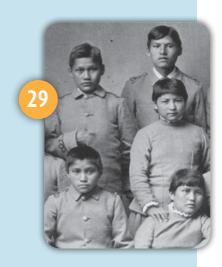




DEPARTMENTS

- 3 From the Editor
 Elections and Constitutional
 Amendments
- 4 President's Message Decision Time
- 5 Executive Director's Message Pass It On: Leadership Continuity
- 7 Awards & Grants
 Read about the latest award
 and grant winners
- 20 Get Involved
 A listing of relevant Psi Chi information for students
- **42 Convention Calendar**Psi Chi convention programs and other meetings
- 43 Chapter Activities
- 47 Psi Chi Merchandise



FEATURES

Tips for Spotting Psychological Pseudoscience: A Student-Friendly Guide

> Scott O. Lilienfeld, PhD Emory University (GA)

27 Students Taking Charge: The Role of Psi Chi Chapters in Facilitating Learning

> Ayesha Shaikh, PhD Lorinda B. Camparo, PhD Whittier College (CA)

29 Transformative Psychological Research in Pursuit of Social Justice

> Donna M. Mertens, PhD Gallaudet University (DC)

34 Conducting a Literature Review: How to Search for Relevant Articles

Betty S. Lai, MS, MST Ryan R. Landoll, BS University of Miami (FL)







ABBREVIATIONS

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

SPECIAL ANNOUNCEMENTS

- 6 2008 Psi Chi/APA National Convention
- 19 Winter 2009 Proposed Amendments to the Psi Chi Constitution
- 36 Annual Report of the Executive Officer (2007-08)
- 48 National Leadership Conference

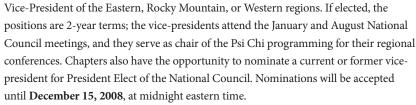


From the Editor

Elections and Constitutional Amendments

verywhere you look, it is election season, and Psi Chi is no different. Although our election only serves the Psi Chi membership, it is still vitally important to the future of our organization.

Chapters have the opportunity to nominate a faculty advisor for a position serving as Regional



In the spring, chapters will have the opportunity to vote on a slate of nominees for the 2009-10 National Council. Please hold a special meeting providing your members with information about each candidate and make a decision as to which candidate(s) your chapter will cast its vote.

In this issue, you will find another important item requiring your chapter's attention and vote. On **page 19**, there are two proposals for amendments to the Psi Chi Constitution. Both of these amendments will have a major impact on our organization. I ask you to carefully consider both proposals, give your members an opportunity to render a decision, and then hold a vote within your chapter,. If you feel strongly about either proposal, I ask that you submit a written opinion from your chapter by **December 15, 2008**, to me at **lisa@psichi.org**. These opinions will be placed in the Spring 2009 edition of *Eye on Psi Chi*. Psi Chi members will have an opportunity to view these opinions on the website along with the current and proposed changes to the Psi Chi Constitution. It is anticipated that the vote on the proposed amendments will occur on the Psi Chi website in early March 2009.

Each chapter has the opportunity to help shape the future of Psi Chi. I ask you to please review both of these proposals, consider them carefully, and VOTE!





Lisa MantoothExecutive Officer
Chief Operations Officer



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EDITOR Lisa Mantooth lisa@psichi.org

ART DIRECTOR/ASSOCIATE EDITOR Susan lles susan@psichi.org

ASSOCIATE EDITOR Martha S. Zlokovich, PhD martha@psichi.org

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EDITORIAL OFFICE:

Psi Chi National Office I P.O. Box 709, Chattanooga, TN 37401-0709 Street Address: 825 Vine Street I Chattanooga, TN 37403 Telephone: (423) 756-2044 I Fax: 1-877-PsiChi3 (1-877-774-2443) Email: eye@psichi.org I Website: www.psichi.org Postmaster: Please send address changes to: Eye on Psi Chi, P.O. Box 709, Chattanooga, TN 37401-0709.

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PSI CHI NATIONAL COUNCIL

NATIONAL PRESIDENT Scott W. VanderStoep, PhD vanderstoep@hope.edu

PAST-PRESIDENT Vincent Prohaska, PhD vincent.prohaska@lehman.cuny.ed

PRESIDENT-ELECT Alvin Wang, PhD psichi@mail.ucf.edu

EASTERN REGIONAL VICE-PRESIDENT

Jason R. Young, PhD jason.young@hunter.cuny.edu

MIDWESTERN REGIONAL VICE-PRESIDENT Betsy L. Morgan, PhD morgan.bets@uwlax.edu

ROCKY MOUNTAIN REGIONAL VICE-PRESIDENT Melanie Domenech Rodríguez, PhD melanie.domenech@usu.edu

SOUTHEASTERN REGIONAL VICE-PRESIDENT Maria J. Lavooy, PhD mlavooy@mail.ucf.edu

SOUTHWESTERN REGIONAL VICE-PRESIDENT Randall E. Osborne, PhD ro10@txstate.edu

WESTERN REGIONAL VICE-PRESIDENT Ngoc H. Bui, PhD huin@ulv edu

EXECUTIVE DIRECTOR
Martha S. Zlokovich, PhD
martha@psichi.org

EXECUTIVE OFFICER/COO Lisa Mantooth lisa@psichi.org



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

The following characteristics typify people whom I identify as either a producer or a consumer of research

Research Producer

Gets excited about research

Is energized by statistics and quantitative methods

Sees research as foundational to one's professional identity

Dreams of writing journal articles

Research Consumer

Appreciates research (or at least tolerates it)

Recognizes the value of statistics (or at least tolerates them)

Sees research as foundational to the field of psychology, but not to one's own professional identity

Enjoys reading journal articles

Decision Time

graduated from college 25 years ago with a major in psychology. Interestingly, a question I was asked ("What are you going to do with a psychology major?") is probably the same question that many of you are asked today.

Put simply, there are two answers to that question: get a job or go to graduate school. I will try to answer the employment question in the next issue. Currently, I would like to answer the question "Is graduate school for you?" by asking several other questions.

Question 1: Are you sick of school? Even the best students find college occasionally stressful and perhaps tedious. Unfortunately, the same is true with most careers after college. A graduate-school advisor once said to me, "All of life involves tedium." Many people report loving their jobs, yet they probably don't love every minute of every day. At some level, everyone gets sick of what they're doing. Perhaps, more precise questions are: Do you find it difficult to complete assignments? Is reading unenjoyable? Do you wish you were doing something else? If the answer to any of these questions is no, then you would likely enjoy graduate school; you can skip Question 2. However, if you answered yes, explore diagnosing your school sickness more deeply by proceeding to Question 2.

Question 2: What are you sick of? Are you sick of the long hours (by yourself) required to succeed? Are you sick of sitting at your desk for seemingly endless sessions of reading? Do you get nervous before exams and suffer from performance anxiety? If you answered yes to any of the questions, then graduate school might not be for you. Graduate school involves long hours, often in solitude, learning on your own. It also involves reading difficult texts, taking exams, writing papers, understanding research findings, and communicating orally. If these things make you anxious, then you will likely be anxious in graduate school. Perhaps you should discuss if graduate school is for you with your advisor.

Conversely, are you sick of core/general education courses outside of psychology? Are you sick of mostly lecture-based learning? Are you sick of studying things that you don't view as useful? If you answered yes to any of these questions, then graduate school might still be for you. Please move on to Question 3.

Question 3: Do you want to be a producer or a consumer? For those contemplating graduate school, where do you stand in relation to psychological research? Would you like to be a producer or consumer of research? (See table on left in the sidebar.)

Research is foundational to our field, which is why Psi Chi's mission is "to advance the science of psychology." But after years of teaching psychology, I know research is not for everyone. Still, there are varying degrees of commitment, competence, and interest in research, even among psychology graduate students. In the table on the left, if the Research Producer column describes you better, you should consider a doctoral program with a heavy research emphasis.

On the other hand, if the Research Consumer column describes you, then a graduate program with less focus on producing research would be better. Examples would be master's level programs in counseling, human resources, or social work. For those of you wanting to be a research-based practitioner with clinical privileges, a PsyD degree might be a good fit. Although there are many ways to evaluate the person-environment fit when it comes to graduate school, I would argue that one of the most important considerations is a student's self-perceived relationship with research.

Last Question: What are you willing to give up? For those considering full-time graduate school, I recommend asking if you are willing to:

- Work long hours for very little pay?
- Cope with disappointment and frustration?
- Feel like your work is never finished?

For students not bound for full-time graduate school, I recommend asking if you are willing to:

- · Give up the flexibility that graduate school provides?
- Give up the vocational freedom of advanced degrees?
- Possibly live with a lower salary?

No one can have it all. Whatever path you choose, you'll be gaining some things while giving up others. College years are stressful because the decisions you make now set you on a certain life course. Changing that life path is possible, but not always easy. I encourage you to ask yourself the questions above and to seek the counsel of wise mentors as you discern your life path.

Pass It On: Leadership Continuity

f you are considering running for a Psi Chi office, whether a Psi Chi chapter officer or faculty advisor, an important part of your leadership role will be nurturing the future of your chapter. Most Psi Chi officers have the opportunity to serve in one or more officer positions over the course of one to three years, but some only serve for one or two semesters. Faculty advisors, on the other hand, can provide continuity over a much longer time span than student leaders. Nevertheless, the officers and faculty advisor need to work together to provide leadership continuity for their chapter.

When this kind of care is taken, it prevents new officers from feeling overwhelmed, wasting time, and "reinventing the wheel." Although Psi Chi provides information about each officer's duties and the faculty advisor's responsibilities in the Chapter and Officer Handbooks, there are two reasons why this information is not sufficient for smooth transitions to the next group of officers. One reason is that each chapter should have its own bylaws. These bylaws are written and voted on by each chapter, so they will vary somewhat from chapter to chapter (see the Officer Handbook for model chapter bylaws if you would like ideas for revising or creating bylaws for your chapter).

The second reason that Psi Chi's information alone is not sufficient is that each campus has its own unique rules governing student organizations and activities, so it is helpful for officers to keep track of how to get things done on their own campus for the benefit of the next generation of officers. Then new officers should update this information as needed. For example, when current officers have figured out tasks such as how to register a student organization on campus, which office approves signs or flyers to be posted on campus, what funding is available from campus sources to support student organization programming, who to call for free advertising in the campus paper or on the campus website, or how

to set up campus copying and direct pay accounts, passing this information on to new officers saves them time and allows them to move directly into planning events and activities for the chapter.

New faculty advisors may also feel the same frustrations if they did not receive any information from their predecessors. So like officers, if faculty advisors can keep track of how to accomplish tasks on their campus, such as who to contact in order to determine the 35% GPA cutoffs for new members or reserve campus rooms for induction ceremonies, it will make the next advisor's job that much easier.

Different chapters have used different techniques in order ensure that information is passed on to the next group of officers. Some chapters elect the new slate of officers with enough time for them to overlap with the outgoing officers, meeting and learning from them before they move to a different position or graduate. Some keep a notebook for each office in a central location or with the faculty advisor, while others keep files in a Psi Chi office space (if they have it) or online. Newer ideas that officers might try are starting a wiki that is password protected so only the faculty advisor and officers can make changes to it, creating officer webpages, or keeping officer information on a social networking site.

On January 2-4, 2009, chapter presidents and faculty advisors have the opportunity to meet in Nashville, TN, to participate in Psi Chi's National Leadership Conference. Some of the chapter presidents attending the NLC will graduate in May or June, so they will need to be conscientious about communicating their experiences to their chapters. The presidents and advisors will have the greatest impact on their home chapters not by returning to their campuses and leading alone, but by bringing back what they have learned and passing it on to the rest of the chapter's officers. In addition, communicating with other members is important, because today's member may be tomorrow's officer.



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

2008 Psi chi/APA National Convention

- Psi Chi members of Friends University (KS) accepted the 2007-08 Psi Chi Ruth Hubbard Cousins National Chapter Award at the APA National Convention.
- Or. Jason Young (Eastern Regional Vice-President, Hunter College, CUNY) presents Laura Castro-Schillo (California State University, Fullerton) with a 2008 Graduate APA Convention Award.
- © Dr. Vincent Prohaska (Psi Chi National President, Lehman College, CUNY) presents Dr. Drew Appleby (Indiana University-Purdue University Indianapolis) with the Psi Chi Distinguished Member Award plaque.
- Dr. Virginia Andreoli Mathie (center) received the honor of Psi Chi Distinguished Member from the 2008-09 Psi Chi National Council.
- Dr. Vincent Prohaska presents Caitlin Macy with the 2008 Kay Wilson Leadership Award for Outstanding Chapter President.
- Dr. Jason Young presents Sarah L. Kopelovich (John Jay College of Criminial Justice, SUNY) with a 2008 Graduate APA Convention Award.
- **©** Council members from Psi Beta and Psi Chi met to discuss future collaboration between the two organizations.















Erlbaum Awards

The chair of the Psi Chi/Erlbaum Awards in Cognitive Science Committee, Dr. Betsy Morgan (Psi Chi Midwestern Regional Vice-President), has announced the winners of the 2007-08 Erlbaum Awards. Psi Chi congratulates these 2007-08 winners of the Erlbaum Award and wishes them continued success in their education and careers. Cash awards of \$500 each were presented to Mr. Thomas and Ms. Korn as the winners of this award. We encourage all Psi Chi members to begin now to prepare papers to submit for the 2008-09 research competition.





Nathaniel R. Thomas

Syracuse University (NY) Graduate Winner Faculty Sponsor: Catherine Cornwell, PhD

Maternal Separation Impairs Preference for Familiar Odors in Adolescent Female CD-1 Mice

This study was conducted to determine whether separating female mouse pups from their nest and dam for 180 (maternal separation) or 15 (early handling) min/daily, during the first 2 weeks of life, influenced olfactory preferences for nest odors. Mice were tested during adolescence on postnatal days 29, 39, and 49 for a choice of natural familiar shavings vs. natural novel shavings or familiar nest shavings. The results indicated that maternal separation decreased the preference for nest odors at all ages relative to the finding of stable preferences for nest odors in early handled females. The current study provides evidence that maternal separation may alter early olfactory learning for conspecific odors associated with the dam and nest.

Nathaniel R. Thomas, born in Harrisburg, PA,, is a fourth year doctoral student in the experimental psychology program at Syracuse University. Mr. Thomas completed his BS in psychology at Coastal Carolina University (SC) where he became interested in the development of the mother-infant relationship. His research is based on the long history of attachment theory literature and involves the assessment of the longterm behavioral and neuroendocrine effects following disrupted bonding in mammals. The emphasis of his work involves the investigation of olfactory learning in infant and adolescent mice. Mr. Thomas is interested in how interrupting early olfactory learning will impact social behavior throughout the course of development. Additional research interests include the evaluation of the use of animals in the teaching of psychology. Mr. Thomas also enjoys teaching and his career goal is to attain a research-teaching faculty position

Maggie Korn

Brandeis University (MA) Undergraduate Winner Faculty Sponsor: Raymond Knight, PhD

Biological and Neurodevelopmental Differences Among Child Molesters and Rapists

Rapists and child molesters are characteristically distinct, as their separate typologies suggest (Knight, Carter, & Prentky, 1989; Knight & Prentky, 1990). Missing, however, from these typologies are biological and dispositional variables that recent research suggests may be potential discriminators between and within sexual offender types including height, intelligence, and handedness. This study replicated findings related to lower intelligence and shorter height among child molesters. Many of the biological variables that were not able to differentiate offenders at the child molester/rapist dichotomy level, became significant (p < .05) when broken down into fixation levels. This finding supports Blanchard et al's (2002) hypothesis that distinct neurodevelopmental diathesis and/ or specific formative experiences may be related to sexual offense behavior that focuses on children.

Maggie Korn recently graduated from Brandeis University (MA) as a psychology major. She was involved in Dr. Raymond Knight's experimental psychopathology lab since her sophomore year and was inducted into Psi Chi her junior year. She recently completed her senior honors thesis receiving high honors on her work. She presented this paper as a poster at the EPA Convention in Boston, MA, and presented a similar poster at the Society for Research in Psychopathology in Pittsburgh, PA, in the fall. She plans on attending graduate school but is taking time off in hopes of conducting similar research abroad.

si Chi is pleased to offer over \$300,000 in awards and grants to its members each year. Don't miss the exciting opportunities and funding these programs provide!

Here are the some upcoming deadlines to add to your chapter calendar or website:

December 1

Denmark National Faculty Advisor Award National Convention Research Awards Regional Chapter Awards Regional Faculty Advisor Awards

January 15

APA Science Directorate Internship Grant

February 1 | Deadline

APA Newman Graduate Research Award
APS Albert Bandura Graduate Research
Award
Cousins National Chapter Award
FBI NCAVC Internship Grants
Graduate Research Grants
Psi Chi Website Award
Undergraduate Research Grants

March 1 | Deadline

APS Summer Research Grant Summer Research Grants

Distinguished Member Awards

Drs. Drew Appleby and Virginia Andreoli Mathie were recently honored as Psi Chi's latest additions to its prestigious roll of Distinguished Members. They received special recognition at the recent 2008 APA/Psi Chi National Convention.



Drew C. Appleby received his BA from Simpson College (IA) in 1969 and his PhD from Iowa State University in 1972. He is the director of Undergraduate Studies in the Indiana University-Purdue University Indianapolis (IUPUI) Psychology Department where he holds the rank of professor. He has authored over 80 professional publications and made over 450 presentations to a wide variety of professional and nonprofessional audiences. He is a fellow of Division 1 and Division 2 of APA. He received Division 2's Outstanding Psychology Teacher Award in a 4-Year College or University, IUPUI's Chancellor's Award for Excellence in Teaching, the IUPUI School of Science Teacher of the Year Award, and was chosen to present APA's G. Stanley Hall Teaching Lecture. He was recognized for his advising skills by the National Academic Advising Association when he received the Outstanding Adviser Award of its Great Lakes Region, by IUPUI's School of Science when he received its Advisor of the Year Award, and by the IUPUI Psychology Department when he received its Advisor of the Year Award three times. He was recognized for his mentoring skills by receiving IUPUI's Alvin Bynum Mentor of the Year Award, being named the IUPUI Psychology Department's Mentor of the Year three times, and by being chosen as a mentor by 254 graduating IUPUI psychology majors since 2002, 105 of whom indicated that he has "influenced the whole course of their lives.



Virginia Andreoli Mathie is the former Executive Director of Psi Chi. She received her BMath in mathematics and computer science and her BA in psychology from the University of Waterloo (ONT) and her MA and PhD in social psychology from the University of North Carolina-Chapel Hill. Prior to joining the Psi Chi staff in 2004, she taught at James Madison University (VA) for 29 years where she regularly supervised undergraduate student research teams. Dr. Mathie has held leadership positions in the American Psychological Association (APA), Society for the Teaching of Psychology (Division 2 of the APA), and the Virginia Psychological Association. In addition to receiving teaching and service awards from James Madison University. in 2000 she was named the APA Harry Kirke Wolfe Lecturer and in 2002 she won the APA's Distinguished Contributions of Applications of Psychology to Education and Training Award.

2008 APA Science Directorate Internship and Relocation Grant by Jennifer Belding

This summer, I had the opportunity to work for APA's Science Directorate as an intern. As a recipient of Psi Chi's APA Science Directorate Internship Grant, I spent 10 weeks in Washington, D.C., working to advance psychological science. The Psi Chi grant provided \$3,500 to assist with relocation.

As an intern for Science Directorate, I met the students selected for the Summer Science Fellowship, a prestigious summer research experience for undergraduates. I assisted in coordinating the meetings for these students and discussed the research they conducted. Additionally, I was able to attend parts of the Advanced Statistical Training in Psychology course. As a result, I have a much higher understanding of regression analyses, which I can use in my own research. Other responsibilities included working on materials for the APA Convention and the Science Student Council and attending congressional briefings.

I loved the ability to attend congressional briefings and hearings on Capitol Hill as a representative for APA. I heard psychologists testify to the Department of Defense about sponsoring psychological research as well as the role of women in science, technology, education, and mathematics fields. Another great example of these meetings was the Grand Challenges in Neuroscience Workshop. I was able to hear leaders of neuroscience discuss the most important new areas for research.

Every single person at APA shared their enthusiasm for continued education, and my desire to attend graduate school is much stronger after working for the Science Directorate. I highly recommend that students take advantage of the many opportunities provided by this organization.



Jennifer (Jenn) Belding is a senior at Georgia Southern University and is expecting to graduate in December of 2008. As a psychology major, she adores research and plans to get a PhD in social psychology. Her research interests include persuasion. changing maladaptive health behaviors, prayer, and game theory. She has also been recently elected as Psi Chi chapter president at Georgia Southern. She has received numerous awards including being selected as the Psi Chi intern for APA's Science Directorate, the Georgelle Thomas Honors Award, Who's Who in American Colleges and Universities, Excellent Scholarship Graduating Senior, HOPE Scholarship, and president's and dean's list. She has presented at numerous conferences including the 2008 Georgia

Psychological Society Conference in Macon, GA, and will be presenting at Society for Personality and Social Psychology (SPSP) Conference in February 2009. She also serves on Georgia Southern's College of Liberal Arts and Social Sciences (CLASS) Student Advisory Board and the CLASS Dean Search Committee as the student representative.

Guilford Awards

Psi Chi congratulates the 2007-08 winners of the Guilford Awards and wishes them continued success. Cash awards were as follows: \$1,000 for first place, \$650 for second place, and \$350 for third place. We encourage all Psi Chi members to begin now to prepare papers to submit for the 2008-09 research competition.







Katy Orchowski

Allegheny College (PA)
First Place
Faculty Sponsor: Rodney Clark, PhD

Effects of Abrupt Withdrawal of Valproic Acid in Sprague-Dawley Rats

Previous research has shown that individuals who rapidly withdraw from antiepileptic drugs quickly relapsed to epileptic seizures. The present study examined the levels at which valproic acid induced seizures after its abrupt withdrawal. Six female Sprague-Dawley rats were given 3 acute doses of valproic acid for 1 week each, after which administration was abruptly withdrawn for 1 week. The results indicated that withdrawal of low doses of valproic acid (100-mg/kg) induced more seizures than higher doses of valproic acid (125-mg/kg and 150-mg/kg). This indicated that individuals who withdraw from valproic acid after short-term exposure are not at risk for the occurrence of seizures.

Katy Orchowski is a junior at Allegheny College in Meadville, PA. She is a neuroscience and psychology double major, as well as a French minor. Her research interest began as a sophomore when she was a teaching assistant in the Physiological Psychology Laboratory. Since then, she has completed three research projects under the supervision of her research advisor Dr. Rodney Clark. Her research interest focuses on pharmacology, namely in the area of drug addiction. Ms. Orchowski's most recent project compares the discriminative stimulus effects of caffeine and cocaine through several dopamine and adenosine antagonists. After graduating from Allegheny, she plans to obtain a PhD in neuroscience and pursue a career in pharmaceutical research.

Mindy Krischer

Washington University (M0) Second Place Faculty Sponsor: Michael Strube, PhD

Impression-Managed Responding: The Use of Response Latencies to Identify Dissimulation

The use of personality measures in personnel selection has been widely criticized in light of evidence that individuals can effectively distort their scores. Cognitive models of response selection suggest that response times could be used to detect impression-management. This study used a within-subjects manipulation of instructions (i.e., respond honestly, make a good impression, make a specific impression) to examine whether the distribution of response times across response scale options could be used to identify faking on the NEO PI-R. The well-known inverted-U response pattern emerged when participants responded honestly, as well as when participants were asked to make a good impression or were given specific response instructions. The inverted-U response time pattern, therefore, cannot be used to identify faking.

Mindy Krischer graduated summa cum laude from Washington University in St. Louis with a double major in psychology and economics and a minor in applied statistics. At Washington University, she was a research assistant in the Social Behavior Lab run by Dr. Michael Strube. She has also worked as a research assistant at the University of South Florida College of Medicine. The current project comes from Ms. Krischer's honors thesis in psychology, advised by Dr. Strube. She also received the John A. Stern Undergraduate Research Award from Washington University's Psychology Department. The combination of her academic focus, as well as her experiences studying development economics at the London School of Economics and volunteering in Northeastern Thailand, have led to interests in culture, personality, adaptive performance, quantitative methods, and decision-making. She is currently pursuing a PhD in I/O psychology at the University of Houston.

Bonnie Nelson

Pacific Lutheran University (WA) Third Place Faculty Sponsor: Jon Grahe, PhD

Working Together or Not: Do Mutual Contributions Impact Rapport?

The impact of mutuality of contributions on rapport was examined by manipulating the amount of contributions that each participant made while completing the tasks. A 2 (Structure: Mutual or Individual) X 2 (Task Type: Computer and Puzzle) X 2 (Order) mixed-factor design demonstrated that task structure impacted the rapport experience; dyads' mutual contributions increased rapport compared to dyads in the individual condition. This effect of structure was larger for the puzzle task compared to the computer task. This increased rapport emerged at the cost of rapport agreement which was lower when the dyad made mutual contributions. These findings occurred because dyads in the individual condition focused more on interpersonal behaviors while dyads in the mutual condition focused on the tasks.

Bonnie Nelson is a 2008 summa cum laude graduate of Pacific Lutheran University (PLU) in Tacoma, WA. She participated in the psychology department as vice-president of the Psi Chi chapter. She also worked as a teaching assistant in a research methods course and as a research assistant investigating rapport under the direction of Jon Grahe. She presented research at the WPA and the MPA Conventions. She was selected as a recipient of a 2008 WPA Student Scholarship Award as well as the 2007-08 PLU Severtson/Forest Foundation Student and Faculty Research Fellowship. She is currently serving a year as an AmeriCorps NCCC (National Civilian Community Corps) team leader in Colorado. She plans to attend graduate school for educational psychology.

APS Summer Research Grants

Psi Chi partnered with APS to offer six annual grants for research conducted during the summer. The winning student receives a \$3,500 stipend, and the sponsor receives a \$1,500 stipend. Winning students also receive a complimentary annual membership to APS.







William Acklin

University of Central Arkansas Faculty Sponsor: Shawn R. Charlton, PhD

What is the Role of Executive Function in Visual Search?

There are occupations that require high levels of cognitive processing which are associated with executive function, such as air traffic controllers and baggage screeners. Executive function includes a variety of higher-level cognitive processes that require both working memory and top-down attention. There are currently instruments that measure each of these functions separately, but traditionally they have not been related. This study attempts to bridge the gap between these two higher-level cognitive functions using the operational span (OSPAN) scores as a measure of working memory capacity (WMC) and the response times based on a visual search task as a measure of top-down attention.

William Acklin, a senior at the University of Central Arkansas, will graduate in December 2008 with a BS in psychology. He is a nontraditional student who returned to academics following 20 years of leadership and management in the restaurant industry, including the past 8 years as a franchisee of several Domino's Pizza locations. His experience in people management has engendered a desire to learn more about the vast disparity of individual's performance in the workplace. After graduation, Mr. Acklin plans to pursue a PhD in applied cognitive psychology.

He has been on the president's list throughout his academic career maintaining a 4.0 GPA. This past summer, he was awarded the Psi Chi Summer Research Grant and presented a poster at the ABA International Convention. Mr. Acklin currently serves as a research assistant in the Behavioral and Social Decisions Laboratory.

Ashley P. Gunn

University of Colorado at Colorado Springs Faculty Sponsor: Lori James, PhD

"Use It or Lose It" and Transfer Effects in Older Adults

Popular belief indicates that using one's cognitive abilities can prevent their decline. This study determined how levels of cognitive processing affect word retrieval, and if deeper processing causes improvement in a word retrieval task to transfer to another recall task. Participants were given a puzzle to complete and were asked to answer 60 definitional questions, with answers to 20 questions among the words used in the puzzles. It was hypothesized that participants would answer more questions correctly when the answer was a previously primed word. Those in the crossword condition were expected to do better on the questions for which they had not been primed, due to transferappropriate processing theories. Preliminary results show robust priming effects. Complete analysis is underway.

Ashley P. Gunn is currently a senior psychology major at the University of Colorado at Colorado Springs (UCCS). She has worked in the labs of Drs. Lori James and Michael Kisley researching cognitive and neuropsychological aspects of aging, respectively. Ms. Gunn's current project is part of her participation in the psychology honors program at UCCS and is a reflection of her commitment to doing work that benefits older adults. She will graduate with honors in the spring of 2009. She plans to pursue a PhD in geropsychology, after which she hopes to work with older adults in assisted living and skilled nursing facilities.

Outside of her research, Ms. Gunn is president of the UCCS chapter of Psi Chi and volunteers with a local hospice organization and the Alzheimer's Association's "Memories in the Making" program. In her spare time, she enjoys playing board games and creating mixed media artwork.

Jean M. KimUniversity of Michigan Faculty Sponsor: Edward C. Chang, PhD

Optimistic and Pessimistic Bias in European Americans and Asian Americans: Distinguishing Between Predictions for Physical and Psychological Health Outcomes

The present study examined optimistic and pessimistic bias in the prediction of positive and negative physical and psychological health outcomes in European American (n = 171) and Asian American (n = 168) college students. Between-groups analyses indicated that European Americans were more likely to expect positive and negative physical health outcomes to occur to the self than to others. Importantly, within-groups analyses indicated an optimistic bias in European and Asian Americans in predicting negative physical health outcomes, and positive and negative psychological health outcomes. Asian Americans also indicated a pessimistic bias in predicting positive physical health outcomes. This indicates a need to consider cultural variations in cognitive bias as a function of outcome valence and type of outcome predicted.

Jean M. Kim is a junior psychology major with a minor in Spanish at the University of Michigan. As a research assistant for Dr. Edward Chang, her summer research included an examination of optimistic and pessimistic bias in the prediction of physical and psychological health outcomes in Asian and European Americans. She has also done research looking at spirituality as a potential mediator between loneliness and psychological adjustment. Furthermore, at the Ann Arbor VA, she examined mindfulness therapy for posttraumatic stress disorder with Dr. Anthony King.

In addition to being a member of Psi Chi and APS, she is also the fundraising chair of the University of Michigan's Circle K and volunteers at the Depression Center. Ms. Kim plans to graduate with honors in April 2010 and intends to pursue a PhD in clinical psychology and a career in academia. In her free time, she enjoys playing tennis and piano.

Allison C. Milam Vanderbilt University (TN) Faculty Sponsor: Georgene L. Troseth, PhD

Toddler's Learning From Repetition of an Interactive-Style Video

This study examined the effect of repetition on toddlers' learning from an interactive television show. Researchers visited 2year-olds' homes twice, showing an episode of Greta's Games, an interactive television program, on each visit. For the 3 days between visits, participants were randomly assigned to watch either Greta's Games or a noninteractive program. Researchers measured children's learning of novel words presented on Greta's Games and their imitation of novel actions seen on another program. Repetition of the interactive television program did not increase learning of new words, but it did assist in the retention of words previously learned from the program and increase children's imitation of actions seen on another program.

Allison C. Milam is currently a senior at Duke University. She is majoring in psychology with a concentration in developmental psychology and a minor in education, Ms. Milam is on the dean's list and plans to graduate in May of 2009. She is a member of her university's chapter of Psi Chi and was awarded the Psi Chi Summer Research Grant. Her primary interests are in child development and early childhood education. Ms. Milam has worked in Dr. Georgene Troseth's Early Development Lab assisting with her research on young children's learning from television and social cues. Ms. Milam has also spent time in Chile conducting an independent study project on education and resources for students with learning disabilities in Santiago. She also enjoys working as a head tutor for the America Reads*America Counts program. Ms. Milam plans to continue studying education and psychology in graduate school

Matthew Harold Robinson Indiana University South Bend Faculty Sponsor: Michelle Verges, PhD

It Depends on Weather: Seasonal Effects on Environmental Attitudes

Two studies seek to address weather as an exogenous factor that may influence environmental attitudes. The first examines weather's effect on individuals' concern over the threat of global warming. It was hypothesized that individuals will feel that the threat of global warming is more severe when the weather is unusually warm for the season. The results indicate a moderate opposite effect. This may be due to sampling during a cooler season than expected. The second study examines how weather influences the extent to which people feel "connected" to nature. It is hypothesized that individuals will feel less connected to nature when the weather is poor than when the weather is pleasant. Due to a large sample size, data analysis is ongoing.

Matthew Harold Robinson attends Rutgers University Camden and will graduate in May 2009 with a degree in psychology. While holding a 4.0 cumulative GPA, Matthew served as chapter president of Psi Chi and received the Dorothy and David Cooper Scholarship for Psychology, the Jeanne and Lewis Romer Scholarship, the Dean's Undergraduate Research Travel Grant, and the Psi Chi Summer Research Grant. Recently, Mr. Robinson presented research on environmental attitudes and behaviors at the 2008 APS Convention in Chicago, IL. He credits his mentors Drs. Michelle Verges (assistant professor of psychology at Indiana University South Bend) and Sean Duffy (assistant professor of psychology at Rutgers University Camden) for their enthusiastic encouragement and strong leadership. Currently, he is studying abroad in Tokyo, Japan, for the fall 2008 semester in order to foster his interests in Japanese language, culture, and art. After graduating, he plans on earning his PhD in school psychology.

Elizabeth RossierFairfield University (CT) Faculty Sponsor: Linda Henkel, PhD

The Impact of Imagination on Changes in Memory Reports

The present study examined the impact of imagery on changes in memory reports over time. After watching a videotaped crime under full or divided attention and then remembering details from the scene, participants imagined the scene as depicted in a description of the event by another witness. Some details were not described at all, some were described correctly, and some were described incorrectly. Later participants remembered details from the video again. Preliminary analyses suggest that participants often changed their correct responses on the first test to align on the second test with incorrectly imagined details, and this effect was somewhat more marked when the video was viewed under divided attention. Imagery can cause people to change their memory reports.

Elizabeth Rossier of Bristol, CT, is a senior psychology major at Fairfield University scheduled to graduate in May 2009. Over the last 3 years, she has been a volunteer at Head Start in a nearby inner city neighborhood and has participated in several mentoring programs for disadvantaged high school students, including MAACS (Mentoring for Academic Achievement and College Success) and Let's Get Ready (an SAT-prep program). Elizabeth has made the dean's list for six consecutive semesters. This summer's research project was her first independent project. Her research involved examining factors that can increase or decrease memory distortions in eyewitness accounts. This topic was inspired by a class she took about the death penalty in America where she first learned of the terrible consequences of faulty evewitness reports. She plans to apply to graduate programs in school counseling and to begin her career as a high school quidance counselor.







Allyn & Bacon Awards

Psi Chi would like to thank Allyn & Bacon Publishers for sponsoring the 2007-08 research award competition. Cash awards were provided by Allyn & Bacon to the winners as follows: \$1,000 for first place, \$650 for second place, and \$350 for third place.





Melissa Martin

University of Vermont First Place Faculty Sponsor: Lynne A. Bond, PhD

Adolescents' Reported Experiences of Living With a Sibling With Autism

This study examined the experiences of adolescents in Vermont who have siblings with autism using interviews and questionnaires. Participants were 8 teens and 6 parents from 6 families who had at least 1 child with autism (ages 5-20). The research addressed the adolescents' various relationships and support systems available to

Data analysis revealed diverse experiences individually and among the group, rather than a predominance of positive or negative experiences. Parents tended to underestimate the positive aspects of the teens' experiences. Parents and teens agreed that the development of support systems for teens who have siblings with autism would be beneficial to the adolescents. Both groups specifically noted the importance of support groups for sharing experiences and giving advice.

Melissa Martin, originally from Manahawkin, NJ, was a member of the university's Honor College for the class of 2008. Ms. Martin studied psychology with a focus on childhood development. She held several leadership positions including president of the Inter-Residence Association, Honors College student mentor, and Psi Chi chapter president. Currently, Melissa is working at the New England Center for Children teaching children and teens on the autism spectrum. She plans to begin graduate coursework in applied behavior analysis in January. This paper was completed as an honors thesis to fulfill requirements for the University of Vermont's first graduating Honors College class. In addition to meeting the requirements, Ms. Martin also received the Heinz L. Ansbacher Award. She hopes that this research will add to the literature and help generate an interest in this area of study.

Jeremy Wing-Hei Luk

University of Washington Second Place

Faculty Sponsor: Robert Kohlenberg, PhD

Contextual Variations of Mindfulness Across Interpersonal and Task-Oriented Contexts: The **Roles of Gender and Ethnicity**

Mindfulness, defined as nonjudgmental awareness of the present moment, is often measured as a trait that remains stable across contexts. This study used self-report questionnaires to evaluate potential variations of mindfulness across unspecified, interpersonal, and task-oriented contexts among 204 undergraduate students. A withinsubject ANOVA showed significant context by gender interaction (p = .01). Differences in mindfulness across contexts were significant among females only (p < .01). Across all contexts, Caucasians reported higher mindfulness scores than Asians (p < .05). Multiple regression analyses showed that relationships between mindfulness and other psychological constructs such as attachment style and mood varied across contexts. Preliminary results suggest the existence of distinct context-specific mindfulness constructs. Findings are discussed in terms of gender role theory and potential cultural biases in mindfulness measures.

Jeremy Wing-Hei Luk graduated magna cum laude in psychology (with distinction) and comparative religion from the University of Washington in 2008. As an undergraduate, he pursued numerous opportunities to broaden his knowledge in psychology and beyond. For instance. he studied the Truth and Reconciliation Commission in Cape Town, South Africa. and completed psychology and theology courses at the University of Oxford. These cross-cultural and interdisciplinary experiences have enriched his approach to the challenges of scientific psychology. Mr. Luk's honors project on mindfulness is an attempt to integrate his dual interests in psychology and religion. With this project, he was awarded a Mary Gates Research Scholarship and a Psi Chi Undergraduate Research Grant. Looking forward, Mr. Luk plans to pursue a PhD in clinical psychology towards his goal of becoming an interdisciplinary researcher in the study of family. He is currently a post-baccalaureate fellow at the National Institute of Child Health and Human Development.

Kartik Ramamoorthi

Rutgers University New Brunswick (NJ) Third Place Faculty Sponsor: Tim Otto, PhD

Learning Induces Heterogeneous Arc Expression in Hippocampal Subregions

Several lines of evidence suggest that dorsal (DH) and ventral (VH) hippocampus likely play differentiable roles in trace fear conditioning. Specifically, it appears that while VH is integral to acquisition, DH plays a less significant role. In order to examine this dissociation on a molecular level, the current study examined mRNA expression of the immediate early gene Arc (activity regulated cytoskeletal-associated protein) in DH and VH at various time points following training. Trace fear conditioning led to increased Arc expression in VH, followed by increased expression in DH. In contrast, shock exposures or tone exposures led to a different pattern of Arc expression. Collectively, these data support the notion that the contributions of VH and DH to various hippocampal dependent tasks are differentiable.

Kartik Ramamoorthi is a senior undergraduate at Rutgers University New Brunswick with a double major in neuroscience and psychology. He has been working in Dr. Tim Otto's lab for 3 years where he has learned all aspects of behavioral neuroscience research. Mr. Ramamoorthi would like to thank Dr. Otto, Jen Czerniawski, Camille Parsons, and the rest of the Otto Lab for all of their support.

Intel International Science and **Engineering Fair Awards**

For the second time, Psi Chi presented awards at the Intel International Science and Engineering Fair (ISEF) for three high school presentations in the field of psychology. Dr. Maria Lavooy (Psi Chi Southeastern Regional Vice-President), Dr. Gregory M. Corso (Georgia Institute of Technology), and Dr. Deborah Garfin (Georgia State University) served as judges for these awards. These awards provided the first-place winner with a cash award of \$1,000, the second-place winner with \$300, and the thirdplace winner with \$150.

Shauna Linn

Baltimore Polytechnic Institute (MD) First Place Faculty Sponsor: Sally Kutzer

Correlating Anatomical and Behavioral Asymmetry

The human brain shows left-right (L-R) differences in neuroanatomy and is functionally lateralized. How asymmetry arises in the developing nervous system remains unclear. The zebrafish forebrain is an excellent model because it contains asymmetries in morphology (e.g., neuropil density) and gene expression. Moreover, the pineal complex contains a visual marker of the direction of brain asymmetry (parapineal). Genetic manipulations in zebrafish embryos allow L-R asymmetry of the brain to be reversed. Tests were conducted on whether such "reversed-brain" larvae behave differently in visual and locomotor assays. Left and right-parapineal larvae exhibited no difference in eye preference when viewing a group of age-matched conspecifics. However, reversedbrain larvae took significantly longer to begin navigating, suggesting they are slower to adapt to a novel environment.

Shauna Linn worked under the guidance of Drs. Marnie E. Halpern and Lucilla Facchin at the Carnegie Institution Department of Embryology during her senior year at the Baltimore Polytechnic Institute. At the 2008 Intel International Science and Engineering Fair, she won second place in the behavioral and social sciences category. She graduated first in her class and was a member of the William R. King National Honor Society and the Poly Varsity Softball team. In the fall, she will attend Johns Hopkins University (MD) as a Baltimore Scholar and Maryland Distinguished Scholar. She plans to pursue public health and creative writing, while experimenting with Arabic and cognitive or linguistic science.

Kaleigh Ann Eichel

Strongsville Senior High School (OH) Third Place Faculty Sponsor: Daniel J. Mott

The Ability to Learn: Learning and Communication Between **Comet Goldfish**

The project modeled the effect of an abrupt environmental change on animal behavior. Specifically, it demonstrated the ability of fish to first alter their behavior to survive in the new environment, and second, to then communicate the new behavior to other fish. Ultimately, the data suggested what seems to be "altruistic" behavior in fish, which has new implications on traditional evolutionary thought. It shows that during periods of rapid environmental change, behavioral adaptation may be a stronger mechanism of survival than genetic adaptations.

Kaleigh Ann Eichel grew up in Strongsville, OH, and is attending the University of Waterloo (Ontario, Canada) this fall with a major in knowledge integration. Her project was presented at the International Science and Engineering Fair in Atlanta, GA, where it received recognition as Best of Category and was awarded the Seaborg Stockholm International Youth Science Seminar (SIYSS) Award. The project examined the ability of goldfish to alter their behavior to a new environment and to then communicate this new behavior to other goldfish. She plans to continue her studies in animal behavior and biology at the university.





Kaleigh Ann Eichel

Faculty Advisor Research Grants

Psi Chi congratulates the 2006-07 and the 2007-08 Faculty Advisor Research Grant winners. All current faculty advisors and coadvisors who have served an active Psi Chi chapter for at least one year are eligible to apply. The purpose of this program is to provide funds for advisors to defray the direct cost of conducting a research project (no stipends included). Two grants are available annually within each of Psi Chi's six regions for a total of 12 grants.

2007-08 Winners

Eastern Region

Mark G. Rivardo Saint Vincent College (PA)

Alicia A. Grandey Pennsylvania State University at University Park

Midwestern Region

Patricia H. Hawley University of Kansas Krista K. Fritson University of Nebraska-Kearney

Rocky Mountain Region

Glena L. Andrews Northwest Nazarene University (ID)

Southeastern Region

Mindy J. Erchull University of Mary Washington (VA)

Matthew J. Zagumny Tennessee Tech University

Southwestern Region

Shelia M. Kennison Oklahoma State University

Shawn R. Charlton University of Central Arkansas

Western Region

Bettina J. Casad California State Polytechnic University, Pomona

2006-07 Winners





Jonathan F. Bassett, PhD Lander University (SC)

A Terror Management Theory Analysis of Disgust Sensitivity Among University Students, Mortuary Science Students, and Older Adults

The present study examined the Terror Management Theory premise that disgust represents an attempt to symbolically deny human similarity to other animals as a means to quell death anxiety. University students, mortuary students preparing for a career in funeral service, and older adults were randomly assigned to write about watching television, being uncertain, or their own mortality prior to completing a measure of disgust sensitivity. University students reported significantly greater disgust sensitivity than did older adults and mortuary students. Although participants in the mortality salience condition showed slightly greater disgust sensitivity than did participants in the other 2 conditions, this difference was not statistically significant. Further, the effect of mortality salience did not differ significantly across the 3 groups of participants.

Jonathan F. Bassett received a BA in psychology from Furman University (SC) and a PhD in social psychology from Georgia State University. He is currently assistant professor in the department of psychology at Lander University where he teaches Introductory Psychology, Research Methods, Statistics, and Social Psychology. In 2006, he won Lander University's Young Faculty Scholar Award. His research interests are in the areas of attitudes about death and dying, measures of implicit social cognition, and interpersonal attraction and jealousy. He is author or coauthor on 17 papers published in peer review journals such as Death Studies, Personality and Individual Differences, and Current Research in Social Psychology.

Matthew R. Kelley, PhD Lake Forest College (IL)

Ironic Effects of Censorship: Generating Censored Lyrics Enhances Memory

Four experiments explored the generation effect-mnemonic advantage for self-generated information—in the applied setting of lyrical censorship. Participants listened to an original song in which a subset of nouns were either partially or completely censored and then completed a recognition memory test consisting of heard, censored, and distractor items. When participants successfully generated the censored item during encoding, the standard generation effect was observed; ironically, recognition accuracy was significantly higher for the generated censored items compared to heard items. Source memory did not differ from chance and participants showed a strong bias towards indicating than any "recognized" word was "heard." Overall, these results suggest that by omitting certain words from songs, censors might actually make those words more memorable.

Matthew R. Kelley is an associate professor at Lake Forest College. He received his PhD in cognitive psychology from Purdue University (IN) and completed a post-doctoral fellowship in developmental neuropsychology at the University of Louisville (KY). Dr. Kelley's basic memory research is aimed at discovering the general principles that govern memory over both short and long time intervals. In particular, he has focused on how the temporal aspects of events are encoded, maintained, and retrieved by the human memory system. More recently, however, he has explored applications of benchmark memory phenomena (e.g., generation effect in lyrical censorship) and has edited a book entitled. Applied Memory, slated for publication in the spring of 2009. The Faculty Advisor Research Grant generated four experiments: one book chapter for Applied Memory, two conference presentations, and one studentauthored submission to Psi Chi Journal. Five Lake Forest College undergraduates served as coauthors on the chapter and presentations

Jonna Kwiatkowski, PhD Emmanuel College (MA)

Creative Potential and Latent Inhibition Reconsidered: Variations in Domain and Saliency of Cues

This study addresses inconsistencies in the literature about the relationship between latent inhibition (LI) and creative potential. There is published research that shows a relationship between creativity and an auditory LI task (Carson, Peterson, & Higgins, 2003), and other published research that reports no relationship between creativity and a visual LI task (Burch, Hemsley, Pavelis, & Corr, 2006). There also seems to be discrepancies in the saliency of the cues used in various latent inhibition experiments. This project will compare participant responses on both cue type (visual vs. auditory) and cue saliency for LI and creative potential tasks. The goal is to clarify the relationship between creativity and LI while establishing norms for using LI tasks in creativity research.

Jonna Kwiatkowski's main research interest is creativity, which she has explored through cognitive, neurophysiological, as well as educational research. In graduate school, she focused on differences in neuropsychological response (EEG/ERP) to creative tasks. After graduate school, she did post-doctoral research at the PACE Center at Yale University (CT) where she was involved in research on giftedness, alternative assessments of intelligence. and assessments of basic cognitive skills and learning disabilities in Zambia, Africa. Currently, she is interested in using a componential approach to understand creativity. There are various factors that have been independently linked with creativity—novelty seeking, task-switching, and disinhibition—yet there is little known about how these factors might interact during creative thought. We can move towards understanding the interactions between these factors by using welldefined neurophysiological tasks that can be assessed for individual differences in creative potential. In both her teaching and research. Dr. Kwiatkowski is looking for opportunities to interact with students in mutual learning experiences.

Carla J. Reyes, PhDUniversity of Utah

Exploring the Risk and Resilience Factors to the Development of Eating Disorders

Risk and resilience factors in the development of eating disorders (ED) in dancers were examined. Risk measures included anxiety, depression, weight-pressures, and perfectionism. ED-Risk was measured by the Eating Disorder Inventory-3. Resilience measures included social-support, self-esteem, proactive-coping, hope, optimism/ pessimism, sense-of-humor, and spirituality. Results demonstrated weight-pressures-in-dance was the risk factor most correlated with ED risk, followed by depression and anxiety. Resilient factors negatively associated with ED included self-esteem, optimism, and proactive-coping. Negative affect mediated the relationship between environmental pressures and overall ED risk. Resilience factors may serve a compensatory function in total ED-risk. Although overall risk decreased, resilience factors did not completely compensate for the impact that specific weight pressures have in the overall ED risk in dancers.

Carla J. Reyes received her PhD in 1996 at the University of California, Santa Barbara, in counseling/clinical/school psychology with an emphasis on child clinical. While in academia, she served as a Psi Chi advisor for a number of years. She also served two terms as the Psi Chi Rocky Mountain Regional Vice-President, received the Psi Chi Regional Faculty Advisor Award for the Rocky Mountain region in 1999, and was a founding, and now current, member of the Psi Chi Diversity Task Force. In 2006, she was awarded the Early Career Award from RMPA. Her major areas of interests include resiliency, child sexual abuse/childhood trauma, multicultural counseling issues, working with ethnic minority children and families, prevention and intervention for at-risk children, play therapy, and treatment outcomes. She currently is working full time in private practice.

Fang Zhang, PhD Assumption College (MA)

What Your Best Friend Sees That I Don't See: Comparing Close Friend Dyads and Casual Acquaintance Dyads on the Perception of Facial Expressions of Emotion

It is assumed that intimacy and familiarity will lead to better and more efficient emotional communication. Previous research has failed to support this. The study proposes that efficiency in emotional communication in close dyads resides more in the detection of subtle, temporal, and dynamic facial cues than in the detection of full facial expressions. Forty-three close friend dyads were compared with 49 acquaintance dyads on their recognition of the partner's partial facial expressions. Close friends dyads were more accurate than casual acquaintance dyads in detecting each other's partially formed sad or angry expressions. The 2 groups were similarly accurate in detecting happy expressions. The results suggest that interpersonal closeness fosters greater sensitivity to subtle facial cues, particularly negative emotions.

Fang Zhang is currently an assistant professor of psychology at Assumption College. She earned her BA and MA in psychology in China and her PhD in social and personality psychology from Cornell University (NY). Before joining the Assumption College faculty, she worked as a research associate at the Adult Development Lab at Wayne State University (MI). She teaches Introduction to Psychology, Statistics, Personality Psychology, Developmental Psychology, Self Development and Research Seminar.

Her research focuses on three areas:
The first area is adult attachment and self development. Specifically, she is interested in the connection between development of the self and attachment security in adulthood and the influence of life experience on this connection. Second, she is interested in the role of nonverbal communication of emotions in relationships. Her third area of research is the influence of culture on self and emotion communication. At this point, she compares the American and the Chinese cultures







Summer Research Grants

Psi Chi's seventh year for offering the Summer Research Grants program included eight winners. Each grant included a stipend of \$3,500 to the winning Psi Chi student plus \$1,500 to the research institution.



Gerard F. Forbes



Molly S. Frolich



Gerard F. Forbes

Creighton University (NE) Faculty Sponsor: Matthew T. Huss, PhD

Relation of Psychopathy and **Treatment Related Behavior**

Treatment of psychopathic patients has always challenged mental health professionals. The Psychopathy Checklist-Revised (PCL-R) has become the standard for evaluating psychopathy in patients. Despite being the gold standard, there are limitations using the PCL-R. The Personal psychopathy inventory (PPI) is a 187-item self-report test that is less time consuming for mental health professionals. PPI scores were used to determine the relationship between psychopathy and treatment related variables in a sample of forensic patients.

Gerard F. Forbes is a senior at Creighton University and plans on graduating with honors in December 2008 with a degree in psychology. He spends much of his time interacting with the psychology department whether it be working as a teaching assistant/grader or participating in Psi Chi events. Originally a business student at Creighton University, Mr. Forbes became interested in psychology late in his freshman year: at that point, he switched his major and has not looked back. Aside from his own research, he has helped gather and enter data for other studies conducted by undergraduate and graduate students. Upon graduation, he plans on attending law school and applying what he has learned about the consequences of legal decisions to his studies and his career. He feels that his undergraduate studies and research will give him an understanding of the legal system that goes beyond what one can learn from a text book.

Molly S. Frolich

Occidental College (CA) Fac Spsr: Andrea Hopmeyer Gorman, PhD

The Impact of Adolescent **Crowd Affiliation**

This study sought to explore the relationship between students' crowd labels and their socioemotional adjustment and academic performance. Participants were 374 seventh-grade students (197 boys, 177 girls, M = 12.52 years, SD = .61) from a moderately-sized middle school in a lower-class urban section of Los Angeles County. Crowd labels were obtained through interviews with peers. Academic performance was determined by school-reported GPA and self-reported academic engagement. Overall, this study helps to paint a picture of the crowd structure in a low-income Latino school. Those at the top of the social hierarchy are seen as aggressive and perform poorly in school. In contrast, the less popular (as viewed by their peers) experience high levels of both overt and relational victimization.

Molly S. Frolich, a senior at Occidental College, plans to graduate in May 2009 with a degree in a psychology and a minor in elementary education. Upon graduation, she will also receive her California teaching credential and plans to pursue a masters of arts in teaching during the 2009-10 school year. She was first drawn to psychology during her Developmental Psychology class when she began to realize how important psychology is to successful teaching. Ms. Frolich began working with Dr. Hopmeyer Gorman in the spring of 2007 and received a Ford Fellowship in the summer of 2007 to research adolescent peer relations. Upon completion of her project, she presented her findings at the Occidental Undergraduate Research Conference. She plans to continue working in this field throughout her time as an undergraduate, and upon graduation hopes to apply the knowledge she has gained from her psychology research to her teaching career.

Veronica J. Geretz

Hiram College (OH) Fac Spsr: Kimberley A. Phillips, PhD

Tool Manipulation in Cotton-Top Tamarins (Saguinus oedipus)

Cotton-top tamarins (Saguinus oedipus) in captivity have been shown to use tools in past research. Tamarins' ability to manipulate tools, a more specific aspect of tool use requiring reorientation of a tool, has not been revealed through past investigations. The current study used smaller-sized tools than past research has employed to investigate the possibility that tamarins in past studies could not manipulate objects because of the size of the tools. Six subjects were presented with both a cane (6-12 cm in length) within reach and a food reward out of reach. The food reward could have been retrieved by reorienting the cane. The results suggest that manipulating tools requires motorskills or a means-end understanding tamarins do not possess.

Veronica J. Geretz, a native of Norwalk, OH, is currently a senior philosophy and psychology major at Westminster College (UT). Her research interests include consciousness, cognitive neuroscience, moral decision making, and peace studies. She is the current president of Westminster's Psi Chi and Phi Sigma Tau Chapters. Ms. Geretz is currently conducting her interdisciplinary philosophy and psychology honors research investigating the physiological correlates involved in moral decision making. She has presented work at the 2006 Neuroscience Conference, 2008 Midwestern Primate Interest Group Conference, and the 2008 International Religion and Philosophy Conference. She intends to pursue her PhD in the fall of 2009 within the domain of peace studies and conflict resolution. With this degree, she hopes to employ her background in research to assist individuals internationally who have been impacted by poverty and/or war. Beyond academics, her passion lies in traveling, outdoor adventure, and indulging in nature.

Max Greger-Moser Yale University (CT) Faculty Sponsor: Linda Mayes, MD

ERP Responses to Infant Stimuli in an Emotional Go-Nogo Paradigm

This study investigated the affect of social versus nonsocial stimuli in an emotional Go-Nogo paradigm. Participants performed an emotional Go-Nogo task and were asked to respond whenever they saw an "O" or a sad infant face and to inhibit responding whenever they saw an "X" or a happy infant face. Letter and face trials were divided into separate blocks such that on each block the participant only responded to letters or faces. Behaviorally, individuals had slower reaction times for sad faces compared to Os and committed more errors of omission for Go sad faces and more errors of commission for Nogo happy faces. Neural components demonstrated a more pronounced N2 for the Nogo faces suggesting increased difficulty inhibiting responding.

Max Greger-Moser is a senior psychology major/sociology minor at Drew University (NJ). For two years, he has worked at the Yale Child Study Center in the Developmental Electrophysiology Lab. At the lab, he has administered neuropsychological assessments to children, designed various experimental paradigms, and collected and analyzed EEG data. A review on conduct disorder, cognitive behavioral therapy, and executive functions that he wrote while at Yale was recently accepted for publication in the *Undergraduate Journal of Psychology* at the University of North Carolina, Charlotte. At Drew University, Mr. Greger-Moser serves as a private tutor, a tutor at the Drew Writing Center, and a teaching assistant for Research Methods in psychology. Currently, he is working on his honors thesis using data collected from his time at Yale. For future endeavors, he plans to apply to clinical PhD graduate programs. In his free time, he enjoys cycling, running, and spending time with friends.

Rebecca Susan Lomas Swarthmore College (PA) Fac Spsr: Etsuko Hoshino-Browne, PhD

Does Relationship Matter? A Look Into Cognitive Dissonance in Interpersonal Relationships

A study was conducted in order to determine whether the degree of closeness in relationships affects cognitive dissonance in interpersonal decision making. Past research has shown that North Americans tend to experience cognitive dissonance when they are making a decision for themselves while East Asians tend to experience cognitive dissonance when making a decision for others. The current study measured the cognitive dissonance experienced by individuals living in North America and making a decision for their family member, close friend, or acquaintance. It was predicted that individuals would experience cognitive dissonance when making a decision for their family member or close friend. Interestingly, results indicated that individuals were more likely to experience cognitive dissonance when making a decision for their acquaintance.

Rebecca Susan Lomas currently attends Rutgers University Camden (NJ) and is majoring in psychology and minoring in childhood studies. She serves as the chapter vice-president of Psi Chi and is an active member of the Psychology Club. She has planned several events such as the spring induction ceremony and community service events. Ms. Lomas also serves as a research assistant in the Culture, Cognition, and Development Lab. Under the direction of Dr. Sean Duffy, she has assisted in studies pertaining to infant cognition and the environment. This past May, she was awarded the Undergraduate Research Travel Grant and attended the APS Conference in Chicago where she presented research on recycling compliance. Currently, Ms. Lomas is living in Tokyo, Japan, where she is studying Japanese language, culture, and art. She will be graduating from Rutgers University Camden in May 2009. After finishing her undergraduate education, she plans on pursuing a PhD in school psychology.

Kathleen M. McKillip Creighton University (NE) Faculty Sponsor: Isabelle Cherney, PhD

Thinking Outside the Toy Box: Cognitive Dissonance, Creativity, and Gendered Play

This study examined 4-year-olds' gender stereotyped play before and after the introduction of counterstereotyped stories. Results showed that boys and girls used significantly more blocks when enacting a counterstereotyped story than when enacting a stereotyped story. Girls were also more likely than boys to change their decision about the gender of a toy after being exposed to the stereotyped story. Half of the girls recategorized a masculine toy as a feminine toy after counterstereotyped exposure and play. Both genders showed high levels of symbolic play. Children used primarily gender associations and egocentric thinking to assign a gender to the toy pictures.

Kathleen M. McKillip is a senior psychology major at Creighton University. A member of Creighton's Honors Program and of Alpha Sigma Nu (the Jesuit University Honors Society), she has been active in many groups and initiatives on campus. Her research with Dr. Isabelle Cherney examines aspects of cognitive development through play behaviors. Kathleen is currently studying abroad in the Dominican Republic and is planning to graduate in 2009. After graduation, she is planning to attend medical school.











Jessica Ann Stuart Lehigh University (PA) Fac Spsr: Catherine M. Arrington, PhD

The Negative Impact of Mind Wandering on Multitasking

Mind wandering often has detrimental effects on task performance. We hypothesized that mind wandering would negatively impact multitasking performance, especially in more cognitively demanding environments. To test this hypothesis, subjects performed magnitude or parity tasks on single digits presented in either cued or voluntary task switching procedures. During the course of task performance, subjects were probed to determine whether they were mind wandering. Subjects reported mind wandering on approximately a quarter of all probes. When subjects reported mind wandering, task performance slowed, particularly on more demanding task switching trials. In addition, task switching probability decreased in the voluntary task switching procedure. Together these results suggest that when subjects were mind wandering, they were less effective at multitasking.

Jessica Ann Stuart, a rising senior at Lehigh University, is pursuing a degree in psychology with a minor in sociology. As a junior, she helped conduct research on motivation in Dr. Heidi Grant's lab. In her senior year, she plans on completing an honors thesis and conducting independent research on cognitive development. Outside of the classroom, Ms. Stuart is very active on campus. She is secretary of the Residence Hall Association, a member of Alpha Phi Omega, and a leader of the Substance Free Community. She also enjoys community service and playing intramural sports. Following graduation, she plans on entering graduate school in fall of 2009. She would like to pursue a career in the education field.

Miko Wilford

George Washington University (DC) Faculty Sponsor: Michelle Stock, PhD

Changing Binge Drinking Conditions: The Impact of Mode of Processing, Comparison, Targets, and Past Behavior

Absent-exempt (AE) is the belief that if one has not experienced negative consequences (e.g., alcohol poisoning), despite engaging in the risk behavior, then one is unlikely to in the future. This study examined how mode of processing and social comparison manipulations affect AE thinking with students' own alcohol risk behavior as a moderator. All 122 participants reported past binge drinking without alcohol poisoning (T1). At T2, participants were instructed to think rationally or heuristically and heard a comparison target who engaged in binge drinking and did or did not suffer alcohol poisoning (victim vs. nonvictim). Participants' drinking behaviors were assessed one month later (T3). Multiple regression analyses showed significant participant risk-level by processing manipulation by comparison target interactions on AE.

Miko Wilford's ultimate career passion is focused on strengthening a connection between psychology research and its application. In high school, he discovered the work of Dr. Elizabeth Loftus in psychology and law and has developed a program of study to prepare to bridge the gap between law research and its application: a primary degree in psychology, a second degree in political science, and a minor in research statistics. His honors thesis examines the awareness and attitudes of college binge drinkers with regard to their behavior and its implications. This experience included a summer at the George Washington University, which was funded by the Psi Chi Summer Research Grant. Mr. Wilford is currently working on two independent research projects. The first examines the long-standing debate regarding face recognition, and the second researches possible distortions that can occur in memory, and how immediate questioning can exacerbate or reduce distortion effects.

Model Chapter Awards

Thirty-one Psi Chi chapters qualified for recognition as Model Chapters during the 2007-08 year. The Psi Chi Model Chapter Awards program annually recognizes and rewards those chapters that consistently maintain outstanding records of membership inductions, chapter correspondence, service projects, and other criteria associated with being an outstanding chapter. Chapters do not need to submit an application form for the Model Chapter designation. All chapters submitting evidence of meeting the criteria are designated winners and receive a check for \$100 noting their achievement as a model chapter. In addition, winning chapters are eligible to win subsequent years. Eligibility is determined after the end of the fiscal year (June 30).

The 2007-08 Model Chapter Award winners are:

Belmont University (TN) Butler University (IN) California State University, Fullerton Charleston Southern University (SC) Creighton University (NE) Drury University (MO) Eastern Michigan University Embry-Riddle Aeronautical University (FL) Friends University (KS) Grand Valley State University (MI) Hawaii Pacific University Kutztown University (PA) Millersville University (PA) Missouri Western State University Morningside College (IA) Ohio State University-Newark Campus Rogers State University (OK) Saint Vincent College (PA) Southeast Missouri State University Texas State University-San Marcos University at Buffalo, SUNY University of Central Arkansas University of Central Missouri University of Illinois at Chicago University of La Verne (CA) University of Mary Washington (VA) University of South Carolina University of Saint Thomas-Texas **Utah State University** Whittier College (CA) Winthrop University (SC)

Winter 2009 Proposed Amendments to the Psi Chi Constitution

Proposal 1

To amend the Psi Chi Constitution in the following 10 ways in order to make Psi Chi The International Honor Society in Psychology:

- 1. Change the description of Psi Chi in Article II, Purpose from "national" to "international".
- 2. Change the name of the "National Office" to "Central Office" throughout the Constitution.
- Change the name of the "National Council" to "Board of Directors" throughout the Constitution.
- Change "national convention" to "Society annual convention" throughout the Constitution.
- 5. Change "national Society" to "Central Office of the Society" and change "national dues or assessments" to "Central Office dues or assessments" in Article III, Members, Section 3, and change "national fees or dues" to "Central Office fees or dues" in Article III, Members, Section 8.
- 6. Change "national committee" to "Society committee" in Article IV, Officers, Section 5, and "national committees" to "Society committees" in Article V, Duties Of Officers, Section 2.
- 7. Change "National Leadership Conference" to "Psi Chi Leadership Conference" and "NLC" to "LC" in Article VII, National Council, Section 4.
- 8. Change "national policy" to "Society policy" in Article XI, Voting Other Than In A Meeting, Section 1.
- Change Article IX, Regions, Section 3 to state "Each chapter in a country other than the United States of America will be assigned to one of the regions as determined by the Board of Directors."
- 10. Change the first sentence in Article XII, Chapters, Section 1 to read: "A chapter of the Society may be established, maintained, or reactivated in a college or university in the United States of America or in countries other than the United States"; change "international affiliate chapters" to "chapters" and change "that country" to "other countries" in Article XII, Chapters, Section 2.

Proposal 2

Proposed amendment to delete all references to the National Leadership Conference in Article VII Section 4 of the constitution and add Article VII Section 7 and Article X Section 2D.

Article VII Section 7. The National Council shall be responsible for providing, on an annual basis, activities and opportunities that advance the leadership skills and abilities of Psi Chi members, especially chapter officers and faculty advisors. Such activities and opportunities may include but are not limited to: special leadership training programs/speakers at the regional conventions, grants and awards, a leadership conference at the national or regional level, and assistance to chapters.

Article X Section 2D. The Leadership Committee shall plan and recommend to the National Council activities and opportunities to advance the leadership skills and abilities of Psi Chi members, especially chapter officers and faculty advisors. The Committee also shall be responsible for implementing and assessing the activities and opportunities approved by the National Council. The President-Elect and Executive Director shall serve as co-chairs of the Committee.

he **Psi Chi National Council** has approved, by a 2/3 majority vote, the following 2 proposals for amendments to the Psi Chi Constitution.

According to Article XVI, Amendment Of Constitution, Section 2, Psi Chi members have the opportunity to write in support of or in opposition to the amendments (please limit to 300 words or less). The views as presented, or as edited, will be published in the Spring 2009 issue of *Eye on Psi Chi*. All correspondence regarding the proposed amendments must be received by **December 15, 2008**. Send correspondence, to:

Lisa Mantooth Editor Iisa@psichi.org

The National Office will send an **email digest** to chapters regarding the voting process for the proposed amendments. 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 three-fourths 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.

Proposal 1

The *current* Psi Chi Constitution may be viewed on the Psi Chi website at: www.psichi.org/about/constitution.asp

A *version* of the Psi Chi Constitution that incorporates the proposed *international* amendments may be viewed on the Psi Chi website at:

www.psichi.org/pdf/amendments.pdf

in national organizations

2008 Psi Chi National Elections

Recently, the call for nominations was done electronically through the Psi Chi website. In the coming weeks, the National Council will receive biographical and position statements for regional (Eastern, Rocky Mountain, and Western) vice-president candidates and for the National President-Elect position.

[The Nomination/Election Committee considers the qualifications of all candidates for office and proposes at least one nominee (no more than two) for each office to be filled.]

Now that voting is easily accessible online, Psi Chi encourages ALL chapters to participate in deciding our future leaders. Please use the following as a guide to the voting process.

- On or before **February 1**, election ballot information regarding the candidates for Psi Chi's National Council and how to vote online will be sent to all Psi Chi chapters.
- Chapters should plan to organize a chapter meeting where all members can be present when the candidates for office are announced. Use this meeting time to read the candidates' biographical information, their position statements, and their goals for their term of office. Have your chapter make an informed decision about selecting which candidate your members think would best benefit your chapter and the Society.
- To access the electronic ballot, your Psi Chi chapter president, with assistance from the faculty advisor as needed, should log in as a chapter administrator between **February 1** and **March 15** on the Psi Chi website at

www.psichi.org/chapters/login.asp

If your chapter has lost its chapter administrator login information, it can be emailed to your chapter's current email contact by going to www.psichi.org/chapters/login_Forgot.asp

- On the menu that appears after successfully logging in, a new section for electronic ballots/voting will appear in the list of administrator options. Click on that section's link to continue. This section will only be visible
- a) between the dates of **February 1** and **March 15**, and b) if your chapter has not previously cast its vote.
- You will be presented with your chapter's ballot(s). All chapters will have a ballot and be able to vote for the Psi Chi National President-Elect position. All chapters in the Eastern, Rocky Mountain, and Western regions will also have a ballot and be able to vote for their region's vice-president (the other three regions' vice-presidents are elected in odd-numbered years).
- Select the ballot you want to cast a vote for, choose the candidate your chapter has selected, and click on the "Submit Ballot" button. A confirmation screen will appear with your candidate selection, and if necessary, allow you to cancel your vote and resubmit it if you made an error. Just as with mail ballots, **once you submit your vote**, **you cannot edit or change your vote**. Please contact the Psi Chi National Office if you have any questions about voting.

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

Discounts for Joining National Organizations

The Association for Psychological Science (APS) is pleased to give undergraduate student members of Psi Chi a discounted student membership rate of \$25 (per year). Join now and your membership will be good through the end of 2009. To take advantage of this special offer to become an undergraduate student affiliate member of APS, chapter officers and advisors are encouraged to apply for membership by completing the online application on APS's website.

www.psichi.org/pdf/2009_PSI_CHI_ad.pdf

Psi Chi students who are not currently affiliated with the American Psychological Association (APA) will receive a free copy of APA's *Publication Manual*—a \$32 value—when they join for the first time by December 31, 2008. To take advantage of this special offer along with additional benefits, chapter officers and advisors are encouraged to pass along the special Student Affiliate application which can be found on the Psi Chi website.

www.psichi.org/pdF/APAapp08.pdF

Internship Opportunity Available With APA's Science Directorate

Psi Chi has partnered with APA's Science Directorate to offer an internship during the summer that is exclusive to Psi Chi undergraduate members. Applications are due online by January 15, 2009. Because official transcripts and letters of recommendation are required elements of the application, interested members are encouraged to collect their application materials early so they can be submitted prior to the end of the fall semester. Complete submission instructions can be found online at

www.psichi.org/pdF/apagrant.pdF

www.psichi.org/awards/award_43.asp

Six APS Summer Research Grants Available for 2009

Psi Chi is pleased to be partnering with the Association for Psychological Science (APS) to offer six summer research grants again in 2009. Each grant provides the student with a \$3,500 stipend to conduct research with an APS sponsor over the summer. The sponsor receives \$1,500, making the total value of each grant \$5,000. This spring, APS will provide Psi Chi a list of APS members who are willing to sponsor a student for the summer to conduct research. This list will be posted on Psi Chi's website at the address listed below. Interested members can refer to the list and contact sponsors to arrange summer projects. Ideally, applicants will apply to work with mentors in institutions outside of their own institution. Preference will be given to projects that are spearheaded by the grant applicant, encompass all aspects of the research process, and might result in a first-authored publication or presentation by the applicant. The deadline for submissions for this grant is March 1.

www.psichi.org/awards/aps_sponsors.asp

in the community

ACHS/Washington Internship Institute Scholarship

The Washington Internship Institute (WII) offers internship opportunities in government agencies, nonprofit organizations, and businesses in Washington, DC, each fall, spring, and summer. Interns spend four days a week at the internship site and spend one day a week in classes that bridge theory and practice. Psi Chi members are eligible for a \$500 merit-based scholarship that is cosponsored by the Association of College Honor Societies and WII. The application deadlines for the 10-week summer 2009 internships are February 15 (early deadline) and March 15, 2009.

www.wiidc.org

Brain Awareness Week [March 16-22, 2009]

The Psi Chi National Council encourages Psi Chi chapters to participate in Brain Awareness Week (BAW), March 16-22, 2009. The Dana Alliance for Brain Initiatives developed BAW in 1996 as a public awareness campaign.

"Brain Awareness Week is an international effort organized by the Dana Alliance for Brain Initiatives to advance public awareness about the progress and benefits of brain research. The Dana Alliance is joined in the campaign by partners in the United States and around the world, including medical and research organizations; patient advocacy groups; the National Institutes of Health, and other government agencies; service groups; hospitals and universities; K-12 schools; and professional organizations." (Dana Alliance for Brain Initiatives, 2007).

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

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

References

Dana Alliance for Brain Initiatives. (2007). Brain awareness week. Retrieved November 19, 2007, from http://brainweek.dana.org

www.dana.org/brainweek

National Service Projects for 2008-09

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

Psi Chi currently supports five avenues for chapter service. First is a continuation of the Adopt-A-Shelter project, which provides services to shelters and those in need at the local level. Second is participation with UNICEF Children in War Relief Project, which provides services on an international level. Third is participation with Habitat for Humanity, which provides shelter for low-income families. Fourth is **Food Drives**, which provides an opportunity for Psi Chi chapters to serve their local communities by gathering food for a local organization or other population. Fifth is the Archives of the History of American Psychology (AHAP), which highlights the importance of Psi Chi's history as well as the history of psychology. All chapters are encouraged to devote at least one fund-raising effort to benefit the Archives.

www.psichi.org/chapters/serviceprojects.asp

APA/TOPSS Ethnic Minority Recruiting Project

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

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

www.apa.org/ed/topss/minority_recruit.html

2008-09 calendar

December 1 | Deadline ☐ Psi Chi Paper/Poster submissions for the Psi Chi/APA National Convention ☐ Psi Chi Poster submissions for the APS National Convention ☐ Denmark National Faculty Advisor Award ☐ Psi Chi Regional Chapter Awards □ Regional Faculty Advisor Awards **December 15 | Deadline** □ Mail nominations for national officers ☐ Spring 2009 *Eye on Psi Chi* submissions January 2-4 | NLC Conference ☐ Nashville, TN January 15 | Deadline ☐ APA Science Directorate Internship & Relocation Grant January 16 | Deadline ☐ Submissions to Rocky Mountain Regional Convention February 1 | Deadline ☐ APA Newman Graduate Research Award ☐ APS Albert Bandura Graduate Research Award ☐ Cousins National Chapter Award ☐ FBI NCAVC Internship Grants ☐ Graduate Research Grants ☐ National officer election ballots to chapters ☐ Psi Chi Website Award ☐ Undergraduate Research Grants February 18-21 | SEPA Convention ☐ Southeastern Region, New Orleans, LA March 1 | Deadline ☐ APS Summer Research Grant ☐ Summer Research Grants March 5-8 | EPA Convention ☐ Eastern Region, Pittsburgh, PA March 15 | Deadline

□ Deadline for national officer election ballots□ Summer 2009 Eye on Psi Chi submissions

April 1 | Deadline

☐ Kay Wilson Leadership Award

April 2-4 | SWPA Convention

☐ Southwestern Region, San Antonio, TX

April 16-18 | RMPA Convention

☐ Rocky Mountain Region, Albuquerque, NM

April 23-26 | WPA Convention

 $\hfill\square$ Western Region, Portland, OR

April 30-May 2 | MPA Convention

 $\hfill\square$ Midwestern Region, Chicago, IL



PSYCHOLOGICAL PSEUDOSCIENCE

A Student-Friendly Guide Scott O. Lilienfeld, PhD Emory University (GA)

ne need not have taken any courses in psychology to see that pseudoscience has fundamentally altered the landscape of modern life. Whether they be astrologers, crystal ball readers, spirit mediums, psychics, unidentified flying object (UFO) enthusiasts, or peddlers of the latest herbal remedy for boosting our memories, proponents of pseudoscientific claims are difficult to miss (Lilienfeld, Lohr, & Morier, 2001; Shermer, 2002). We can find them in shopping malls, on late-night television shows, on radio advertisements, in supermarket tabloids, and on websites. In the domain of psychology, proponents of subliminal persuasion, energy therapies, extrasensory perception (ESP), psychic healing, and handwriting analysis, to name a few disciplines, routinely make extravagant claims that outstrip their meager scientific support (Hines, 2003).

The Prevalence of Pseudoscience in Modern Life

Surveys show that substantial percentages of the American public endorse pseudoscientific or at least highly questionable assertions about the world. Forty-one percent believe in ESP, 32% in ghosts, 25% in astrology, and 21% in communication with the dead (Moore, 2005). Of course, the fact that many Americans remain *open* to the possibility

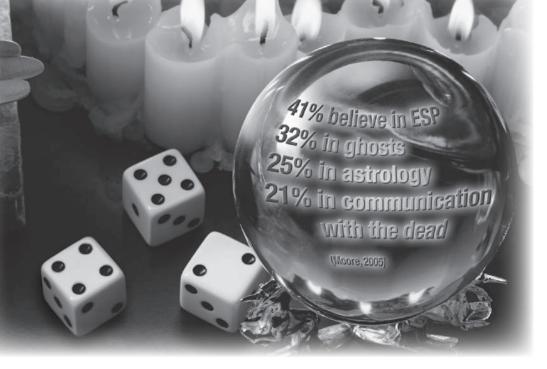
of these phenomena isn't itself all that troubling. For example, it's not outside the realm of possibility that future research could provide support for ESP, although most of the current scientific evidence points strongly against it (Hines, 2003; Milton & Wiseman, 1999). Moreover, a certain degree of openmindedness to unconventional ideas is essential to scientific thinking (Sagan, 1995).

Instead, what's troubling is that many more Americans profess belief in highly questionable claims than in scientifically supported claims. There are about 20 times more astrologers than astronomers in the United States (Gilovich, 1991), and surveys show that twice as many Americans say they "definitely" believe in creationism (39%) than in what's probably the best supported theory in all of natural science, namely, Darwin's theory of natural selection (18%; USA Today/Gallup Poll Results, 2007). These percentages point to a striking disconnect between popular belief and scientific evidence.

What is Pseudoscience?

What do we mean by pseudoscience, and how can we tell which claims are pseudoscientific, scientific, or somewhere in between? Although the boundaries between pseudoscience and science aren't clear-cut (Leahy & Leahy, 1983; Lilienfeld, Lynn, Namy, & Wolff, 2009), we can define pseudosciences as disciplines that pretend to be scientific but aren't. They display the superficial trappings of science but lack its substance. As a consequence, pseudosciences can easily fool all of us into believing they're scientific even though they're not.

Pseudosciences differ from sciences not in their content, but in their approach to evidence, especially negative evidence. For example, what makes the discipline of UFOlogy (the study of UFOs) largely pseudoscientific is not that its claims are false—it's remotely possible that certain reports of flying saucers from alien worlds will turn out to be true—but that most advocates of UFOs don't avail themselves of the essential protections of the scientific method when evaluating their claims. In particular, they rarely make use of research safeguards against confirmation bias (Nickerson, 1998)—the tendency to seek out evidence that supports our hypotheses and ignore, minimize, or misinterpret evidence that doesn't. Among these crucial safeguards are demands for "blind" observation (the requirement that observers who are examining the data aren't aware of crucial factors that could bias their ratings), independent replication (the requirement that one's findings be duplicated by other observers), and peer review (the requirement that one's findings be subjected to evaluation by largely impartial colleagues). Each of these



requirements minimizes, although certainly doesn't eliminate, the possibility that confirmation bias will fool us into accepting our hypotheses and into believing what we want to believe (Kida, 2006).

Proponents of sciences aren't always right, nor are proponents of pseudosciences always wrong. But over the long haul, scientists are much more likely to be correct than pseudoscientists, largely because they make concerted efforts to compensate for confirmation bias. As we will soon discover, scientific research endeavors tend to be self-correcting, whereas pseudoscientific research endeavors do not.

Warning Signs of Pseudoscience

A number of authors have developed lists of criteria, or "warning signs," for distinguishing pseudoscience from science (Bunge, 1983; Langmuir, 1989; Lilienfeld, 1998; Park, 2000; Ruscio, 2006). The presence of multiple warning signs isn't proof positive that a claim is pseudoscientific, but it should arouse suspicion of its proponent's claims. Here are five warning signs that I've found especially helpful for teaching students to distinguish pseudoscience from science in psychology:

(1) Overuse of ad hoc hypotheses. An "ad hoc hypothesis" is a fancy term for an escape hatch or loophole that proponents of a hypothesis invoke to explain away negative findings. Most scientists use ad hoc hypotheses (e.g., "Maybe our questionnaire wasn't reliable or valid enough," "Maybe our participants misunderstood our instructions," "Maybe our sample size was too small to detect the effect we were seeking") from time to time to account for why a study didn't pan

out. Indeed, in some cases ad hoc hypotheses can provide legitimate explanations for negative results and point to suggestions for designing our study better the next time. Yet we can take ad hoc hypotheses too far, as when they merely become excuses to dismiss every result that's not to our liking. For example, some proponents of parapsychology—the study of ESP and related phenomena—have invoked the "experimenter effect" to explain why people who seem to display ESP in the outside world usually do no better than chance when brought into the more tightly controlled confines of the laboratory (Gilovich, 1991). The experimenter effect describes the supposed "inhibition" of ESP by skeptical experimenters. The problem with invoking the experimenter effect for negative ESP findings is that it makes the existence of ESP impossible to disprove: If laboratory findings for ESP are positive, this provides evidence for ESP; but if laboratory findings for ESP are negative, this doesn't provide evidence against ESP, because these findings could be due to negative "vibes" emitted by skeptical researchers.

(2) Absence of self-correction. As we've already seen, science doesn't always generate correct answers. Moreover, scientists have sometimes been guilty of dismissing hypotheses that ran counter to accepted views. When a young German researcher named Alfred Wegener proposed in 1912 that all of the earth's major continents were once joined in a gigantic land mass (he called it "Pangea") and were slowly moving apart, many scientists dismissed him as a crackpot (Schwarzbach, 1986). Yet today we know that Wegener was right, because later research provided not only evidence for his claims,

but a well-established physical mechanism for them, namely continental drift.

The Wegener saga underscores a crucial point: over time, sciences tend to be self-correcting, because they eventually revise their theories in response to contrary evidence. In contrast, most pseudosciences remain stagnant, because they tend to ignore or dismiss contrary evidence. For example, most forms of astrology have remained essentially identical for the past 4,000 years despite spectacular advances in our knowledge of the solar system and stars. Moreover, because of a well-documented astronomical phenomenon called "precession," which refers to a gradual shift in the earth's axis over time (Hines, 2003), astrological charts that are several millennia old are now hopelessly out of date, although many astrologers continue to use them.

(3) Exaggerated claims. Science is a prescription for humility (McFall, 1996). As the late Carl Sagan (1995) noted, good scientists have a little voice in their heads reminding them, "I might be wrong." Of course, not all scientists are modest in their assertions, and some are guilty of hyperbole. Nevertheless, good scientists are careful not to overstate the strength of evidence for their claims.

In contrast, proponents of pseudoscientific or questionable techniques often advance extravagant claims that aren't justified by research evidence. For example, research on the polygraph or so-called "lie detector" test reveals that this method probably does only somewhat better than chance—perhaps 70%— in distinguishing truths from falsehoods (Lykken, 1998; Ruscio, 2005). To a large extent, that's because the polygraph test is misnamed: it's an arousal detector, not a lie detector. This test picks up not only the anxiety or guilt associated with lying, but also surprise, indignation, and the fear of being convicted or a crime one didn't commit. Yet some advocates of the polygraph test have cited accuracy rates as high as high as 95% (Raskin & Honts, 2002) or even 99%. These optimistic percentages go well beyond those found in most carefully controlled studies.

(4) Overreliance on anecdotes.

Anecdotes are typically "I know a person who" stories (Nisbett & Ross, 1980;

Stanovich, 2006). "I know a person who went to a professional fortune teller who told her that her boyfriend would break up with her and sure enough, he broke up with her a month later"; "I know a person who told me

his migraines got better after he went to an acupuncturist"; "I know a person with severe depression who started feeling better after going to a therapist who had him relive his birth experience under hypnosis."

All of these anecdotes are intriguing and perhaps worth investigating, but they're difficult to interpret. As a wise person once said, "the plural of anecdote isn't fact." For one thing, "I know a person who" stories are usually open to many alternative explanations (Loftus & Guyer, 2002). The fortune teller who predicted the woman's break-up may have merely been "lucky" (or unlucky from the woman's standpoint), or may have picked up on subtle cues about the woman's relationship (such as apparent insecurity about her boyfriend's commitment to her) while talking to her. For another, anecdotes may be atypical of most people's experiences. The migraine sufferer and depressed person who felt better following these treatments may be in a tiny minority; the overwhelming majority of people who received these treatments either may not have improved, or even gotten worse.

Most pseudosciences place too much stock in anecdotes. For example, advocates of ESP may point to stories in which a husband "had an eerie feeling" that his wife was in a serious car accident in another city, and this hunch came true (Hines, 2003). Although such stories are dramatic, they don't provide convincing evidence for ESP. Perhaps the husband had good reason to fear that his wife might get into a car accident (e.g., he might have known that his wife was extremely tired that day), or perhaps he'd experienced that eerie same feeling hundreds of times without his wife getting into a car accident.

(5) Psychobabble. Unless we're careful, we can all be fooled by highfalutin' language that sounds scientific, but isn't. Such "psychobabble" (Rosen, 1977) is a common persuasion technique among many advocates of pseudoscience (van Rillaer, 1991). For example, proponents of voice stress analyzers claim that they can distinguish truths from lies on the basis of high-frequency modulations in subaudible "laryngeal micro-tremors" in people's voices. That claim sounds awfully impressive until we learn that voice stress analyzers barely do any better than chance at detecting lies (Hollien, Geison, & Hicks, 1987). The language typical of psychobabble is by no means unique to psychology and surely characterizes other

fields, including philosophy and sociology (Andrewski, 1973; Lilienfeld & Landfield, 2008). Nevertheless, this language is especially widespread in psychology, probably because many unsupported psychological claims can be cloaked in the terminology of allied scientific fields (e.g., neuroscience, medicine) that lend them the cachet of respectability.

How to Avoid Falling Prey to Pseudoscience

We're all prone to the seductive charms of pseudoscience, largely because many pseudosciences promise us quick fixes and easy answers to life's problems (Beyerstein, 1990). After all, who among us wouldn't want to be able to predict the winning number in next month's \$60 million Powerball® lottery? For example, some advocates of Thought Field Therapy, a treatment that supposedly treats anxiety disorders by tapping on people's invisible energy fields, claim to be able to cure phobias in as little as 5 minutes (Gaudiano & Herbert, 2000). Much as those of us with extreme fears of cats, blood, or flying would love to believe otherwise, there's no research support for this astonishing assertion. In addition, our mind's tendency to make "sense out of nonsense" and seek "order in disorder," although generally helpful in daily life, can render us vulnerable to certain pseudoscientific beliefs (Gilovich, 1991; Pinker, 1997). For example, our tendency to notice cases of crimes and suicides during full moons can lead us to perceive an association between full moons and these events, even though

research shows that this association is nonexistent (Rotton & Kelly, 1985).

How, then, can we resist the powerful allure of pseudoscientific claims? Although there's no standard formula for avoiding the quicksand of pseudoscience, here are three pointers I've found especially helpful in my teaching and in my everyday life.

First, we should be sure not to confuse correlation with causation. That is, merely because one variable (that is, anything that varies) goes together with a second variable statistically doesn't necessarily mean that the first variable caused the second, nor that the second variable caused the first. The correlation between these two variables could just as easily be due to one or more third variables. Most psychology students have heard this advice in their classes. But they often forget to apply it to real-world examples, because their preconceptions can lead them to find a causal explanation plausible even when it's wrong. For example, one study revealed that men who remain sexually active into their 70's and 80s tend to live longer than other men (Smith, Frankel, & Yarnell, 1997). Sure enough, some popular writers quickly concluded that having sex makes people live longer, with one even proclaiming that sex can be a "lifesaver." Can you figure out why this conclusion isn't warranted (a hint: ask yourself whether the researchers' finding is correlational)?

Second, we should "give chance a chance." That is, we should remain open to the possibility that certain striking findings are merely due to chance (non-repeating)



fluctuations (Abelson, 1995). For example, when a friend with whom we haven't spoken in many years calls us a few seconds after that friend came to mind, we may be inclined to attribute that astonishing coincidence to ESP. Although that explanation is possible, to evaluate it adequately we'd need to consider all of the times we've thought of that friend when she didn't call us. We'd also need to consider all of the other old friends we've thought of who never called us (Falk, 1981). In a clever illustration of the role of chance in life and death, Nobel-prize winning physicist Luis Alvarez (1965) described an eerie event that occurred to him while traveling abroad. When reading a newspaper, he came upon a phrase that reminded him of an old friend he hadn't thought about for decades, and only a few pages later he found that friend's obituary! After getting over his initial shock, Alvarez conducted some calculations and discovered that this kind of coincidence probably occurs to 8 to 9 people each day across the world.

Third, we should remember that extraordinary claims require extraordinary evidence. That guideline, sometimes called "Hume's maxim" after the Scottish philosopher who described it in somewhat different terms (Shermer, 2002), reminds us that if a claim runs counter to virtually everything we know, we should demand especially convincing evidence for it (Pigliucci, 2005). For example, if we see an advertisement for a speed-reading course that claims to boost college students' reading speeds from 300 words per minute to 25,000 words per minute—which some courses claim to be able to do (Carroll, 2003)—we should be exceedingly skeptical. After all, if we accept that claim, people who've taken such courses can polish off Leo Tolstoy's 1,400 page novel, War and Peace, in a mere 22 minutes. Moreover, the speeds advertised by many speed reading courses exceed the maximum speed obtainable by the human eyeball!

Concluding Thoughts

Many educators, both inside and outside of psychology, have rightfully bemoaned the paucity of critical thinking skills among much of the general public (Halpern, 1998; Tavris, 2000). Fortunately, there may be reason for hope. Recognizing that we're all drawn to pseudoscience and vulnerable to its superficial appeal is a crucial first step. Moreover, taking a few basic tips for evaluating pseudoscientific claims, including those

I've outlined here, can help us spot these claims not only inside but outside the classroom. In turn, these tips can help us make better decisions about a host of important matters in real life, ranging from what used car to buy, to what self-help book to read, what herbal remedy to take, and what psychotherapy to recommend to a loved one. A student who's learned to distinguish pseudoscience from science is also an informed consumer of claims in everyday life.

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Scott O. Lilienfeld, PhD, is a professor of psychology at Emory University in Atlanta. He is editor-in-chief of the Scientific Review of Mental Health Practice and past president of the Society for a Science of Clinical Psychology. He has served on nine journal editorial boards and is a columnist for Scientific American Mind magazine.

Dr. Lilienfeld has published over 190 articles, book chapters, and books on personality disorders, psychiatric classification, and pseudoscience in clinical psychology. Among his books are Psychology: From Inquiry to Understanding (Allyn & Bacon, 2009; coauthored with Steven Jay Lynn, Laura Namy, and Nancy Woolf) and Science and Pseudoscience in Clinical Psychology (Guilford, 2003; coedited with Steven Jay Lynn) and Jeffrey M. Lohr). His work has been featured in the New York Times. Newsweek. Boston Globe. Washington Post. USA Today, and New Yorker, and he has appeared on ABC's 20/20 CNN and CBS Evening News In 1998 Dr Lilienfeld received the David Shakow Award for Outstanding Early Career Contributions to Clinical Psychology from APA Division 12, and in 2007 he was elected a Fellow of the Association for Psychological Science. In 1998, he was selected as a member of Emory University's "Great Teachers" lecturer

Please address all correspondence concerning this article to Scott O. Lilienfeld, PhD Department of Psychology, Room 206

Emory University, Atlanta, Georgia 30322 Electronic mail: slilien@emory.edu



The Role of Psi Chi Chapters in Facilitating Learning

aking charge of your own education involves more than simply earning high marks. When students actively contribute to their own education through involvement in student organizations, they benefit in ways that go well beyond what they may gain in the classroom, and Psi Chi chapters may be an untapped resource for achieving this. Of course, students who are the most involved will reap the most benefits because they will be afforded multiple opportunities for developing the content knowledge, leadership skills, communication skills, and professional social skills that result from participation in chapter activities. Although there are many challenges to maintaining a successful Psi Chi chapter that provides these types of student outcomes, there are also many solutions that are within your chapter's reach. In this article, we will identify some specific chapter activities that may facilitate this learning in members.

Barriers and Solutions

Keeping a successful chapter running from year-to-year is no easy task, but there are ways of overcoming common barriers to success. The following three sections will discuss how to enhance your chapter's visibility, maintain active membership, and fund chapter events.

Getting on the Radar

There are many options for student participation in organizations, and chapters may have difficulty motivating students to devote their time and attention to Psi Chi. We have found the following strategies can help students recognize the value of Psi Chi membership:

- announcing Psi Chi activities and inviting new members to join Psi Chi in classroom settings, thereby creating the opportunity to spotlight the merits of membership to a broad audience;
- publicizing Psi Chi events in a widelycirculated departmental newsletter;
- displaying a prominently-located bulletin board dedicated to Psi Chi events, awards, and benefits for members;
- sponsoring departmental and campuswide events; and
- creating departmental awards sponsored by your Psi Chi chapter.

Staying on the Radar

Once you've recruited members, keeping them interested and active in the organization may present a further challenge. Students may be involved in a variety of organizations and their time may be limited. Some students may say they will be active, but instead they become social loafers as they

see others carrying the burden of responsibility. We have found that the following types of benefits of active membership can help increase student ownership:

- stressing the importance of students' active membership, accountability, and ownership of Psi Chi during the induction ceremony; and
- emphasizing that active involvement can enhance faculty members' knowledge of the students' abilities, which can result in better letters of recommendation.

Footing the Bill

Now that you have established visibility and an active membership, you may find yourself wondering how to fund activities. Because membership dues can only go so far in financing activities, chapters can pursue the following options to support chapter activities:

- fundraising, which can range from bake sales, car washes, and participation in recycling programs to larger-scale events such as silent auctions or ticketed banquets;
- applying for grants from the national Psi Chi office (www.psichi.org/awards); and
- dedicating departmental and/or Student Life funds specifically to support chapter activities.

So What's in It for You?

While many student organizations provide their membership with a sense of community and affiliation, Psi Chi goes beyond this by also providing opportunities to gain content knowledge as well as leadership, communication, and professional social skills.



Content Knowledge

Students gain a great deal of content knowledge in classrooms; however, Psi Chi provides an alternative venue for promoting this type of learning. Aside from learning more about various areas of psychology, students can also acquire knowledge about graduate programs, degrees, and professional development through well-planned Psi Chi chapter activities. This can be accomplished through the following types of chapter activities:

- invited speakers on topics of interest;
- alumni and graduate program panels;
- student panel discussions of internship and research experiences; and
- field trips to psychologically-relevant settings.

Leadership Skills

Students who are interested in developing their leadership abilities and adding to the skills that they may list on a resume or application for a job, may run for elected positions in Psi Chi. As student leaders they are exposed to the inner-workings of their organization within Student Life and the psychology department, and they gain greater visibility among their peers and the faculty. As officers, leadership skills will be enhanced through engaging in the following types of activities:

- scheduling, organizing, running, and advertising meetings and events;
- prioritizing and delegating tasks;
- motivating members to complete tasks; and
- writing Psi Chi grants or other funding requests.

Communication Skills

Certainly students gain speaking and writing skills in the classroom, but the audience is typically limited to their professor and classmates. In today's competitive job and graduate school markets, students need communication skills that are more developed than what a typical classroom experience offers. Psi Chi provides an arena to enhance one's oral and written communication skills through the following types of activities:

- writing for a Psi Chi chapter newsletter or website;
- · contributing as a reviewer or author to

the Psi Chi Journal of Undergraduate Research (www.psichi.org/pubs/journal) or an undergraduate institutional research journal; and

 participating in undergraduate research conferences through organizing and hosting them yourself or finding a nearby chapter or institution with which to collaborate.

Professional Social Skills

Another often-overlooked category of skills that students gain when participating in Psi Chi is professional social skills, ranging from dressing appropriately, to being on time, being receptive to feedback, and showing interest and motivation toward assigned tasks (see Sleigh & Ritzer, 2004 for a more complete listing of professional social skills). Knowing how to conduct oneself in professional situations is a skill set that many government, private, and non-profit organizations look for in college-educated employees (Sleigh & Ritzer). Because faculty often do not dedicate time to teaching these skills, learning them outside of the classroom is necessary. While most of the activities that have been listed above (field trips, guest speakers, undergraduate research conferences, etc.) allow students to gain content knowledge, leadership skills, and communication skills, participation in these activities also provides members with opportunities to practice and refine these important professional social skills. Faculty advisors can emphasize the importance of these skills by explicitly conveying their significance to chapter members.

Some Final Thoughts for Chapter Advisors

While constructing a successful Psi Chi chapter can be challenging at times, we have proposed many solutions to these barriers, and the student learning that results is certainly worth the effort. Chapter advisors invest a lot of time and energy into helping ensure the success of the chapters, and they do this to support student learning; however, we can also benefit from our role as chapter advisors. For example, Psi Chi provides faculty with additional venues to foster student learning, as well as opportunities to engage in the scholarship of teaching through their work as chapter advisors. Psi Chi also offers chapter advisors a variety of awards and grants to assist with their own research

as well as chapter events (www.psichi. org/awards). Finally, faculty members can fulfill their departmental and in some cases institutional service responsibilities through becoming a chapter advisor; and sometimes working with students can be (even) more fun than sitting through lengthy faculty committee meetings.

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Ayesha Shaikh, PhD, is an assistant professor in the Department of Psychology at Whittier College. She has been serving as faculty coadvisor for the Psi Chi chapter with Dr. Lorinda Camparo since she joined the Whittier faculty in 2003. Dr. Shaikh has also served as the Western Region coordinator (2004-

06) and secretary/treasurer (2006-08) for the Council of Undergraduate Psychology Programs (CUPP). She is president of the board of directors for the Intercommunity Counseling Center (Whittier, CA), and she was recently recognized by the Social Services Commission of the City of Whittier as Volunteer of the Year (2008) for her service to the community. She received her PhD in clinical psychology in 2002 from Miami University (FL) and completed her clinical internship and post-doctoral fellowship at Northwestern University Medical School in 2003. Her clinical and research interests include college student ADHD, group psychotherapy, and communication in close relationships.



Lorinda Camparo, PhD, is an associate professor in the Psychology Department at Whittier College. She was faculty advisor for the Whittier Psi Chi chapter from 1997 to 2003 and has been faculty coadvisor with Ayesha Shaikh, PhD, since 2003. In 1999, Dr. Camparo founded the annual Whittier Psi Chi Review—bound volumes

of especially excellent literature reviews written by junior and senior-level students which is blind peer reviewed by Whittier Psi Chi chapter alumni. In 2002, the chapter president and Dr. Camparo received a Psi Chi grant to fund the first annual Psi Chi Whittier Undergraduate Research Conference (WURC). Now in its 8th year, WURC serves as a venue for paper and poster presentations by undergraduates from Whittier and several other L.A.-area institutions. WURC received a second grant in 2008, and Dr. Camparo has received two Faculty Advisor Grants for her own research examining prejudice in children and emerging adults.

Authors' Notes. Correspondence related to this article should be directed to Ayesha Shaikh, PhD, Whittier College, Department of Psychology, 13406 Philadelphia St., Whittier, CA 90608; ashaikh@whittier.edu; (562) 907-4200 ext. 4475.

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Donna M. Mertens, PhD Gallaudet University (DC)

Psychological Research in Pursuit of Social Justice

n the late 1800's, the American government forced many Native American children to leave their families and move to boarding schools. The government sought to "civilize" Native Americans by removing them from their communities, denying them their language, family, and cultural heritage.

A Mohawk woman remembers: "We were put in boarding schools and not [allowed] to follow our religion and everything. Abusing us if we used [our] language. Cutting our hair. Making us forget our religion and everything" (DeBlase, 2003, p. 300). Why should a psychologist be aware of the historical legacy of boarding schools when planning research on therapy for Native Americans?

Duran and Duran (2000) assert that most of the attempts to provide mental health services to Native American people have ended in failure because they do not provide relevant forms of treatment to this ethnic population. Socio-historical factors such as the boarding school program have had a devastating effect on the dynamics of Native American families. In order to be successful, interventions to address issues such as family violence for Native American peoples need to be cognizant of the tragic consequences of such policies of the past. Psychologists research many issues that are critical to a more just society, such as literacy, mental health, addiction, violence, and disease. Yet many people continue to live with discrimination and oppression as part of their daily existence due to physical, historical, economic, and other factors that are associated with both a failure to address human rights and less access to societal privileges. One reason for this problematic situation is that researchers assume that they can conduct their research without consideration of the historical context that surrounds the participants.

Duran and Duran's (2000) reflections on research into the effectiveness of interventions for Native Americans raise concerns about research conducted with a deficit perspective that focuses on the problems in a community and ignores the strengths. Researchers who focus on social justice implications of research argue that much research in indigenous and minority communities suffers from this destructive theoretical and methodological perspective. Chiu (2003) echoed Duran and Duran's concerns in her research on participation in health care and ethnic minority women. She contended that the reason many intervention studies yield inconclusive and contradictory results is because they focus on community deficits. She stated: "The narrow focus on language and culture as barriers to uptake of services has not only hindered a wider theoretical understanding

of the problems, but also has had the effect of perpetuating ineffective health promotion practice (p. 167)." When the deficit perspective is used to frame a group as a "problem" with barriers, then the strengths in that community are not as likely to be recognized.

While psychological research on prejudice, discrimination, and oppression provides valuable insights into why discrimination and oppression occur (see for example Parker & Gielen, 2007), many voices within and outside the psychology community call for an expanded view of the assumptions that underlie research in order to more directly address issues of social justice (Lincoln & Denzin, 2005; Reason & Bradbury, 2006).

In the early work of Donald Campbell, he envisioned an experimenting society that would lead to incremental reform as knowledge was gained through random assignment to alternative treatments (Campbell & Stanley, 1966). This approach placed high value on the researchers being objective and value neutral in order to produce scientifically valid knowledge. Christians (2005) criticizes this notion that "a morally neutral, objective observer will get the facts right" (p. 148). He asserts that ethical behavior must be "cognizant of power relations associated with gender, sexual orientation, class, ethnicity, race, and nationality" (p. 148). We have much to gain in our struggle for ethical research by allowing the perspectives of those who are steeped in multi-vocal and cross-cultural representation to raise questions and proffer different considerations in the research context.

The American Psychological Association (APA) made an important contribution to this conversation about social justice and ethics in research. APA's support for the importance of addressing issues of social justice is evident in the *Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists* (APA, 2002). The guidelines include the following principle that specifically focuses on the researcher's ethical responsibilities when conducting research in ethnic minority communities:

As an agent of prosocial change, the culturally competent psychologist carries the responsibility of combating the damaging effects of racism, prejudice, bias, and

oppression in all their forms, including all of the methods we use to understand the populations we serve...A consistent theme... relates to the interpretation and dissemination of research findings that are meaningful and relevant to each of the four populations¹ and that reflect an inherent understanding of the racial, cultural, and sociopolitical context within which they exist (CNPAAEMI, 2000, p. 1).

This principle suggests that researchers must be wary of deficit models that place the blame for social problems on the individual or culture, rather than on the societal response to the individual or cultural group.

Transformative Paradigm

Social science researchers currently conduct their work within one of four major paradigms: post-positivist, constructivist, pragmatic, and transformative (Mertens, 2005). The post-positivist paradigm holds that there is one reality that can be known within a certain level of probability, and places high value on the use of randomized experimental designs. The constructivist paradigm holds that reality is socially constructed and relies primarily on qualitative methods. The pragmatic paradigm views reality in terms of what makes sense within a particular study, and recommends that researchers choose their methods based on their specific research questions.

The transformative paradigm provides an overarching metaphysical framework that specifically addresses the anomalies that arise when researchers and community members express frustration that their efforts are falling short of the desired mark in terms of social justice (Mertens, 2007; in press). The transformative paradigm has relevance for researchers who work with the ubiquitous peoples who experience discrimination and oppression on whatever basis that occurs, including, but not limited to race/ethnicity, disability, immigrant status, political conflicts, sexual orientation, poverty, gender, age, or the multitude of characteristics that are associated with less access to social justice. It is also relevant to

The APA developed guidelines for four specific groups: Asian American/Pacific Islander populations, persons of African descent, Hispanics, and American Indian narticinants.

the study of power structures that perpetuate social inequities, as in studies that critically examine the dynamics of White privilege.

Research on interventions to prevent HIV/AIDS in Botswana (Chilisa, 2005) illustrates the major themes of the transformative paradigm. Theme 1: The underlying assumptions rely on ethical stances of inclusion and challenging oppressive social structures. Chilisa (2005) provides numerous examples of challenging oppressive practices in the research team relationships. The research team was made up of a leader and several members from a European university who contracted to work in a collaborative relationship with in-country researchers. (Chilisa is an indigenous Motswana with a PhD from a U.S. university.) The project began with a needs assessment that consisted of a literature review and a standardized survey. The literature review included the statement: "A high acceptance of multiple sexual partners both before marriage and after marriage is a feature of Botswana society (Chilisa, 2005, p. 676)." Working from a transformative framework, Chilisa recognized that realities are constructed and shaped by social, political, cultural, economic, and ethnic values, and that power is an important determinant of which reality will be privileged. When she saw this statement in the literature review regarding the sexual promiscuity of people in Botswana, she notified the European team members that these statements were in conflict with her knowledge of the norms of the society. In response, the research leader said that they would not change the statement, but that they would add additional literature citations to support it. Chilisa asked: "...which literature, generated by which researchers and using which research frameworks?...What if the researched do not own a description of the self that they are supposed to have constructed" (Chilisa, 2005, p. 677)? This example illustrates the depiction of reality when viewed from a transformative stance with that of researchers who chose to ignore the cultural complexity inherent in indigenous voices and realities.

Theme 2: Researchers need to establish trusting relationships at entry points with communities through culturally appropriate strategies. They should make clear what benefits they will get (e.g., publications, royalties, grants), as well as what community members will get. In Chilisa's situation, the European researchers included language

in the contract that specified that the data belonged to them and that publications would carry their names first. Chilisa expressed concerns that the benefits were viewed in terms of publications for Western researchers and not for the in-country researchers or for Batswana whose needs were not met by the intervention.

Theme 3: Results are disseminated in such a way as to enhance the furtherance of social justice and human rights (Mertens, Holmes, & Harris, in press). Chilisa noted that dissemination of the results was limited to publication in research journals and was not used to further social justice and human rights. She subsequently obtained funding from the National Institutes of Health in the USA to engage in transformative research in HIV/AIDS prevention that took into consideration the culture and language of Batswana. In this way, she is working to address the people's right to benefit from research on their health.

Transformative Philosophical Framework

The transformative paradigm consists of basic philosophical beliefs that explicitly address issues of social justice and build on a rich base of scholarly literature from mixed methods research (Tashakkori & Teddlie, 2003); qualitative research (Denzin & Lincoln, 2005), participatory action research (Reason & Bradbury, 2006), feminist researchers (Madison, 2005), culturally responsive research and evaluation (Hood, Hopson, & Frierson, 2005), indigenous researchers (Battiste, 2000; Chilisa, 2005; Cram, Ormond, & Carter, 2004); disability researchers (Gill, 1999; Mertens & McLaughlin, 2004), and researchers and evaluators in the international development community (Mikkelsen, 2005).

Guba and Lincoln (1985) were pioneers in explaining the basic belief systems that underlie the major paradigms of research. Later, Lincoln and Denzin (2005) added to our understanding by identifying four basic belief systems that provide a framework for describing a paradigm. The belief systems include: axiology (ethics), ontology (nature of reality), epistemology (the nature of knowledge), and methodology (systematic inquiry). These belief systems are manifest in the transformative paradigm as follows:

1. The axiological assumption relates to what is considered ethical or moral

- behavior. In the transformative paradigm, the axiological assumption prioritizes the furtherance of social justice as the basis for the ethical conduct of research. Interestingly, APA's (2002) description of the role of the psychologist as an agent of prosocial change is reflective of this axiological assumption of the transformative paradigm.
- 2. The ontological assumption is concerned with the nature of reality and what is perceived to be real. In the transformative paradigm, the ontological assumption rejects cultural relativism and interrogates the social and psychological forces that lead to acceptance of what is considered to be real. As we saw in the Chilisa (2005) example, the European researchers had a different view of the sexual behavior of Batswana than did Chilisa. If researchers accepted that either view was valid, then this is cultural relativism. However, ignoring the social and psychological factors that operate in Botswana in terms of sexual behaviors and placing priority on their own view of reality led to implementation of inappropriate and ineffective interventions and an increasing death spiral due to HIV/AIDS.
- 3. The epistemological assumption centers on the nature of knowledge and the relationship between the knower and what-would-be-known (or in the case of research, between the researcher and the participants in the study). The transformative epistemological assumption includes the need to establish a trusting relationship and an explicit acknowledgement of power differentials in the relationships between researchers and diverse community members.
- 4. Methodological assumptions make explicit the appropriateness of approaches to systematic inquiry in research. Transformative methodological assumptions lead to inclusion of community members in respectful ways throughout the research process. Mixed methods are commonly used to obtain multiple perspectives from multiple data sources. For example, Chilisa (2005) used focus groups to examine how HIV/AIDS was understood by people in Botswana and she used epidemiological and demographic data to determine

which groups of people were most at risk of contracting the disease.

Examples of Research Conducted in the Transformative Spirit

Numerous examples illustrate the themes, framework, beliefs and ethical guidelines of the transformative paradigm. In my own research, I applied the transformative paradigm in such diverse contexts as examination of cultural factors that allowed sexual abuse to occur in a residential school for deaf students (Mertens, 1996), access to the court system for deaf and hard of hearing people (Balch & Mertens, 1999; Mertens, 2000), increase in diversity of teachers of deaf students with multiple disabilities (Holmes, Mertens, & Harris, 2008) and parenting deaf or hard of hearing children (Meadow-Orlans, Mertens, & Sass-Lehrer, 2003). In each of these contexts, the dimensions of diversity had to be carefully considered through consultation with diverse members of the community and provision of appropriate support mechanisms to legitimately include the community members.

For example, in the court access project, the transformative paradigm is shown by the fact that I began my understanding of challenges not by asking judges, but by asking the deaf and hard of hearing people about what they experienced in court. I collected data from a series of focus groups with deaf and hard of hearing people who represented the broad spectrum of diversity in that community. Cultural responsiveness is illustrated by the use of four interpreters in one focus group to support fully accessible communication: one signed into the hands of a deaf and blind participant; one pantomimed for a deaf individual whose linguistic skills were very low (he only understood pantomime and gesture); and two used American Sign Language to provide an English translation for the hearing moderator. The focus group was led by two moderators, one hearing and one deaf. In another focus group held in the southwestern US, an additional interpreter was added who understood Mexican Sign Language.

The data gathered from the focus groups were used as a basis for the development of professional development activities for judges, other court staff, and deaf people and their advocates. The people who attended the professional development were asked to

develop a plan to increase the accessibility of the court for deaf and hard of hearing people. The final component of the research strategy included a follow-up visit to the court systems to observe and interview court personnel and deaf and hard of hearing people to determine the extent to which their access plans were implemented. In this way, a transformative approach resulted in the voices of deaf and hard of hearing people being present throughout the determination of the nature of court-related challenges, the development of interventions, and the assessment of the effects of implementing those interventions. In this way, I was able to tie the research data to the facilitation of social change to enhance deaf and hard of hearing people's access to the courts.

While communication support systems needed to do transformative research in the deaf community may seem to be an extreme example, researchers who understand the culture and diversity in their communities of practice will find similarly complex dimensions of diversity that need to be appropriately identified and supported in order to further social justice.

The Talent Development Model provides another illustration of how a transformative lens can be used to design and conduct research on improving academic achievement for children in urban schools. The Talent Development (TD) Model of School Reform (Boykin, 2000) is designed to explicitly address the strengths in students and their communities primarily in underresourced urban schools serving low-income students, most of whom are African American. In accord with the transformative framework, the TD Model rejected typical negative language that labels such children as "at risk" and reframed the language to say children "placed at risk," thus acknowledging that a wider community shares responsibility for the situation in which the children are trying to learn.

Guided by the TD Model, Howard University's Center for Research on the Education of Students Placed at Risk (CRESPAR) exemplified transformative principles in their work by ethically including members of the community, They held multiple meetings along with the field implementers and key stakeholder groups with the intention of obtaining genuine buyin from these groups. To the extent possible, stakeholder suggestions were incorporated into the activities and the evaluation. The

intervention in a TD school was viewed as an evolving entity that was developed through a co-constructive process involving the evaluators, school staff, parents, and students (Thomas, 2004). Thomas describes this process as a challenge to the conventional role of an evaluator, such that the boundary between evaluator and program designer is blurred. The TD evaluator was involved in the decision making about the intervention because they had in-depth knowledge of the setting and participants, and they shared the responsibility of program development, implementation, and evaluation with the program designers and implementers.

In keeping with the transformative belief systems that emphasize human rights, understanding reality from the perspectives of those with lived experiences, and building trusting relationships between researchers and participants, the TD evaluators also placed a premium on cultural competence in the context of the urban school. To that end, they sought evaluators of color or from underrepresented groups. When this was not possible, evaluators were required to obtain a fundamental understanding of the cultural norms and experiences of the stakeholders by means of building relationships with key informants, interpreters, or critical friends to the evaluation. TD evaluators are encouraged to engage in ongoing self-reflection and to immerse themselves in the lifestream of the urban school through attendance at meetings, informal discussions, and attendance at school functions such as fundraisers or parent information nights. These are strategies that increase stakeholders' access to the evaluators and program implementers, with the goal being improved school performance for those who are placed at risk by implementation of less culturally responsive interventions.

Conclusion

The transformative paradigm is a way of thinking about research and not a step-by-step procedure. The transformative framework leads researchers to critically examine their underlying belief systems for research and focus on the furtherance of human rights and social justice. This paradigm is compatible with the purpose of the APA's Public Interest Government Relations Office of supporting its members in researching and advocating for programs in the public interest that relate to such issues as aging, children, individuals with disabilities,

ethnic minority populations, HIV/AIDS, lesbian, gay, bisexual and transgender issues, socioeconomic status, and women's issues. APA members are called upon to participate in conversations about public policy as a civic responsibility that is enriched by their particular expertise.

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Additional Resources

Two subgroups of the American Psychological Association (APA) made their voices heard through the development of ethical guidelines relevant to social justice and transformation.

- The Council of National Psychological Associations for the Advancement of Ethnic Minority Interests (CNPAAEMI) published Guidelines for Research in Ethnic Minority Communities (APA, 2000).
- The APA's Joint Task Force of Division 17 (Counseling Psychology) and Division 45 (Psychological Study of Ethnic Minority Issues) published Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists (APA, 2002).



Donna M. Mertens, PhD, is a professor in the Department of Educational Foundations and Research at Gallaudet University in Washington, D.C., where she was honored with the Most Distinguished Faculty Award in 2007. She is a former president of the American Evaluation Association and continues to make contributions to the field

in international and diversity issues. Her 12 books cover areas such as transformative research and evaluation, ethical issues that relate to social justice, and dimensions of diversity critical to enhancing human rights.



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onducting a literature review is one of the most important steps of the scientific process. A good literature review will "analyze, evaluate, and creatively synthesize" published work (Froese, Gantz, & Henry, 1998). A literature review may stand alone as a published article, or it may appear in shorter form in the introduction section of a research article (Kazdin, 2003). Literature reviews may help answer the following questions: Why is your work important? How is your work new? What are the current questions in the field? What are the gaps in what we know? Despite all of the advantages of conducting a great literature review, few people receive formal training on how a literature review should be conducted (Froese, Gantz, & Henry, 1998). This article is a stepby-step guide to finding the articles you will need for an excellent literature review.

Step One: Define Your Interests

In the very beginning, find articles that spark your curiosity in a particular research area. The best way to find these articles is to talk to your professors, examine articles cited in textbooks, or start reading journals that focus on your area of interest. As you read, you are likely to come across the names of leading experts in the field. Searching for articles by these experts will help lead you towards respected articles in the field.

As you read, also begin to define the topic of your literature review. Choose a topic that will *synthesize* information in the field. Froese, Gantz, and Henry (1998) caution that a common "beginner's" mistake

is choosing a single construct of interest (e.g., depression, body image), rather than thinking about relationships between several constructs and the variables that may link them (e.g., how depression may influence body image). Synthesizing information will make your literature review a valuable contribution to the field.

Step Two: Take Note of Available Research Tools

Now that you have defined your area of interest, you must also determine what research tools are available to you. Begin by consulting with your school librarian. Your librarian will help identify the databases available at your school and the best search engines for your particular area of interest. Your librarian may also be able to provide technical assistance on how to use selected engines and other methods for conducting your literature review.

While conducting a literature review, use all of the search engines to which you have access. Schools subscribe to different search engines in order for their students to have access to academic databases. PsycINFO*, one of APA's databases, contains over 2.5 million records and is updated on a weekly basis (APA, 2008). It is considered one of the leading databases in the field of psychology, and it is probably the one with which you are most familiar. However, other databases, such as PubMed, are becoming increasingly popular, particularly in health-related, biological and medical research. Recently, researchers have begun to use public sites,

such as Google™ Scholar, because of their user-friendly interface and searching abilities. While these public sites are becoming popular and can be a great tool to augment a literature review, it is also important to utilize search engines most familiar to psychological researchers. Become familiar with several of these search engines, and experiment to find which search engine you are most comfortable using. After you find a favorite search engine, be sure to also use other search engines in order to obtain a less biased search for your articles.

Step Three: Cast a Wide Net

Now that you have determined what tools are available, use these tools to "cast a wide net" in your search for articles. It is important that you not only search for articles that may "fit" theories in which you are interested, but that you also search for articles that may disconfirm these theories (Baumeister, 2003). Conducting a broad search will make your literature review stronger, and it will make it a more honest summary of the work in the field.

Begin a broad search by examining the articles you have already found. Look at their reference sections and examine the articles they have cited. Search "backwards" by obtaining these cited articles. This is an important place to begin to expand your search for articles because it will help you gain important background information and perspective on your area of interest.

Another useful strategy for conducting a broad search for articles is called a "forward

search." Beginning with an article you find interesting, search "forward" for other works by this author. This will help you trace the trajectory of her or his research. In addition, take note of other researchers with whom the author publishes, as well as who the author frequently cites. It is very likely that you will find these scientists' work interesting. Most search options will also allow you to search for articles that have cited the article you are examining. Use this option to examine other works related to your primary articles.

Additionally, examine major journals in your area of interest. In order to determine which journals are leaders in the field, it may be useful to talk to your librarian, mentor, or professor. Examine these journals and look through their most recent issues. As Baumeister (2003) noted, beginning with recently published articles is extremely beneficial for two reasons: it introduces you to new work, and it also introduces you to older works. Older works are introduced to you because new works "will contain references to important older work" (pg. 59). While you are reading, ask yourself if certain articles are often cited. Finding these articles may point you to landmark studies or studies that are "new" and "exciting" in the field.

Further broaden your search for articles by looking for articles that employ different research methodologies. Ask yourself if the articles you are finding are experimental, qualitative, or case studies. In general, examining a mix of methodologies will enhance your literature review because each type of research offers different perspectives.

Finally, you may broaden your search for articles by looking at research conducted outside of the field of psychology. Other disciplines may be attacking your questions of interest in innovative ways. These perspectives may be important to consider as literature reviews are often enhanced by more flexible thinking about a topic and multiple perspectives (Baumeister, 2003).

Step Four: Be Rigorous and **Set High Standards**

As you conduct your broad search for articles, remember to employ rigorous research methods. Distinguish between good research and poor research. Where was your article published? Articles published in peer-reviewed journals are subject to a more rigorous scientific review process. Also,

determine whether the work is "outdated". Ask yourself if later articles debunked the theories posed in the articles. However, be careful before discarding older research, as it is possible that an older article is a landmark article, which influenced modern conceptualizations of a topic.

Also employ modern methods for conducting your search for articles. Utilize the literature review methods employed by Cochrane reviews and meta-analysis reviews. Both types of reviews include detailed methods section for others to understand how their literature reviews were conducted (http://www.cochrane.org/reviews/clibintro.htm#reviews; Lipsey & Wilson, 2001).

Step Five: Conserve Time and Paper

Conducting a literature review is a large task which may involve a great deal of time and a large number of articles. In order to conserve your energy, it is important to stay organized during this process. Know what you have already searched. Keep a record of the search engines you have examined and the search terms you have used to find articles. In addition, save the articles you find as pdf files. We recommend saving these files in a systematic way so that you will be able to find the articles later. Personally, the authors save files using the following format: "author_title_year". For example, if we found an article entitled How the Ewoks Took Over Earth by Han Solo and published in 2090, we would save this article as Solo_How the Ewoks_2090.

In addition, save time by making use of a reference manager—a software tool for publishing and managing bibliographies. Endnote® and Refworks® are two commonly used reference managers that are often available through your school or in a research laboratory. These reference managers can be connected to major search engines, which will automatically download formatted references for you. Saving references as you work will conserve your energy when you need to create a reference section and cite your references.

Further, it is important to conserve paper. As you accumulate a collection of articles, you may be tempted to print and read each one. However, an individual article averages about 30 pages. If you were to print 30 articles for a review paper, you would

be printing almost 1,000 pages! Not only is printing that many pages bad for the environment, it is also incredibly costly and may be unnecessary. If you keep your article references and pdf files organized, you should be able to quickly identify and select the articles that are most relevant to your topic of interest. Print only the articles that will be relevant to your literature review.

In conclusion, learning how to conduct a great literature review is a vital skill to hone as a psychology student and researcher. Following these steps will help you define your interests, identify leading research in the field and conflicting theories, and help you conserve your own time and energy. As you do so, you will gain a better understanding of your own interests, key theories under investigation, and future directions for our field.

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Betty Lai, MS, MST, is a third-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



Ryan R. Landoll, BS, is a second-year graduate student in the doctoral program in child clinical psychology at the University of Miami (FL). He received his bachelor's degree at the University of North Carolina at Chapel Hill where he graduated summa cum laude with highest honors in psychology in 2007. His

interests include the interplay between peer relations, depression, and social anxiety, as well as health risk behaviors and body image among adolescents.

Annual Report

of the Executive Officer (2007-08)

Lisa Mantooth | Psi Chi Executive Officer/Chief Operations Officer

he 2007–08 year, under the leadership of Psi Chi National President, Dr. Vincent Prohaska, and the National Council, focused on the future of Psi Chi. The 2009 National Leadership Conference (NLC) was a major focus as planning and preparations led to the decision to hold the the conference in Nashville, TN. The National Council spearheaded the search for a new Executive Director as Psi Chi wished a happy retirement to Dr. Virginia Andreoli Mathie. Dr. Chris Koch, editor for the Psi Chi Journal of *Undergraduate Research*, published his first two issues. With an eye toward the future of the organization, the National Council worked to create new partnerships with organizations whose missions parallel Psi Chi's mission.

Psi Chi National President Dr. Vincent Prohaska appointed a search committee to begin the process of hiring a new Executive Director. At the January 2008 National Council Meeting, Council decided upon hiring Dr. Martha Zlokovich as Psi Chi's incoming Executive Director. Dr. Zlokovich, a Past Psi Chi President and chair of the Psychology Department at Southeast Missouri State University, began her position on July 1, 2008. Outgoing Executive Director, Dr. Virginia Andreoli Mathie, retired June 30, 2008, after serving 4 years in her capacity with Psi Chi. Dr. Mathie was honored at the 2008 APA National Convention in August, with an hour of programming devoted to her contributions to Psi Chi and the field of psychology. During this ceremony, Dr. Mathie was also named as a Distinguished Member of Psi Chi.

Psi Chi continued its pattern of growth with 10 new charter installations and 22,019 new members during 2007–08. Psi Chi has inducted a total of 559,221 members since its founding on September 4, 1929.

Psi Chi National Council (2007-08)

The Psi Chi National Council members for the 2007–08 year were:

President: Vincent Prohaska, PhD
President Elect: Scott W. VanderStoep, PhD
Past President: John M. Davis, PhD
Eastern Vice-President: Jason R. Young, PhD
Midwestern Vice-President: Betsy L. Morgan, PhD
Rocky Mountain Vice-President: Melanie Domenech
Rodríguez, PhD

Southeastern Vice-President: Maria Lavooy, PhD
Southwestern Vice-President: Richard A. Kasschau, PhD
Western Vice-President: Ngoc Bui, PhD
Executive Director: Virginia Andreoli Mathie, PhD
Executive Officer/Chief Operations Officer: Lisa Mantooth, MBA

Committees

The 2007-08 Psi Chi Committee members and chairs (c) appointed by National President Vincent Prohaska were:

Executive Committee/Finance: Vincent Prohaska (c), Scott VanderStoep, John Davis, Virginia Andreoli Mathie, Lisa Mantooth

Nomination/Election: John Davis (c), Chris Koch, Martha Zlokovich, Pete Giordano, Harold Takooshian

Research Grants Committee: Melanie Domenech Rodríguez (c), JasonYoung, Dan Corts, Lauren Scharff

Research Awards Committee: Betsy Morgan (c), Ngoc Bui, Miguel Roig, Merry Sleigh

Regional Psi Chi Awards: National Office Staff

National/Chapter Psi Chi Awards: National Office Staff/ Executive Committee

Program Committee: Vincent Prohaska (c), John Davis, Betsy Morgan

External Affairs: John Davis (c), Ngoc Bui, Joan Cannon Internal Affairs: Rick Kasschau (c), Jason Young, Michael Hall Diversity Task Force: Scott VanderStoep (c), Melanie

Diversity Task Force: Scott vanderStoep (c), Meianie

Domenech Rodríguez, Lori Barker-Hackett, Joe Horvat,
Carla Reves

National Leadership Conference: Vincent Prohaska (co), Virginia Andreoli Mathie (co), Scott VanderStoep, Susan Krauss Whitbourne, Ngoc Bui, Lisa Mantooth

Executive Director Search Committee: Scott VanderStoep (c), Pete Giordano, Norine Jalbert, Steven Davis, Becky Stoddart

National Elections

The Psi Chi Nomination/Election Committee received nominations for the positions of President-Elect and Regional Vice-Presidents, which are provided to the chapters for the national election. Dr. John Davis (Texas State University-San Marcos), served as the Nominations/Election Committee Chair. Vice Presidents' terms of office began on July 1, 2008, while the President-Elect's term of office began at the conclusion of the 2008 Psi Chi National Council Meeting in August. Elected to serve were Dr. Alvin Wang (University of Central Florida) as President-Elect; Dr. Betsy L. Morgan (University of Wisconsin-La Crosse) as Midwestern Regional Vice-President; Dr. Maria Lavooy (University of Central Florida at Cocoa) as Southeastern Regional Vice-President; and Dr. Randall Osborne (Texas State University-San Marcos) as Southwestern Regional Vice-President.

Psi Chi appreciates the commitment each member of the National Council has given to support our organization. Psi Chi is honored to have distinguished professionals furthering the mission of Psi Chi.

Chapters & Members

The 2007-08 year was one of continued growth for Psi Chi in both membership and chapters. While the installation of new chapters was declining, Psi Chi did see 10 new chapters for the year.

Certificates

Psi Chi continued its service of providing certificates of recognition and appreciation for its members and chapters. During the 2007-08 year, Certificates of Appreciation were awarded to 98 chapter officers and 20 faculty advisors; Service Award Certificates were presented to 9 worthy chapter

members. Certificates of Recognition for scholarly contributions were presented to Psi Chi members who presented papers at conventions during the 2007-08 year. In addition, 80 Name Change Certificates, 303 Replacement Certificates and 143 Transfer Certificates were mailed.

2009 National Leadership Conference

Under the leadership of National President Prohaska, a program committee was assembled to prepare the topics of interest and the agenda for the 2009 NLC. Susan Krauss Whitbourne (University of Massachusetts-Amherst) was appointed chair of the Program Committee and other members of the program committee included Ken Weaver (Emporia State University, KS), Regan Gurung (University of Wisconsin-Green Bay), and Kate Marsland (Southern Connecticut State University). The NLC was in the final stages of planning with registration beginning in mid September 2008. The 2009 NLC will be held in Nashville, TN, on January 2-4, 2009.

2007-08 Award/Grant Winners

Psi Chi designated \$307,650 for awards and grants during the 2007-08 year of which \$212,190 was awarded.

APA Science Directorate Internship Grant

The purpose of this grant is to further the goals of Psi Chi by providing funds for one undergraduate Psi Chi member to gain experience in science administration and learn more about the science of psychology through a summer internship at the American Psychological Association's (APA) Science Directorate. This year's recipient was Jennifer Belding (Georgia Southern University, see page 8)

APS Albert Bandura Graduate Research Award

This year's award recipient was Danielle Keenan-Miller (University of California at Los Angeles). She received the award for her paper titled "Pathways to Aggression Among Offspring of Depressed Mothers" during the 2008 APS National Convention in Chicago, IL. As the recipient of the Bandura award, Ms. Keenan-Miller received expenses for the trip to Chicago, IL, a plaque for herself, and one to place in her honor at her university.

Allyn & Bacon Research Awards

See page 12 of the Awards section.

APS Summer Research Grant

See page 10 of the Awards section.

Cousins Award

Psi Chi's Ruth Hubbard Cousins National Chapter Award for the outstanding 2007–08 chapter was presented to the Friends University (KS) chapter for the excellence of its total program. The award was presented during the Psi Chi Award Ceremony at the 2008 APA National Convention. Following the award presentation, the winning essay was presented by Kristina R. Thielen, the chapter vice-president. The winning chapter received a \$3,500 check, expenses for an officer to attend the convention, and a plaque to be displayed in the chapter's psychology department.

Erlbaum Award

See page 7 of the Awards section.

FBI NCAVC Internship Grant

This is the fourth year that the FBI and Psi Chi have partnered to offer this grant. The purpose of the grant is to further goals of Psi Chi by providing funds for undergraduate or graduate Psi Chi members to conduct research at the FBI National Center for the Analysis of Violent Crimes (NCAVC). Two Psi Chi members, selected for one of the 14-week unpaid NCAVC internship positions, could have been awarded living expenses up to \$7,000. Amelia Cevelle Barna (University of Louisville, KY) was the June 1, 2008, recipient of this grant.

Faculty Advisor Research Grants

See page 14 of the Awards section.

Guilford Award

See page 9 of the Awards section.

Graduate Research Grants

Students winning the 2007-08 Graduate Research Grants were:

Fal

Abby Kyser, Cleveland State University (OH)
Jennifer E. Murray, University of Nebraska-Lincoln
Aesha Ohelo, Pepperdine University (CA)
Jessica M. Salerno, University of Illinois at Chicago

Spring

Kelly E. Buckholdt, University of Memphis (TN) Robyn L. Fielder, Syracuse University (NY)

Psi Chi	Growth :	Statistics	, 1981-	2008
Fiscal Year	New Members	Total Members	New Chapters	Total Chapters
1981-1982	7,322	134,982	27	548
1982-1983	7,231	142,213	23	571
1983-1984	7,337	149,550	23	594
1984-1985	8,262	157,812	19	613
1985-1986	8,210	166,022	15	628
1986-1987	8,732	174,754	15	643
1987-1988	9,738	184,492	20	663
1988-1989	10,667	195,159	15	678
1989-1990	12,384	207,543	28	706
1990-1991	14,030	221,573	28	734
1991-1992	14,918	236,491	25	759
1992-1993	16,089	252,580	47	806
1993-1994	17,359	269,939	36	842
1994-1995	17,511	287,450	33	875
1995-1996	18,414	305,864	15	890
1996-1997	19,316	325,180	25	915
1997-1998	18,934	344,114	22	937
1998-1999	19,420	363,534	19	956
1999-2000	19,516	383,050	18	974
2000-2001	19,435	402,485	17	991
2001-2002	20,496	422,981	13	1,004
2002-2003	22,380	445,361	9	1,013
2003-2004	22,280	467,641	14	1,027
2004-2005	22,994	490,635	16	1,043
2005-2006	23,315	513,950	20	1,063
2006-2007	23,252	537,202	10	1,073
2007-2008	22,019	559,221	10	1,083

All schools closed (1929-2008):

Fairleigh Dickson University, Rutherford (NJ), Forest Institute of Professional Psychology-Alabama, Michigan State University, Graduate School, Nasson College (ME), Parson College (IA), Phillips University (OK), Rollins College—Brevard Campus (FL), Saint Meinrad College (IN), Wesmar University (IA), and William Woods University (MO).

All schools merged (1929-2008):

Douglass College (NJ), Edgecliff College (OH), Long Island University–Southhampton College (NY), Mundelein College (IL), New York University–University Heights, and University of Detroit Mercy–Nichols (MI).

Chapters with charter rescinded due to inactivity: Atlantic Union College (MA), Brock University (St. Catharines, Ontario, Canada), and University of South Florida, Sarasota-Manatee (FL). Lisa E. Hasel, Iowa State University
Jessica Keyser, Temple University (PA)
Katherine A. Lingras, University of Minnesota
Maria Antonia Rodriguez, Ferkauf Graduate School of
Psychology (NY)

Jennifer C. Veilleux, University of Illinois at Chicago Matthew J. Zawadzki, Pennsylvania State University Jonathan Zombeck, University of Illinois, Urbana-Champaign

Intel ISEF Awards

See page 13 of the Awards section.

Kay Wilson Leadership Award for Outstanding Chapter President

The Psi Chi/Kay Wilson Leadership Award was established to honor the late Kay Wilson, Executive Director of Psi Chi (1991–2003). The award is presented annually to one chapter president who demonstrates excellence in leadership of the local chapter. The 2007-08 recipient was Caitlin Elizabeth Macy of Hawaii Pacific University.

Lewis Distinguished Lecturer

Dr. Drew C. Appleby (Indiana University-Purdue University Indianapolis) was selected as Psi Chi's 16th Frederick Howell Lewis Distinguished Lecturer at the 2008 Psi Chi/APA National Convention in Boston, MA. Psi Chi provides a \$1,000 honorarium, in addition to paying the travel expenses, to the person selected for this honor.

Model Chapter Awards

See page 18 of the Awards section.

National Convention Research Awards

Each year up to 16 (8 undergraduate and 8 graduate) awards are available to Psi Chi members submitting the best research papers for presentation during the Psi Chi paper/poster sessions at the APA and APS National Conventions.

2008 Undergraduate APA Convention Award Winners

Carla Thelen, Grinnell College (IA) Christina Mari Woody, Hood College (MD)

2008 Graduate APA Convention Award

Laura Castro-Schilo, California State University, Fullerton Sarah L. Kopelovich, John Jay College of Criminal Justice, CUNY

2008 Undergraduate APS Convention Award

Sarah J. Axelson, University of Mary Washington (VA) Ashley R. Culler, College of Mount Saint Joseph (OH) Cassie Diesel, College of Mount Saint Joseph (OH) Sabrina Beatrice Higgins, Morningside College (IA)

2008 Graduate APS Convention Award

Kelly E. Buckholdt, The University of Memphis (TN)

Newman Award

The winner of the 2007-08 Psi Chi/APA Edwin B. Newman Graduate Research Award, was Rebecca Price (Rutgers University, New Brunswick, NJ). She received expenses for the trip to Boston, MA, in addition to a plaque for herself and a plaque to be displayed in the university's department. Drs. Betsy L. Morgan (University of Wisconsin–La Crosse) and Ngoc Bui (University of La Verne, CA)) served as the Psi Chi judges for this years award. Drs. Cynthia A. Hudley (University of California) and Catherine Epkins (Texas Tech University) served as the APA judges.

Regional Faculty Advisor Awards

This was the 11th anniversary of Psi Chi providing these awards to outstanding faculty advisors in each of the six regions. Each recipient received \$500. The 2007-08 winner was: Dr. Conway Saylor of The Citadel (SC), Southeastern Region

Regional Chapter Awards

Psi Chi has been providing these awards for 12 years. The 2007-08 winners were: Central Michigan University, Midwestern Region Charleston Southern University (SC), Southeastern Region University of Massachusetts, Eastern Region

Regional Research Award Winners

Eastern Region

Emily Clark, Ithaca College (NY) Brittany N. Croft, Grove City College (PA) Ellen E. Dawson, Saint Vincent College (PA) Maryann R. Dobrowolski, College of Saint Rose (NY) Ashley Eisennagel, Arcadia University (PA) Jeannette L. Ellis, University of Scranton (PA) Leigh-Ann K. Javas. Monmouth University (NJ) Michelle N. Laque, Washington College (MD) Erin L. McDermott, College of Saint Rose (NY) Jessica M. Niesner, Belmont University (TN) Ashley Nolan, College of Saint Rose (NY) Lisa A. Plowman, Indiana University of Pennsylvania Leslie A. Sandusky, College of Saint Rose (NY) Sara M. Stebner, Le Moyne College (NY) Katie A. Trinovitch, Marywood University (PA) Tonya A. Valentine, Shippensburg University (PA)

Midwestern Region

Marisa Benich, John Carroll University (OH)
John Campbell, Illinois College
Dorothy Carter, Wright State University (OH)
Jessica Chou, Southern Illinois University, Edwardsville

Emily Craig, Eastern Illinois University Tiffany Gille, University of Wisconsin-La Crosse Sami Hays, Missouri Western State University Nova Hinman, Hope College (MI) Abby Howard, Purdue University (IN) Justin Joseph, John Carroll University (OH) Geoffrey Kerr, University of Missouri-Columbia Whitney Knopf, Grinnell College (IA) Krista Mehari, Hope College (MI) Nicole Pucci, Purdue University (IN) Candice Riso, Western Illinois University Katherine Schaaf, University of Wisconsin-La Crosse Sara Schwatken, Dominican University (IL) Jen Segula, Ohio University Sawa Senzaki, University of Wisconsin-Superior John Siy, University of Illinois at Urbana-Champaign Anthony Tarescavage, John Carroll University (OH)

Rocky Mountain Region

Jessica Bendjebar, Lynn University (FL)
Elizabeth J. Dansie, Utah State University
Erin Hiveley, United States Air Force Academy (CO)
Christy Sweaney, Colorado College
Tiffany Wihelm, Weber State University (UT)
Meghan Wright, University of Colorado at Boulder

Southeastern Region

Kristin Alvers, University of Florida,
Emily Kessler, Agnes Scott College (GA)
Victoria Kronewetter, Christian Brothers University (TN)
Stephanie Maddox, University of South Carolina
An Mai, Mercer University (GA)
Ashley McBee, Maryville College (TN)
Ashley Moncrieft, Spelman College (GA)
Charlotte Powers, Clemson University (SC)
Nicole Rosier-Santamaria, Georgia State University
Robert Russell, East Tennessee State University
Anne vanBekkum, Agnes Scott College (GA)
Jennifer Wilder, Furman University (SC)
Dirk Wooten, The Citadel (SC)

Southwestern Region

Marco A. Carreon, University of Houston (TX)
Henry J. Chiasson, Stephen F. Austin State University (TX)
Sandra N. Clark, Rockhurst University (M0)
Janelle N, Hedges, Stephen F. Austin State University (TX)
Stephania M. Koppers, University of Central Arkansas
Christen Sistrunk, University of St. Thomas (TX)

Western Region

Laura Castro-Schilo, California State University, Fullerton Juliane Da Silva, Pacific Union College (CA)
Lia Okun, University of San Diego (CA)
Mindy R. Pressman, University of San Diego (CA)
Richard Roberson, California State University, Long Beach
Anna I. Siedlecka, University of California, Santa Barbara
Patricia Y. Singim, California State University, Long Beach

Summer Research Grants

See page 16 of the Awards section.

Thelma Hunt Grant

Psi Chi's Thelma Hunt Grants are presented annually to enable members to complete empirical research that addresses a question directly related to Psi Chi as posed by either the Psi Chi National Council or the researcher submitting a proposal. The winners of the 2007-08 Hunt Grants were Lauren Scharff, (Stephen F. Austin University, TX), and Matthew J. Zaumny (Tennessee Technological University).

Undergraduate Psychology Research Conference Grants

These grants were initiated to provide funding to support local/regional undergraduate psychology research conferences. Funding is for conferences that invited presenters from at least three schools in the area. Preference is given to newly developed conferences in geographic areas not currently served by such conferences. Each funded conference was provided up to \$1,000, with a total of \$15,000 allotted annually to this grant program. Schools winning Psi Chi's conference grants for this year were:

Christian Brothers University (TN)
Dominican College (NY)
Drexel University (PA)
Embry-Riddle Aeronautical University (FL)
Kutztown University (PA)
Mount Saint Mary College (NY)
Mount Union College (OH)
Oklahoma State University
The Richard Stockton College of New Jersey
Saint Ambrose University (IA)
San Jose State University (CA)
Texas Lutheran University
University of Wisconsin—Platteville
Whittier College (CA)

Undergraduate Research Grants

Students winning the 2007-08 Undergraduate Research Grants were as follows:

Fall

Widener University (PA)

Woodbury University (CA)

Joseph Donohoe, Shippensburg University (PA)
Mehul Gandhi, University of Victoria (BC)
Laura Girz, University of Michigan
Richard A. Griggs, Bradley University (IL)
Kristin A. Kiel, James Madison University (VA)
Adam Kynaston, Utah State University
Stephanie A. Maddox, University of South Carolina—Columbia
Emily Morales Mall, California State University, Stanislaus
Peter Radu, Stanford University (CA)
Kartik Ramamoorthi, Rutgers University (NJ)

Sarah Schwarz, Saint Michael's College (ME) Lauren Stewart, University of Victoria (BC) Max Wu, Wesleyan University (CT)

Spring

Bailey Bell, Utah State University
Marissa B. Esser, University of Wisconsin-Madison
John Freimuth, Saint Mary's College of California
Brantley P. Jarvis, James Madison University (VA)
Lauren Lubarsky, Pennsylvania State University at Abington
Jeremy Wing-Hei Luk, University of Washington
Jon Niemi, Mount Union College (OH)
Kristin Oosterkamp, California State University, Stanislaus
Stephen H. Robertson, James Madison University (VA)
Andrea C. Rydel, Rutgers University New Brunswick (NJ)
Juliana Schroeder, University of Virginia
Desiré Ann Shepler, University of Alaska Anchorage
Chloe Skidmore, Grand Valley State University (MI)
Sarah Turchin, Connecticut College
Wes Wayman, Bradley University (IL)

Website Awards

This was the seventh year for these awards, which are presented to Psi Chi chapters that create the best websites. Three awards of \$200 each were presented to:

California State University, Fullerton for their website: http://psych.fullerton.edu/psichi/

Central Michigan University for their website: www.chsbs.cmich.edu/psichi/

DePaul University (IL) for their website: http://condor.depaul.edu/~psichi/

2007-08 National Conventions

79th Psi Chi National Convention at APA

116th Annual APA National Convention August 14–17, 2008 Boston Convention and Exhibition Center

Boston Convention and Exhibition Center Boston, MA

THURSDAY, AUGUST 14, 2008

 Psi Chi/Frederick Howell Lewis Distinguished Lecture: "Students and Faculty as Partners in the Letter of Recommendation Process," Dr. Drew Appleby (Indiana University-Purdue University Indianapolis)

FRIDAY, AUGUST 15, 2008

- Psi Chi Poster Session
- Psi Chi Symposium: Research Award Presentations and Awards Ceremony

SATURDAY, AUGUST 16, 2008

- Psi Chi Symposium: Panel on Mentoring Nontraditional Students
- Psi Chi Symposium: Honoring Virginia Andreoli Mathie for Her Contributions in Psychology

Psi Chi 2008 Convention at APS

20th Annual APS Convention May 22–25, 2008 Sheraton Chicago Hotel & Towers

Chicago, IL

FRIDAY, MAY 23, 2008

 Psi Chi Distinguished Speaker: "Veni, Vidi, Muti: The Metamorphosis of a Counseling Psychologist Into an International Psychologist," Dr. Michael J. Stevens (Illinois State University)

SATURDAY, MAY 24, 2008

- · Psi Chi Poster Session
- Psi Chi Symposium: "Career Opportunities for Psychology Majors, How Psi Chi Can Help."

2007-08 Regional Conventions

Psi Chi's six regional vice-presidents each sponsored Psi Chi programs at their respective regional psychological association conventions. The Vice Presidents are to be commended for providing programs that informed members about graduate schools and careers, featured distinguished lectures by prominent psychologists, provided venues for ideas and discussion among chapter leaders and offered members a forum to present their research in both paper and poster sessions.

Psi Chi NEPA Regional Convention

Dr. Jason Young (Eastern Regional VP) October 19–20, 2007 Western Connecticut State University in Danbury, Connecticut

SATURDAY, OCTOBER 20, 2007

- Psi Chi Workshop: «Getting Into Graduate School»
- Psi Chi Exchange
- Psi Chi Distinguished Speaker: Dr. Mark Snyder (University of Minnesota—Minneapolis), "Who Volunteers and Why? The Psychology of Volunteerism»
- · Psi Chi Reception & Awards Ceremony

Psi Chi SEPA Regional Convention

Dr. Maria Lavooy (Southeastern Regional VP) March 7–9, 2008 Westin in Charlotte, NC

FRIDAY, MARCH 7, 2008

- Orientation: "Everything You Need to Know About Attending SEPA"
- Psi Chi Grad Talk
- Psi Chi Faculty Advisor Appreciation Breakfast
- Psi Chi/SEPA Invited Address: Dr. Karyl Swartz, (Great Ape Trust of Iowa)

SUNDAY, MARCH 9, 2008

A User's Guide to Research Mentoring

Psi Chi EPA Regional Convention

Dr. Jason Young (Eastern Regional VP) March 14–16, 2008 Boston Park Plaza Hotel in Boston, MA FRIDAY, MARCH 14, 2008

• Psi Chi Invited Speaker: "Psi Chi Invited Speaker Session:

Can a Little Fabrication, Falsification, or Plagiarism Really Ruin Your Day? Tales (and Lessons) From the Trenches"

- · Psi Chi Graduate School Student Exchange
- Psi Chi/Psi Beta Session: "Psychology Synergy Conference"

SATURDAY, MARCH 15, 2008

- · Psi Chi Faculty Advisor/Chapter President Breakfast
- Psi Chi/Psi Beta: Teaching Psychology as a Career in High School and College
- Psi Chi: Applying to Graduate School in Psychology: A mini-workshop
- · Psi Chi Awards Ceremony

Psi Chi SWPA Regional Convention

Dr. Richard Kasschau (Southwestern Regional VP) April 3–5, 2008

Westin Crown Center in Kansas City, MO

THURSDAY, APRIL 3, 2008

- Psi Chi Workshop: Psi Chi Past, Present and Future
- Psi Chi Conversation Hour With James Woods
- Psi Chi Paper Session 1

FRIDAY, APRIL 4, 2008

- · Psi Chi Faculty Advisors Breakfast
- · Psi Chi Paper Session II
- Psi Chi Invited Address: "The Power of Acceptance, Mindfulness, and Values"
- Psi Chi Conversation Hour II With Steven Hayes (University of Nevada)
- · Psi Chi Awards Ceremony

SATURDAY, APRIL 5, 2008

Psi Chi Paper Session III

Psi Chi Rocky Mountain Regional Convention

Dr. Melanie Domenech Rodríguez (Rocky Mtn Regional VP) April 12–14, 2008 Grove Hotel in Boise, ID

FRIDAY, APRIL 11, 2008

- Psi Chi Symposium: "Ethics and Vulnerable Populations"
- Psi Chi Symposium: "Getting into Grad School"
- Psi Chi Faculty Advisor Appreciation Lunch
- Psi Chi Symposium: "Myth Busters: The Academic Edition"
- Psi Chi National: "Teaching about International Psychology: Engaging Future Psychologists with the Future of Psychology"
- Psi Chi Poster Session
- · Psi Chi Oral Session: Award Winners
- Psi Chi Awards Ceremony & Reception

SATURDAY, APRIL 12, 2008

- Psi Chi Distinguished Lecture: "Cultural Adaptation in the Era of Empirically Based Psychological Practice: How the Two Can Tango," Dr. Guillermo Bernal (University of Puerto Rico)
- Psi Chi Conversation Hour With Distinguished Speaker Guillermo Bernal, PhD
- Psi Chi Symposium: "You Have Your Bachelor's in Psych: Now What?"

- Psi Chi Presentation: "Pedagogical Addiction and Teach Codependence: An Intervention"
- Psi Chi Symposium: "Cultural Considerations in the Development of Adolescent Romantic Relationships"
- Psi Chi Roundtable: "How to Keep the Psi Chi Ball Up in the Air: Pointers for Student Officers, Officers to Be, and Faculty Advisors Involved With Psi Chi"

Psi Chi Western Regional Convention

Dr. Ngoc Bui (Western Regional VP) April 10-13, 2008 Hyatt Regency Irvine in Irvine, CA

THURSDAY, APRIL 10, 2008

• Psi Chi/CUPP Symposium: "Creating Stronger Learning Communities Within Psychology Departments"

FRIDAY, APRIL 11, 2008

- Psi Chi Poster Session (Poster Session 7)
- Psi Chi Distinguished Lecture: "Generation Me and the Psychology of Today's Young People," Speaker: Dr. Jean M. Twenge (San Diego State University, CA)

SATURDAY, APRIL 12, 2008

- Psi Chi Advisor Appreciation Breakfast
- Psi Chi Symposium: "Graduate Schools Do's and Don'ts"
- · Psi Chi Chapter Exchange and Social Hour

Psi Chi Midwestern Regional Convention

Dr. Betsy L. Morgan (Midwestern Regional VP) May 1-3, 2008 Palmer House Hilton in Chicago, IL

THURSDAY, MAY 1, 2008

- Psi Chi Poster Session I
- Psi Chi Poster Session II
- Psi Chi Poster Session III
- Psi Chi Poster Session IV
- Psi Chi Distinguished Lecture: "I Felt Less Because I Was Different... Now I'm Proud For Being Brown, Embracing Cultural Diversity in Therapy" José Rubén Parra-Cardona (Michigan State University, MI)
- Conversation Hour With Dr. Parra-Cardona FRIDAY, MAY 2, 2008
- Psi Chi Symposium: "Finding Employment with an Undergraduate Degree in Psychology"
- Psi Chi Poster Session: Regional Research Award Winners
- Psi Chi Chapter Exchange: "Ideas for Improving Your Chapter"
- Psi Chi Symposium: "Tips for Getting into Graduate School"

Psi Chi Awards Presentation and Reception

National Office

National Office staff for the 2007-08 year

Virginia Andreoli Mathie, PhD

Executive Director; Associate Editor, Eye on Psi Chi

Lisa Mantooth, MBA

Executive Officer/Chief Operations Officer; Editor. Eve on Psi Chi

Scott Gast

Outgoing Information Systems Manager;

Contributing Editor, Eye on Psi Chi

Mark Cobbe

Information Systems Manager (Began October 2007)

Amie Austin Hearn

Director of Membership Services

Susan Iles

Director of Publishing; Associate Editor, *Eye on Psi Chi*; Managing Editor, *Psi Chi Journal of Undergraduate* Research

Melissa Strickland

Director of Finance/Awards

Lynn Hawkins

Administrative Assistant

The Psi Chi National Office administered the operations of our growing organization. With each year and each new member, the National Office staff strived to serve our members effectively and efficiently. Registration of new members, publication of Eye on Psi Chi and Psi Chi Journal of Undergraduate Research, maintaining and upgrading the Psi Chi website and database, as well as administering the many awards and grants programs, were details that the National Office managed on a daily basis. The National Office was also responsible for managing and reporting the financial statements, preparing for regional and national conferences, processing orders from chapters, and preparing the chapter mailings. It was amazing the tasks that were completed by a small staff, managing a very large organization.

Financial Report

Psi Chi's financial status was secure, largely due to the funds that have been invested in previous years. Fees from chartering of new chapters was down, but that was expected as Psi Chi has chapters in over 1,083 colleges and universities in the U.S. and Canada. Psi Chi membership was also slightly down over previous years' totals. Psi Chi's awards and grants program was one benefit that members can receive and one that should be utilized more. Of the \$307,650 designated for awards and grants, \$212,190 was awarded to members in 2007-08.

Summary

One of the most important aspects of the 2007-08 year was the hiring of an incoming Executive Director. Dr. Martha Zlokovich has experience as a Psi Chi Past National President and experience as a faculty advisor at a successful Psi Chi chapter.

The planning for the 2009 National Leadership Conference (NLC) was another initiative that the National Council spent significant time on during the 2007–08 year. The NLC will give our members the opportunity to benefit from a conference designed to build leadership skills and a stronger chapter. The attendees have the opportunity to hear from prominent psychologists, leaders of Psi Chi, and successful chapters. It is a wonderful opportunity to network with other chapter presidents and faculty advisors. It is a venture that will continue and grow with each conference. Planning for the 2009 NLC, which will be held in Nashville, TN, was in the final stages.

Psi Chi has seen changes in the National Office and the National Council during this year. While Psi Chi will miss the contributions of Dr. Virginia Andreoli Mathie (outgoing Executive Director); retiring National Council members Drs. Richard Kasschau and John Davis, Psi Chi is a better organization because of their dedication. It is from their efforts, as well as the efforts of the Psi Chi National Office staff and the remainder of the Psi Chi National Council, that the annual success of Psi Chi is met and driven by our purpose:

to encourage, stimulate and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology.

Psi Chi, Inc. Statement of Financial Activities for the Year ending June 30, 2008

(with comparative totals for 2003, 2004, 2005, 2006, & 2007)

REVENUES, GAINS AND OTHER SUPPORT	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Membership and Chapter Fees	771,847	818,636	816,877	803,805	777,223	787,465
Auxiliary Activities	264,483	291,170	272,780	259,440	259,661	241,054
Interest Income	279,026	257,821	18,438	12,905	78,709	85,324
Net Earnings on Investments	-561,888	462,810	394,761	263,831	390,032	43,697
Net Assets Released from restrictions		2,000				
Total Revenue, Gains and Other Support	753,468	1,832,437	1,502,856	1,339,981	1,505,625	1,157,540
EXPENSES	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Programs and Meetings	599,924	598,514	525,153	558,876	395,047	360,467
Publications	177,450	210,927	221,133	211,202	242,571	250,438
Chapters	369,408	284,187	303,924	246,948	206,687	264,755
Management and General	81,491	84,120	61,342	60,211	45,591	70,235
Total Expenses	1,228,273	1,177,748	1,111,552	1,077,237	889,896	945,895
Change in Net Assets	-474,812	654,689	391,304	262,744	615,729	211,645
Net Assets, Beginning of Year	5,531,778	4,879,142	4,487,707	4,224,963	3,609,234	3,397,589
NET ASSETS, END OF YEAR	5,057,096	5,531,908	4,879,011	4,487,707	4,224,963	3,609,234

Expense Allocation Comparison							
	Programs and Meetings	Publications	Chapters	Management and General			
2003	360,467	250,438	264,755	70,235			
2004	395,047	242,571	206,687	45,591			
2005	558,876	211,202	246,948	60,211			
2006	525,153	221,133	303,924	61,342			
2007	598,514	210,928	284,187	84,119			
2008	633,206	226,452	274,820	169,220			



Do you know a college or university without a Psi Chi chapter?

If so, please encourage them to start one!

For information on the charter application process and to request a charter application, please email the Psi Chi National Office.

charter@psichi.org

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

National Conventions

For additional information about a Psi Chi program to be held at a national convention, contact the Psi Chi National Office or refer to the "Conventions" section online at

www.psichi.org/conventions

Regional Conventions

For additional information about Psi Chi programs (such as poster presentations) 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.asp

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

PSI CHI NATIONAL CONVENTIONS

January 2-4, 2009

Psi Chi National Leadership Conference: Leadership in Community

Nashville, TN For information: Dr. Martha Zlokovich Telephone: (423) 756-2044 Email: NLC@psichi.org Web: www.psichi.org/NLC

May 22-25, 2009

21st Annual Convention of the Association for Psychological Science

San Francisco Marriott

San Francisco, California

For information:
Association for Psychological Science
Telephone: (202) 293-9300
Email: convention@psychologicalscience.org
Web: www.psychologicalscience.org/convention/
schedule.cfm

August 6-9, 2009

117th Annual Convention of the American Psychological Association

Toronto, Ontario, Canada For information: American Psychological Association Telephone: (202) 336-6020 Email: convention@apa.org Web: www.apa.org/convention/

August 6-9, 2009

80th Annual

Psi Chi National Convention

Toronto, Ontario, Canada For information: Psi Chi National Office Telephone: (423) 756-2044 Email: conventions@psichi.org Web: www.psichi.org/conventions

PSI CHI REGIONAL CONVENTIONS

February 19-21, 2009

Southeastern

Psychological Association

The Sheraton New Orleans New Orleans, Louisiana For information:

Rosemary Hays-Thomas, PhD Telephone: (850) 474-2070 Email: sepa@uwf.edu Web: www.sepaonline.com

March 5-8, 2009

Eastern Psychological Association

Westin Convention Center
Pittsburgh, Pennsylvania
For information:
Arnold L. Glass, PhD
Telephone: (732) 445-4637

Email: epaexec@rci.rutgers.edu Web: www.easternpsychological.org

April 2-4, 2009

Southwestern

Psychological Association

Sheraton Gunter Hotel
San Antonio, Texas
For information:
Dr. Raymond Russin
Telephone: (402) 426-7202
Email: russinr@sbcglobal.net
Web: www.swpsych.org

April 16-18, 2009

Rocky Mountain Psychological Association Hotel Albuquerque at Old Town

Albuquerque, New Mexico
For information:
Diane Martichuski, PhD
Telephone: (303) 492-4246
Email: diane.martichuski@colorado.edu
Web: www.rockymountainpsych.org

April 23-26, 2009

Western Psychological Association

Portland Marriott
Portland, Oregon
For information:
Chris Cozby, PhD
Telephone: (928) 277-4660
Email: cozby.wpa@gmail.com
Web: www.westernpsych.org

April 30-May 2, 2009

Midwestern

Psychological AssociationPalmer House Hilton

Chicago, Illinois
For information:
Mary Kite, PhD
Telephone: (765) 285-1690
Email: mpa@bsu.edu
Web: www.midwesternpsych.org

STUDENT CONVENTIONS

December 6, 2008

East Texas Psi Chi Student Conference

The University of Texas at Tyler Muntz Library Conference Room Tyler, Texas

For information: http://uttylerpsichi.wetranceform.net/conf.html

April 18, 2009

Mid-America Undergraduate Psychology Research Conference

Franklin College
Franklin, Indiana
For information:
http://psych.eiu.edu/mauprc/

OTHER MEETINGS

November 20-23, 2008

49th Annual Meeting Psychonomics Society

Chicago Hilton Hotel Chicago, Illinois For information: Roger L. Mellgren Telephone: (512) 462-2442 Email: mellgren@uta.edu
Web: www.psychonomic.org/meet.htm

December 4-5, 2008

Breakthrough Strategies to
Teach and Counsel Troubled Youth

Los Angeles, CA For information: Web: www.youthchg.com/live.html

December 7-10, 2008

2008 Annual Meeting of the Society for Risk Analysis Risk Analysis: The Science and the Art

Westin Boston Waterfront Hotel
Boston, Massachusetts
For information:
Telephone: (703) 790-1745
Email: sra@burkinc.com
Web: www.sra.org/events_2008_meeting.php

December 11-12, 2008

Breakthrough Strategies to Teach and Counsel Troubled Youth

Phoenix, AZ
For information:
Web: www.youthchg.com/live.html

April 23-26, 2009

International Psychology APA Div 52 Mid-Winter meeting at WPA in Portland

Portland Marriott
Portland, OR
For information:

Web: www.webmavens.org/div52/index.htm

May 7-8, 2009

Breakthrough Strategies to Teach and Counsel Troubled Youth

Seattle, Washington For information: Web: www.youthchg.com/live.html

INTERNATIONAL CONFERENCES

May 28-31, 2009

ICPM -1st International Course on Pain Medicine

Granada Congress and Exhibition Center Granada, Spain For information: Web: www.icpm.net

July 14-17, 2009

ISPP 32nd Annual Scientific Meeting
Trinity College

Trinity College
Dublin, Ireland
For information: http://ispp.org

Eastern

Cabrini College (PA)

On a very hot Saturday in June, the chapter hosted it's first (very cool) Psi Chi/Psychology Department Reunion. Enjoying the fun were students, alumni, and faculty. All loved ones of alumni were also invited to attend and many brought their children (or should I say future Cabrini College Chapter Psi Chi inductees)? The chapter encourages other chapters to hold reunions; due to the success of this event, a departmental alumni association was formed with plans to get together every 5 years.

Caldwell College (NJ)

The Psi Chi chapter started the 2008-09 academic year under the new mentorship of Dr. Luciane Pereira-Pasarin. The chapter congratulated and welcomed the new executive board members: Dennis Quinn (president), Ma'Isah Bohannan (vice-president), Rebeca Munoz (treasurer) and Danielle Hewitt (secretary). The psychology department faculty and Psi Chi chapter voted on new eligibility criteria for its chapter. The new criteria were implemented in the fall 2008 recruitment procedure.

On September 18, 2008, the chapter cosponsored a workshop with the Psychology Club in which students were provided information about courses in psychology offered in the department, course planning, graduate programs, career planning, research and internship opportunities, and extra-curricular activities in psychology. Approximately 25 students attended the workshop. On September 25, the chapter and the Psychology Club attended a workshop at Fordham University. Speaker Dr. Ronald Shapiro presented a talk entitled "Fun Games to Explain Human Factors"

Lehman College, CUNY

The chapter is celebrating its 40th year and was off to a fast start with activities held before the fall semester. During the summer, Willa Ivory (community service officer) joined a Lehman team that cleaned seven acres of landfill in preparation for the installation of gardens and other attractions. Lucy Messerschmidt (president), Mary Sanchez (co-vice-president), Letricia Brown (treasurer), and Vera Albelda met with the chairperson of the evaluation team that will be visiting Lehman in the spring as part of the college's reaccreditation process. Meanwhile Sorangie Vasquez (co-vice-president) became the chapter's designated "armtwister," recruiting members for the fall semester activities.

Mount Saint Mary College (NY)

The 2007-08 school year was a successful one for the chapter of Psi Chi with activities on campus and in the neighboring college communities. The chapter hosted the Second Annual Mid-Hudson Undergraduate Research Conference. The conference is a chance for area undergraduate students to present their research to other college students and the collegiate community. The conference started with keynote speaker, Dr. Brad Sachs (director and founder of the Father Center in Columbia, MD). His newest book is When No One Understands: Letters to a Teenager on Life, Loss, and the Hard Road to Adulthood. His speech was one that all members of the audience could relate to: parenting adolescents and working through the recognition of grief as adolescents transition into adulthood. Attendees were then given the choice between eight oral presentations ranging from "The Effects of Divorce and Negative Parental Beliefs on College Students' Romantic Relationships" to "Fan Identification at Bard: Raptors, Pride and the Struggle for Recognition." After lunch and a raffle of donated APA books, attendees then chose from six different poster presentations with topics ranging from "Implementation Intentions and Enhancing Prosocial Behavior" to "The Effect of Birth Order on Personality." Attendees and the Psi Chi officers felt the conference was a huge success.

The chapter also held a successful induction ceremony in April of 2008 in which 20 new members were inducted. Members are looking to have another productive academic year in 2008-09.

Pennsylvania State University Erie

Chapter members met on a weekly basis and planned monthly activities. For service projects, they sent thank you cards to soldiers overseas and to the ones that made it back home. During Valentine's Day, members made cards and crafts for the elderly. They participated in fundraisers by selling Penn State Behrend Psych Club shot glasses and T-shirts, along with a candy sale. To welcome new, current, and past members, the chapter had a picnic on campus which included raffle tickets and many prizes with about 200 people in attendance. To end the year, the chapter sponsored a psychology banquet. New members were inducted at the ceremony with approximately 180 new, current, and past students in attendance.

Slippery Rock University (PA)

The chapter of Psi Chi was busy planning various activities for the fall semester.

Members had a welcome back party to celebrate the beginning of a new school

year as well as to get to know the new members of the chapter. Fundraising was a priority for members and several events were planned for the future. The chapter will be helping set up for two job fairs on campus and will spend a day at a local Wal-Mart asking for donations.

Members attended a fall dance for the consumers of Grapevine Center, the drop-in center of a local mental health association. In addition, they volunteered at a local nursing home called Home to Me. The chapter held a graduate school talk for all psychology majors interested in continuing their degree. Faculty members were present to answer any questions that students had about the graduate school process. In November, the chapter hosted a guest speaker who talked to members about spirituality and psychology. The chapter will continue the successful ongoing tutoring program for all psychology majors along with the Psi Chi Scholarship Fund set up last semester to help members needing extra money for psychology-related activities. Members are excited and ready to begin another promising semester next year.

Southern Connecticut State University

One of the first activities for the Psi Chi chapter at the beginning of the new school year involved promoting itself to the campus. A problem for the chapter in the past has been participation of members in events throughout the year. In order to try and solve the problem, the chapter got the word out on events and meeting times through campuswide promotion with the use of flyers, posters, social networking groups (such as Facebook®) and the school groups section off the main website. The chapter was also been involved with updating its information on the National Psi Chi website. So far, promotion of the chapter was successful in getting new members interested in Psi Chi and chapter events. The chapter also focused on serving the community by offering books to a book drive on campus for the city of New Haven's vouth.

Midwest

Emporia State University (KS)

The fall semester for the Psi Chi chapter was very active and rewarding. Members were honored to have Dr. Long as its new chapter coadvisor. Before the semester began, the students had a great experience at the APA convention in Boston in August. Once classes started, funds were raised for 2009 APA in Toronto through various events such as a bake sale, several football concessions, a BINGO event, a "Rock Band" fundraiser, and a Halloween goodie bags fundraiser. Members contributed food, dessert, and

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

Submission deadlines*

Fall: July 1 Winter: October 1 Spring: December 15 Summer: March 15

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

Submission specifications

- Only activities that have already occurred and are submitted in paragraph form will be published.
- Do not send future plans, calendars, or summarized lists.
- Limit reports to 250 words. If you wish to report more extensively on a special activity, series of programs, etc., contact the National Office at eve@sichi.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 tonics
- Report chapter events such as: discussions, lectures, meetings, socials, fundraising events, conventions, field trips, and honors received by students, faculty members, and/or the chapter.
- Report attempted solutions to chapter problems—those that were effective and those not so effective.
- Color photos are welcomed; the number
 of photos per chapter is limited to two per
 issue. Include accurate, typed captions.
 Photos may be mailed (include a selfaddressed, stamped envelope for returned
 photos) or emailed to psichi@psichi.org.
 For digital photos, email only high-quality
 resolution images (600K) using a 5-orhigher megapixel camera. Do not send
 digital printouts from a photo quality printer.
- All photographs and chapter reports submitted to Eye on Psi Chi may be featured on our website (www.bsichi.org).

ABBREVIATIONS:

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APA American Psychological Association
APS Association for Psychological Science
EPA Eastern Psychological Association
MPA Midwestern Psychological Association
RMPA New England Psychological Association
RMPA New England Psychological Association
RMPA New England Psychological Association
RMPA Southwestern Psychological Association
RMPA Western Psychological Association
RMPA Western Psychological Association



Students, alumni, and faculty attend the first Psi Chi/Psychology Department Reunion at Cabrini College (PA).

Back row: Dr. A. T. Tomasco (department chair), Sheila Brady, Brian Rottkamp, Dave Madrak (emcee of the reunion), Karen Sharpe Carli, Dr. M. L. Corbin Sicoli (Psi Chi advisor emerita), Dr. Stacey Carpenter, Linda Cylc, Lori Pilarz Edmondson, Teresa Holland, Tamarah Smith Dyer, Judy Leahy, Dr. James Calkins, Megan Coggins, and Camille Micolucci Windsor.

Front Row: Dr. Missy Terlecki, Tricia Reilly Bell, Dr. Madeline DiPasquale, Susan Di Gregorio Shelton, Carolyn Wilson Reilly, Vicki Maumus, Dr. Cathy Daley McKinley, Donna Angelucci Verna, Nora Marchetto-Ryan, Jenny Pagano Riche, Faith Nall, Angel Wosczyna, Rachel Perrault, Kim Feeney, Missy Sellitto, and Tammy Hunsberger Campli.



Members of the **Dowling College (NY)** Psychology Club/Psi Chi Chapter at the 2008 Fall Mini-Golf Tournament. Advisor Dr. Robert Youth is wearing his Psi Chi hat, and he retained his champion status.



Members of the **Caldwell College (NJ)** Psi Chi Chapter and Psychology Club attended a workshop by Dr. Ronald Shapiro *(center)* at Fordham University. The workshop was titled "Games to Explain Human Factors."



The new executive board of the **University of Illinois** Psi Chi Chapter pose together at the May 2008 Induction Banquet.



Dr. Vincent Prohaska (Psi Chi National President, Lehman College, SUNY) congratulates (from left) Sabrina Askari, Samantha Staebell, and Sarah Axelson of the **University of Mary Washington (VA)** on their poster that won the Undergraduate Research Award at APS.



drinks to several events hosted by the university's psychology department. In terms of community service, members performed a biannual highway cleanup on a two-mile stretch of highway. New enthusiastic student initiates were inducted into Psi Chi at the Initiation Banquet and Ceremony. The last Psi Chi event for the semester was a successful Fall Luncheon and Research Day.

University of Central Missouri

The Psi Chi chapter was very active during the semester focusing on recruiting new members. The chapter had a recruitment table in the psychology department hallway and included a chance to win a free T-shirt. The chapter also assigned Psi Chi representatives to almost every psychology course offered to make short announcements related to Psi Chi. The chapter continued an Outstanding Psi Chi Member Award, worth \$100 a semester, for the member who was the most active (this is determined by a point system). The chapter held a Curriculum Vita/ Graduate School Workshop where professors came in and helped students with their vita or answered questions related to graduate school. In addition, the chapter worked on a new T-shirt involving an ink blot design. Finally, the chapter implemented a new tutoring system assigning one or two individuals to a particular course and having those who need help contact the tutor to set up individual tutoring sessions.

Rocky Mountain

Arizona State University

Beyond tackling multiple credit hours, mastering work schedules, and finding

time to just kick back and have fun, Psi Chi members of Arizona State University (ASU) took larger steps toward their goal of helping worthy organizations needing financial and volunteer help.

This year, ASU's members increased their involvement exponentially, and the chapter's membership has tripled this year alone. Members were noticed for their generosity, compassion, and progressive psychological research as all of the current officers were working in research labs for some of ASU's leading doctors and faculty. Psi Chi students also helped professors by acting as proctors for examinations during the semester as well as during finals week.

Dr. Keith Crnic (psychology department chair), is Psi Chi's advisor and faculty sponsor. Commenting on the chapter as a whole, Holly O'Rourke (president) stated, "Our long range goals for Psi Chi include more active involvement in our community, not just with the university but also outside ASU, and more activities to offer the students who choose to be a part of our society. Psi Chi is more than just an honor society, we offer ways for students to meet other people with similar interests and have fun while being involved in the field of psychology."

During the academic year, the officers held a school supply drive for several public elementary schools in Tempe, AZ. The Research Assistant Connection Event was kicked off for psychology majors at ASU who had interest in psychology research labs on and off campus. The chapter held a Road to Grad School evening where students learned from firsthand sources, including faculty and current graduate students, about future options, academic plans, social networks, and what highly rated schools

around the country have to offer in different disciplines. The chapter hosted the Christmas Angel Family Present Drive and the Valentines Retirement Visit. Members participated in Relay for Life and the Psi Chi Annual Regional Undergraduate Research Convention, which was hosted at the University of Arizona. Currently, the chapter is seeking donations for the school supply drive as well as support from those in the community who are involved in psychology and willing to offer their services to undergraduate psychology students.

"It is easy to become jaded or take for granted the generous and tremendous effort all volunteer students give on college campuses, but I am particularly proud of the extensive and worthwhile reach of Psi Chi efforts," said Psi Chi secretary/web designer, and ASU junior, Elektra Fike-Data. "We want to continue increasing our membership and reach out to those who want to capitalize on what Psi Chi has to offer."

This year, the chapter expanded the secretary position to include one graduate student from each discipline in psychology. Each year, the National Office gives awards and grants to top undergraduate researchers in the field of psychology. Membership benefits students directly and provides links to global networks to which students otherwise would not likely have access.

Southeast

Belmont University (TN)

Each year the Psychology Department, Psychology Club and Psi Chi Chapter at Belmont University sponsor a small number of exceptional students to attend a national research conference, and 2008 was no different. This year, the chapter sponsored nine students to present their original research at the conference. While in Boston for the EPA convention. the students attended other students' presentations, listened to sessions on going to graduate school, and spent time exploring the city. The faculty at Belmont also went along for the ride and even took everyone out for a dinner in the north end of the city. The highlight of the trip was Jessica Niesner receiving a Regional Research Award from Psi Chi for her research project with faculty adviser Michael Sullivan, PhD. This trip was another perfect example of Belmont's Psi Chi Chapter encouraging student research and faculty involvement in the lives of its students.

Davidson College (NC)

During the semester, the Psi Chi chapter sponsored a student-led information panel for prospective majors. One student represented each of five major divisions of psychology (developmental, cognitive, clinical, industrial-organizational, and neuroscience) that Davidson offers to discuss the psychology major, research opportunities, and summer internship experiences. In addition, in early September, students presented posters describing and concluding their summer research projects in the Davidson Summer Research Symposium. The Psi Chi chapter is looking forward to a semester of academic growth, community service, and social events.

Louisiana State University

In the 2007–08 academic year, the chapter sponsored many speakers to its meetings in a variety of fields including



clinical, forensic, medical psychologist, medical social worker, developmental psychologist, cognitive psychologist, etc. A Psi Chi tailgate was held during football season, which was attended by both members and faculty to promote scholarship and camaraderie. T-shirts were sold in order to increase revenue and boost membership. Also, officers as well as members attended the 2008 SWPA convention.

University of Mary Washington (VA)The chapter of Psi Chi sent several

members to the APS convention in Chicago at the end of May to present research posters completed in the 2007-08 academic year. One of its members, Sarah Axelson, won the Undergraduate Research Award for her poster presentation about social norms regarding the division of household labor and childcare. The chapter had a busy fall planning activities for the year. To date, members held a GRE Prep Session specifically tailored to the Subject Test in Psychology as well as a Graduate School Forum for psychology majors. This forum consisted of a panel of several faculty members answering questions about the process of applying to graduate school. The event was well attended and topics from financial aid to counseling programs were discussed. The chapter also held a meeting for all members to change the induction requirements and to plan for fundraising and service projects.

University of North Carolina at Asheville Last semester the chapter of Psi Chi elected all new officers: K. Simone Owings (president), Ashley Molin (vice-

president), Kristen Keathley (secretary),

and Emily Knollman (treasurer). The chapter also established a new event, Psych Night, which featured psychology-related movies and games. The event was modified into Mind Games, which hosted a variety of games including "Pin the Cigar on Freud," "Make Your Own Rorschach Inkblots", and "Freudian Mad Libs". Students could also take a variety of personality tests and even try on a straight jacket. The chapter also interacted with other campus organizations to cosponsor events including the campus Hispanic outreach and GLBTQ groups.

The chapter also made delicious use of faculty and member support by asking them to donate chocolate baked goods for the chapter's endorphininducing chocolate bake sale. The sale was a big hit and brought in some initial funding for the club with no overhead costs. The chapter also attracted several new members by participating in the university-wide Student Involvement Fair with its sister organization, Club Psych. Club Psych is for all students who do not yet meet minimum requirements for Psi Chi, but who still want to participate. This attracts a wide range of students and greatly assists the chapter in getting to know future members. So far, the semester has been off to a great start.

Southwest

Stephen F. Austin State University

The fall semester has been a typical one as the chapter continued a tradition of events that included a bake sale, garage sale, and volunteer work. The chapter also continued to offer a series of graduate prep classes that covered

preparation for the GRE to working on an academic vita.

During the semester, the chapter also added a new social event that is expected to become a staple of the fall schedule every year. The social event was cohosted with the psychology department's Psychology Club and helped solidify recent efforts to increase the collaboration between these two groups. After everyone was finished eating, the organizations' officers introduced their respective organization, and then played a game to introduce the faculty members, several of whom were new to the department this year. The game is called "Two Truths and a Lie." The faculty members were asked to give a little background information about themselves that would include at least two truths and one lie. Once faculty members finished their short biography, the students would try to figure out which statement was the lie. It made for a fun social that spread the visibility of both organizations while helping students to get to know their faculty.

University of Texas at El Paso

During the semester, the chapter scheduled meetings twice a month in the evenings, which proved to be a problem for many of the members who work, but at the same time has proved effective for those who do not work. The chapter held a fundraising event on September 5, 2008. Members ran a SDC booth called the "Bungee Run." On September 13, members volunteered at a dinner that benefited Jennifer Ann's Group against Teen Dating Violence where members helped with a silent auction and served beverages to the guests. On September 20, members volunteered at the Ronald

McDonald House where house cleaning was done for the families.

Western

California State University, Fullerton

The chapter held its biannual Kick-Off Party at the beginning of fall semester. To spread the word, the 2008-09 officers posted a portal message to the psychology department, dozens of flyers, and announced the event to their psychology classes. The new officers made a hopeful goal to see 50 faces at their very first planned event. Much to their surprise, their attendance exceeded their expectations with 54 people including members, participants, and a great representation of the psychology department's faculty. Attendees had a great time listening to a fun musical playlist and enjoying pizza and soda provided by Kaplan. Everyone was given a ticket for a chance to win a prize from the fantastic assortment of items donated by university's bookstore; these included binders, mugs, stuffed animals, and even a sweatshirt. The event made for an entertaining evening and an opportunity for new participants to become involved with their fellow psychology students and staff.

The chapter continued a resourceful and fun-filled semester by hosting a GRE/Graduate School workshop presented by Daniella Schaffner from Kaplan. Students learned about the GRE test, as well as the application process for entrance to graduate schools. The chapter's new officers are committed to providing a means to success for all of Psi Chi's present and future members.



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



PSI CHI

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

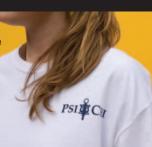
each



T-shirt—Long Sleeve

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

PSIEGCHI







advisors' desks. Measures 2 3/4" X 2 3/4." Height 1 3/8."

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

TO CHI

Compact Umbrella With PSI CHI Logo

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

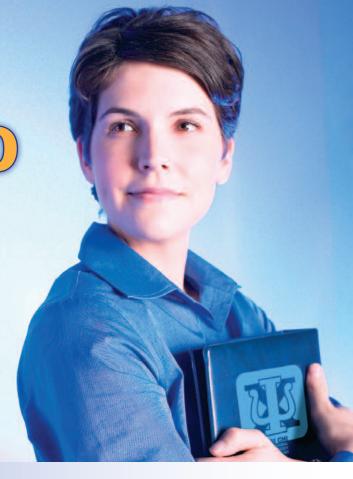
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Leadership in Community

National Leadership

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Featuring Plenary Sessions With Keynote Speakers:

Leadership That Invites Success Betty Siegel, PhD

President Emeritus & Distinguished Chair of Leadership, Ethics, and Character, Kennesaw State University (GA)



Through the Labyrinth: The Advantages and Disadvantages of Women as Leaders

Alice Eagly, PhD

James Padilla Chair of Arts and Sciences, Professor of Psychology, and Faculty Fellow, Institute for Policy Research, Northwestern University (IL)

Online Registration (only)

Register: www.psichi.org/nlc2009/registration.asp

Eligibility

All Psi Chi chapters are eligible to attend but are limited to no more than **four participants** (must serve as chapter president or president elect or faculty advisor) regardless if the participants receive funding from Psi Chi or pay their own way. (see www.psichi.org for information about full and partial funding)

Registration Fee

\$220 per participant (due at the time of registration)

PURPOSE

The National Leadership Conference (NLC) will provide workshops, keynote speakers, and interactive sessions that will help Psi Chi chapter presidents develop leadership skills they can use to be effective leaders of their chapters and in their professions. The NLC also will help Psi Chi faculty advisors enhance their leadership skills and ability to mentor emerging leaders within their Psi Chi chapters.

PROGRAM

- The program includes plenary sessions with presentations from two internationally recognized leaders in psychology, concurrent workshop sessions on topics of interest to chapter presidents and faculty advisors, small discussion groups that provide opportunities for participants to share ideas and apply information from the conference sessions, a leadership building exercise, and informal participant idea exchanges.
- The conference package includes dinner on Friday evening, breakfast, lunch, and dinner on Saturday, and breakfast on Sunday.
- Participants will have the opportunity to participate in a Best Practices Poster Session which will be peer reviewed.
- Participants will receive a conference proceedings binder that will include summaries from each presentation, suggested readings related to each session, biographical sketches of presenters, and
 Psi Chi resource materials.