population is suffering from these calamitous issues of survival. ATOP’s first team recently returned from Haiti after connecting with and orienting the second ATOP team from Canada, who arrived to continue the psychosocial and spiritual rehabilitation.

The first ATOP team spearheaded by Dr. Ani Kalayjian included Julie Lira, movement therapist; Dana Mark, clinical social worker; Ghen Zado-Dennis, videographer; and Ariana Reines, interpreter and worker with children. This team conducted a series of psychosocial rehabilitation programs to help the survivors recover from feelings of helplessness, fear, nightmares and uncertainty, which are normal symptoms after such a horrendous calamity. The ATOP team worked with teachers, orphans, adults, and children in tent cities, hospitals, orphanages, and the community at large. They also trained social workers and psychologists. The second ATOP team continued the work until April 6.

Presently, ATOP is concentrating on organizing the next team to be deployed to Haiti, and desperately needs support to succeed in this humanitarian endeavor.

The catastrophic effect of the 7.0 magnitude earthquake that struck Haiti on January 12, 2010, has debilitated the country leaving over 250,000 dead, thousands handicapped, and 1.5 million homeless. The destruction is overwhelming but the people are resilient, ingenious, and religious, even though they are traumatized, displaced, dehydrated and in despair. The threat of disease looms overhead. The amount of care needed will increase as some have not yet been properly treated for injuries sustained in the quake. Preventative measures, such as vaccinations and condom distribution, will help stave off communicable diseases and viruses in the face of clean water shortage and the impending rainy season.

We learned firsthand just how violent and unforgiving the rain is one night as it pelleted the roof—it was as if someone was relentlessly whipping the roof. But we were fortunate to have a roof, unlike the thousands who did not have any shelter. The rain soaked tents, streets, clothing, food, and the people to their very core. However, the next day children, who were damp from the rain, still came to play at our art therapy tents.

The biggest observation we made about the relief efforts was the lack of a distribution mechanism for the supplied goods. We have all heard how the United States alone raised millions of dollars, but there was no evidence of it. We also know that the money is there, as we have been hearing about it being raised through concerts, celebrity events, schools, non-governmental organizations (NGOs), governments, the United Nations, and others—all given with the good intention of helping the suffering people. We did not see any evidence of this money in Haiti. There was a lack of cleaning and clearing of debris, and not enough tents or shelters being distributed; we actually saw very little construction or rebuilding for that matter. The ATOP team saw no organized effort to create a system for distribution, except 10–20 hour waits on long lines, in 100 degree heat to collect some rice and beans.

The ATOP team was greatly challenged to focus on the Haitians’ psychosocial rehabilitation as the people’s basic needs were unmet. In the short term, it became obvious that the survivors needed sturdy, water-proof tents, access to both potable water and water for washing and cooking, and temporary toilet facilities. Even our interpreters had no tents. When we inquired, we found that tarps that cost $14 in the US were being sold for $20 in Haiti. Haiti needs help with debris removal and a green system for garbage removal. The current practice of simply piling trash to fester near homes, hospitals, and markets, or burning it, resulting in the release of toxins into the air, only serves to exacerbate health threats. In addition, survivors need a rotating volunteer pool of physicians, nurses, social workers, psychologists and other physical and mental health specialists, which needs to be maintained and sustained over the coming years. Our ATOP team took part in the staff meetings at the Community Hospital on a daily basis. These meetings dealt with all issues and especially focused on resolving any uncovered deficiencies.

As Ghen Zado-Dennis said so eloquently, “In the long term, Haitian people need help revitalizing...
the rural agricultural base into a sustainable system, having standing homes inspected for safety, and training in techniques for building earthquake resistant structures. Even the orphanage we worked in, while serving as a shelter, had no mattresses on the metal cots and the ‘toilet’ in the sleeping rooms was so foul that it burned our nostrils.

The ATOP team was very grateful for receiving many donated items. We had over ten suitcases full of donations; however, we had to pay $150 to American Airlines for the extra weight. A shipping system must be quickly developed in order that small NGOs, or even individuals, are able to send supplies and tents for disaster relief, with the assurance that they will be received and disbursed and not hoarded, lost, or sold in the black market. This could be implemented by a foreign shipping company which could also provide jobs at the local level.

Haitians desperately need their education system improved. They need free and accessible education for all, sponsored by the government. The ATOP team was told that only 20% of the school system was public, making 80% private. Haitians are in urgent need of educational campaigns to teach communities about disease and virus prevention, as well as earthquake preparedness, which will also stave off the spread of negative and frightening rumors. Relief workers, collaborating with local government and community rebuilding efforts, need to educate themselves on past abuses and political failures that have been transmitted generationally to the Haitian people so that these mistakes are not repeated, or worse, so that disasters are not exploited for foreign economic gain.

Lastly, the people of Haiti need a transparent and democratic government, as they expressed tremendous distrust and hopelessness about their past and current government.

The ATOP team also addressed the mental health needs of the local staff in hospitals, providing support in a cooperative and collaborative manner. They worked with children and adults in "therapy" tents near the hospital grounds, serving both patients and nearby community members. The children, in particular, responded very positively to having consistent play therapy sessions in the wake of school closings brought on by the quake.

The medical staff at the Haitian Community Hospital expressed gratitude for our presence and support, and thanked us for the training ATOP conducted. ATOP presented a lecture on helping the hospital staff members to deal with their own trauma and disaster fatigue under the harsh conditions, as well as sharing information on how to protect themselves from secondary traumatization.

As Julie Lira stated two weeks after she returned from Haiti with the ATOP team, "Haiti has become a part of my everyday thoughts. I wake up with thoughts of the people as much as the country itself, and before bed as my prayers roll out into the universe, I try to include as many specific names and people as possible, and when I can’t remember, I pray the images of faces and destruction into a peaceful light."

The Director of the Community Hospital stated: "Your presence is a tremendous gift for us and for Haiti. Many of our staff were traumatized and were unable to come to work. Now they come to work with a smile on their face, with a different attitude." Like a stone thrown in a lake the effects widen and expand further. Some Haitians struggled with the philosophy of expressing their feelings, not just men, but women as well. They wanted to just surrender to God, and move on. As Dana Mark stated profoundly: "Like a child, may the world help Haitians during their early development, (by teaching balance) facilitating their growth, without making them dependent. May love surround them and combined with the light within, guide them physically, psychologically, and spiritually."

ATOP’s 7-step model was very instru-
mental in helping survivors express their feelings while others witnessed their pain and suffering. It gave them empathy, helped them move to learning from this traumatic experience. The lessons expressed were of humility, abundance, gratitude, compassion for family and community, acceptance of that which cannot be changed, and most of all caring for their environment, and not taking life for granted.

Haiti is in our minds on a daily basis. The sights of destruction, children’s eyes, the sound of children’s laughter and singing, the smell of the distinct Haiti dust mixed with sweat, heat, humidity, and burning garbage are etched in memory. We breathe, think, feel and remember what we learned there. We remember what we witnessed, and all that we helped transform, transformed us as well. Each and every team member had a profound transformative experience not only in Haiti but also when they returned from Haiti to the comfort of their own homes.

As Julie Lira said with tearful eyes “What I remember most was the touch of Alexandra’s hand on my cheek telling me that I was a strong girl too. After learning the word strong in French/Creole “Plu font” and incorporating it into a story for her about a strong girl on a great adventure, she turned that story into an opportunity to share her loss, showing not only that she displayed her strength, but that she shared it with me. For a ten-year-old child who has lost so very much—parents, limbs, home—she still had more than enough to give in that simple gesture of reassurance. For this I will always be in awe, and I will return to Haiti to do my part.”

Haiti needs us, now more than ever! You can make a difference in the lives of these people. Please help us to help them and send your much needed donations to ATOP, a charitable, humanitarian, nonprofit 501(c) (3) organization, www.meaningfulworld.com. Haiti is waiting for you…Haiti is waiting for us. Thank you in advance for your donation.

Dr. Ani Kalayjian was awarded an Honorary Doctor of Science degree from Long Island University (NY, 2001) recognizing 20 years as a pioneering clinical researcher, professor, humanitarian outreach administrator, community organizer, and psycho-spiritual facilitator around the globe and at UN. In 2007, she was awarded Columbia University, Teacher College’s Distinguished Alumni of the Year. She is recipient of 2010 Human Rights Award from American Nurses Association and Mentoring Award from APA’s International Division. She is the author of Disaster and Mass Trauma (1995), chief editor of the international book Forgiveness & Reconciliation (2009 Springer), chief editor of Emotional Healing Around the World: Rituals & Practices for Healing and Meaning-Making. Dr. Kalayjian has written over 40 articles on clinical healing methods, human rights, transforming trauma, mind-body-eco-spirit health, practicing forgiveness, and gender issues.

**Additional Agencies Helping With Relief Efforts in Haiti**

- **American Red Cross**
  www.redcross.org/haiti

- **Clinton Bush Haiti Fund**
  www.clintonbushhaitifund.org/

- **Habitat for Humanity**
  www.habitat.org/cd/giving/one/donate.aspx?link=281

- **International Rescue Committee**
  www.theirc.org/crisis-haiti

- **Doctors Without Borders**
  www.doctorswithoutborders.org

- **U.S. Fund for UNICEF**
  http://www.unicefusa.org/work/emergencies/Haiti/

- **World Food Programme**
  www.wfp.org/countries/haiti

Children waiting in line for water.
We Have Met the Future and It Is Us

A Conversation With

Dr. James H. Bray

Dr. James Bray traveled to Lincoln, Nebraska, in February 2010 where he delivered the 2010 Fawl Lecture to the students and faculty of Nebraska Wesleyan University. Dr. Bray’s accomplishments and research in the areas of stepfamilies and alcohol use among adolescents are considered to be landmark contributions to the field of psychology. He is an associate professor of family and community medicine at Baylor College of Medicine and adjunct professor of psychology at the University of Houston. He served as president of the American Psychological Association in 2009 and is a lifetime member of Psi Chi. He has over 125 publications and currently is a practicing clinical psychologist. During his visit to our campus, we had the honor of meeting him and experienced the privilege of interviewing him about his thoughts on the future of psychology.
Student: What was life like as an undergraduate? Did you ever imagine you would become the APA president?

Dr. Bray: I had an interesting undergraduate history. I was supposed to go to Brown University, and I was accepted at Brown. At the last minute, I decided that I was going to go to the University of California-Santa Barbara. I went from there to the University of Hawaii. I then decided to get serious about my education, so I went to the University of Houston and that’s where I got all of my degrees. When I moved back, I was interested in psychology, particularly when I got to the University of Houston. I had the good fortune of working with George Howard, an assistant professor at the University of Houston, and did an honors thesis. I learned a lot from him and got really motivated. But being APA president wasn’t on my radar screen at that time.

Student: You spoke of the APA Presidential Summit on the Future of Psychology Practice. Tell us about the summit’s conclusions and the role you played in helping to create it.

Dr. Bray: That was one of my major presidential initiatives. It was a huge success! It was in San Antonio and it took a tremendous amount of work for me to get it funded. When I ran for president, there had been an idea floating around the practice community about how we needed a national summit to focus on where we were going to head as a profession. We had all these problems, and we needed to pull the practice community together. I had been thinking about doing something similar, yet different—focusing on the future of psychology—because, I felt, we were at a transition point. When I was elected, I decided I was going to have a summit with my Future of Psychology Practice Task Force. For psychology, it’s a very unique meeting because we had 150 people there; 120 were psychologists and 30 were outside of psychology. We had politicians, people who worked on Capitol Hill, insurance executives, consumers of our services, and physicians. One of my pet peeves about psychologists is we spend too much time talking to each other and not enough time talking to the public and the people we serve. If you’re going to transform your profession, you need to know who you’re going to serve and what they want from you. I was committed to doing this differently. It was a very successful start at transforming our profession, but as we said at the Practice Summit: “What happened in San Antonio, can’t stay in San Antonio.”

Student: What do you think undergraduate and graduate psychology students can do to better prepare themselves for the changing healthcare system? Do you think more sciences like biology will be needed?

Dr. Bray: With advances in genetics and neuroscience, you’re going to have to understand more about sciences like biology. If psychology is going to continue to be relevant and provide treatments and move into integrated healthcare, you have to be able to speak the language of biomedicine. We are the only profession who doesn’t speak biomedicine. Many people who go through clinical programs never even have a biopsychology class on brain and behavior. Clearly with our advances in neuroscience, we’re beginning to understand how the brain works. People are being treated with medications, so we need to understand how that impacts people. Even if you don’t prescribe, you need to understand what’s going on.

Student: How will graduate programs be forced to make significant changes in the years to come? What changes do you think are essential for the successful integration of physicians and psychologists into primary settings?

Dr. Bray: You have to train in primary care settings. Most psychologists are not trained in health care settings, particularly in primary care. Most are trained in traditional mental health settings. If you look at the number of people who have mental disorders, or mental health problems, about 70% of them are treated in primary care and about 30% are treated by mental health specialists. So, why don’t you want to go where the majority of people are? It’s a huge growth area! If I have a private practice, I see people usually for 50 minutes or an hour and we do traditional psychotherapy. But when I work over in primary care, I practice more like I would in a medical center. I see people for 15 to 20 minutes. People are knocking on my door while I am doing therapy with a patient saying, “We’ve got an emergency; take care of this problem!” You just have to figure out a way to work around that. The advantage is if one of my patients needs a medication, I can walk down the hall and talk to one of my physician colleagues and get them to prescribe it right there so the patient doesn’t have to wait 3 months to get an appointment. From the patients’ perspectives, they really love it. The other big piece around integrated healthcare is the use of electronic health records. We have electronic health records where everybody shares all the information, and you can see it online immediately. It’s incredibly helpful and that’s where we’re headed. You’ll notice that last year the Obama administration put $13.2 billion into the development of electronic health records. We don’t have a standard right now. There are about 200 record systems out there. If psychologists don’t get into those systems, and the information that we need to have in there is different than what physicians do, then we are going to be left out.

Student: With regard to the health care reform, there has been a lot of talk about the need to integrate primary care physicians and psychologists. What can be done as undergraduates to ensure a stable career in psychology?

Dr. Bray: If you want to get a doctorate in psychology, it’s a good idea to make sure you train in a place where they’ll support you and help you learn what you need. In the field of psychology, we have an area called health psychology. If you think about medicine, there are primary care specialists, and then there are the other specialists like cardiologists and orthopedic surgeons. Those people look at one body system very narrowly and comprehensively. Health psychologists are kind of like those specialists. Typically, health psychologists work in specialty care medical settings. They usually get narrowed and focused, whereas primary care psychology is a generalist area like primary care. You need to be able to know a little about everything and know what your limits are and when to refer. I’m not sure health care reform will pass (interview conducted prior to legislation) but there are things that are in the works that, because of all the attention to primary care and the attention to healthcare reform, people are enacting anyway. For example, I’m on weekly telephone calls with a group that’s promoting the concept called the Patient Centered Medical Home. It’s the wave of the future in...
primary care. The idea is that every person should have a medical home that is in primary care, where your basic medical needs are taken care of. That is the model that the Obama administration is pushing, and they pretty much excluded behavioral health until we advocated for behavioral health in the medical home. Many physicians support psychologists’ participation in the medical home. Patient Centered Medical Home is being sponsored by corporations like IBM, Walmart, and John Deere. The largest employers in the United States are paying for this, and they are already committed to implementing it.

**Student:** At times, especially at the undergraduate level, the other sciences like biology and chemistry don’t necessarily see psychology as a science, but more as a social study. How can we as undergraduates, and psychology as a whole, combat that?

**Dr. Bray:** I think a lot of it is that they don’t really realize the breadth and depth of psychology. If you walk down the street and you ask the average person what a psychologist does, he or she may not know or may say the psychologist treats mental health problems. People don’t understand about all the science that’s involved. Part of that’s our own fault because we’re so insular and work in silos. We don’t interact and collaborate. The clear change that is happening in the future in terms of psychological science, or all of science, is that it’s going to be more multi-disciplinary and collaborative. And that’s a real shift in the last 20 years. This shift requires that you be able to work with different disciplines. When faced with those who don’t see psychology as a science, this is what I do. I ask those people, “Well, what kind of problems do you solve in your science?” They’ll go, “Oh well, we send people to the moon.” I say, “Well, could you please explain to me why a woman would drown her children. Can your science answer that question?” That’s the kind of problems we study.

**Student:** Will undergraduate research studies have collaboration between departments? Is this something you would recommend?

**Dr. Bray:** I wrote about this in one of my presidential columns. It is titled “Where Have All the Psychologists Gone?” What you see is that, when psychologists collaborate, they forget they’re a psychologist and don’t stand up for their discipline. Therefore, they just get absorbed into this other team. The example is in neuroscience. I work in a medical school where there are lots of neuroscientists. If you ask a physician, “What are you?” They say, “I’m a doctor; I’m a physician.” They never forget they are a physician. Psychologists just say, “I am a neuroscientist.” They forget they’re a psychologist. And that has important implications for the field. Biologists never forget they’re a biologist, they will tell you that. Psychologists just lose their title, and they lose their discipline. And that’s where we shoot ourselves in the foot, because then people don’t realize who we are. It’s an identity issue. You need to be proud of who you are. And if we don’t do that we’re going to get absorbed.

**Student:** As psychology undergraduates, what should we be doing to prepare ourselves to have prescription privileges? Will we need a doctoral degree to obtain these privileges?

**Dr. Bray:** The ball that’s in play right now is that you basically have to get another master’s degree after your PhD. You get your PhD in psychology and then you get a master’s in clinical psychopharmacology. I think that’s really too much. There are some complicating factors; we’re not physicians. Before I would recommend medication, I would really want to talk to somebody about what medications might interact with the patient’s other medical problems. That’s collaborative care. Psychiatrists get criticized inside medicine because they don’t always consider the whole person and they prescribe medicines that sometimes interfere with the patient’s other medical problems. I have a lot of colleagues who live in states where they can’t prescribe, but their whole practice is centered on consulting with physicians. They get a lot of diagnostic referrals. They see the patients, evaluate them, make medication recommendations, and send them back to their physician for treatment. Then they usually see the patient and monitor the medication. If psychologists have prescriptive authority, then we can consult with the physician about other medical problems and treat the mental health issues.

**Student:** As future psychologists, what are the important things we should know about where the field is going and what to look for?

**Dr. Bray:** One thing we haven’t talked about is technology. It’s going to be a big part of the future. Doing therapy over the Internet is a part of our future. The problem is that you can’t ethically do that because the Internet is not secure. Even if you saw somebody in your state where you were licensed, you couldn’t provide therapy because you can’t guarantee confidentiality. However, if you get all the waivers and confidentiality agreements signed, this might be an option. To provide therapy across state lines is probably illegal, unless you are licensed in both states. You’re only allowed to practice in the state you’re licensed in. Technology, and how we will use it in the future of our practices, is something of which we need to be aware.

As future psychologists, we appreciated the opportunity to learn from Dr. Bray, who is a practicing psychologist and leader in the field. The collective conclusion from our experience with him is that what we have been handed by the past is set, but what we will make of it in the future is up to us.
Thursday, August 12, 2010
2:00-2:50 pm, Room 10

Adventures in Our Journey to Watson’s Infant Laboratory

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

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

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

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

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

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

Psi Chi Distinguished Lecturer
Hall ‘Skip’ Beck, PhD
Appalachian State University (NC)

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

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

Submission specifications
- Only activities that have already occurred and are submitted in paragraph form will be published.
- Do not send future plans, calendars, or proposed lists.
- Limit reports to 250 words. If you wish to report more extensively on a special activity, series of programs, etc., contact the Central Office at psichieye@psichi.org.
- Write your report in the third person rather than the first person (e.g., “the chapter sponsored” vs. “we sponsored”).
- Include full names, degrees, and titles of speakers/leaders, their institutions, and their topics.
- Report chapter events such as: discussions, lectures, meetings, socials, fundraising events, conventions, field trips, and honors received by students, faculty members, and/or the chapter.
- Report attempted solutions to chapter problems—those that were effective and those that were not 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 e-mailed to psichieye@psichi.org.
- For digital photos, e-mail only high-quality resolution images (600xKB) 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).

EAST
Adelphi University (NY)
Fall 2009 was marked by transition for the chapter of Psi Chi as it adopted new faculty advisor Dr. Katherine Fiori in September and inducted four new officers in October. In November, the chapter hosted guest speaker Dr. Gregory A. Hinrichsen, who is currently a Health and Aging Policy fellow at the Department of Veterans’ Affairs Office of Mental Health Services. His engaging talk entitled “Age: Something to Think About,” attracted a large crowd (over 100 students and faculty) and inspired many to re-think issues surrounding ageism. In the spring, the chapter hosted another guest speaker in early March, a fundraising activity in late March, and its induction ceremony in April.

Bernard M. Baruch College, CUNY
The fall semester chapter activities began by covering a range of topics with weekly meetings. Some of the areas discussed were schizophrenia, deconstructing the tricks of mentalist/illusionist Deren Brown, the beneficial effects of mindfulness meditation, and ADHD and the impact of medication abuse on campus. Dr. Erika Rosenberg, recognized expert in facial expression measurement using the Facial Action Coding System, was a guest speaker and engaged the students by sharing her experiences as a consultant on the show Lie to Me. As part of Stress Reduction Day held for the entire college, Psi Chi distributed brochures to students with helpful tips to reduce their stress. Psi Chi also sponsored a psychology department event where faculty members spoke directly to the students about their career backgrounds, as well as offered advice about different career paths for psychology majors and minors. The officers of Psi Chi held a toy drive in December for the children of the Henry Ittleson Bronx Community Residence, a home for children who have been abused. The officers went to the center to deliver the toys for the children in time to be wrapped up as presents for the holidays. Psi Chi kicked off the semester with the Psychology of Love event talking about relationships.

Centenary College (NJ)
Psi Chi managed a 5K (3.1 miles) handicap-accessible fun run (or walk) raising $2,835 for the P.G. Chambers Center to deliver the toys for the children of the Henry Ittleson Bronx Community Residence, a home for children who have been abused. The officers went to the center to deliver the toys for the children in time to be wrapped up as presents for the holidays. Psi Chi kicked off the semester with the Psychology of Love event talking about relationships.

ABBREVIATIONS:
ACHS Association of College Honor Societies
APA American Psychological Association
APS Association for Psychological Science
EPA Eastern Psychological Association
MPA Midwestern Psychological Association
NEPA New England Psychological Association
RMPS Rocky Mountain Psychological Association
SEPA Southeastern Psychological Association
WPSA Western Psychological Association
WPA Western Psychological Association

School in Cedar Knolls, NJ. P.G. Chambers is a school dedicated to helping children with disabilities grow and develop. It offers a wide range of educational and therapeutic programs to help children with learning, speech, motor, and sensory disorders.

Six Psi Chi members took part in a year-long substance abuse research team led by Dr. Keith Morgen. These students worked throughout the year on the review of scholarly literature, learning about the field of substance abuse, hypothesis generation, and data analysis of substance abuse treatment datasets. The following students presented their substance abuse research as posters at the 2010 EPA convention: Megan Gajary, Ashley Kimble, Justine LaBrutto, Alexa Lass, Gabriella Mullady, and Amanda Ziomba. The chapter held elections for officers of the 2010/2011 academic year and thank our outgoing president and vice-president, Megan Gajary and Valerie Hanna, for all their hard work and dedication to the Psi Chi chapter.

Clark University (MA)
The Chapter at Clark University was chartered May 13, 1960. It became inactive and did not induct members.
after 1985–86. The fall of 2009 was the first semester in over 20 years that Clark University inducted members and became an active chapter. The reaction of Psi Chi could not have happened without the help of faculty members such as Drs. Jaan Valsiner and Wendy Grolnick and Kelly Boulay (administrative assistant). A Psi Chi Social included cake and drinks to celebrate newly inducted members, an induction ceremony, and elections.

Faculty, graduate students, and the campus Career Services were asked to help in a Q&A forum on graduate school and psychology careers with cookies and coffee provided. Lecturing faculty and graduate students included Dr. Johanna Vollhardt (faculty), Dr. Lene Jensen (faculty), Vicki Cox-Lanyon (graduate school advisor), Oswaldo Moreno (graduate student), Josh Berger (graduate student), Joe Schwab (graduate student), and Gabe Twose (graduate student). Psi Chi held an open forum so that students could openly discuss the courses offered and what courses are tailored to students could learn what courses they could attend for the following semester. Newer members such as Drs. Jaan Valsiner and Gabe Twose (graduate student). Psi Chi at the fall induction ceremony, where Dr. Harold Takooshian offered a pre-midterms workshop on “Test-Taking Skills.” Dr. Eric Charles (Penn State) spoke on “Clark University and the 100th Anniversary of Freud’s 1909 Visit to the USA.” Marion Viray (director of Career Services) offered a career inventory workshop for 40 students on “Psychology and Self-Help” in which author Rivka Bertisch Meir discusses her latest book, “Stop Beliefs That Stop Your Life.”

**Eastern University (PA)**

The chapter began the year with less than 6 members and ended with 18! It was a good year and members look forward to breathing “new life” into the chapter. The initial year has been one of finding its way together and building community. The chapter had monthly meetings and regular workshops and activities on psychological/psychology career-related topics. For example, it hosted a GRE workshop in November and a Grad School workshop in March. The chapter had several successful monthly meetings and social activities, as well. The Psi Chi induction was also a huge success with almost half of the department majors attending to support the new inductees. Members look forward to expanding and continuing to build up their chapter in the coming year.

**Fordham University at Lincoln Center (NJ)**

The chapter began an active fall 2009 semester of 20 events—many of these in concert with the Fordham Psychology Association. In September, chapter members joined the 80th birthday of Psi Chi at Yale. Faculty and students cohosted a start-of-semester open house just before Fordham Club Day. Over 100 attended the sixth Fordham convocation on international psychology. A Yoga workshop focused on stress reduction. Dr. Charles Winick (CUNY) offered a distinguished lecture on drug abuse reduction. Amanda Vardi and Patrick R. Stryker (JP Morgan/Chase) held a workshop on “Reducing Student Financial Stress.” In October, Dr. Harold Takooshian offered a pre-midterms workshop on “Test-Taking Skills.”

**Fordham University at Rose Hill (NJ)**

The chapter officers had an active 2009 semester overcoming external obstacles. In September, 60 faculty and students heard Dr. David C. Glass (SUNY, Stony Brook) present his field research on “Behavioral Aftereffects of Noise: From Lab to Field.” In November, 20 students attended a workshop on careers cosponsored by C-STEP, featuring panelists Elaine P. Congress, Keith Cruise, Bill Madden, and Patricia Diaz. Brandon Kaplan (Kaplan Inc.) spoke on “Preparing for GRE and Educational Selection Tests.” Four students joined Psi Chi at the fall induction ceremony, where David Marcotte, SJ (Jesuit psychologist), addressed the new members and chapter. Anna Behler (treasurer) collected and submitted funding for spring. In December, 30 faculty of the psychology department praised the efforts of the Psi Chi student officers, and voted unanimously: “In recognition of ‘Cura Personalis,’ our psychology department recognizes Psi Chi and all its student organizations as important cocurricular activities that require and deserve nothing less than full university support.” On February 24, Dr. Irene Sullivan hosted a workshop for 40 students on “Psychology and Self-Help” in which author Rivka Bertisch Meir discusses her latest book, “Stop Beliefs That Stop Your Life.”
Chapter Activities

Franklin Pierce University (NH)
Weekly meetings were held and scholarly journal articles of interest to various members were distributed, read, and discussed. Periodically throughout the academic year, members helped at the local soup kitchens during distribution of evening meals. Members attended the NEPA annual convention in October 2009 and the New Hampshire Psychological Association Student Conference in April 2010. An induction ceremony and annual dinner for members was held on May 5, 2010.

Lafayette College (PA)
In the fall, the chapter’s officers developed a new incentive program to boost flagging participation in the 2008-09 academic year. The incentive program rewards members who attend chapter and committee meetings, participate in fund-raising and service events, and present at conferences by entering their name into a biannual lottery. Prizes consist of gift certificates from local businesses and restaurants. After implementing the program last semester, participation significantly increased. The chapter recommends it as an effective strategy for other chapters who may be struggling with inactive members.

In November, the chapter sponsored its first graduate school panel for junior and senior psychology majors interested in pursuing graduate school. The panel consisted of Lafayette psychology faculty representing a variety of fields within psychology, including social psychology (John Shaw, JD, PhD), cognitive psychology (Jennifer Talarico, PhD), and clinical/counseling psychology (Susan Basow, PhD). Panelists shared their personal experiences with the graduate school application process, and offered practical advice for the students in attendance. Topics ranged from choosing the right program to the difference between PhD and PsyD programs, as well as the appropriate questions to ask during an interview. The chapter was grateful to all students and faculty who participated. The event facilitated close and personal interactions between students and faculty—an element of learning Lafayette College firmly promotes. The chapter hopes to make this an annual event.

Lehman College, CUNY
The chapter had an extremely productive fall semester. The chapter inducted 21 new and enthusiastic members in November. These new members immediately involved themselves in chapter programming. They joined with the college’s Office of Pre-Graduate Advising to sponsor a series of three workshops on getting into graduate school. The chapter launched its first community service project of the academic year: collecting school supplies to be donated to a local elementary after-school program. This drive was a success and paired with additional supplies purchased from a bake sale, the elementary school received much needed assistance. Two members, Letricia Brown and Willa Ivory, utilized their winter break time to volunteer with Habitat for Humanity in New Orleans, helping in the continued rebuilding efforts from the devastation of Hurricane Katrina. In the spring, the chapter collaborated with other student organizations in fund-raising efforts to benefit those affected by the earthquake in Haiti.

Mansfield University of Pennsylvania
The chapter conducted a fund-raiser to raise money to purchase a retirement gift for the founder of the psychology department. Another fund-raiser entitled “Pavlov’s Dog,” required the faculty member with the most votes (in the form of cash) to instruct courses in a dog’s suit for a day. Proceeds helped finance the annual induction banquet open to new members, their families, friends, faculty, and university administration.

The chapter began the Longitudinal Research Project which studies the psychological interests of students with a psychology major over time. This study is conducted in effort to assist the psychology department with making important decisions that affect the academic curriculum.

The chapter participated in the Organization Fair with representatives assisting new students with any questions they had about the organization and the benefits of being a member. The chapter created a weekly social hour designed to encourage communication and participation from active members.

McDaniel College (MD)
The chapter of Psi Chi was very involved on campus and around the community during the year. Activities in the fall semester included chapter members volunteering at a local Montessori school book fair and a s’mores night to welcome...
the newest members. The chapter also held a graduate school panel to assist psychology students in navigating the process of applying. The spring semester included hosting a psychology internship fair, a formal new member induction ceremony, and a speaker talk on dissociative identity disorder. Many of the chapter’s members were involved in research, including three of the officers who presented at a national psychology conference in March.

Moravian College (PA)
The chapter of Psi Chi started off the 2009-10 academic year with vibrancy and generosity! In September, the chapter hosted a psychology department Open House. The event was campus wide, but was geared for students about to declare their major in psychology. Refreshments were sponsored by the chapter. Throughout the early months of the semester, the Psi Chi members wrote articles on the various activities going on in the psychology department including field studies, honor’s projects, independent studies, and previous and current sabbaticals. In November, the officers organized a Graduate School Informational Session led by Dr. Michelle Schmidt (advisor). To celebrate the joy of reading and the holiday season, in late November and early December, the chapter and college campus raised over $100 on its annual Book Tree. The money was used to buy books that were donated to the YMCA of Bethlehem. The chapter’s second holiday event was a service trip to Moravian Village, a local nursing home and assisted care facility. While at Moravian Village, Psi Chi members were able to socialize with residents during their holiday concert. Finally, to ring out the semester, the chapter sponsored a Finals Survival Party, where students across campus were able to make goodie bags containing food and beverage essentials all student love during finals week.

Pennsylvania State University at Erie, The Behrend College
The chapter has been quite active this past year with numerous fund-raisers in collaboration with the Psychology Club on campus and even one with the Political Science Society. The chapter brought in numerous esteemed speakers including Alison Malmon (founder of Active Minds), Ed Mulvey, (professor of psychiatry and director of the Law and Psychiatry Program at the University of Pittsburgh School of Medicine), and several other professionals in the field from the surrounding area. Members also participated in several service activities including volunteering for Habitat for Humanity, and walking for Alzheimer’s and cancer. Fund-raisers have been lucrative for both groups locally and also for victims of the recent tragic earthquake in Haiti. The annual banquet where new members were inducted came together quite nicely with a total of 26 new members. There is excitement about new members and what they’ll bring to the organization along with the new officers that have been sworn in. The chapter hopes to see a lot of innovation and bright ideas.

Southern Connecticut State University
The Psi Chi chapter attended the EPA convention at the Brooklyn Bridge Marriot in New York City. As an activity of the Psychology Alliance, the trip was funded through Psychology Club and collaborative efforts were contributed in fund-raising including Pie for Psi Chi and bake sales. This year, members worked hard to bridge together Psi Chi, the Psychology Club, and Active Minds. The alliance of all the clubs proved beneficial in obtaining new ideas and gaining more support to hold new events, service work, and fund-raising. The combined clubs have also raised depression awareness and suicide prevention on campus and together participated in homecoming events. The EPA convention was a great contribution and strongly served to bond the Psychology Club and Psi Chi members. Earlier this year, Psi Chi also organized an informational seminar for undergraduates interested in pursuing a master’s in Social Work at Southern Connecticut State University. The chapter will continue to hold fund-raisers and complete service work all the while working to include all clubs to ensure that future members will have the opportunity to collaborate on activities related to the social sciences, particularly psychology.

Stevenson University (MD)
The chapter sponsored two events in April. For the Graduate Information Session, an invited speaker discussed the graduate school application process and the criteria that graduate schools use to admit students. The session also included
Chapter Activities

a panel of alumni who were currently attending graduate school in psychology to talk about their experiences since graduating. The second event, the Psychology Student Showcase, included a poster session featuring research projects conducted by psychology majors.

Westminster College (PA)
The Psi Chi chapter had a busy and intellectually stimulating year. The chapter started the year by initiating new members at a local restaurant. Members then presented at a regional undergraduate conference as well as the EPA convention. Last October, two of the chapter’s Psi Chi members presented posters at the Society for Neuroscience as well. Besides active research participation, the Psi Chi members coordinated a Brain Awareness event for high school students, tutored for undergraduate psychology and neuroscience classes, and judged a science fair at a local university. Members continued their involvement in psychologically enriching events for spring of 2010 as well.

Wilkes University (PA)
The chapter of Psi Chi was very active during the winter term. The chapter hosted the Psi Chi sponsored webinar “Successful Strategies for Getting Into Graduate School” with Dr. Neimeyer. The chapter invited students in the psychology department to take part in the event and everyone took away great advice from Dr. Neimeyer. In keeping with the graduate school theme, the chapter sponsored a graduate school panel where students applying to graduate programs in psychology-related fields answered questions from underclassmen about finding and applying to schools.

To celebrate the holidays, Psi Chi members had a holiday party before the end of classes. Members ate holiday foods and celebrated with holiday-themed music. The chapter started the New Year off with a membership drive and a soda tab collection for the Ronald McDonald House.

MIDWEST

Bradley University (IL)
Psi Chi began the semester spreading the message of self-harm awareness. The chapter showed the movie Thirteen with a discussion directed by Bradley H.E.A.T., hosted a Meeting of the Minds led by Dr. Stephanie Chaudoin entitled “Concealing and Revealing Hidden Identities: Implications for Self-harm,” and spread “Hugs Not Harm” by distributing candy for Valentine’s Day. To strengthen ties between organizations and departments, Psi Chi held a movie night featuring One Flew Over the Cuckoo’s Nest with a discussion led by Dr. Kooker from the nursing department. Psi Chi challenged Tri Beta (Biology Honors Society) to a bowling night and raised over $2,000 for the American Cancer Society’s Relay for Life. Members of the executive committee traveled to Drake University to share best practices with their Psi Chi chapter.

In terms of professional development, Psi Chi hosted the Graduate School Interview Seminar led by Dr. Alan Huffcutt, a Personal Statement Workshop directed by the Dr. Rick Smith (Smith Career Center), the Graduate School Student Panel, and a Graduate School Admissions Workshop with representatives from Northern Illinois and Eastern Illinois Universities. Competitive executive board elections, following 14 nomination speeches, concluded with officers inducted into new positions at the annual Celebrate Psychology event. The capstone activity was the MPA convention featuring six student poster presentations and one Psi Chi Best Practices poster. The chapter was proud to accept the Midwest Regional Chapter Award with hard work and aspiration to 6-sigma excellence paying off.

Central Michigan University
The chapter started the semester by participating in Mainstage, where registered student organizations from all across campus display what they have to offer potential members from the student body. The first meeting was an informational meeting including introductions as well as a scavenger hunt used as an icebreaker. In mid-September, the chapter held the first of a series of study sessions for members preparing to take the GRE. The chapter also held meetings that featured a psychology-themed Jeopardy game, Class Hash, in which attendees shared their experiences with psychology courses and faculty members; as well as a graduate panel night, in which two graduate students shared their resumes and graduate school

Psi Chi members of Bradley University (IL).
Northern Kentucky University: Ronda McDonald sports her honor stole presented at the fall induction ceremony.
Psi Chi members of Bradley University (IL).
Psi Chi members of Missouri Western State University.
Clayton State University (GA): Psi Chi door decorations.
Southern Adventist University (TN): New members were inducted into the Chapter on March 14, 2010, in a special ceremony on campus.
Clayton State University (GA): 2009 fall Psi Chi induction ceremony.
University of Mary Washington (VA): Psi Chi members Brittany Killian and Lauren Hartwell enjoying the new coffee stand.
University of Mary Washington (VA) officers and Dr. Mindy Erchull were recipients of the Psi Chi Regional Chapter Award.
Northern Kentucky University: Abby Lewis (president) and Meagan Howard (secretary) are all smiles after the fall induction ceremony.
Roanoke College (VA): Members display their Psi Chi banner for the annual Midnight Madness event celebrating school spirit.
experiences. Dr. Stuart Quirk presented an example of a professional resume as well as more information on graduate school. The chapter also had fund-raisers at Cold Stone Creamy as well as Big Boy Restaurant. Other activities outside the meetings included several e-board members assisting the psychology department with Advising Night in which professors were available to advise undergraduates and sign up psychology majors and minors; volunteering at Tender Care, a local assisted living home; and helping out at a local soup kitchen. The chapter concluded the semester with hosting a banquet and ceremony in which it inducted 12 new members for fall 2009.

Culver-Stockton College (MO)
This year, the chapter donated money to Red Cross to aid in the Haiti Crisis. Members also adopted two children during Easter making them baskets.

Emporia State University (KS)
In the early part of fall, the Psi Chi chapter put together a bake sale. In October, members held the annual Halloween fund-raiser. This fund-raiser allowed parents of students living in the residence halls to buy their child a midterm/Halloween gift bag. The money from both fund-raisers will help Psi Chi members go to the APA convention in San Diego in August. Psi Chi members also participated in community service by helping in the Adopt-A-Highway program and cleaning a two-mile stretch of highway. Members also worked the concession stands during football games as part of their community service. In December, Psi Chi held its initiation banquet where 11 new members were inducted. Dr. Carol Daniels (professor of psychology) was the honored speaker during the fall initiation banquet and ceremony.

Lake Forest College (IL)
The fifth annual CAP Colloquia Series, which highlights current advances in psychological research, brought three fantastic speakers to campus. Dr. Jennifer Richeson (Northwestern University, MacArthur Fellow) delivered the talk “Navigating Interracial Interactions: Costs, Consequences, and Possibilities.” Dr. Katherine Kinzler (University of Chicago) spoke about “The Native Language of Social Cognition.” Dr. Doug Medin (Northwestern University) shared his research on “The Cultural Construction of Nature.” Over 150 students and faculty attended the series of three talks.

Morningside College (IA)
In the fall of 2009, the Psi Chi chapter kicked off the year with its annual obelisk sculpture cleaning. In October, the chapter hosted a welcome party for the psychology department’s newest faculty member Dr. Mike Calvillo. October also included the initiation of nine new Psi Chi members at Morningside’s Alumni House. November proved to be quite a successful and fun month for the Psi Chi chapter. On November 16, Psi Chi members attended Psych Follies. Psych Follies is a night of fun and food for both the psychology students and professors. For a service project, the chapter participated in a campus-wide food drive competition. Members collected food at a local Hy-Vee, and with the help of generous faculty and students, won the food drive. The food went to a local food bank and was distributed for Thanksgiving. To raise funds for the chapter, members returned pop cans and held a 50/50 raffle. The raffle was hosted at the Morningside girls’ and boys’ basketball games January 23. Members were able to raise $188, half of which went to a lucky student at the game and the other half to the chapter. Officer elections were held at the end of the semester.

Ohio State University at Newark Campus
The first half of the school year was quite active for the Psi Chi chapter. Early in the year, the chapter organized a Graduate School Seminar with four psychology department faculty presenters: Drs. Amy Brunell (faculty advisor), Julie Hupp, Melissa Jungers, and Marilee Martens. The presenters provided information regarding applying to graduate schools, requesting references from professors, and availability of financial aid. The seminar was open to all students on campus with a focus on psychology students. Faculty presentations were followed by a question and answer session and refreshments. The chapter conducted a food drive prior to the winter break. Donations went to the Licking County Area Food Pantry and included nonperishable food items as well as monetary donations. The Psi Chi chapter also held a fund-raiser, selling chocolate covered pretzels, in order to
raise money for a Psi Chi sponsored social event open to all members and applicants. The chapter had nine new members.

**Roosevelt University (IL)**

This past year, the chapter hosted many events, both singularly as a group and in collaboration with the newly formed Psychology Club: a student organization that, unlike Psi Chi, is a psychology-oriented interest group with no eligibility requirements for joining and no formal list of members. Events held included CV workshops, GRE informational sessions with representatives from Kaplan, a Careers in Psychology panel discussion, and a Research Matchmaker session. The chapter also held a fall induction ceremony with 13 new members inducted and a spring induction ceremony for new members.

**University of Central Missouri**

The chapter sponsored the first Psi Chi Week on April 12–15, 2010, which was a week that included activities/events everyday to raise awareness about Psi Chi. On April 12, Dr. Loretta McGregor (chair department of Arkansas State University) spoke to the chapter. Afterwards, the chapter sponsored a faculty vs. students bowling event. On April 13, induction of the new members took place. On April 14, the department’s annual psychology banquet was held. This is an annual banquet where students receive awards and the department is recognized for all its accomplishments. On April 15, a student vs. faculty volleyball game took place from 7–9 pm. Nicole Swopes was awarded the Outstanding Psi Chi Member of the Year for the second year in a row. The chapter’s advisor, Dr. David Kreiner, was awarded the 2010 Byler Distinguished Faculty Award, the top honor given to a faculty member at the University of Central Missouri. Dr. Steven Schuetz, the chapter’s coadvisor, received the College of Art, Humanities, and Social Sciences Outstanding New Faculty Member Award. Monthly, the chapter volunteered to serve dinner to the veterans at the local Veteran’s Home. Speakers from within the community were also brought in once a month to discuss career options, research, and other psychology topics.

**University of Tulsa (OK)**

The Psi Chi chapter sponsored a meeting every month with a different topic and provided pizza. At the September meeting entitled “Meet the Faculty,” available psychology faculty came for an introduction and a Q&A session. The October meeting was entitled “Grad School, What’s It Really Like?” with several psychology graduate students holding a panel discussion. In November, the chapter held mock interviews to help the undergraduate students prepare for graduate school interviews. In February, Kyle Simmons, who has his PhD in clinical psychology and works for the Laureate Institute of Research in Tulsa, gave the lecture “Resting State Functional Connectivity of the Social-Cognitive Network in the Healthy and Autistic Brain.” In March, the chapter had a panel discussion with three different psychologists in the community to discuss various career options in the field of psychology. In April, the chapter had officer elections and an ice cream social. In May, the chapter had its induction ceremony with Alyssa Rippy as the guest speaker. She received her PhD from the University of Tulsa and currently works at the Jack C. Montgomery VA Medical Center in Muskogee, OK, specializing in treating veterans with post-traumatic stress disorder. This year, the chapter designed and sold T-shirts. The chapter also made a cash donation to the Mental Health Association in Tulsa.

**University of Wisconsin–Green Bay**

On February 10, the chapter won first prize for its booth at the campus’ spring semester OrgSmorg. The theme was Saturday Morning Cartoons, so members chose to design the booth based off of the Charlie Brown Christmas scene where Lucy offers Charlie some psychiatric advice.

**ROCKY MOUNTAIN**

**Adams State College (CO)**

The chapter was busy participating in service activities, fund-raisers, and increasing membership. In the fall of 2009, members were involved in a Trick or Feed service project. On Halloween evening, members went door-to-door to trick-or-treat for canned foods and nonperishable items. Two full truckloads were collected and donated to the local food bank. Members also participated in college and community sponsored
candlelight vigils and highway clean up. In addition to the service projects, members took part in several fund-raising activities to raise money to send the chapter members to the RMPA convention. The chapter raised money by hosting baked potato and breakfast burrito sales, as well as selling Butter Braids®, cookies, and candles. Enough money was raised for 10 members to be sent to RMPA in the spring of 2010.

SOUTHEAST

Charleston Southern University (SC) The Psi Chi chapter wrapped up the fall 2009 semester with three service projects and three meetings. The first service project was the Lowcountry Food Drive. The club hosted a contest between psychology classes, and the class with the highest percentage of nonperishable foods won a doughnut party. Overall, the club was able to raise over 300 items for the food drive. Next, the chapter collected and donated Christmas presents for children in need. This year, the club donated presents to the Carolina Youth Development Center, which contains five houses, and was able to give every single child at least one gift. The last service project was Crisis Ministries, where members prepared and served meals to the homeless.

The last three meetings held for the fall 2009 semester were the internship presentations, the Psi Chi induction (seven new members added) and the yearly Christmas party.

The chapter ended 2009 on a good note and began the spring 2010 semester with great momentum. The club held their welcome meeting the first week of classes and had a very good turnout. Students came to enjoy games and pizza and were able to meet the officers and advisors. The second meeting welcomed the first guests of the semester, counselors from the non-profit organization called People Against Rape. The next week was the club’s business meeting and the following week was the Making Valentines meeting. Club members made over 100 Valentines and gift bags which were distributed among children at the MUSC Children’s Hospital and at the LifeCare Center, a nursing center in the Charleston area.

Davidson College (NC) The Psi Chi chapter experienced an exciting and busy spring semester. In March, members volunteered at Ada Jenkins to help with Loaves and Fishes. Loaves and Fishes is an emergency storage pantry which collects food and household products for families in need. Psi Chi members helped stock the shelves and also donated canned food items. The chapter also hosted an ice cream social at the end of March. Psi Chi members, psychology majors, students interested in psychology, and department faculty enjoyed mingling over ice cream sundaes. At this event, psychology mentor volunteers were introduced to their new mentees. The chapter will continue the mentoring program because of its success and anticipates enduring progress in the future.

In April, Psi Chi welcomed five new members to the chapter at the semester’s induction ceremony. At this ceremony, new board members were also inducted. Congratulations to all inductees, new board members, and to Dr. Ault for presenting two posters at the Society for Research in Human Development (SRHD) in San Antonio. Dr. Ault was also honored for her extensive service to SRHD. Additionally, at the Senior Psychology Major Award Banquet, four students were honored for their service, dedication, and excellence in psychology. Blaire Weidler received the Dr. William Gatewood Workman Award for highest excellence in psychology. The Dr. John Kelton Award was awarded to Helen Woolworth, acknowledging one of her Senior Capstone essays as best written essay. Samuel Snel was honored the Dr. Edward L. Palmer Award for his extraordinary service to the psychology department and the wider community. Finally, Zack Stergar and Katie Walker were awarded the Sigma Xi Award for their excellence and quality of psychological research. Congratulations to every winner for their hard work and dedication to the field of psychology.

LaGrange College (GA) Psi Chi inducted eight new members at two induction ceremonies during the year. Members of the chapter also participated in a service project to support the work of the local office of the Georgia Department of Family and Children’s Services (DFCS). The members provided daycare for parents and foster parents attending DFCS workshops. In the spring, the chapter...
hosted a reception in honor of the graduating seniors.

**Milligan College (TN)**

In February 2010, the chapter sent three members to SEPA convention to present their research. The chapter held its annual induction ceremony on March 22. The chapter visited a behavioral health and wellness clinic on March 24 and visited an in-patient mental hospital on April 10. In addition, the chapter hosted a campus-wide depression forum on March 25. The chapter ended the year working on a spring service project and a spring social.

**North Georgia College and State University**

During this past fiscal year, the chapter of Psi Chi participated in a recycling project, presented at the SEPA convention, and had the privilege of hearing Dr. Pat Donot speak during the fall 2009 induction ceremony. The chapter had the opportunity to recycle at the GoldRush Festival using the Away from Home Recycling Trailer. The festival turned out to be a wonderful experience helping out the community. During the fall 2009 induction ceremony, Dr. Pat Donot spoke on issues concerning universities across the U.S. Overall, members had an exciting year.

**Northern Kentucky University**

The fall semester began sweetly with an officers’ dessert planning meeting at the home of coadvisor Dr. Angela Lipsitz. Next came an Open House for all students interested in Psi Chi or in the Psychology Club, which the chapter sponsors. Guided by suggestions from fellow officers and advisors (Drs. Mei Mei Burr and Gloria Carpenter assisted Dr. Lipsitz), Laurine Ferreira (vice-president) arranged a varied series of biweekly meetings.

As part of the university’s STEM week (events highlighting careers in science, technology, engineering, and math), chapter alumni Casey Allen, Heather (Foozer) Evans, and Alayna Tackett described their research positions at Cincinnati Children’s Hospital Medical Center. Dr. Carpenter joined alumni Dave Welscher and Dr. Kathleen O’Connor for a panel entitled “What’s It Really Like to Be a Therapist?” With a range of clinical experiences, they illuminated many possible job settings and described the highs and lows of clinical work. Dr. Roger Knudson (Miami University) discussed the low likelihood of ever being admitted to a clinical PhD program, presenting grim statistics on acceptance rates at several universities in the region.

Other meetings featured Dr. Phil Moberg on workplace bullying, Dr. Shauna Reilly on political psychology, and Sara Austin (former chapter president and Miami University grad student) on the Implicit Association Test. Additionally, the chapter organized a department picnic and inducted 18 new members. The chapter concluded the semester with the third annual “Drop Your Drawers” sock and underwear drive for Mental Health America and an officers’ evaluation and planning lunch.

**Roanoke College (VA)**

The Psi Chi chapter raised $220 for Special Olympics last fall during its Dollar Days event. Participating Psi Chi members spent the day asking friends and family to donate a dollar to the worthy cause. Members also designed a Psi Chi banner for the school’s annual Midnight Madness event, which celebrates school spirit!

**Southeastern Louisiana University**

The chapter had an exciting fall semester with elected officers Mallory Young (vice-president) and Leah Derks (secretary) beginning their duties in August. There was a successful turn out for the colloquiums held each month with faculty from Southeastern as speakers. Dr. Paula Varnado-Sullivan (faculty advisor) was among those who presented along with Dr. Matthew Rosano (head of the psychology department).

The chapter participated in the Trick-or-Treat for UNICEF fund-raiser in October raising a total of $112.60 for the cause. Another service project took place in November with food drive proceeds going to the Tangipahoa Food Pantry—over 80 items were donated and delivered to the organization. Monica Beaubouef (president) received a leadership award recognizing her achievements as an officer. Meagan Smith (treasurer) was notably consistent in her hard work and dedication as a Psi Chi officer. The chapter ended the fall semester welcoming 12 new members who were inducted in the spring.
Chapter Activities

The Citadel (SC)
During the 2009-10 academic year, The Citadel chapter of Psi Chi completed a number of service activities including cosponsoring the Buddy Dance, serving at the local soup kitchen (Crisis Ministries), and participating in our Adopt-A-Highway program. In addition, the chapter hosted a presentation on mindfulness conducted by Geshe Dalpa Topgyal. During the fall of 2009, the chapter inducted five students. Activities for the spring included ongoing participation in Crisis Ministries and Adopt-A-Highway service activities as well as cosponsorship of a lecture on the treatment of substance abuse.

The chapter had a second induction ceremony on March 23, 2010. The chapter of Psi Chi continues to focus on service learning opportunities on campus and within its community consistent with The Citadel’s mission of achieving excellence in the education of principled leaders.

University of Alabama in Huntsville
The Psi Chi chapter hosted speakers from the Huntsville Autism and Research Knowledge Center for an Autism Awareness information session in October with over 40 students in attendance. Two other information sessions were held in the spring and fall semesters regarding how to apply (and get accepted) to graduate programs in psychology. Dr. Eric Seemann was the guest speaker at the first session and psychology graduate students conducted a question and answer session to share their perspective about graduate school for the second information session. Psi Chi members hosted other psychology students for the psychology department’s bowling party. These bowling outings have become increasingly popular, with 30 to 40 students attending each semester. Finally, the chapter welcomed 14 new members in the spring formal induction ceremony. Through all of these events, the chapter’s goal is to increase Psi Chi’s presence on campus through service activities while providing Psi Chi members educational and social activities to enhance their time on campus.

University of Central Florida at Cocoa
In the fall of 2009, the chapter inducted several new members including Tess Hare (current chapter president) and Erika Wheelhouse (secretary). Dr. Alvin Wang, President of Psi Chi and Dean of The Burnett Honors College at the University of Central Florida, was the guest speaker for the induction ceremony. In November 2009, the chapter sponsored the Psychology Career talk with guest speaker Dr. Maria Lavoye (Psi Chi Southeastern Vice-President). The event was open to all students interested in a career in psychology and was the first such presentation in the Grad Talk series sponsored by the chapter to offer information and planning advice for those students seeking to enter graduate school.

Blending entertainment with psychological interests, the chapter held a Psycho in the Cinema event. Students were invited to watch King of Hearts (1966) and then discuss the psychological implications of the film. The viewing was well attended by both chapter members and non-members alike.

With a focus on the community, Rebecca Shillings (chapter vice-president) organized and attended a volunteer outreach day, inviting students and their family to spend the day serving others in a local food kitchen. This service-oriented project is the first of many the chapter focused on this semester.

University of Louisville (KY)
At the start of fall semester 2009, the chapter participated in campus’ RSO (Registered Student Organizations) Block Party. The purpose of this RSO Block Party is to inform students of the various organizations on campus. The chapter had a booth with various pictures from the previous years and information about Psi Chi membership and benefits. Through participation in this Block Party, the chapter has been able to recruit new members.

The chapter was involved in a semester-long fund-raising project to raise funds for the American Foundation for Suicide Prevention. The Out of Darkness Walk is a walk in memory of those lost to suicide and provides a way to raise funds for suicide prevention. To raise funds, the chapter held a bake sale on campus and worked with a local eating establishment. Several members volunteered to help serve food for a few hours and earned a percentage of the profits for the night. Through all these efforts, chapter was able to raise $779 dollars.
During the last two weeks of October, the chapter of Psi Chi and the campus community collected over 700 pounds of non-perishable food items. Delesia Youngblood (vice-president) coordinated the food drive, and with help from Sarah Bishop (president) and Dr. Melinda Leonard (advisor), collected and delivered the goods to the Dareto-Care food bank in Louisville, KY. The food drive was a part of Psi Chi’s Society service project and a tribute to Robert Youth, Psi Chi’s former National President (05-06). The chapter would like to thank Drs. Lyle, Meeks, and Haynes for encouraging their students to donate. In an effort to promote the new International Service Learning and Research Program for the Psychological and Brain Sciences Department at the university, several Psi Chi students volunteered to lend a helping hand at the recent International Center’s Study Abroad Fair. Beginning in the summer of 2011, a new course entitled “Psychology of Intergroup Contact and Conflict Resolution,” with travel to Northern Ireland, will be offered. Volunteers from Psi Chi assisted the program coordinator and Dr. Melinda Leonard in handing out brochures and spreading the word about this exciting new course.

**University of Mary Washington (VA)**

The chapter of Psi Chi was busy this semester with two fund-raising activities. For the second year, the chapter sold Power Cards: reusable discount cards to various businesses in the Fredericksburg community including Tropical Smoothie, Buffalo Wild Wings, Qdoba, Dunkin Donuts, and Applebee’s. The chapter also established a brand new fund-raiser—selling coffee to students and faculty members for one dollar per cup in the lobby of the psychology academic building.

On February 9, the chapter held its first all-member meeting of the semester. At this gathering, members volunteered to help sell Power Cards as well as set-up and clean up the coffee table. The chapter’s officers also announced upcoming chapter events such as the Spring Service Project of preparing and serving food at the Thurman Brisben Homeless Shelter. Members also voted to lend a helping hand at the local Ronald McDonald House for the families of children in the nearby hospital. Connections were made with the West Virginia Family Grief Center and members prepared and served dinner to the children and families, and continued serving throughout the spring. The group also worked together to make blankets for Project Linus, and planned a movie night to watch The Bridge, a documentary on suicide. Psi Chi’s education chair organized multiple Analyze This: Students’ Talk events, which gave members the opportunity to talk over a casual dinner with current graduate students at WVU. To give members an opportunity to learn more about graduate school options, the featured graduate students were invited from different programs in the department including behavior analysis, lifespan developmental psychology, clinical psychology, and clinical child psychology. In addition to Analyze This, Psi Chi planned more educational events for the spring.

The main focus was on preparations for the second annual Sober Rockin’ Lip Syncin’ contest which will raise awareness of safe drinking on campus and the risks of binge drinking. There was an entry fee of five canned items, which went to a local AIDS service organization, the Caritas House, to help stock its pantry. The contest featured a local celebrity judging panel and a raffle for a football and a basketball signed by the WVU teams, with support provided by the WVU student government.

**University of Central Arkansas**

The 2009-10 academic year was wonderful for the Psi Chi chapter! Bi-monthly Psi Chi meetings provided great opportunities to get involved and learn more about the chapter. Among the most popular meeting topics were “Graduate School Tips” by Bill Lammers, graduate program information provided by Ken Sobel, “GRE Preparation” by UCA graduate students, and “Art Therapy” by Nancy Hicks. A strong advertising push by the chapter leadership produced strong positive attendance growth throughout the year. The chapter also provided student and faculty members numerous networking opportunities. Some of the social events included the Welcome Back picnic at a local park, Movie Night, and the annual Psi Chi Bowling Night. This year, the Bowling Night was a tremendous hit! A friendly competition between faculty members, undergraduates, and graduate students created a lively atmosphere. To the students’ dismay, the faculty members won the overall competition and the coveted “bragging rights.” The students were excited and already preparing for next year’s bowling showdown!

Finally, the chapter participated in several service opportunities. For example, club members assisted with the annual Conway Human Development Center’s Walk-a-thon to raise money for the organization. Also, an end-of-semester donation drive collected over 260 items for a local domestic abuse shelter. Overall, with new leaders and new ideas, the chapter succeeded in increasing member involvement, diversifying chapter meetings, and improving community service work.

**SOUTHWEST**

**Rogers State University (OK)**

The Psi Chi chapter worked hard this academic year by kicking off an August blood drive and then another in October for the Oklahoma Blood Institute (OBI). A total of 25 pints of blood were collected for use by OBI to save lives throughout Oklahoma in August, and 90 were collected in October. Also in October, the chapter assisted the office of Counseling Services with National Depression Screening Day, where over 100 forms were screened and served. From November to December, the chapter collected food donations for local shelters, providing hundreds of cans of food to the needy in Claremore and Tulsa.

In January, its advisor and several members participated in the 2010 Martin Luther King, Jr. Day of Service, volunteering time with Big Brothers & Big Sisters, the United Way, the Claremore Veterans Center, and the Child Development Center. A presentation by members Andrea Mundt, Andrew Sanders, Heidi Hills, and Jessica Marchewka was accepted for the SWPA in April. Finally, Dr. Kevin M. F. Woller was presented with the university’s Service Award for the School of Liberal Arts. This award is presented on a yearly basis for excellence in service to the institution and the community.

**University of the Southwest**

The chapter assisted the office of Counseling Services with National Depression Screening Day, where over 100 forms were screened and served. From November to December, the chapter collected food donations for local shelters, providing hundreds of cans of food to the needy in Claremore and Tulsa.

In January, its advisor and several members participated in the 2010 Martin Luther King, Jr. Day of Service, volunteering time with Big Brothers & Big Sisters, the United Way, the Claremore Veterans Center, and the Child Development Center. A presentation by members Andrea Mundt, Andrew Sanders, Heidi Hills, and Jessica Marchewka was accepted for the SWPA in April. Finally, Dr. Kevin M. F. Woller was presented with the university’s Service Award for the School of Liberal Arts. This award is presented on a yearly basis for excellence in service to the institution and the community.

**Houston Baptist University (TX)**

The chapter of Psi Chi at Houston Baptist University worked to help screen for genetic disorders. The chapter also established a brand new fund-raiser—selling coffee to students and faculty members for one dollar per cup in the lobby of the psychology academic building.

**SOUTHWEST**

**Rogers State University (OK)**

The Psi Chi chapter worked hard this academic year by kicking off an August blood drive and then another in October for the Oklahoma Blood Institute (OBI). A total of 25 pints of blood were collected for use by OBI to save lives throughout Oklahoma in August, and 90 were collected in October. Also in October, the chapter assisted the office of Counseling Services with National Depression Screening Day, where over 100 forms were screened and served. From November to December, the chapter collected food donations for local shelters, providing hundreds of cans of food to the needy in Claremore and Tulsa.

In January, its advisor and several members participated in the 2010 Martin Luther King, Jr. Day of Service, volunteering time with Big Brothers & Big Sisters, the United Way, the Claremore Veterans Center, and the Child Development Center. A presentation by members Andrea Mundt, Andrew Sanders, Heidi Hills, and Jessica Marchewka was accepted for the SWPA in April. Finally, Dr. Kevin M. F. Woller was presented with the university’s Service Award for the School of Liberal Arts. This award is presented on a yearly basis for excellence in service to the institution and the community.

**Texas-Pan American (UTPA)**

The Psi Chi chapter at the University of Texas-Pan American (UTPA) had a busy fall 2009 semester. After officer elections, the first fund-raiser took place on Halloween at UTPA’s Carnival of the Great Pumpkin. The group sold popcorn balls and aguas frescas (or fruit-flavored beverages) that are a local favorite. Throughout the month of November, members participated in a barbecue chicken fund-raiser in which tickets were sold for plates that could be picked up at a local barbecue restaurant. With support from the UTPA community, the chapter was able to fund-raise over $900.

One key event of the semester was the Graduation Student Panel in which two UTPA graduate students, Celina Espanzar and Michelle Varon, spoke about their experiences applying to graduate school. Members found it helpful to have their questions answered by students with recent, first-hand experience. In December, the chapter offered assistance at the holiday client luncheon of a local mental and behavioral health center. Leading social activities, members interacted with clients and their families. Lastly, the chapter capped the semester with two service projects for the Salvation Army McAllen Corps. The first, a toy drive, gave UTPA students the opportunity to donate toys for the underprivileged children who rely on the Army for Christmas gifts. Second, for a week-long period, the chapter hosted a Salvation Army Red Kettle on the UTPA campus and rang bells for donations. Their involvement with the Salvation Army earned the chapter a story in the local newspaper The Monitor.

**Houston Baptist University (TX)**

The chapter of Psi Chi at Houston Baptist University worked to help screen for genetic disorders. The chapter also established a brand new fund-raiser—selling coffee to students and faculty members for one dollar per cup in the lobby of the psychology academic building.

**SOUTHWEST**

**Rogers State University (OK)**

The Psi Chi chapter worked hard this academic year by kicking off an August blood drive and then another in October for the Oklahoma Blood Institute (OBI). A total of 25 pints of blood were collected for use by OBI to save lives throughout Oklahoma in August, and 90 were collected in October. Also in October, the chapter assisted the office of Counseling Services with National Depression Screening Day, where over 100 forms were screened and served. From November to December, the chapter collected food donations for local shelters, providing hundreds of cans of food to the needy in Claremore and Tulsa.

In January, its advisor and several members participated in the 2010 Martin Luther King, Jr. Day of Service, volunteering time with Big Brothers & Big Sisters, the United Way, the Claremore Veterans Center, and the Child Development Center. A presentation by members Andrea Mundt, Andrew Sanders, Heidi Hills, and Jessica Marchewka was accepted for the SWPA in April. Finally, Dr. Kevin M. F. Woller was presented with the university’s Service Award for the School of Liberal Arts. This award is presented on a yearly basis for excellence in service to the institution and the community.

**Texas-Pan American (UTPA)**

The Psi Chi chapter at the University of Texas-Pan American (UTPA) had a busy fall 2009 semester. After officer elections, the first fund-raiser took place on Halloween at UTPA’s Carnival of the Great Pumpkin. The group sold popcorn balls and aguas frescas (or fruit-flavored beverages) that are a local favorite. Throughout the month of November, members participated in a barbecue chicken fund-raiser in which tickets were sold for plates that could be picked up at a local barbecue restaurant. With support from the UTPA community, the chapter was able to fund-raise over $900.

One key event of the semester was the Graduation Student Panel in which two UTPA graduate students, Celina Espanzar and Michelle Varon, spoke about their experiences applying to graduate school. Members found it helpful to have their questions answered by students with recent, first-hand experience. In December, the chapter offered assistance at the holiday client luncheon of a local mental and behavioral health center. Leading social activities, members interacted with clients and their families. Lastly, the chapter capped the semester with two service projects for the Salvation Army McAllen Corps. The first, a toy drive, gave UTPA students the opportunity to donate toys for the underprivileged children who rely on the Army for Christmas gifts. Second, for a week-long period, the chapter hosted a Salvation Army Red Kettle on the UTPA campus and rang bells for donations. Their involvement with the Salvation Army earned the chapter a story in the local newspaper The Monitor.
student endeavors.

Now in its seventh year, the monthly Hawaii Pacific University Psychology Symposium Series held by the psychology department, the chapter of Psi Chi, and the Psychology Club continues to draw large numbers of students and faculty. This year, Dr. Katherine Aumer-Ryan spoke about the consequences of dual-group membership among children; Dr. Rebecca Stotzer gave a talk entitled “Debating Gay Marriage: The Impact on Anti-Gay Hate Crimes;” Drs. Allana Coffee and Claire Rountree gave a dual presentation about the dynamics and treatment of sexual abuse in families; and Dr. Charles Mueller presented a talk entitled “Parenting Rate of Improvement Among Youth With ADHA From the Differential Application of Treatment Practices in Usual Care.” The Symposium Series highlights one or more prominent guest speakers from other area universities or the community each month to speak to the students and faculty of the psychology department. Following program announcements and updates by students and faculty, each talk concluded with socializing, networking, and free food and drinks. Approximately 75-125 attend each event.

Loyola Marymount University (CA)

In January, new members were initiated into Psi Chi and enjoyed souvlaki while meeting and bonding with professors and active members. The chapter sponsored a Career in Psychology Panel which included a marriage and family therapist, a clinical psychologist, a graduate school representative from Claremont college, and a school psychologist. The panelists described their occupations in the field of psychology and held a question and answer session with the student audience. As a networking event/new member activity, members discussed current issues in psychology at the BBQ and Bowling event. The chapter hosted a book club gathering discussing psychology-relevant books Unhooked (by Laura Sessions) and God Delusions (by Richard Dawkins). In March, the chapter cosponsored the March for Haiti with the Psychology Club and raised money to defray the expenses of attending the WPA convention in Cancun, Mexico. The chapter also requested and received a large number of donated prizes, including a Beatles Rock Band Game, a Blu-ray DVD player and an iPod shuffle. The proceeds were used to help eight students attend the WPA convention in Cancun, Mexico. The chapter also requested and was granted additional funds to attend the WPA convention by the Associated Students of the University of La Verne (ASULV). ASULV has consistently been a big supporter of Psi Chi’s efforts over the past 5 years to assist students in attending prestigious research conferences that enhance undergraduate students’ experiences and professional skills. In addition to fund-raising, the chapter held regularly scheduled weekly meetings to conduct business and provide information from speakers on various topics, including multicultural psychology (Dr. Rocío Rosales), interviewing skills, stress management, graduate school, and forensic psychology (Dr. Rob Koranda). Finally, 15 new members were inducted on November 13, 2009, with approximately 20 additional members to be inducted in spring 2010.

University of Victoria (BC)

The chapter of Psi Chi had a productive year! An orientation event for new psychology students was held at the start of the academic year. The turn out was fantastic with the room full beyond capacity. An impromptu bake sale was held to raise money for the Victoria United Way. Next the chapter hosted a movie night to raise money for the Victoria Brain Injury Society. More recently, a graduate school information session was organized which was popular and well received by students. Both the fall and spring induction drives saw record numbers of applicants and new inductees. The spring induction ceremony was exceptionally well attended. The guest speaker and new faculty member at the University of Victoria, Dr. Jeff Niehaus, gave an amazing presentation which had students fascinated and laughing. Many new members became active in meetings and events.

Chapter Activities

Research How’s and Why’s

by Anne Exum (GPS Director of Communications)

GPS (Girls Preparatory School, Chattanooga, TN) alumna Dr. Louise Freeman ’84, an associate professor of psychology at Mary Baldwin College, returned to her Chattanooga roots on March 10-11 to attend the Southeastern Psychological Association meeting. Among the more than 100 undergraduates presenting research at the meeting were four from Mary Baldwin, who enjoyed a day at GPS with Dr. Freeman.

Daniela Guzman, Rachel Nieves, Naianka Rigaud, and Jamie Edwards, three of whom are already members of Psi Chi, shared their research with students in human biology. Among their experiments were one that asked the question “Do College Students Spend More With Meal Plan Cards Than With Cash?” and another that studied the “Degree of Suntan as a Factor in Female Attractiveness.”

According to the undergraduates, difficulties in research included procuring participants, protection of subjects, and the length of time that any project takes. “It takes a lot of time and energy to set up the basic idea, get it approved, collect participants, analyze data, and write the report,” said Daniela. “You have to be very patient.”

The visiting researchers were patient with questions from GPS students as well, delving into the problems that their research raised, the creativity needed not to reveal the topic of each study, and the methods by which participants were selected and rewarded. “I’ve learned to ask the same question in three different ways,” said Jamie when discussing the surveys and questionnaires that she compiled.

Their single-sex college campus in Staunton, Virginia, didn’t seem too different from GPS. When asked about attending an all-girls college, their responses about confidence, close relationships with faculty, and leadership opportunities mirrored what our families say about GPS!

Copyright 2010 by GPS, Girls Preparatory School (www.gps.edu). Adapted with permission. All rights reserved. Photo courtesy of Anne Exum.
Build a distinctive resume with Psi Chi

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

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

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

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

Leadership

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

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

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

**Internship Work Experience**

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

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

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

Research

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

—Christina Bruno
2005-06 Summer Research Grant winner

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

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

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

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

Along with these advantages, remember with Psi Chi

— you pay a one time registration fee and you are a member for life;
— you receive a membership certificate and card; and
— you are eligible to wear an honor cord, medallion, and stole at graduation.

Networking

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

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

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

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

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

—Join national organizations as student affiliates and receive special discounts

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