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The International Honor Society in Psychology

**eye**

on **PSI CHI**

**Opening Dialogue Between  
Chapter Advisors and Officers**

**Applying for Graduate  
Programs in Psychology**

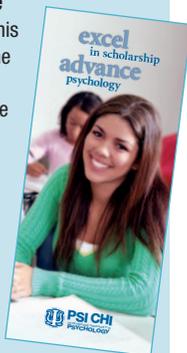
**Fund-raising is  
No Longer a "Dirty" Word**

**Why Psi Chi  
Needs to Sit  
at the Global Table**



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ABBREVIATIONS

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

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**From the Editor**

# Regional Opportunities



**Lisa Mantooth**  
Executive Officer  
Chief Operations Officer

It is time to start thinking about regional conferences. This year there are even more opportunities for Psi Chi members to participate in regional conferences. At the Spring 2010 regional conferences, there will be leadership and diversity programming, great poster sessions that will spotlight the research of our members, and an opportunity to celebrate Psi Chi's 80 years!

Recently, I was talking to my niece who is a psychology student at East Tennessee State University and asked her if she was planning on attending SEPA. Her response was "I don't know." I have another relative who is a psychology student at Iowa State and she has similar thoughts about attending MPA. This leads me to believe that the opportunities that await students at conferences are not being conveyed. Let me tell all of you why you should take advantage of attending a regional or local conference.

- Regional and local conferences provide the **Opportunity** to
- meet and speak with other Psi Chi members and faculty from other institutions,
  - learn about research being completed around the country,
  - present your research in a poster or paper session,
  - and win—did you know that Psi Chi awards research poster winners with a recognition certificate and cash prize?

Please mark your calendar and plan to attend one of our sessions.

**2010 Regional Conference Schedule**

March 4–7	EPA	New York City, NY
March 10–13	SEPA	Chattanooga, TN
April 8–10	SWPA	Dallas, TX
April 15–17	RMPA	Denver, CO
April 22–25	WPA	Cancun, Mexico
April 29–May 1	MPA	Chicago, IL

**2010 Society Conferences**

May 27–30	APS	Boston, MA
August 12–15	APA	San Diego, CA

Check out our tips for attending your first psychology conference:  
[www.psichi.org/conventions/attendees.aspx](http://www.psichi.org/conventions/attendees.aspx)

*Lisa Mantooth*



Alvin Y. Wang, PhD  
Psi Chi Society President  
The Burnett Honors College (FL)

# Why Psi Chi Needs to Sit at the Global Table

Psi Chi is going global. That's right. Thanks to a constitutional referendum passed by a majority of voting chapters, Psi Chi is now the *International Honor Society in Psychology*. But what exactly does this mean? In general terms, globalization refers to an ongoing process whereby regional societies, economies, and cultures become integrated through a transnational network of shared communication, ideas, and exchange. Indeed, for writers such as Thomas L. Friedman the acceleration of globalization due to advances in information technology signifies that the "world is flat."

For Psi Chi, this means that we need to broaden the scope of our mission to embrace students and colleagues regardless of geography. The time is right for Psi Chi to sit at the global table and join the transnational discourse on psychology that already exists through organizations such as APA's Division 52 (International Psychology), the International Congress of Psychology, and the International Association for Cross-Cultural Psychology.

Transnationally, students have already expressed the desire to embrace globalization in their studies. For instance, the Institute of International Education's (IIE) *Open Doors Report* (2008) indicated that the number of international students at colleges and universities in the United States increased by 7% to a record high of 623,805 in the 2007-08 academic year. This rise followed international student enrollment increases of 10% and 8% in the previous 2 years.

Similarly, the *Open Doors Report* (2008, ¶1) indicated that "U.S. students are studying abroad in record numbers...the number of Americans studying abroad increased by 8% to a total of 241,791 in the 2006-07 academic year." All told, this remarkable increase caps a decade of unprecedented growth in the number of Americans studying abroad. In fact, over a 10-year period the number of Americans studying abroad increased almost 150% (from under 100,000 in 1996-97 to nearly a quarter of a million in 2006-07).

President Obama's administration has also

acknowledged the importance of globalization for education. To underscore this development, the *Chronicle of Higher Education* (McMurtrie, ¶3) recently interviewed Alina Romanowski, deputy assistant secretary for Academic Programs in the Bureau of Educational and Cultural Affairs. Romanowski indicated that President Obama and Secretary of State Hillary Clinton "have sent clear signals that education exchange is a crucial aspect of the U.S. international agenda."

With globalization we have the potential to be enriched with a world filled with diverse ideas, perspectives, and opinions. This potential for enrichment will be fulfilled as long as we appreciate and respect the views of diverse others. However, another part of the human experience may involve prejudice, discrimination, and xenophobia. Tragically, on a global scale these conditions can find their hideous expression in racism, terrorism, and genocide. However, the discipline of psychology possesses some important tools that can combat these forms of dehumanization. After all, dehumanization occurs when humans behave badly toward one another. As the science of behavior, psychology has knowledge and an obligation to do its part in eliminating the forms of human (mis)behavior that are dehumanizing. In so doing, psychology can promote positive expressions of the human experience such as shared understanding, empathy, and love. **This is why Psi Chi needs to sit at the global table.**

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# Unfolding Opportunities for Psi Chi's Growth and Change

## Changes to the Constitution: International Society and Leadership Training

Last spring, two amendments to the Psi Chi Constitution were passed by chapter vote (see the Winter and Spring 2009 issues of the *Eye on Psi Chi* if you are interested in details). One amendment changed Psi Chi's name to reflect its move from a national organization to an international organization. This means that the National Office is now the Central Office, national dues and activities are now Society dues and activities, and the National Council is now the Board of Directors. It also means that Psi Chi hopes to soon welcome more international chapters and members, in addition to those we already have in Canada and Ireland.

The second amendment removed the National Leadership Conference from the Psi Chi Constitution. The Board of Directors proposed this change in order to make leadership training available to **all** Psi Chi members **more often**, not just the chapter presidents and faculty advisors every 2 years. Look for a wide variety of leadership training opportunities to be developed in the coming years, starting with leadership sessions in the Psi Chi programs at some of the regional conferences this spring.

## Psi Chi Turned 80

Psi Chi turned 80 on September 4, 2009 and celebrations of this milestone will continue into the 2009–10 academic year. If you plan to attend SEPA in particular, look for Psi Chi's 80<sup>th</sup> anniversary events in Chattanooga, TN. The vibrant city of Chattanooga is home to the Tennessee Aquarium, Chattanooga Choo-Choo, historic Lookout Mountain, fabulous restaurants, beautiful walking and biking trails, a thriving art district—and the Psi Chi Central Office!

## Journal Editor

Since January of 2009, I have been serving as the Interim Editor of the *Psi Chi Journal of Undergraduate Research* until a replacement editor could be selected. The Psi Chi Board of Directors recently selected Dr. Randolph Smith as the

incoming Interim Editor of the *Journal*, and we are thrilled to have him on board. Dr. Smith recently retired from the editorship of APA's prestigious *Teaching of Psychology* journal after serving a 12-year term at the helm. With Dr. Smith's expertise in journal editing, Psi Chi will look for ways to expand the *Journal's* exposure and online presence. As I wind down my duties, Dr. Smith is already managing all new submissions to the *Journal*.

Students and faculty interested in the journal submission process may have the opportunity to meet Dr. Smith at a regional conference. Look for sessions advising students on submitting their undergraduate research papers, and faculty on supporting their students' research submissions, listed in the Psi Chi programs at the regional conferences. Dr. Smith, Susan Iles (managing editor of the *Journal*) and/or I will be presenting and answering questions about the *Journal* at most regional conferences this spring.

## Board Members and Leaders

Every year, chapters vote on three regional Vice-Presidents who will serve on the Board of Directors (alternating three regions each year; vice-presidents may serve two, 2-year terms) and a new Society President. The Executive Committee consists of the President, the President-Elect, and the Past-President, as well as the Executive Director and Executive Officer. This past spring, Drs. Jason Young and Ngoc Bui were re-elected to serve the Eastern and Western regions, respectively, and Dr. Eric R. Landrum was elected to serve the Rocky Mountain region. Dr. Alvin Wang is the current President with Dr. Scott VanderStoep serving as Past-President, and Dr. Michael Hall serving as President-Elect.

## The Future

I hope you find these opportunities and changes as exciting as I do. We certainly hope that as Psi Chi members, each of you will contribute to the success of Psi Chi's next 80 years.



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

## Awards & Grants

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

### December 1

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

### January 15

SWPA Travel Grant

### February 1

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

### February 15

WPA Travel Grant

## 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 faculty sponsor receives a \$1,500 stipend. Winning students also receive complimentary annual membership to APS.



Allison Foertsch



Jean Kim

### Allison Foertsch

University of San Francisco (CA)  
FS: Marisa Knight, PhD

#### Emotion Regulation Strategies Modulate Memory Performance in Older and Younger Adults

The purpose of this study was to examine age differences in the ability to flexibly process emotional information using different strategies and the consequences these strategies have on emotional experience and memory. On each trial, participants were given a cue word instructing them to enhance or diminish the personal relevance of positive, negative, or neutral images. Relative to images seen during passive look trials, recall was better for images seen during increase trials and worse for emotional images seen on decrease trials. The main effect of cue type did not interact with age. This finding suggests that older adults were just as effective as younger adults in modulating memory performance by enhancing and diminishing the personal relevance of the images.

Allison Foertsch, a native of Anaheim Hills (CA), is a senior psychology major at the University of San Francisco (USF) with minors in gerontology and child and youth studies. At USF, she has worked in the Family Relationships Lab and the Emotion and Cognition Lab (where this project was conducted). She is the current president of the USF Chapter of Psi Chi and has received various other honors including several semesters on the Dean's Honor Roll, membership into Alpha Sigma Nu, the National Society of Collegiate Scholars, and the USF Honors in Psychology Program. She has served as a teaching assistant and tutor for biological psychology, research design, and psychological statistics. She wishes to thank her friends, the psychology faculty, and her family (especially Mom) for their help, support, and guidance. Exceptional thanks goes to her mentor, Dr. Marisa Knight, for without her brilliance this project never would have taken form.

### Jean Kim

University of Michigan—Ann Arbor  
FS: Edward C. Chang, PhD

#### The Conceptualization and Assessment of Perceived Consequences of Perfectionism

Despite the popularity of perfectionism research, no study has assessed for differences in perceptions of perfectionism as adaptive or maladaptive. Hence, we conducted the present study to develop the Consequences of Perfectionism Scale (COPS) in a sample of 492 college students. Results of an exploratory factor analysis indicated a two-factor solution for the COPS items. One factor involved perceptions of perfectionism's consequences as positive and the other factor of perfectionism's consequences as negative. Moreover, these two perceptions were found to be internally reliable and to have different associations with core personality dimensions, namely, positive and negative affectivity.

Jean M. Kim is a senior 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 the perceived consequences of perfectionism as part of her honors thesis. She has also done other research on perfectionism, optimism and pessimism, loneliness, and spirituality and religiosity. 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 has served as the fundraising chair of Circle K and volunteers and interns at the Depression Center. Ms. Kim plans to graduate with honors in May 2010 to pursue a PhD in clinical psychology and an eventual career in academia. In her free time, she enjoys spending time with family and friends, reading, and playing tennis and piano.

**Caitlin Porter**

University of Central Arkansas  
FS: Shawn R. Charlton, PhD

**Cross-Cultural Individual and Group Discounting**

This study looked at cross-cultural differences in decision-making for delayed monetary outcomes for a single-person or for a group of individuals. Based on stereotypical differences between Eastern and Western cultures, it is hypothesized that Asian students will have lower discount rates in the group condition than European-Americans. However, discount rates in the individual condition should not differ. This pattern of results was not observed. The rate of discounting for Asian and European-American students were not statistically different. Discount rates were higher in the individual condition than the group condition for both cultural groups. These results suggest that while decision-making differs across individual and group contexts, the cultural background of the participants is not relevant in the current task.

**Caitlin Porter** is in her senior year at the University of Central Arkansas (UCA) in Conway (AR). She will graduate in May of 2010 with a BS in psychology. Following graduation, Ms. Porter plans to enter a graduate program for industrial-organizational psychology. In summer of 2008, she began conducting research in temporal discounting in collaboration with Dr. Shawn Charlton of UCA and Dr. Richard Yi of the University of Arkansas for Medical Sciences. Her current research interest is in the field of engagement in the workplace. In summer 2009, she received 3rd place in the Allyn & Bacon Award from Psi Chi for her paper on delayed social discounting.

**Samantha J. Tuhn**

Iowa State University  
FS: Jeffrey Scott Neuschatz, PhD

**Confessions on Jurors' Verdicts When Exculpatory Evidence is Involved**

Confessions, viewed as the strongest piece of evidence, have been shown to have detrimental effects on jurors' verdicts. A 3 (confession: regular, recanted, or none) x 2 (exculpatory evidence: physical or circumstantial) design was used to examine the effects confessions have on jurors' verdicts when exculpatory evidence is involved. One hundred eighty participants read a mock trial (randomized for confession and evidence conditions), then gave their verdict. Results show no significant differences with regular confession or recanted confession regardless of physical or circumstantial confession. Regular confessions did not differ from recanted confessions in all exculpatory evidence conditions. Results indicate that student jurors do not differentiate between evidence levels and that they dismiss exculpatory evidence when there is a confession involved.

**Samantha Tuhn** will graduate in May 2011, with a major in psychology and minors in statistics and political science. She has been and continues to be a part of numerous research labs with duties varying from checking data to running her own studies. However, one lab in particular piques her interest. Gary Well's lab has exposed her to various psychology and law issues, which is her primary research interest, and has been her prime motivation to become as deeply involved with research as possible. She is particularly interested in jury research (behavior and decision making, selection, and consultation), along with confessions, eyewitness identifications, and interrogation techniques. She hopes to obtain her PhD in social psychology to pursue a career in the academia and research field. In her free time, Ms. Tuhn likes to spend time with her parrot, Charlotte, who is constantly saying or doing something new to amuse her.

**Katie Von Holzen**

University of Wisconsin-Green Bay  
FS: Todd F. Heatherston, PhD

**Attractiveness Criteria and Female Brain Activity**

When assessing the attractiveness of pictures of the opposite sex, men and women show differential patterns of brain activity (Cloutier et al., 2008). Explanations for this difference could be attributed to different implicit definitions of attractiveness or to gender-variant fundamental processing differences. To differentiate between these two possibilities, college-age women were asked to rate pictures of men on both sexual and general attractiveness scales. When assessing sexual attractiveness, both the nucleus accumbens and orbital frontal cortex activity differentiated between attractive and unattractive men, echoing the pattern of activity in men asked to assess attractiveness (Cloutier et al., 2008). These results suggest that neural gender differences when viewing members of the opposite sex are a result of different implicit attractiveness criterion.

**Katie Von Holzen** is a psychology student at the University of Wisconsin-Green Bay, where she will graduate summa cum laude in December 2009. She also studies German and will keep her love of language alive in her graduate studies. Psycholinguistics and neurolinguistics, including second language acquisition, the neurological differences between L1 and L2 processing, and bilingualism are topics she will pursue in her future as a graduate student. In addition to receiving the Psi Chi APS Summer Research Grant, Ms. Von Holzen has also achieved honors every semester during her college career, received WPA's Margaret Bernauer Psychology Research Award for her Death Humor poster presentation, and served as the 2009 Psi Chi chapter secretary. She enjoys reading, traveling, cycling, and jazz music.

**Caitlin Porter****Samantha J. Tuhn****Katie Von Holzen**

## Allyn & Bacon Awards

Psi Chi would like to thank Allyn & Bacon publishers for sponsoring the 2008-09 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.



Victoria VanUitert



Tiffany Fausett



Caitlin Porter

### Victoria VanUitert

Utah State University

First Place

FS: Renee Galliher, PhD

#### Convergence and Divergence in Attachment Style Across Male and Female College Students' Friendships and Romantic Relationships

Attachment representations in friendship and romantic relationship contexts were examined in a sample of 398 college students. Analyses examined patterns of attachment style in both relationship contexts, divergence and convergence in attachment style, and links between attachment representations and negative peer and romantic relationship experiences (i.e., relational and physical victimization and betrayal). The majority of participants reported more secure attachment representations, relative to preoccupied or dismissing attachment. However, analysis of biological sex indicated that men reported more dismissing attachment styles with both friends and romantic partners, relative to women. Additionally, significant links were observed between negative peer and romantic relationship experiences and attachment representations, in theoretically consistent directions.

Victoria VanUitert graduated cum laude in psychology with departmental honors from Utah State University in 2009. She had held positions on both the Psi Chi and Psychology Club councils, acting as vice-president of membership and vice-president respectively. With the help of Dr. Galliher, Ms. VanUitert has conducted three research projects since 2007—one of which is the project that received this award. Ms. VanUitert was also awarded Undergraduate Researcher of the Year in the psychology department having successfully obtained two grants through the college and presenting at two RMPA conferences. Victoria plans to apply to graduate school to pursue a doctorate degree in order to study social neuroscience.

### Tiffany Fausett

Utah State University

Second Place

FS: Renee Galliher, PhD

#### Self-silencing Attitudes and Behaviors in Adolescent Romantic Couples: Links with Global Relationship Quality

This study examined global self-silencing attitudes and self-silencing behaviors, as they relate to relationship satisfaction in 92 adolescent romantic couples. Self-silencing attitudes and behaviors were assessed via self-report and in the context of a problem-solving activity. Moderate associations were observed between global self-silencing attitudes and reports of self-silencing behaviors in videotaped problem-solving conversations for both boyfriends and girlfriends. Further, while no significant associations were observed between self-silencing attitudes and relationship satisfaction for either boyfriends or girlfriends, there were several moderately sized, significant relationships between self-silencing behaviors and relationship satisfaction, especially for girlfriends.

Tiffany Fausett, originally from Wyoming, graduated in 2009 with a BA in psychology and a minor in family and human development from Utah State University. As an undergraduate, she pursued opportunities that allowed her to further her knowledge of counseling and psychology as a whole. She was able to participate as a REACH Peer helping students learn skills like mindfulness and relaxation techniques. She is a member of Psi Chi and had the opportunity of gaining knowledge of research by working on this project with her professor, Renee Galliher, PhD. Ms. Fausett plans to pursue a master's degree in school counseling.

### Caitlin Porter

University of Central Arkansas

Third Place

FS: Shawn Charlton, PhD

#### Delayed Social Discounting: Does Time to Occurrence Effect Social Sharing?

Rachlin and Jones (2008) demonstrated that the amount of money a participant is willing to forego so that another person can receive a gain is a function of the degree of social connectedness between the decision-maker and the recipient. The current study investigated what happens when (a) the participant's and recipient's outcomes are equally delayed, (b) the participant's gain is immediate and the recipient's is delayed, and (c) the participant's gain is delayed and the recipient's is immediate. The results suggest that adding a common delay to both outcomes has a negligible impact on the decision-making process. However, creating an asymmetrical delay has a significant impact. When the delay is added to the recipient's outcome, generosity is significantly decreased. However, when the delay is added to the participant's outcome, generosity is significantly increased.

Caitlin Porter is in her senior year at the University of Central Arkansas (UCA) in Conway (AR). She will graduate in May of 2010 with a BS in psychology. Following graduation, Ms. Porter plans to enter a graduate program for industrial-organizational psychology. In summer of 2008, she began conducting research in temporal discounting in collaboration with Dr. Shawn Charlton of UCA and Dr. Richard Yi of the University of Arkansas for Medical Sciences. Her current research interest is in the field of engagement in the workplace.

## 2007-08 Winners

Faculty Advisor  
Research Grants

Psi Chi congratulates the 2007-08 and the 2008-09 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.

## 2008-09 Winners

## Eastern Region

**Kerri Goodwin, PhD**  
Towson University (MD)

**Mark D. Terjesen, PhD**  
St. John's University, Queens Campus (NY)

## Midwestern Region

**Matthew Kelley, PhD**  
Lake Forest College (IL)

**Alissa C. Huth-Bocks, PhD**  
Eastern Michigan University

## Rocky Mountain Region

**Lori E. James, PhD**  
University of Colorado at Colorado Springs

## Southeastern Region

**Camille Tessitore King, PhD**  
Stetson University (FL)

**Daniel W. McNeil, PhD**  
West Virginia University

## Western Region

**Bettina J. Casad, PhD**  
California State Polytechnic University,  
Pomona

**Lisa M. Bauer, PhD**  
Pepperdine University, Seaver College (CA)

**Glena L. Andrews, PhD**  
Northwest Nazarene University (ID)

**Agnesis of the Corpus  
Callosum: Early Social and  
Emotional Development**

Children (> 5 years) and adults with agnesis of the corpus callosum (ACC) exhibit deficits in social situations, executive functioning (Brown & Paul, 2000), and behaviors (Doherty et al., 2006). Children, 1 ½ to 5 years, (n = 184) diagnosed with full or partial ACC were rated by care-providers using the Child Behavior Checklist (Achenbach & Rescorla, 2000). The children's behavior ratings fell within the normal range except for pervasive developmental problems. There are suggestions of early social skills difficulties that are easily confused with symptoms of autism, but it appears that difficulties experienced by persons with ACC require higher verbal skills in order to be detected. These results are consistent with anecdotal information from parents of younger children with ACC.

**Glena L. Andrews** completed her BA in psychology at Northwest Nazarene University (ID) and MA in psychology at University of Colorado while working as a neuropsychological assistant. She earned her PhD in clinical psychology with an emphasis in neuropsychology at Fuller Graduate School of Psychology (CA) and was a lab assistant for Dr. James Marsh at the Neuropsychiatric Institute at UCLA. In 2003, she completed a post-doctoral MS in clinical psychopharmacology through California School of Professional Psychology. Dr. Andrews began her teaching career at Eastern Nazarene College (MA) and helped establish the Psi Chi charter chapter. Dr. Andrews is currently a professor of psychology at Northwest Nazarene University, and faculty advisor for Psi Chi. She supervises junior/senior research, organizes the Annual Psychology Research Forum, and involves students in her research. Her research projects include evaluating behavior differences in persons with prenatal effects of alcohol and agnesis of the corpus callosum.

**Bettina J. Casad, PhD**  
Cal State Polytechnic University, Pomona

**Effects of Stereotype Threat on  
First Generation College Students'  
Academic Performance**

This study examined the existence and effects of stereotype threat (ST) among first generation college students. Participants in the ST condition were told that first generation college students do not perform as well as other college students. Participants in the control condition were told first generation college students perform equally well compared to others. While taking a brief GRE-type verbal test, participants' physiological reactivity was recorded. Although there were no differences in test scores, participants in the threat condition showed more negative mood than did control participants. Participants experiencing stereotype threat had elevated blood pressure compared to the control group.

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



**Glenna L. Andrews, PhD**



**Bettina J. Casad, PhD**

## Faculty Advisor Research Grants



Shawn R. Charlton, PhD

**Shawn R. Charlton, PhD**  
University of Central Arkansas

### The Relationship Between Temporal Discounting, Self-Control, and Resistance to Peer Influence

The current study examined the possibility that temporal discounting (a behavioral index of impulsivity) is related to trait self-control. Results indicate a significant, but weak, negative correlation between temporal discounting and self-control ( $r = -0.18, p < 0.05$ ) and no correlation with Resistance to Peer Influence (RPI), a theorized context in which both self-control and impulse control are needed ( $r = 0.06, p = 0.46$ ). The self-control measure did correlate with RPI ( $r = 0.35, p < 0.001$ ). Results from the study indicate that impulse control (discounting) is distinct from self-control. Given these findings, it is critical to explore the difference between these constructs and to identify contexts that involve impulse control and those that require self-control.

Shawn R. Charlton completed his undergraduate degree at Utah State University and his PhD at the University of California, San Diego. After completing school, he joined the psychology and counseling faculty at the University of Central Arkansas (UCA) as an assistant professor in January 2007. At UCA, he teaches learning, cognitive, and evolutionary psychology (with the occasional statistics course thrown in for variety). Dr. Charlton's Social and Behavioral Decisions Laboratory focuses on the factors that influence self-control (the choice of a delayed, larger outcome over smaller, sooner outcomes) and the role of self-control in social behavior (e.g., cooperation, altruism). All of his work is guided by the belief that behavior is shaped by both evolutionary and individual consequences. It is Dr. Charlton's belief that exploring the interplay between evolutionary strategies and current environmental contingencies provides a powerful model for explaining complex human behavior.



Mindy J. Erchull, PhD

**Mindy J. Erchull, PhD**  
University of Mary Washington (VA)

### An Exploration of Objectification in Menstrual Product Advertisements

Recent work has linked the construct of objectification to women's health through suggestions that objectifying the female body may serve as a means to minimize the association of women with the (perceived) messy realities of their bodies (e.g., women menstruate, give birth, and lactate). This study analyzed advertisements for menstrual cycle products to determine whether themes of objectification were present. Advertisements published in *Cosmopolitan* and *Seventeen* since 1998 were analyzed. Representations of women/girls were included in only a minority of ads, but when present, women were often portrayed in sexualized poses, wearing tight and revealing clothing, and as objects for the viewer's gaze. This combined with the surprisingly small percentage of ads depicting women provides evidence that these ads are likely trying to separate the functions of women's bodies from women themselves.

Mindy J. Erchull, PhD, is an assistant professor of psychology at the University of Mary Washington (VA) who received her training in social psychology at Arizona State University. She is a self-defined generalist who loves teaching social psychology, the psychology of women, and research methods among other courses. She is an active researcher in the areas of feminism and objectification who particularly values her research collaborations with current and former students. Dr. Erchull is an active member of the Society for the Psychology of Women (Division 35 of APA), the Association for Women in Psychology, and the Society for Menstrual Cycle Research. Despite this, her work with the UMW Psi Chi chapter is among her favorite activities, as the energy of the students involved never fails to recharge her.



Krista K. Fritson, PsyD

**Krista K. Fritson, PsyD**  
University of Nebraska–Kearney

### The Impact of Fitness (Therapy) Balls as Chairs for Youth in a Residential Treatment Facility

Though some traditional behavioral and cognitive-behavioral interventions show some improvement in classroom behavior for children with special needs, many professionals in educational and behavioral health fields are searching for more options. One empirical study and a few anecdotal media stories have discussed the direct effects of fitness balls on classroom behavior of ADHD children. This study aims to explore the impact of fitness balls used as chairs in the classroom for youth with diagnosed emotional/behavioral disorders in a residential treatment center. Due to complications related to field research, data collection continues to increase the number of participants. However, preliminary trends indicate students are more attentive and have increased in-seat behaviors when using a fitness ball rather than a traditional chair.

Krista K. Fritson, PsyD, is an associate professor at the University of Nebraska at Kearney (UNK), as well as a licensed clinical psychologist. Throughout her 5 years at UNK, Dr. Fritson has been the advisor for UNK's Psychology Club and Psi Chi organizations. She believes strongly in service learning, the integration of research into clinical practice, and the involvement of students in as many aspects of psychology as possible. Prior to joining UNK as a tenure track professor in 2004, Dr. Fritson worked as a clinical psychologist for 7 years while teaching part-time as an adjunct professor at UNK for 2 years. She obtained her PsyD in 1997 from Forest Institute of Professional Psychology (MO) after obtaining her MS in clinical psychology from Fort Hays State University (KS) in 1991 and working 3 years as a therapist. She obtained her BS in psychology in 1988 from the University of Nebraska at Kearney.

**Alicia A. Grandey, PhD**  
Penn State University, University Park

### Show Me the Money! The Impact of Financial Rewards for Emotional Labor

Emotional labor is managing emotions as part of the work role, as in customer service. An assumption of this sociological concept is that there is something unpleasant about one's smile being linked to pay, though psychological theories posit that financial incentives can compensate for the strain of expended effort. With an experimental call center simulation where both friendly and efficient service was required, it was manipulated whether participants had an opportunity for financial incentives for expressive or cognitive self-regulation. In contrast to emotional labor assumptions, financial incentives for "service with a smile" resulted in greater job satisfaction and less stress compared to the same incentives for accurate service. A follow up study manipulated whether self-regulation is voluntary or a job requirement.

**Alicia A. Grandey** earned her PhD in psychology at Colorado State University in 1999. Dr. Grandey is currently chair of the industrial-organizational psychology program as well as the Psi Chi advisor at Pennsylvania State University. Her primary research stream focuses on the regulation and expression of employee emotions, and how this relates to employee well-being and job performance. In the last 10 years, Dr. Grandey's lab and field research has been published in over 25 articles and chapters, including outlets such as the *Journal of Applied Psychology (JAP)*, *Academy of Management Journal (AMJ)*, *Organizational Behavior and Human Decision Processes (OBHDP)*, and *Journal of Occupational Health Psychology (JOHP)*. Her research has been cited in over 400 scholarly articles and discussed in *Harvard Business Review*, *Ms. Magazine*, and National Public Radio. Dr. Grandey is a member of the APA, APS, Society of Industrial-Organizational Psychology (SIOP), and Academy of Management.

**Patricia H. Hawley, PhD**  
University of Kansas

### Social Dominance and Morality in Young Children

Approaches in child psychology suggest that prosocial and antisocial behavioral tendencies are opposite ends of a single continuum. Hawley argues that aggression and prosociality serve similar functions (i.e., resource control), and as such, should be either uncorrelated or modestly positively correlated. Consistent with this approach, this study derives different types of children by the way they control resources and has illuminated a highly powerful group of children who are both prosocial and coercive in their resource control attempts (i.e., bistrategic controllers). Bistrategic children, despite their aggression, are morally astute. This study showed that while the varied facets of moral functioning may be 'prosocial', they need not be altruistic; these skills can be used to effectively further personal goals in some.

**Pat Hawley** is an associate professor at University of Kansas. Her PhD in psychology is from the University of California at Riverside where she studied evolution, animal behavior, and quantitative methods. She spent several years in Berlin, Germany, at the Max Planck Institute for Human Development as a postdoctoral fellow until 1998 when she returned to a research position at Yale University (CT) and a teaching position at Southern Connecticut State University. She teaches courses in child development, social and personality development, statistics, and evolution and human behavior. Her research focuses on the role of power and status in interpersonal relationships across the life span.

**Shelia M. Kennison, PhD**  
Oklahoma State University

### Comprehending Cataphoric and Anaphoric Pronouns in Chinese: Evidence for Cross-Language Differences in Referential Processing

The research investigated how anaphoric and cataphoric pronouns were comprehended in single sentences by native speakers of Chinese (Mandarin). Two studies were conducted—a reading experiment and a questionnaire study in which participants provided offline judgments. The results indicated that in Chinese, the processing of sentences containing cataphoric pronouns was generally more difficult than the processing of sentences containing anaphoric pronouns, even for those sentences containing zero pronouns. The results showed that in Chinese, like in English, cataphoric and anaphoric pronouns are interpreted as co-referent with another discourse entity in the same sentence most of the time (i.e., over 70%); congruent cataphoric pronouns were interpreted as co-referent significantly less often than congruent anaphoric pronouns.

**Shelia M. Kennison, PhD**, is an associate professor of psychology at Oklahoma State University. She received her undergraduate degree from Harvard University (MA) and her MS and PhD from the University of Massachusetts at Amherst. She conducts research on language processing, bilingualism, and brain and language. Her research has been supported by the National Science Foundation (BCS 0449886), and she is currently supervising an NSF Predoctoral Fellow. She has taught undergraduate courses in introductory psychology, statistics, research methods, research ethics, cognitive psychology, psychology of language, and history of psychology; and graduate courses in psychology of language, cross-cultural cognition, and research design. In 2007, she received the Regents Distinguished Teaching Award from Oklahoma State University.



**Alicia A. Grandey, PhD**



**Patricia H. Hawley, PhD**



**Shelia M. Kennison, PhD**

## Faculty Advisor Research Grants



Mark G. Rivardo, PhD

**Mark G. Rivardo, PhD**  
Saint Vincent College (PA)

### Effects of Stereotype Threat Intervention on Women's Mathematics Performance

Stereotype threat has been demonstrated to reduce the performance of stereotyped individuals in the threatened domain (Steele & Aronson, 1995). This study attempted to replicate the finding that instruction about stereotype threat can erase the performance deficit women experience in math performance (Johns, Schmader, & Martens, 2005), and further evaluate the arousal hypothesis of stereotype threat (e.g. Ben-Zeev, Fein & Inzlicht, 2005). The research was unable to produce a stereotype threat effect and found no differences between conditions in self-reported anxiousness, or cortisol levels of female participants. The inclusion of high domain identified participants, use of a low stakes performance task, and the levels of social and academic support at a small, Catholic, liberal arts college may have contributed to the results.



Matthew J. Zagumny, PhD

**Matthew J. Zagumny, PhD**  
Tennessee Technological University

### Contemporary Homoprejudice Scale (CHpS): Transnational Psychometric Examination in Turkey

The aim of this research was to psychometrically examine the Contemporary Homoprejudice Scale (CHpS) to establish cultural relevance of the homoprejudice concept and measurement. A sample of 508 Turkish university students registered at two universities in Ankara provided usable questionnaires, including completed CHpS and ATLG scales. Reliability analysis of the 22-item CHpS was found to be moderately high among this sample with a Cronbach's alpha of .78. The usefulness of the unidimensional "homoprejudice" construct for researchers is evidenced by the low bivariate correlation between CHpS and ATLG total scores at  $r = .13$ . This represents shared variance of only 1.7% between the scales. This clearly suggests that homoprejudice as a research construct is principally divergent from attitudinal reactions to homosexuals.

**Mark G. Rivardo, PhD**, is an associate professor of psychology at Saint Vincent College (PA). He received his BS in psychology from Saint Vincent College and his MA and PhD in experimental psychology from Bowling Green State University (KY). He teaches courses in introduction to psychology, cognitive psychology, seminar in cognitive psychology, and supervises student thesis and directed research projects. Dr. Rivardo routinely involves students in each of his research projects and publishes with student coauthors. Since joining the faculty in 1999, Dr. Rivardo has served as the faculty advisor for the Psi Chi chapter and the Psychology Club. He has chaired the Institutional Review Board since 2000. Dr. Rivardo's research interests lie in applied cognitive psychology. Recent publications have been in the areas of collaborative recall in eyewitness memory, the effectiveness of a 3-day Spanish course for law enforcement personnel, and cellular telephone use and driving performance.

**Matthew Zagumny, PhD**, is professor of psychology at Tennessee Tech University in Cookeville (TN) and has been coadvisor of the Psi Chi chapter since 1994. In addition to teaching statistics and research methods courses, he supervises undergraduate senior theses and actively involves Psi Chi members in his multiple research projects. Dr. Zagumny's research agenda includes examination of psychosocial models of health promotion behaviors including sexual behavior, impaired driving interventions, and alcohol/drug use. He has an active international health psychology research agenda including Poland, Eastern Europe, and most recently in Turkey. Dr. Zagumny is the developer of the AIDS Health Belief Scale (1998) and the Contemporary Homoprejudice Scale (CHpS, 2007) that he recently tested with colleagues in Turkey at the University of Ankara and Hacettepe University in addition to examining cross-cultural validity of sexual behavior models and intoxicant abuse models.

## Website Awards

The Psi Chi Website Awards annually recognize three outstanding Psi Chi chapter websites. Award winners are as follows:

**Arizona State University**  
<http://psichi.asu.edu/>

**Charleston Southern University (SC)**  
<http://www.csuniv.edu/PsiChi/>

**University of Oregon**  
<http://uoregon.edu/~psichi/>

As part of the award, Psi Chi is pleased to summarize each chapter's website. For full information, please go online and browse each winning chapter's website in depth.

The purposes of the Psi Chi Website Awards program are to recognize and reward annually those chapter websites that (a) create an innovative, aesthetic, and useful site; and (b) best advance or support Psi Chi's 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 encourages chapters to update and submit their websites for consideration in next year's Psi Chi Website Awards program. The annual deadline is February 1, and three cash awards of \$200 each are presented to the winning chapters. Summaries of the award winners' websites are featured here and on the Psi Chi website. The award's cover sheet may be downloaded from our website ([www.psichi.org](http://www.psichi.org)).



**Arizona State University | <http://psichi.asu.edu/>**

The Arizona State University Chapter has worked exceptionally hard to become an easily accessible resource for undergraduate students with an interest in psychology. Members have high hopes that students will use the chapter's website to make ideal use of their time as undergraduates and to help them in transitioning from students to professional practitioners in the field. One of the primary aims of the website is to increase awareness of the organization, and it includes the web address in every poster, handout, and advertisement that is distributed. This supplies students with a single source of complete and accurate information about the chapter, its activities, and the benefits of becoming

a member. Given that Arizona State is so large, the chapter hopes to convey a sense of community and accessibility to undergraduate psychology students with an interest in becoming involved. Chapter members feel that developing close relations with other students and professionals in the area is exceedingly important.

The chapter feels its site is unique in that it is a complete source of information for all students with an interest in psychology. Not only does it provide information about the organization, but it also provides links to career resources, GRE preparation, the graduate school application process, research programs, internships, and volunteer opportunities.

The website includes contact information for every officer as well as graduate liaisons who each specialize in a different area of psychology and are always available to answer questions about their personal experiences. The website provides a complete description of how to apply to Psi Chi as well as encouragement and incentives to get involved with the organization.

Through this encouragement, the chapter strives to generate interest in the science of psychology, especially among those who demonstrate excellence in their studies. It hopes to fulfill the purpose of Psi Chi by providing a stepping-stone for extraordinary undergraduates into the field of psychology.



**Charleston Southern University (SC) | <http://www.csuniv.edu/PsiChi/>**

The purpose of the Charleston Southern Psi Chi website is to provide a creative, informative, and valuable resource for students, psychology majors and minors, and Psychology Club and Psi Chi members. The goal when designing the website was not only to create a website that is eye-catching and easily navigated, but also informative to a variety of student and faculty users.

Upon viewing the website, the eyes are instantly captivated by the custom-made banner created by the chapter's vice-president/webmaster. The navigation buttons list several useful links including upcoming events for the chapter such as

speakers, meetings, service projects, and other academic-related resources. The website also includes a form that lays out the 4-year plan for freshmen psychology majors. A unique addition to the chapter's website is the podcast 60 Second Psych. This podcast is a weekly announcement by Scientific American on a recent finding in the field of psychology. It also added a link to the Facebook group, which offers a place for students to create discussions and share pictures of Psi Chi events.

The site philosophy is that the more visually pleasing and intuitively designed a website is, the more likely the viewer

will be to explore everything the site has to offer. If viewers feel a site was done poorly and quickly, they will assume what they are looking for is not there. There must be a high degree of quality in creativity, usability, and valuable information for a site to be successful.

The goal is to stimulate interest in the field of psychology, connect students (current and alumni) and to provide exposure to an assortment of opportunities. The website creates these opportunities by displaying upcoming conference information, student research presentations, awards and service projects.



**University of Oregon | <http://uoregon.edu/~psichi/>**

The University of Oregon (UO) Chapter of Psi Chi website incorporates the latest in Internet aesthetics and functionality, and serves the purpose of an information gateway to keep its members informed about upcoming meetings, events, and deadlines. The website conveys opportunities presented by Psi Chi to potential new members and provides information about benefits for current members. The major goal of the website is to keep members updated on what, where, and when events are taking place, and then provide photos and reports afterwards.

The website's unique design combines a consistent banner with drop down menus across the top of every webpage, and side menus within each page

for topics and navigation. The pages contain information about Psi Chi's mission and philosophy, membership, the chapter's projects and officers, and upcoming and past events. It also provides links pertaining to Psi Chi, to the UO psychology department, and to psychology in general. The format displays an aesthetic mix between images and colors from the UO and Psi Chi logos in a professional and engaging manner. A UO map utility helps users locate meetings. Google tools supply enhanced capabilities. A calendar provides information on upcoming dates, and Picasa displays slideshows of images from past events. The website also informs visitors about events sponsored by the UO psychology department that are open

to all psychology students, for example, guest speakers.

The philosophy of the site is to welcome potential members who want to learn more about Psi Chi and serve as a resource about Psi Chi and psychology in general for current members. The content of their site advances the purposes of Psi Chi by encouraging students to get involved in psychology and academics, such as becoming tutors for psychology classes. It informs users about guest speakers and movie nights which provide an engaging medium for learning and getting connected with professors and other students in the psychology department, and for volunteer opportunities serving the community.

## Summer Research Grants

Psi Chi's eighth year for offering the Summer Research Grants program included 11 winners. Each grant included a stipend of \$3,500 for the winning Psi Chi student plus \$1,500 to the research sponsor.



Jenn Chmielewski



Elizabeth Ewell



Claire Gravelin

**Jenn Chmielewski**  
Dickinson College (PA)  
FS: Crystal L. Park, PhD

### Post-Traumatic Growth: Finding Positive Meaning in Cancer Survivorship Moderates the Impact of Intrusive Thoughts on Adjustment in Younger Adults

We examined whether post-traumatic growth would moderate the impact of intrusive thoughts on several dimensions of well-being (i.e. spiritual well-being, positive and negative affect, and health-related quality of life) in a sample of younger adult cancer survivors. Intrusions were related to poorer adjustment on all indices except physical health-related quality of life. However, post-traumatic growth moderated the effects of intrusive thoughts on positive and negative affect, life satisfaction, and spiritual well-being in a protective fashion. For those with more post-traumatic growth, higher levels of intrusions were related to better adjustment. The positive meaning that individuals assign to their cancer experience as reflected by post-traumatic growth appears to be important in determining the impact of intrusive thoughts on post-cancer adjustment.

Jenn Chmielewski is a senior psychology major at Dickinson College (PA) from Old Lyme (CT). Her emphasis in psychology is eating disorders and feminist approaches to women's mental health. This year, she is serving as president of the Dickinson Chapter of Psi Chi and is excited to bring some interesting researchers to speak on campus. Her research at Dickinson College includes heterosexual women's same-sex sexual behaviors at parties, binge eating behavior and mood, and studying psychosocial factors of eating disorders in Indian college women. She is currently conducting her honor's project on the psychosocial factors associated with lesbian and bisexual women's eating pathology. She enjoys being a residential advisor for first-year students and a facilitator of the Feminist Collective, engaging in activism both on campus and the community. She is applying to clinical PhD programs in the hopes of pursuing a career in eating disorder prevention and treatment research.

**Elizabeth Ewell**  
SUNY College at Brockport  
FS: Laurel McNall, PhD

### Antecedents and Outcomes of Mentoring Satisfaction Among College Professors

This study examined the relationship between a protégé's core self-evaluations (CSE) and perceptions of mentor commitment and mentor similarity with satisfaction with a mentoring program, and in turn, whether mentoring satisfaction was related to job satisfaction and commitment to the organization. The sample consisted of 19 faculty members from a public institution in the northeast, who participated in a web-based survey. Results showed that perceived similarity to mentor and perceived mentor commitment were significantly correlated with overall satisfaction with the program. Overall mentoring satisfaction was significantly correlated with affective commitment to the organization. CSEs were not significantly correlated with mentoring satisfaction; however this is based on a small sample size and needs further investigation. Implications of the study are discussed.

Elizabeth Ewell attends SUNY College at Brockport. She is a senior psychology major with a minor in mathematics and will graduate in December 2009. Ms. Ewell is a recipient of the Distinguished Scholar in Residence scholarship, as well as an honors student and member of Alpha Chi and Psi Chi. She is an active peer mentor for freshman students and is currently interning with the First Year Experience Office at Brockport. Ms. Ewell has been working with Dr. Jennifer J. Ratcliff on research in race and gender bias and prejudice since August 2008. Her research interests include mentoring programs, personality variables, and gender bias and prejudice. She plans to attend graduate school to obtain a master's degree in higher education administration. She hopes to work in an advising position in a public higher education institution.

**Claire Gravelin**  
SUNY College at Brockport  
FS: Jennifer J. Ratcliff, PhD

### An Examination of an Individual's Relationship Orientation and the Impact on Prejudice

Research on prejudice and discrimination suggests that many variables can impact behavior towards minorities such as relationship orientation (communal vs exchange) and the degree of power an individual has. The current study sought to examine an individual's relationship orientation in conjunction with one of three levels of power and compare each group's tendencies to categorize or individuate a marginalized individual. The purpose of this summer's research grant was to collect the necessary materials and research, program the experiment, and generate and submit a proposal to the IRB in order to be ready to conduct this experiment for the fall 2009 semester.

Claire Gravelin is currently a senior psychology major with a minor in mathematics/statistics at SUNY College at Brockport. Ms. Gravelin is a member of the honors program and currently serves as the president of the Honors Club. She hopes to continue her passion for research by obtaining a doctoral degree in social psychology and eventually pursuing academia. Ms. Gravelin is a coauthor on the National Leadership Index 2008, a report of confidence in leadership developed at the Center for Public Leadership at Harvard University's Kennedy School. She has also presented papers at a variety of national psychology conferences such as SPSP and EPA. Ms. Gravelin also recently conducted research for the National Center for Toxicological Research in Little Rock (AR). Ms. Gravelin's primary research interests center around social power and stereotyping/prejudice, which she hopes to continue to develop in graduate school.

**Hyesung Grace Hwang**  
University of Chicago (IL)  
FS: Katherine Kinzler, PhD

### The Effect of Bilingualism on Children's Social Preferences and Nationality Reasoning

Expanding upon findings that language trumps race in guiding children's social preferences, this study investigated the impact of bilingualism on children's early social preferences and reasoning about nationality. Presented with faces and voices varying in race, language, and accent, 5- to 6-year old monolingual English-speaking Caucasian children demonstrated a preference for English over a foreign language and accent, while bilingual Korean-American children only showed a preference for native accents over foreign accents. In reasoning about nationality, both monolingual and bilingual children tended to classify individuals by their language, regardless of race. These results suggest despite differences arising from language experiences, language and accent may be more influential cues than race in guiding children's social cognition and preferences.

**Hyesung Grace Hwang** is a fourth-year undergraduate at the University of Chicago pursuing honors in psychology and human development, graduating in June of 2010. Her research interests are in cultural and developmental psychology, specifically cross-cultural differences in relation to identity formation and social cognition. Ms. Hwang was awarded the Earl R. Franklin Fellowship and the Psi Chi Summer Research Grant to pursue her honors thesis at the Development of Social Cognition Lab during the summer. Ms. Hwang was also selected as a 2009 Frances Degen Horowitz Millennium Scholar to attend the biennial Society for Research in Child Development conference. Combining her academic pursuits with her interest in social work and public policy, Ms. Hwang has interned at the Illinois Violence Prevention Authority and serves as an ESL teaching assistant at a local elementary school. For the future, Ms. Hwang plans on pursuing graduate studies in developmental or clinical psychology.

**Melissa Knight**  
Iowa State University  
FS: Gary L. Wells, PhD

### How Socioeconomic Status and Race Influence Participant Explanations of a Video Incident

Although Black persons only account for 12% of the US population, they account for 39% of the incarcerations. Some argue that the issue is SES rather than race, yet even after controlling for SES, the percentage of Black persons incarcerated remains higher than White persons. This experiment utilizes a 2 (Black v. White) x 2 (low SES v. high SES) between-participants design, in which participants view one of four videos. The videos are identical—a person exits a convenience store and jumps into a car speeding away—the only differences are in regard to race and SES (i.e., clothing, car). It is hypothesized more incriminating explanations will be produced by the low SES/Black video compared to the high SES/White video.

**Melissa Knight**, a junior at Iowa State University, is pursuing a double major in psychology and criminal justice. She is vice-president of the Psi Chi chapter and volunteers her time at ACCESS (Assault Care Center Extending Shelter and Support) working the crisis line for victims of domestic violence and sexual assault. Ms. Knight splits her time among three research labs including Dr. Well's Psychology-Law Lab, Dr. Cooper's Object Recognition Lab, and Dr. Wade's Group Counseling Lab. She is also a teaching assistant for a psychology course in drugs and behavior. Upon graduation, she will pursue a PhD in counseling psychology. In her spare time, Ms. Knight enjoys competing with the ISU Triathlon Club and running marathons for the Iowa National Guard Marathon team.

**Amy Skerry**  
Yale University (CT)  
FS: Laurie R. Santos, PhD

### Theory of Mind in Action: Do Rhesus Macaques Strategically Exploit Information About the Visual Perspective of Conspecifics?

Recent research has suggested that although many nonhuman primate species fail to demonstrate theory of mind capacities in cooperative tasks, ecologically relevant competitive paradigms do elicit behaviors indicative of mental state attribution. The current study examines whether visual barriers affect the behavior of rhesus macaques discovering a high-quality food reward. It was hypothesized that when presented with food in a clear container, compared to an opaque container, monkeys would be more likely to vocalize and less likely to remain in close proximity to the food. The hypothesized result would suggest that rhesus macaques are sensitive to the visual perspective of conspecifics and modify their food-discovery behaviors accordingly, depending on the likelihood of being detected with food.

**Amy Skerry** grew up in Medfield (MA) and is now a senior majoring in cognitive science at Yale University (CT). Ms. Skerry has been involved with various research projects in comparative, social, and developmental psychology and is particularly intrigued by natural intuitions about morality, dualism, religion, and free will. She is also interested in the degree to which nonhuman primates reason about others' mental states and will write her senior thesis on this topic. After graduating in May 2010, Ms. Skerry hopes to attend graduate school in psychology and continue research relating to these questions. Ms. Skerry serves on the executive board for several campus organizations, including Yale's Psi Chi Chapter, Habitat for Humanity, the Cognitive Science Association at Yale, and Mind Matters Mental Health Organization. In her spare time, Ms. Skerry enjoys hiking, traveling, farming, and working for Yale Recycling.



**Hyesung Grace Hwang**



**Melissa Knight**



**Amy Skerry**

## Summer Research Grants



**Brian Spitzer**



**Jenna Strawhun**



**Theresa Trombly**

**Brian Spitzer**  
California State University, Chico  
FS: Kristina R. Olson, PhD

### **Inequity Aversion and Children's Preference for the Fortunate**

Recently, psychologists have given increased attention to inequity aversion, a desire for fairness and resistance to inequitable outcomes. In order to test whether children show an inequity aversion, children watch a video in which one distributor shares a resource equally between two recipients and another shares unequally. In three studies we examined (a) which distributor children would prefer to share with, (b) which recipient, and (c) whether the type of resource (the initial resource vs. something new) affected children's sharing with the recipients. Children overwhelmingly preferred the equal sharer. Interestingly, children were more likely to share with the advantaged recipient, unless they were sharing the original resource that the recipients shared unfairly, in which case they helped the disadvantaged recipient.

**Brian Spitzer** is a senior at California State University, Chico majoring in psychology and child development. He is primarily interested in social cognitive development. In the past he has worked as a research assistant in various labs at Stanford University (CA). Last summer, he researched the development of inequity aversion with Dr. Kristina Olson at Yale University (CT). He is currently studying abroad in England and doing research at the Bristol Cognitive Development Centre. In the future, he plans to attend graduate school and conduct research on prosocial behavior in children. After graduate school, Mr. Spitzer plans to pursue a career working as a professor and continue his research looking at the development of social cognition in young children.

**Jenna Strawhun**  
Creighton University (NE)  
FS: Matthew T. Huss, PhD

### **Stalking Related Behaviors: The Development of a Measure to Assess Cyberstalking**

The frequency of cyberstalking and related personality constructs, such as interpersonal jealousy, attachment, and interpersonal violence, were assessed in the present study. The study aimed to determine whether individuals possessing specific personality characteristics more often committed or were victims of cyberstalking than those without the specified traits. We hypothesized that even in a sample of college students, there will be individuals who have experienced cyberstalking in some form. Similarly, college students will possess all or some of these personality traits associated with cyberstalking. Ninety participants were administered online questionnaires measuring the prevalence of these personality characteristics as well as their online behaviors. Results indicate that portions of the sample possess these traits and have participated in and been victimized by cyberstalking.

**Jenna Strawhun's** current project investigating the implementation new measure of cyberstalking has helped her gain insight into the academic arena of scholarly research. She has presented her research at the Great Plains Psychological Conference and has submitted proposals to the upcoming Nebraska Psychological Conference and the American Psychology and Law Society Conference. Ms. Strawhun was inducted into Psi Chi in December of 2008 and has been serving as chapter secretary during the fall of 2009. She has been consistently included on the Dean's List, and is a member of the National Society of Collegiate Scholars. She lends her time to the Creighton University Historical Archives, and interns at the Omaha Douglas County Victim's Assistance Unit. Ms. Strawhun is currently applying to school psychology graduate programs where she hopes that her findings will aid her in conducting future studies on the effects of technology on children.

**Theresa Trombly**  
University of Central Florida—Orlando  
FS: Deborah C. Beidel, PhD

### **Psychophysiology of Selective Mutism**

Selective mutism (SM) is a disorder in which children capable of speech do not speak in certain situations. SM is often related to social phobia (SP); the exact relationship between them is unclear. To obtain a better understanding of the relationship of SM and SP, 8 children with SM, 8 with SP, and 7 typically developing children (ranging in age from 7-13) were compared on measures of physiology, and self- and parent-report measures. The physiological measures were taken during two social interaction tasks. Despite the expectation that children with SM should have higher physiological arousal during these tasks, the results revealed no physiological differences between the groups. Suggesting the current conceptualization of SM as an extreme form of SP may be inaccurate.

**Theresa Trombly** is a senior at the University of Central Florida—Orlando. Theresa is interested in anxiety disorders in children and adults, and plans to attend graduate school in pursuance of a PhD in clinical psychology. She has worked with her mentor, Deborah C. Beidel, PhD, ABPP, for 2 years as a research associate for the University of Central Florida's Anxiety Disorders Clinic (ADC). In addition, to working on an undergraduate honors thesis, she has been a cotherapist for three comprehensive social skills training groups for teenagers with Asperger's Disorder. The Psi Chi Summer Research Grant aided her in completing her undergraduate thesis, Psychophysiology of Selective Mutism. This thesis will be published by the UCF Burnett Honors College in December. Theresa would like to thank Dr. Deborah Beidel, Dr. Jeffery Cassisi, Brennan Young, MA, and the ADC staff for aiding her in this project.

**Hilary Weingarden**  
Tufts University (MA)  
FS: Luana Marques, PhD

### **The Relationship Between Perceived Social Support and Body Dysmorphic Symptom Severity: The Role of Sex**

This study examined the association between three domains of perceived social support (family, friends, and significant other), and body dysmorphic symptom severity in an Internet sample (N = 401) of participants with symptoms consistent with a diagnosis of BDD. Furthermore, sex was examined as a plausible moderator of each social support domain and symptom severity. Results suggested negative correlations between each perceived social support domain and symptom severity. Additionally, sex moderated the association between perceived social support from significant others and symptom severity, such that support from a significant other was significantly negatively associated with symptom severity in men, but not women. This study was the first to explore the role of social support in participants with body dysmorphic symptoms.

**Hilary Weingarden** is from Pittsburgh (PA) and is a senior at Tufts University (MA), majoring in clinical psychology and Spanish. Since the summer of 2008, Ms. Weingarden has volunteered as a research assistant at the Massachusetts General Hospital's Obsessive Compulsive and Related Disorders Program under the supervision of Dr. Luana Marques. She has helped Dr. Marques to launch and run two cross-cultural Internet studies of OCD-spectrum disorders. She is also working on her senior honors thesis at Tufts with Dr. Lisa Shin and at the MGH OCD Program with Dr. Marques. The Psi Chi Summer Research Grant supported Ms. Weingarden in beginning her thesis work examining the relationship between perceived social support and body dysmorphic symptom severity and the potential moderating role of sex on this association. Ms. Weingarden hopes to pursue a career in clinical psychology, focusing on anxiety and OCD spectrum disorders.

**Tian (Christina) Zhao**  
Pacific Lutheran University (OR)  
FS: William P. Fifer, PhD

### **Fetal Autonomic Assessment**

Autonomic control of heart function is crucial in fetuses and infants due to its important role in maintaining blood oxygen supply, which in turn has a huge impact on neurodevelopment. Congenital heart disease (CHD) is prevalent in the human population (around 1%). Fetal Heart Rate (FHR) and variability provides the best marker of fetal heart function and is important in fields such as psychophysiology and pediatric cardiology. In this project, fetal heart rates were collected with various techniques such as ultrasound and abdominal fetal ECG. Various factors were tested that can interfere with fetal heart beat signals such as electrode placement and impedance, and less than ideal signals were processed to retrieve useful information using a range of software such as Matlab.

**Christina Zhao** is a senior at Pacific Lutheran University in Tacoma (WA) pursuing a BS in psychology with minors in biology and music. She was inducted into Psi Chi in spring 2008 and is currently vice-president of the chapter. Ms. Zhao has enjoyed her college life where she can study all subjects of interest from a multicultural perspective. She has also enjoyed her research work on infant language acquisition with her mentor Dr. Moon and her summer research on prenatal psychophysiology at Columbia University (NY). She has discovered her ultimate research interest is studying the effect of music on brain function and hopes to pursue her PhD in cognitive neuroscience, a field that combines all her passions. Ms. Zhao has been honored to receive the Merit Award from the psychology department, the Monsen Piano Scholarship from the music department, and the Provost Merit Scholarship from Pacific Lutheran University.



**Hilary Weingarden**



**Tian (Christina) Zhao**

## **2008-09 Psi Chi Faculty Consultants**

- Joanne D. Altman, PhD**  
Washburn University (KS)
- Lori Barker, PhD**  
California State Polytechnic University,  
Pomona
- Joan Bombace, PhD**  
Quinnipiac University (CT)
- Sheila Brownlow, PhD**  
Catawba College (NC)
- Joan Cannon, PhD**  
University of Massachusetts Lowell
- Bernardo J. Carducci, PhD**  
Indiana University Southeast
- Joan C. Chrisler, PhD**  
Connecticut College
- Betty Carter Dorr, PhD**  
Fort Lewis College (CO)
- Mindy J. Erchull, PhD**  
University of Mary Washington (VA)
- Christina Frederick-Recascino, PhD**  
Embry-Riddle Aeronautical University (FL)
- Andrew Getzfeld, PhD**  
New Jersey City University
- Kerri A. Goodwin, PhD**  
Towson University (MD)
- Regan A.R. Gurung, PhD**  
University of Wisconsin-Green Bay
- Bruce G. Klonsky, PhD**  
SUNY College at Fredonia
- David S. Kreiner, PhD**  
University of Central Missouri
- Jane C. Levine, PhD**  
NYC Board of Education
- Robert Maiden, PhD**  
Alfred University (NY)
- Marjorie C. Marcotte, EdD**  
Springfield College (MA)
- Rona J. McCall, PhD**  
Regis University (CO)
- Jacqueline Muir-Broadbent, PhD**  
Southwestern University (TX)
- Gail Overbey, PhD**  
Southeast Missouri State University
- Shelia O'Brien Quinn, PhD**  
Salve Regina University (RI)
- M.L. Corbin Sicoli, PhD**  
Cabrin College (PA)
- Henry Solomon, PhD**  
Marymount Manhattan College (NY)
- Linda Z. Solomon, PhD**  
Marymount Manhattan College (NY)
- William P. Wallace, PhD**  
University of Nevada, Reno
- Phil D. Wann, PhD**  
Missouri Western State College
- Kenneth A. Weaver, PhD**  
Emporia State University (KS)
- Mark C. Zrull, PhD**  
Appalachian State University (NC)

## Bandura Graduate Research Awards

The Psi Chi Research Awards Committee, the Psi Chi Board of Directors, and the Association for Psychological Science are pleased to announce the winners of the 2008-09 Psi Chi/APS Albert Bandura Graduate Research Awards. The first place winner was awarded travel expenses up to \$1,000 to attend the 2009 APS National Convention to receive the award; a three-year membership in APS, including subscriptions to all APS journals; and two engraved plaques, one for the first place winner and one for the psychology department as a permanent honor.



Vincent Costa



Hal Ersner-Hershfield

### Vincent Costa

University of Florida  
First Place

FSs: Peter J. Lang, PhD and Margaret M. Bradley, PhD

#### Emotional Imagery: Assessing Pleasure and Arousal in the Brain's Appetitive Circuitry

Prior neuroimaging research indicated appetitive cues engaged nucleus accumbens (NAc) and medial prefrontal cortex (mPFC), whereas amygdala activity was modulated by the emotional intensity of appetitive and aversive cues. Using fMRI, we investigated mesocorticolimbic activation when participants imagined emotional and neutral scenes. Results indicated that pleasant imagery selectively activated NAc and mPFC, whereas amygdala activation was enhanced during pleasant and unpleasant imagery. NAc and mPFC activity were each correlated with the rated pleasure of the imagined scenes, while amygdala activity was correlated with rated emotional arousal. Functional connectivity of NAc and mPFC was evident overall, while their correlated activation with the amygdala was specific to pleasant imagery. These findings imply that imagining pleasant events engaged an appetitive neural circuit.

Vincent Costa graduated cum laude from Syracuse University (NY) with a BS in psychology in 2004. Following graduation he participated in a post-baccalaureate training program in psychophysiology at the NIMH Center for the Study of Emotion and Attention. He is currently an advanced graduate student in the neurobehavioral and cognitive science program at the University of Florida, advised by Drs. Margaret M. Bradley and Peter J. Lang and supported by an individual predoctoral fellowship from the National Institutes of Mental Health. His research interests focus on the neuroscience of emotion and attention, with an emphasis on emotional learning and mental imagery.

### Hal Ersner-Hershfield

Stanford University (CA)  
Second Place

FS: Laura Carstensen, PhD

#### Feeling More Connected to Your Future Self: Using Immersive Virtual Reality to Increase Retirement Saving

With regard to retirement planning, people fail to save what they need. Explanations for this problem have been related to temporal discounting, or the tendency to value rewards that will occur in the future less than rewards that occur in the present (Frederick, Loewenstein, & O'Donoghue, 2003). Some theorists have proposed that a more vivid perception of one's future self could help decrease temporal discounting (Loewenstein, 1996; Parfit, 1971). The research manipulated the vividness of one's future self using an immersive virtual reality environment. When younger adults were exposed to an age-morphed version of themselves in a virtual reality setting, they demonstrated a greater propensity to save money for retirement compared to participants in a control condition.

Hal Ersner-Hershfield is a PhD student in the psychology department at Stanford University (CA), and is mentored by Drs. Laura Carstensen and Brian Knutson. Mr. Ersner-Hershfield researches issues related to longevity, with a special focus on long-term decision-making and retirement planning. His dissertation considers the role that time horizons play in emotional experience and intertemporal choice. His work has been published in leading journals such as the *Journal of Personality and Social Psychology*. Mr. Ersner-Hershfield is from Newton (NJ) and graduated magna cum laude from Tufts University (MA) in 2001 with a degree in psychology and English. In the fall, Mr. Ersner-Hershfield will be a post doctorate visiting assistant professor at Northwestern's Kellogg School of Management (IL).

### Jessica K. Swanner

University of Arkansas  
Third Place

FS: Denise Beike, PhD

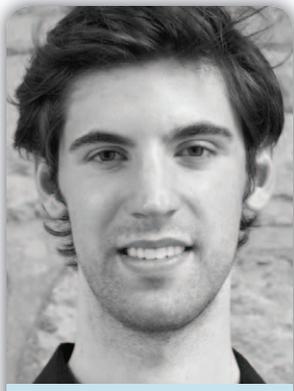
#### Snitching, Lies, and Computer Crashes: An Experimental Investigation of Secondary Confessions

Two laboratory studies with 332 student participants investigated secondary confessions (provided by an informant instead of the suspect). Participants allegedly caused or witnessed a simulated computer crash, then were asked to give primary or secondary confessions during interrogation. Study 1 replicated the false evidence effect for primary confessions. Secondary confessions were obtained at a high rate, which was increased by false evidence in combination with incentive to confess. In Study 2, a confederate either confessed to or denied crashing the computer. Incentive increased the rate of secondary confession only in the presence of a denial; that is, incentive increased the number of false secondary confessions only. Implications for the use of incentives during informant interrogation are discussed.

Jessica Swanner is currently a doctoral candidate in experimental psychology at the University of Arkansas. She is on track to complete the PhD requirements by June 2010. She researches motivations and emotions and how they affect legal attitudes and decision-making. Her primary line of research investigates the utility of offering incentives in exchange for informant testimony, which is the leading cause of wrongful conviction in death row cases. The results from her research have been featured by the local, national, and international press. In addition to research, she has taught four sections of general psychology and one of social psychology at the undergraduate level.

## Newman Graduate Research Award

All psychology graduate students are eligible to submit their research for the Psi Chi/APA Edwin B. Newman Graduate Research Award. The winner receives the following: (1) travel expenses to attend the APA/Psi Chi Society Convention to receive the award, (2) a 3-year subscription to the APA journal of the winner's choice, and (3) two engraved plaques—one for the winner and one for the winner's psychology department as a permanent honor to the winner. This award is presented during the APA/APF Awards ceremony at the APA/Psi Chi Society Convention in August. Travel expenses and a plaque are awarded in lieu of prize money.



Joseph H. Hammer

**Joseph H. Hammer**  
University of Missouri  
FS: Glenn Good, PhD

### Men's Help-Seeking for Depression: The Efficacy of a Male-Sensitive Brochure About Therapy

While depression among men is becoming better understood, men still underutilize counseling services. Hence, there is an important need for improved ways to reach out to depressed men. This study examined the efficacy of a male-sensitive brochure aimed toward improving attitudes about seeking counseling and reducing the self-stigma of seeking counseling among 1,397 depressed men who had not previously sought help for their depression. Results indicate that the male-sensitive brochure, which incorporated current knowledge from the psychology of men and mental health marketing, improved participants' attitudes and reduced their self-stigma towards counseling. Furthermore, the new brochure improved attitudes and reduced stigma to a greater degree than previously developed brochures. Implications for mental health marketing, practice, and research are discussed.

**Joseph H. Hammer, MEd**, is a doctoral student in counseling psychology at Iowa State University. His research focuses on issues of diversity, with specific attention to bias and discrimination towards various cultural groups. In the context of addressing counselor bias, Mr. Hammer has investigated the utility of strengths-based and gender-sensitive mental health approaches to working with men, and is currently examining the presence, impact, and reduction of implicit clinician bias towards LGB individuals. He is also involved in projects assessing the physiological effects of racial microaggressions on Latino/a individuals, and discussing the clinical implications of seclusion and restraint on individuals with histories of childhood abuse. As a research associate of the Interdisciplinary Center for Atheist Research, Mr. Hammer is exploring the utility of Meyer's (2003) minority stress model for understanding the nature and sequelae of discrimination experienced by atheists, and the implications for research, practice, and secular identity development.

## Undergraduate and Graduate Research Grant Winners

Six undergraduates and nine graduates were recipients of Psi Chi Research Grants that were due February 1. This grant program provides funds for Psi Chi members to defray the cost of conducting a research project. The 2008-09 winners, along with their schools, research advisors, and project titles are listed below.

### Undergraduate Winners

**James J. Hodge**  
Pennsylvania State University—Erie  
Dawn Blasko, PhD (research advisor)  
"What's the Time? The Role of Performance Factors on Math and Spatial Performance Under Stereotype Threat"

**Ryan Longnecker**  
Mount Union College (OH)  
Brian Woodside, PhD (research advisor)  
"The Role of Voluntary Exercise on 5-HT Levels and Morris Water Maze Performance in Rats After Chronic MDMA Damage"

**Melony E. Parkhurst**  
Kennesaw State University (GA)  
Adrienne Williamson, PhD (research advisor)  
"Parenting and Emotional Reactions: Do They Contribute to Stress and Depression?"

**Leah Power**  
James Madison University (VA)  
Sherry Serdikoff, PhD (research advisor)  
"Discrimination of Blood Alcohol Concentration Following Oral Ethanol Self-Administration"

**Bridget Smeekens**  
Michigan State University  
Ryan Bowles, PhD (research advisor)  
"Strategy Production Hypothesis Versus Inhibition Deficit Hypothesis: Exploring the Mechanisms Behind Intra-task Change in Working Memory"

**Nina Tiberi**  
Bradley University (IL)  
Timothy Koeltzow, PhD (research advisor)  
"Continuous Versus Intermittent Methylphenidate Treatment During Development in a Rat Model of ADHD"

### Graduate Winners

**Melody Berkovits**  
Queens College and the Graduate Center, CUNY  
Alicia Alvero, PhD (research advisor)  
"The Effects of Differential Reinforcement Procedures on the Quiz Submission and Performance of College Students"

**Johanna Carpenter**  
Temple University (PA)  
Deborah Drabick, PhD (research advisor)  
"Expressive Language Ability as a Prospective Predictor of Externalizing Behaviors: Profiles of Preschool Children's Competencies as Moderating Influences"

**Marina Fiori**  
University of Illinois at Chicago  
Daniel Cervone, PhD (research advisor)  
"A Process-Oriented Approach to Emotional Intelligence: The Importance of Activation and Inhibition of Emotion Information"

**Emily Gentes**  
University of Pennsylvania  
Ayelet Ruscio, PhD (research advisor)  
"Satisfaction with Functioning in Generalized Anxiety Disorder"

**Katherine Little**  
University of Tennessee at Knoxville  
Deborah Welsh, PhD (research advisor)  
"Family Relationships, Adolescent Emotion Regulation, and Psychopathology"

**Teresa A. Markis**  
Cleveland State University (OH)  
Conor McLennan, PhD (research advisor)  
"The Effect of Priming a Thin Ideal on the Subsequent Perception of Conceptually Related Body-Image Words"

**Deborah R. Siegel**  
University of California, Santa Cruz  
Dr. Naureen Callanan (research advisor)  
"Parent-Child Interactions with Artifacts in Everyday Activities"

**Elena Stepanova**  
Washington University in Saint Louis (MO)  
Michael Strube, PhD (research advisor)  
"Moderation of Racial Typicality Evaluations by Implicit and Explicit Racial Attitudes: Investigation of Facial Categorization Effects"

**Michelle F. Wright**  
DePaul University (IL)  
Linda Camras, PhD (research advisor)  
"Chinese and American Children's Perceptions of Parenting Behavior"

## Awards & Grants

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

Awards and grants are submitted online at the Psi Chi website at [www.psiichi.org](http://www.psiichi.org)

## 5 Easy Steps to Becoming a Psi Chi Model Chapter ..... and Getting \$100 for Your Chapter!

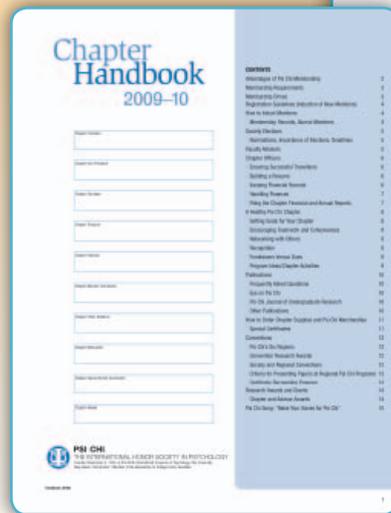
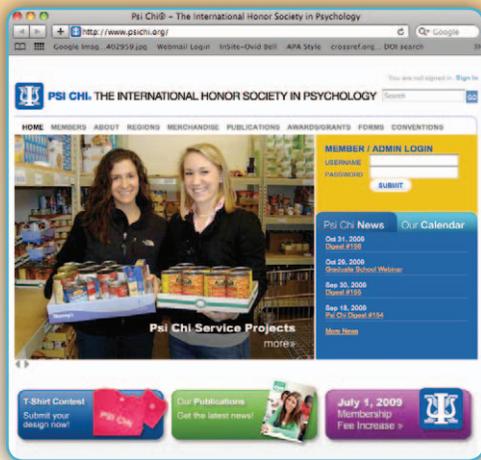
**B**ecoming a Psi Chi Model Chapter is easy. At the end of the academic year, the Psi Chi Central Office will determine if your chapter meets the five criteria for a Psi Chi Model Chapter Award; if it does, Psi Chi will send your chapter a check for \$100 and your chapter's name will appear in the list of model chapters published annually in *Eye on Psi Chi*. No special application is needed! Just engage in the activities that we encourage all active chapters to undertake, and your chapter will receive recognition as a model chapter!

*Don't be left out this year. Follow these easy steps.*

1. **Vote in the 2010 Psi Chi Society elections by March 15.** The Central Office will send information about the Society elections to all chapters in late January. Hold a chapter meeting to determine for whom the chapter wants to cast its vote. Vote online between February 1 and March 15. For more information about the 2010 voting procedures, login as a chapter administrator at [www.psichi.org/SignIn.aspx](http://www.psichi.org/SignIn.aspx).
2. **Submit a chapter activities report by February 15.** Submit a brief summary of your chapter's activities to the Central Office by February 15 so information about your chapter can be included in the next issue of *Eye on Psi Chi*. These reports can also be submitted online at [www.psichi.org/ChapterAdmin/reports.aspx](http://www.psichi.org/ChapterAdmin/reports.aspx). For information about and examples of these reports see pages 44 of this issue.
3. **Conduct at least one induction in the 2009-10 academic year.** All chapters must conduct at least one induction in the 2009-10 academic year to remain an active chapter. The Psi Chi Central Office encourages chapters to conduct one induction per semester so that students can become eligible for Psi Chi benefits as soon as possible.
4. **Pay any outstanding chapter debts to the Psi Chi Central Office by June 30.** If you have questions about your chapter's outstanding bills with the Central Office, please contact  
  
Melissa Strickland  
Director of Finance/Awards  
[melissa.strickland@psichi.org](mailto:melissa.strickland@psichi.org)
5. **Submit your chapter's annual reports by June 30.** All chapters must submit a Chapter Annual Report and a Chapter Financial Report at the end of the school year. Your chapter is encouraged to submit these online at [www.psichi.org/ChapterAdmin/reports.aspx](http://www.psichi.org/ChapterAdmin/reports.aspx) between April 1 and June 30. The Central Office prefers online submissions, but Psi Chi also accepts paper submissions postmarked by June 30, 2010. These forms are available at [www.psichi.org/downloads](http://www.psichi.org/downloads). To be eligible for a Model Chapter Award, the annual report should include information indicating the chapter engaged in the activities listed below during the year.
  - a. **Participated in at least one service project.** The service activities could be for your school, local community, national organization, or one of Psi Chi's Society service projects. Psi Chi currently supports three avenues for chapter service—**Adopt-A-Shelter**, **Habitat for Humanity**, and **Food Drives**. In addition to these three Society Service Projects, many other service project options are listed on the Psi Chi website at [www.psichi.org/chapters/serviceprojects.aspx](http://www.psichi.org/chapters/serviceprojects.aspx).
  - b. **Participated in one regional convention or undergraduate research conference.** Upcoming regional conventions and student research conferences are listed on page 43 of this issue. Plan to attend some of these conferences.
  - c. **Submitted at least one application for a Psi Chi grant or award.** On the left is a complete list of Psi Chi grants and awards. Submissions for chapter or individual grants and awards meet this criterion.

### Checklist for a Psi Chi Model Chapter Award

- 1 **Vote** in upcoming Psi Chi Society Election by **March 15, 2010**
- 2 Submit a **chapter activities report** for *Eye on Psi Chi* by **February 15, 2010**
- 3 Conduct at least **one induction** during the 2009-10 academic year
- 4 Pay any **outstanding chapter debts** to the Central Office by **June 30, 2010**
- 5 Submit the **Chapter Annual Report and Financial Reports online** between **April 1 and June 30, 2010**. Chapter Annual Report should include documentation to indicate your chapter did each of the following:
  - A Participated in at least **one service project** in 2009–10 academic year
  - B Participated in **one regional convention or undergraduate research conference** in 2009–10 academic year
  - C Submitted at least **one application for a Psi Chi grant or award** from your chapter or a chapter member in 2009–10 academic year



# Amie's Amie Austin Director of Membership Services Tips for Chapter Officers

The fall chapter inductions welcome thousands of new members to Psi Chi. Hopefully, your chapter has held a couple of meetings and your officers have been selected. Here are a few suggestions for a smooth transition into the chapter officer positions. Psi Chi certainly has a lot to offer its members; my goal is to help your chapter thrive by increasing each officer's knowledge. With 9 years of experience at the Psi Chi Central Office, I know the position of being a student chapter officer can be challenging at times. I know that you will also find the position to be rewarding, exciting, and an excellent learning opportunity that will build your leadership skills for the future.

I hope your chapter will benefit from my tips and begin to unite and thrive together. If you are interested in learning more, Dr. Mathie, former Executive Director of Psi Chi, offered some of these tips plus many others in a previous Psi Chi column (Mathie, 2007). As this new academic year gets underway, please know that the Psi Chi staff members at the Central Office are here to assist your chapter in anyway possible. I look forward to working with you throughout the academic year.

Mathie, V. A. (2007, Fall). Strategies for success: A double dozen for chapter officers. *Eye on Psi Chi*, 12(1), 5.

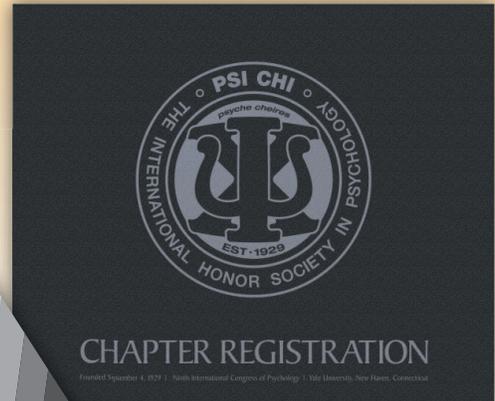
## ➤ Read the Psi Chi Chapter Handbook and Psi Chi Officer Handbook carefully.

The handbooks can be downloaded from the Psi Chi website in the Forms section. They provide the information you need to know as a leader of your chapter and are filled with excellent advice on how to:

- be an effective officer,
- conduct successful membership drives,
- keep members involved in the chapter,
- initiate professional research, and
- manage service activities for your chapter.

## ➤ Meet with your Psi Chi chapter advisor and officers on a regular basis.

I encourage you to talk with your chapter faculty advisor and try to set up bi-weekly or monthly meetings that incorporate all those in positions of chapter leadership. It is very important that all of the chapter's officers work together to strengthen the chapter. It will be much more effective when everyone is working in the same direction. Regular officer meetings will help everyone stay informed and organized as well as develop important professional and social bonds among the chapter leaders. If everyone can work well together in an organized, friendly, professional manner, you will be excellent role models for chapter members.



### The Pyramid of Success

See Weaver, K. A. (2008). Leadership development and strategies for engaging students. *Eye on Psi Chi* online at [http://www.psichi.org/Pubs/Articles/Article\\_685.aspx](http://www.psichi.org/Pubs/Articles/Article_685.aspx)

#### » Read *Eye on Psi Chi* Regularly.

*Eye on Psi Chi* contains lots of invaluable information about getting into graduate school, preparing for careers in psychology, Psi Chi awards and grants, being successful in your undergraduate education, conducting research, chapter activities other chapters found successful, conferences, and much more. As a chapter officer you might find the fall issues particularly useful. They contain the essays from the winners of the Psi Chi Ruth Hubbard Cousins Chapter Award, Kay Wilson Leadership Award, and Model Chapter Awards. Over the years, these essays have provided an excellent resource for a lot of chapters on how to be a successful.

#### » Spread the Leadership Around.

Let's be honest, most college students these days work full or part time, may have families and children to care for, and have busy personal lives. Which means if one or two officers are assuming the responsibility of the whole chapter, they become very overwhelmed and overworked, which in turn causes the chapter to stop thriving. People are more likely to get involved in a group if they feel a sense of ownership and responsibility for the group. As you induct Psi Chi members, start assigning them responsibilities. Lots of chapters have several vice-presidents and/or committee chairs, with each of these leaders responsible for specific duties. Ask members to work on specific chapter projects or activities so all members feel they have an important role to play in the chapter. I strongly encourage each chapter to have a president-elect position that may only be held by a junior. If the president-elect is a junior and assists the chapter president throughout his or her term, the transition to president his or her senior year should be seamless.

#### » Keep Complete, Accurate Records.

One of the most helpful tools a chapter can have is a resource library. All chapters must keep accurate membership records and financial records. In addition, it is helpful if chapters keep the minutes of their meetings and notes of each chapter event. In the records, describe the event, the steps that were taken to plan the event (i.e., who did what, when, and how), the expenses, the amount of money raised (if the event was a fundraising event), how many people were involved, and suggestions for doing the event again. These records will make it much easier for future officers to plan for success. A registration book that is durable and great for recording new members as they are inducted can be purchased from our website under merchandise. The registration book is a nice and inexpensive way to keep accurate membership records.



## in the Society

### 2010 Psi Chi Society Elections

This fall, the call for nominations was done electronically through the Psi Chi website. In the coming weeks, the Board of Directors will receive biographical and position statements for regional (Midwestern, Southeastern, and Southwestern) vice-president candidates and for the President-Elect position. The Nomination/Election Committee then considers the qualifications of all candidates for office and proposes at least one nominee (no more than two) for each office to be filled. Voting is easily accessible online and Psi Chi encourages all chapters to participate in deciding our future leaders. Please use the following as a guide to the voting process.

**1** On or before **February 1**, election ballot information regarding the candidates for Psi Chi's Board of Directors and how to vote online will be sent to all Psi Chi chapters.

**2** Chapters should plan to organize a chapter meeting where all members can be present when the candidates for office are announced. Use this meeting time to read the candidates' biographical information, their position statements, and their goals for their term of office. Have your chapter make an informed decision about selecting which candidate your members think would best benefit your chapter and the Society.

**3** To access the electronic ballot, your Psi Chi chapter president, with assistance from the faculty advisor as needed, should log in as a chapter administrator between **February 1** and **March 15** on the Psi Chi website at

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

If your chapter has lost its chapter administrator login information, it can be emailed to your chapter's current email contact by selecting the link "retrieve your username/password."

**4** On the menu that appears after successfully logging in, a section for ballots/voting will appear in the list of administrator options. Click on that section's link to continue. This section will only be visible

- a) between the dates of **February 1** and **March 15**, and
- b) if your chapter has not previously cast its vote.

**5** You will be presented with your chapter's ballot(s). All chapters will have a ballot and be able to vote for the Psi Chi President-Elect position. All chapters in the Midwestern, Southeastern, and Southwestern regions will also have a ballot and be able to vote for their region's vice-president (the other three regions' vice-presidents are elected in odd-numbered years).

**6** Select the ballot 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 Central Office if you have any questions about voting.

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

### Discounts for Joining APS

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

[www.psychologicalscience.org/join](http://www.psychologicalscience.org/join)

### Six APS Summer Research Grants Available for 2010

Psi Chi is pleased to be partnering with the Association for Psychological Science (APS) to offer six summer research grants again in 2010. 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](http://www.psichi.org/awards/aps_sponsors.asp)

### Submit Chapter Activities to Eye on Psi Chi

Psi Chi wants to report the great socials, fundraisers, and service projects your chapter conducts. These are submitted online following these simple steps:

- 1** Sign in to the Psi Chi website using the chapter administrator's username and password.
- 2** Select "Chapter Reports."
- 3** Select "Activities Report."
- 4** Complete the online information including an up to 250-word description of your chapter's event.
- 5** Upload a photo or photos of the event or your chapter. Please note that photos have to be of a high enough quality for print publication, which excludes cell phone photos, webcam photos, and dark images from candlelight ceremonies.
- 6** Select "Submit Report."

Submissions received prior to February 15 will appear in the Summer issue of the magazine and meet one of the qualifications for the Model Chapter Awards. If you have any questions or need further information, please email [psichieye@psichi.org](mailto:psichieye@psichi.org).

## amendment to the Constitution

The **Psi Chi Board of Directors** has approved, by a 2/3 majority vote, the following proposal for amendment to the Psi Chi Constitution. According to Article XVI, Amendment Of Constitution, Section 3, Psi Chi members have the opportunity to write in support of or in opposition to the amendments.

The Central Office will send an *Email Digest* on **December 1** to chapters regarding the voting

### Letter of Support

The Board of Directors recommends making three small changes to the Psi Chi Constitution. All three changes center on the same issue, so it is essentially one amendment. The Board would like to update the Constitution with respect to the “annual convention.” The changes we are proposing will, we believe, update the Constitution to reflect modern-day understanding of Psi Chi operations. Specifically, the Board recommends (unanimously) that Psi Chi drop reference to the “annual convention” in the Constitution.

The main reason that the Board supports this change is that it more accurately reflects how Psi Chi conducts business. Currently Psi Chi does not have an “annual convention” as described in the Constitution, and has not had one for some time. When Psi Chi was founded in 1929, almost all psychologists attended the annual American Psychological Association meeting. In the early days of Psi Chi, it was possible to hold an annual convention of Psi Chi, and this was held at APA because most Psi Chi members were already there. Of course, with over 1,050 active Psi Chi chapters, such is not the case today. Rather than all members discussing matters pertaining to the welfare of the Society as was the case decades ago, this work is now conducted by the Board of Directors. Not all psychologists are members

### Fall 2009 Proposed Amendment to the Psi Chi Constitution

*Motion 2009-37: I move to amend Constitution to delete Article VI Section 1, the last sentence of Article VII Section 4 and the “except... convention” in Article VII Section 5.*

To amend the Psi Chi Constitution in the following ways in order to allow the Psi Chi Board of Directors new options for when and where to hold Board meetings.

1. Delete Article VI Section 1.

*Section 1.* A Society convention shall be held annually to discuss matters pertaining to the welfare of the Society to be presented to the chapters for action, and to provide a means

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 **60 days to vote** and ballots are due to the Central Office by **February 1**. 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.

of APA, and many psychologists now choose to attend a regional or specialized conference. Clearly, Psi Chi does programming at APA, APS, other organizational conferences, and also at the regional meetings. Important Psi Chi events will continue to take place at these conferences, such as Distinguished Lecturers, poster sessions, and award ceremonies. But an “annual convention” of Psi Chi does not exist in the way the Constitution describes it. (In fact, one could argue that Psi Chi holds several annual conventions each year.) In short, deleting the reference to the annual meeting will update the Psi Chi Constitution to reflect modern-day realities of the psychological community more accurately.

In short, Psi Chi’s Constitution is an enduring document that has served our organization well. The Board of Directors relies on it regularly to make policy and produce wise decisions that are in the best interest of Psi Chi. But it is also the responsibility of the Board to review the Constitution to ensure that it has kept pace with modern-day realities. Now is one of those times. All members of the Board of Directors urge chapters to vote in favor of this change.

**Scott W. VanderStoep, PhD**  
Past-President, Psi Chi Board of Directors  
Hope College (MI)

whereby members from various chapters may come to know one another. The Executive Officer shall present an annual financial report to the convention.

2. Delete the last sentence of Article VII Section 4:

*Section 4.* Regular meetings of the Board of Directors shall be called by the President. There shall be a meeting in conjunction with the Society annual convention.

3. Delete “except ...convention” in Article VII Section 5:

*Section 5.* Ten days’ notice shall be given, except for meetings during the Society annual convention.

## 2009–10 calendar

### December 1 | Deadline

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

### December 15 | Deadline

- Nominations for Society officers

### January 5 | Deadline

- Submissions to Rocky Mountain Regional Convention

### January 15 | Deadline

- SWPA Travel Grant

### February 1 | Deadline

- APA Newman Graduate Research Award
- APS Albert Bandura Graduate Research Award
- Cousins Chapter Award
- FBI NCAVC Internship Grants
- Graduate Research Grants
- Psi Chi Website Award
- Society officer election ballots sent to the chapters
- Undergraduate Research Grants

### February 15 | Deadline

- Deadline for Society officer election ballots
- Summer 2010 *Eye on Psi Chi* submissions
- WPA Travel Grant

### March 1 | Deadline

- APS Summer Research Grant
- CUR Summer Research Grant
- SRCDC Summer Research Grant
- Summer Research Grants

### March 4–7 | EPA Convention

- Eastern Regional Convention, New York City, NY

### March 10–13 | SEPA Convention

- Southeastern Regional Convention, Chattanooga, TN

### March 15 | Deadline

- RMPA Travel Grants

### April 1 | Deadline

- Kay Wilson Leadership Award

### April 8–10 | SWPA Convention

- Southwestern Regional Convention, Dallas, TX



# 10 Things They May Never Tell You!

## Opening Dialogue Between Chapter Advisors and Officers

**Merry J. Sleigh, PhD  
Aimee West  
Jason Laboe  
Winthrop University (SC)**

One of the most rewarding aspects of being a Psi Chi advisor is forming relationships with the student officers and working toward their success. The relationship offers advantages to the officers as well, from the opportunity to get assistance with club activities to potentially finding a lifelong mentor. Because both parties in the relationship are invested in and care about each other, sometimes it may be difficult to communicate about needs or problems. Drawing from conversations with fellow officers and advisors, and our personal experiences, we have created a list that includes areas that might be difficult to communicate about or issues that don't arise in typical conversations. Our hope is that looking at the chapter from each other's perspective might help advisors and officers better appreciate and support one another, as well as result in a more effective chapter.

## Advisors' Wish List to Psi Chi Officers

### 1. Take ownership of the organization.

Psi Chi chapters are run by students, not by faculty advisors. Officers sometimes treat us as the chapter president, assuming that we will initiate and organize the group's activities. Other times, we are given the role of chapter secretary and left in charge of all of the paperwork. Be careful about any situation where the advisor is assuming the chores of the chapter officers. We want to be a supportive presence, a safety net, and a resource, but not the steam engine of the chapter. Be particularly mindful of the financial records. Part of your responsibility is keeping track of the budget and spending. Each chapter is accountable to the Central Office, and the Central Office is accountable to the federal government. Money needs to be handled in an ethical and responsible fashion, with fastidious record keeping and timely submission of required paperwork. The Psi Chi website offers a wide range of resources, including descriptions of officer positions and their roles (see [http://www.psichi.org/chapters/off\\_guidelines.aspx](http://www.psichi.org/chapters/off_guidelines.aspx)). You are in charge of the organization; however, you are not alone.

### 2. Take advantage of our experience and expertise.

Although we do not run the chapter, our role is important. We can serve as a liaison between the chapter and the Central Office, offer a historical perspective of the chapter's activities, ensure continuity from year to year, and help the chapter adhere to Society, departmental, and university guidelines. Don't be frustrated with us if we advise against a course of action. Based on our broader perspective, we may be encouraging you toward a more successful pathway, not just thwarting your efforts. If you are in a chapter where you feel as though your advisor is disengaged from the chapter, you have power to improve the situation. First, be aware that members either select or approve a departmental nomination for their chapter's faculty advisor; there is power and responsibility in this choice. That being said, your best option may be to work with your current advisor. When we agree to serve as your faculty advisor, it is because we care about you, the organization, and our field. Assume that we care, and work with us to improve the situation. Start by asking us for

our opinion on how the chapter is functioning. If we do have frustrations, this might be an ideal time to air and address them.

Another way to engage your advisor is to make sure that our input is solicited, heard, and appreciated. An advisor advises, and advice is only useful if it is received.

### 3. Think outside the box.

We can offer ideas and suggestions, many based on past events. Take advantage of this past experience, but simultaneously be creative and innovative. Part of thinking outside the box is taking old ideas and giving them a new twist. Take advantage of other chapters' successful activities (see [www.psichi.org/chapters/ch\\_act\\_guide.aspx](http://www.psichi.org/chapters/ch_act_guide.aspx)); figure out how to make them work on your campus. In addition, bring in outside interests or hobbies to the organization. Pass out surveys to your members to find out their talents. Find a way to combine natural strengths with Psi Chi events. For example, artistic members may do face painting for local children, while musicians lead a sing-along at a nursing home. Similarly, identify members who are active in other organizations; reach out to these campus groups for joint service and social activities. Also consider partnering with student service centers, such as the campus health center or career services office. A partnership may benefit both organizations. Psi Chi should be a visible presence on campus, not just well-known to the psychology department and its students.

### 4. Be aware of the long-range picture.

You have taken on leadership for a temporary period of time for an organization that will hopefully continue long after your contributions end. Lead your year in a way that sets the stage for continued success in the future. Develop a 5-year strategic plan that sets long-term goals for your chapter (for more information, see Weaver, Marsland, & Whitbourne, 2009). Create a mental picture of where the chapter should be in five years and design yearly goals to meet that long-term objective. For example, you may work toward increasing membership, focusing on community service, or receiving a Model Chapter Award (<http://www.psichi.org/pdf/modchap.pdf>). The success of the plan depends on clear communication between outgoing and incoming officers and strong goals that will stand the test of time. Recognize that you may not see the endpoint, but your contributions are a critical part of getting there. You are serving your

chapter and university, but keep in mind, you are also serving the field of psychology. By becoming a Psi Chi officer, you have become a part of something much larger than your chapter.

### 5. Don't underestimate the influence you have with your peers.

We need you to represent the student perspective. One of the easiest ways to increase participation and interest members is to create events that you would want to attend; you have a unique perspective that is invaluable when we think about how to best serve students. You also are our best form of advertisement. You know your peers, including the most popular mediums for communication. Talk to your classmates about chapter activities, make announcements about events in your classes, and use technology to advertise. Begin advertising Psi Chi membership as early as possible, remembering to get information to first semester freshmen and transfer students as well as currently eligible students (see Weaver, Marsland & Whitbourne, 2009). Personally invite departmental faculty to attend chapter activities. If people know that you care about their presence, they are more likely to participate.

### 6. Connect with the Central Office.

The Central Office is a wealth of resources for officers and members and is staffed by people who are committed to helping our chapters succeed. In addition to a newly-renovated website ([www.psichi.org](http://www.psichi.org)), the Central Office sponsors Psi Chi Digest, *Eye on Psi Chi*, and the *Psi Chi Journal of Undergraduate Research*. Search, learn, and contribute to these outlets. For example, send photographs of your chapter in action for posting on the website, share chapter news and activities with Chapter Submissions (you must login as chapter administrator, select chapter reports, activities report), or submit a manuscript to the journal (<http://www.psichi.org/pubs/journal/submissions.aspx>). The Central Office also organizes the Psi Chi hospitality suite or other opportunities for interaction at your regional conference. Each hospitality suite affords conference attendees the chance to network with peers from around their region. Consider volunteering your members to serve as hosts, or at the very least, drop by to visit with your Psi Chi peers. Another option is to attend leadership programming at regional conferences when

possible. These sessions are open to all Psi Chi members and faculty advisors. In a safe and supportive atmosphere, participants have an opportunity to network with other chapters, share concerns, and brainstorm ideas. Last but not least, nominate excellent leaders for the Board of Directors (including your regional vice-president), vote in Society elections, and take notice of Constitutional changes. Act locally, while simultaneously having an international impact.

### **7. Take advantage of grants and awards.**

Psi Chi has a wide range of financial awards available, (\$336,950 allotted to this program) including recognition for outstanding chapter websites, officers, undergraduate research, and graduate research, as well as money to fund research projects and research conferences (see [www.psichi.org/Awards/](http://www.psichi.org/Awards/) for a full list). Your Society dues support these awards and exist for your benefit. The Central Office is proud of its Psi Chi scholars and has established these awards to formally recognize the work that you are doing. Letting fellow Psi Chi members know about these awards is a wonderful way to connect your chapter to a broader community of scholars and helps new members understand the purpose of membership fees. In addition, participating in Psi Chi's award program is one of the eligibility requirements for receiving a Model Chapter Award. Applying for an award is good for you and for your chapter.

### **8. Nominate your chapter president or faculty advisor for an award.**

The Kay Wilson Leadership Award is designed to honor your president for outstanding chapter leadership (see [www.psichi.org/awards/chptr\\_awards2.aspx](http://www.psichi.org/awards/chptr_awards2.aspx)). The application deadline is April 1 of each year. Your nomination is a formal way to recognize your fellow officer's effort and may be a valuable addition to his or her resume or graduate school application. In addition to serving your president, your nomination reflects well on your chapter and your university. Outstanding chapters breed superior officers, and superior officers create outstanding chapters. Your advisor's work can be recognized with either a Regional Faculty Award or the Denmark Faculty Award nomination (see [www.psichi.org/awards/honor\\_fac\\_adv.aspx](http://www.psichi.org/awards/honor_fac_adv.aspx)), due by December 1 of each year. Winning is a noteworthy accomplishment in an advisor's career; however, the nomination itself is a meaning-

ful honor. We do not receive additional pay or benefits as a result of our service to your chapters. Thus, a nomination may be one of the only tangible reminders that we are appreciated and may spur us to a new level of commitment and motivation. In addition, recognizing your advisor is also a celebration of your chapter's accomplishments. One does not exist without the other.

### **9. Remember that we are not mind readers.**

As with any relationship, there are going to be times when we confuse, disappoint, or frustrate you. Don't let these situations derail communication. If something is bothering you, practice professional communication skills by sharing your perspective. Being honest about your feelings gives us the opportunity to clarify our position, share our own perspective, or grow and learn as an advisor. Verbalizing your thoughts may also help you better understand them. In the same way, allow us to communicate openly with you. Take it as a sign of respect when your advisor thinks enough of you to initiate tough conversations. People who don't care, don't communicate.

### **10. Help me write your letter of recommendation.**

One of the benefits of working with Psi Chi officers is that we get to know them on a much deeper level than is typically available through classroom interactions. Thus, we are often in the position to provide strong, detailed recommendations for graduate school or the job market. Letters of recommendation are not just about academic performance; they are about character, commitment, and potential. Think of yourself as a young professional while you are still a student, and behave in a way that demonstrates your abilities and character (see Norcross & Cannon, 2008). We may be asked to comment on your dependability, maturity, or organization, all characteristics that can be showcased through Psi Chi. Help us help you succeed.

## **Officers' Wish List for Psi Chi Advisors**

### **1. Recruit us.**

We may have a desire to serve our department, but lack the information about how, or the confidence to do so. Find us in your classrooms and encourage us to apply for an officer position. Sometimes students who are already proven leaders on campus are the most obvious choices for Psi Chi leadership,

but also consider students who may have the potential for leadership. Psi Chi offers opportunities for its members to shine and for its members to grow. Seek officer candidates from both angles.

### **2. Help us know what is expected of us.**

We want to meet (or exceed) those expectations. We are competent and motivated, but sometimes we need some structure into which to pour our energy. Make sure we know about officer resources that are available online (see [www.psichi.org/chapters/for\\_officers.aspx](http://www.psichi.org/chapters/for_officers.aspx)). One of the ways that you can be most useful is to provide a supportive framework in which we have the freedom to creatively lead the chapter. Make sure to have training sessions where exiting officers have an opportunity to share their expertise with incoming officers. Consider creating officer notebooks or web folders, where useful information, such as contact numbers and successful activities, is organized and passed to each subsequent generation of leaders (see Sleigh & Nelson, 2005 for additional details). Scaffold our success.

### **3. Help us understand your role in the organization.**

You need to know your responsibilities so that you feel confident and comfortable in your role (see [www.psichi.org/chapters/advisors.aspx](http://www.psichi.org/chapters/advisors.aspx) for useful information for advisors). We need to know your responsibilities so that we can appropriately use you as a resource. Be clear about when it is reasonable to ask for your help and when we need to work toward a solution on our own. We don't want to burden you or appear incompetent, yet at the same time, we don't want to operate in isolation. One suggestion is to set aside time to discuss the advisor's role during the training of new officers. A second suggestion is to periodically connect with us and ask, "How can I help you right now?" This question demonstrates your willingness to help, is not overbearing, and opens the lines of communication.

### **4. Make sure we know about the Central Office and the opportunities it provides us.**

Sometimes, from a student perspective, it seems like we pay a lot of money to join this organization without knowing exactly where our money goes. Help us to keep track of member cards, certificates, and pins; help us to ensure that they are given to new members as soon as they arrive. Encourage

us to broadly advertise the website (www.psichi.org), distribute *Eye on Psi Chi* as soon as it arrives, and keep the *Psi Chi Journal of Undergraduate Research* in a visible location. If you think that we qualify for an award, encourage us to apply. If you think that our research is worthy of publication in the *Psi Chi Journal*, encourage us to submit. The support of our advisor might be just the confidence boost we need to begin the process.

### 5. Be with us.

Although we need to take responsibility for the chapter, we want you there beside us. Attend our officer and group meetings. Be a supportive presence at Psi Chi events. Attend professional conferences with us. If outside obligations, either professional or personal, restrict your availability, consider finding a coadvisor or stepping aside for a season. Recognizing limitations and setting priorities provide good examples to us as we develop our own multi-tasking skills. Just as we are role models for our members, you are a role model for us. Active, engaged membership starts with our advisor.

### 6. Let us make some mistakes.

We realize that we may be attempting something that failed in previous years, but there is always the possibility that this time, the effort will be a success. Let us try some things, even when you have doubts. When you know we are making a mistake, consider allowing us to make it anyway. Mistakes offer greater learning opportunities than successes, and one of the reasons we became officers was to develop and improve our leadership skills. Making mistakes in this supportive environment will help prepare us for the world beyond college. We appreciate the safety of boundaries, but stay open-minded and keep them flexible.

### 7. Advocate on our behalf.

Each chapter is supported by member dues and the Central Office; however, these two sources can't supply everything the chapter needs. Be an advocate for us in finding additional resources. Perhaps the department budget can support a cosponsored social event or assist with copying costs. Think broadly in terms of resources that might be available and seek them on behalf of Psi Chi, especially when money is scarce. For example, look for unused spaces that could be converted into a gathering place or study spot. Find wall space for bulletin boards or Psi Chi posters/banners. Make room in

the departmental display case for Psi Chi awards. Discuss with your department chair the possibility of acknowledging faculty participation on performance reviews, or developing undergraduate awards to highlight service to the department. In the "real world," we might be in positions where we can't reward our employees' work financially, so finding creative ways to manage resources models valuable, transferable, problem-solving skills.

### 8. Help facilitate our relationships with other faculty.

Brag about us to your departmental colleagues. Like you, we are not paid, and may not perceive any external reinforcement for our work. We appreciate encouragement and recognition. In addition, suggest that we invite our teachers to our events. Chapter activities are more likely to be successful if they provide opportunities for faculty and students to interact and reflect departmental support. We need opportunities to foster relationships, find mentors, practice networking, and hear different perspectives. Help us think of ways to connect with faculty, such as highlighting different faculty each month in a newsletter, organizing faculty appreciation days, or sponsoring awards to recognize excellent teachers in the department. Build bridges between what goes on inside and outside of our classrooms. Last, protect us from departmental politics. Don't gossip about other faculty or put us in the middle of a power struggle; show us a cohesive team of faculty who care about our well-being.

### 9. Be sensitive to us in your classrooms.

Because of our work together in Psi Chi, we enjoy a unique, and often close, relationship. Just as we should not take advantage of that relationship, you should not either. If we are in one of your classes, have the same expectations of us that you have for any student in the classroom. We should not be expected to participate more or perform better than our peers. We are top students, and we are serious scholars; however, we are still college students who are facing the same demands and stressors as everyone else. We have days when we excel and days when we fall short, and both of those are likely to happen in your class. Some of us put enough pressure on ourselves to achieve, without feeling additional pressure from well-meaning advisors. Your opinion of us might matter more than you realize.

### 10. Support our career goals, whatever they may be.

We may not want to go to graduate school or follow a path for which you think we are ideally suited. We may be top psychology students, but that does not mean that we must pursue graduate training or continue in the field of psychology. We value your input and advice, but ultimately, we need to find our own way. Support and encourage us, and we will remember you forever. The best mentors walk with you on your path, they do not force you down their own.

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**Merry Sleight** received her PhD in developmental psychology from Virginia Tech in 1996. She first served as faculty advisor to Psi Chi at George Mason University (VA), where she received the Regional Faculty Advisor Award in 2003. Dr. Sleight currently teaches at Winthrop University. She serves as the Psi Chi faculty advisor

and as a reviewer for the *Psi Chi Journal of Undergraduate Research*.



**Aimee West** is a senior psychology major at Winthrop University. She currently serves as president of her chapter. In 2008, She served as the publicity chair, when the Winthrop Chapter of Psi Chi received the Regional Chapter Award. She plans to continue to graduate school in clinical psychology.



**Jason Laboe** is a senior psychology major at Winthrop University. He works closely with Psi Chi in his role as the Psychology Club vice-president and has been an active member of Psi Chi since 2008.



# Applying for Graduate Programs in Psychology:

## Recommendations for the Next Generation of Psychologists

Stephanie Judson, BA  
University of Akron (OH)

Lindsay M. Orchowksi, PhD  
Brown University (RI)

Not unlike the general public, current psychology majors are commonly unclear about potential career paths and frequently express a desire for assistance in preparation for employment (Ogletree, 1999). Given that psychology majors represent the future of professional psychology, this review presents a series of recommendations for undergraduate psychology majors at all stages of the graduate school application process. A current second year graduate student at the University of Akron provides an insider's perspective on factors that increase success (and decrease stress) when applying to graduate school, and the former Graduate School Application Advisor at Ohio University provides a consultant's viewpoint on how to gracefully navigate the application process.

### Recommendation #1:

#### Understand if graduate school is right for you.

It is a common misperception that psychology majors have a narrow and limited array of career options, or “must apply to graduate school” in order to find employment. Do not allow pressure from others to force you into graduate school. Individuals with liberal arts degrees are well-suited for a range of careers that require critical analysis, communication skills, and problem solving.

Given that many degree programs have varying emphases on scientific research versus conducting clinical practice, it is important to understand what you enjoy. Notably, only 50% of individuals with advanced degrees in psychology are clinical or counseling psychologists (O'Hara, 2005). Just as many individuals have advanced degrees in other areas of psychology (i.e., developmental, social, industrial/organizational, or cognitive psychology). If you are currently unsure what field of study will allow you to reach your professional goals, consult professors, clinicians in the field,

and researchers. Also, use coursework and research opportunities to examine what types of topics you enjoy. Furthermore, given the time and dedication necessary for graduate study, it is vital that you have a sound sense of what subfield you would like to study, and what degree is necessary in order to achieve your career goals. For example, what career options do the MEd, MA, MS, PsyD, or PhD give you? Explore your options by talking with professionals in the field you desire to enter in order to see what educational goals might be appropriate. The structure, length, and content of a program differ across doctoral, masters-level, and professional degree programs, so it is important to choose the best-fitting option for your career goals.

### Recommendation #2: When starting the application process—make a timeline.

The process of applying to graduate school can begin early in your undergraduate studies, by taking relevant coursework, engaging in volunteer and research work, and narrowing your career interests. Six to 8 months prior to the deadline for applications is a good time to review the different steps you'll be completing. A timeline of tasks to complete is provided in Figure 1. Start by compiling school information, identifying application costs (upwards of \$50 per school) and cost of GRE (over \$100 per administration) and save accordingly. Prepare and take the GRE and relevant GRE Subject Test if needed. Narrow your list of schools ensuring that your GRE scores meet minimum entrance criteria and prepare your curriculum vita (i.e., an academic resume), solicit recommendation letters, complete your personal statement, and submit!

### Recommendation #3: Keep your options open.

Whereas it may be clear that a PhD is necessary to meet your career goals, consider applying to different types of programs (i.e., MS and MA as well). This will give

**Figure 1 | Timeline of Graduate School Application**

Month	Task
<b>June—August</b>	
	Study for the GRE (read books, take a live class, etc.)
	Identify the types of programs to which you will apply
	Set aside money for the cost of the GRE and applications
	Take the General GRE
<b>September</b>	
	Evaluate your GRE score, retake if needed
	Register for Subject GRE (if needed)
	Review prospective programs and request information from those schools if needed
	Narrow your list of schools down to 10-12
	Create a spreadsheet of the deadlines, addresses, and materials needed to apply to each program
	Write the first draft of your personal statement
	Refine your curriculum vita
	Write to graduate faculty expressing interest in their research/work
<b>October</b>	
	Take the GRE Psychology Subject test if needed
	Request letters of recommendation and distribute application materials to letter writers (e.g., curriculum vita, personal statement, list of schools you are applying to)
	Finalize personal statement
<b>November</b>	
	Request that ETS send your GRE score reports to additional institutions
	Complete applications to programs
	Complete financial aid applications if necessary
	Submit applications
	Verify application materials (and letters) were received
<b>December—February</b>	
	Send thank you notes to letter writers
	Wait patiently to hear from schools
	Prepare and practice interviewing skills
	Develop back up plans if not accepted to any programs
	Attend interviews when invited
<b>March—April</b>	
	Accept admission offer of most preferred school and politely and promptly turn down other offers
	Send your final transcripts to program you will be attending

you a safety net if your first-choice schools fall through. If you are unable to enroll in a PhD program immediately, completing a MS or MA program (or seeking employment as a research-assistant in a relevant field) will likely increase the probability of subsequent acceptance in a doctoral program. Once you have determined the type of programs to which you will apply, it is a matter of finding where the best-fit schools for you are located. If you are a lifelong resident of your home state, applying to out-of-state programs may seem intimidating. Adding out-of-state programs to a list of schools may feel frightening but may open up an array of possible choices for graduate study.

**Recommendation #4: Stay organized.**

You will acquire an array of information during the application process. One strategy for staying on top of all the information is to use a binder as a “one stop location” for your paperwork. A possible layout for a spreadsheet of deadlines and possible schools is seen in Figure 2. Next, consider organizing the material in the binder with tabbed sections for each individual school in order to allow a place for information regarding each program, special application instructions, GRE score reports, printed email correspondence with faculty, and anything else pertinent.

**Recommendation #5: Trust your gut.**

Not every part of the process of applying to graduate school is clear-cut. Learning to trust your intuition will allow you to narrow your list of schools and identify faculty with whom you wish to do research. As our “insider” Stephanie Judson, notes:

In the beginning of my school search I wasn't overly concerned with the finer details of each program. My plan was I would go where I was accepted and learn to like it. When the time came to visit schools, I realized those finer details actually did matter. For example, one school that looked amazing from the website was not everything I had hoped for in person. This program emphasized research heavily and had more limited teaching opportunities. Throughout the interview day, I realized that this wasn't the school for me. On the other hand, I found an instant connection with other schools. What I connected with wasn't the facts and pictures from their website, it was the atmosphere in which I felt comfortable.

When navigating the application process,

**Figure 2 | Organizing your application materials: Sample Spreadsheet**

School and Address	Deadline	Area of Specialty	Degree	Materials	Faculty I'd like to work with	Notes
University A	December 15, 2010	Clinical (adult track)	PhD	CV, 3 letters (extra form), Statement	Dr. Smith	Stipend, 5 yrs to graduate, APA approved
College B	January 1, 2011	Counseling (General)	PhD	CV, 3 letters, Statement	Dr. Jones	Stipend, 5 yrs to graduate, APA approved
Program C	March 1, 2011	Clinical (health focus)	MA	3 letters, Statement	Dr. Miller	2 yrs to graduate, masters thesis optional
Program D	March 1, 2011	Counseling	MEd	3 letters, Statement, extra form	N/A	2 yrs to graduate, CACREP approved

also keep in mind what you can and cannot control. You can control your studying habits for the GRE, creating (and revising) a solid personal statement, seeking advice on your application materials, and requesting letters of recommendation from individuals you know will speak highly of you. What you cannot control is if the admission committees feel you are the right fit for them. By learning to trust your gut in this process, you will find the most satisfaction when you have accepted admission to a school that looks good on paper and feels good in person.

**Recommendation #6: Do not underestimate the importance of letters of recommendation.**

A well-written letter should provide the admissions committee with personal information and perspectives that extend upon information found in your other application documents—such as your personal qualities, work ethic, and experiences that make you a good fit for the program. No one person can speak to all the various aspects of your experiences. Aim for a set of letters that speak to the range of your academic, leadership, research, and applied work experiences. Consider asking individuals who know you well, know you in different capacities, and can speak to your personal qualities and qualifications for graduate study. These individuals may include, but are not limited to, faculty members, supervisors, internship coordinators, and employers.

**Recommendation #7: When asking for letters of recommendation—make the process simple for your letter writers.**

Writing a letter of recommendation takes a considerable amount of time. Approach potential letter writers (in person if possible) 3-4 weeks prior to the deadline (if not earlier) to explain your career path, why

you are applying to graduate school, and ask if they feel comfortable writing a strong letter of recommendation. If people agree to write a letter, provide them with all of the information they will need. Consider writing a cover letter describing why you are choosing to go to graduate school—aim to remind them of why you are interested in certain programs. It can be helpful to provide them with a spreadsheet of the programs you are applying to, university/college contact information, and the due dates of the letters. Consider using a binder with tabbed sections of descriptions of programs and schools, your curriculum vita, your school transcripts, your personal statement, additional forms needed for letter writers, and preaddressed and stamped envelopes. As the deadline approaches, check in with your letter writers and remind them of upcoming deadlines (without nagging!) It is also appropriate to contact the administrative assistant of the graduate programs to which you are applying in order to ensure that your application is complete.

**Recommendation #8: Take time off if needed.**

Many students take time off prior to graduate study for personal reasons, to gain experience in the field, or to narrow their interests in the field. If you are considering taking time off prior to graduate school, it is appropriate to contact potential letter writers prior to leaving the institution in order to inform them of your future plans and the possibility of contacting them in the future for a letter of recommendation. Also, be sure to keep in touch with these mentors after graduating.

**Conclusion**

It is clear that choosing a career path after undergraduate studies can be stressful.

Ensuring that graduate school is the right choice and that you are applying to programs that fit your goals is important. Keep your options open, start early, and stay organized. Approaching the application process with these recommendations in mind will allow you to navigate your way to the best program and future for you.

**References**

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**Stephanie Judson** is a second-year graduate student in the doctoral Collaborative Program of Counseling Psychology at the University of Akron (OH). During her undergraduate training, she served as a member and public relations coordinator of Students Overcoming Stigma, a peer mental health advocacy group at Ohio University. During her time at Ohio University and the University of Akron, she has researched mental health advocacy groups, sexual health consequences related to drug use, and male sexual assault and coercion.



**Lindsay M. Orchowski, PhD**, completed her doctoral degree in clinical psychology at Ohio University, and a clinical internship at Brown University's Clinical Psychology Internship Consortium (RI). Lindsay also served as the graduate school advisor for the Department of Psychology at Ohio University. She is currently a postdoctoral research fellow at the Center for Alcohol and Addiction Studies at Brown University. She is the cofounder of the Ohio University Counselor-in-Residence Program and is active in research examining the prevention of violence.

# Fund-raising is No Longer a "Dirty" Word

Jessica Obermier, Brittany Schmidt, Krystine Hoefer, Abbie Harris, and Krista Fritson, PsyD  
University of Nebraska at Kearney

Fund-raising can often become a dirty or dreaded word that makes Psi Chi advisors, treasurers, and even members cringe. Unfortunately, it seems that having fun and enriching experiences with your Psi Chi chapter requires cash, and cash requires fund-raising of some kind. Our chapter of Psi Chi at the University of Nebraska at Kearney found itself in such a situation in which we were doing the same fund-raisers over and over again, with the same result of barely earning enough money to do the activities we desired. To address this problem, our chapter used the resources of its advisor and considered the needs of mental health professionals to come up with a solution.

## Professional Needs

The chapter solution revolved around two issues. The first issue was the need for local access to continuing education units (CEU's) for mental health practitioners in our community and surrounding area. Therapists are required to obtain from 24 to 30 CEU's every 2 years to maintain licensure. CEU's are sometimes difficult to find in rural, western Nebraska. Many therapists are forced to drive up to 200 miles to the nearest seminar or class being offered. By organizing a local workshop practitioners used less time and resources to earn their credits.

The second issue involved a change in legislation that created a need for a new level of licensure for mental health practitioners in the state of Nebraska. Licensed Independent Mental Health Practitioners (LIMHP) became the title for individuals who are now allowed to practice independently without the supervision of a licensed

psychologist. Prior to the change in legislation and addition of the LIMHP, master's level practitioners were required to be supervised monthly, regardless of licensure, by an M.D. or a doctoral-level psychologist. Master's level professionals could not diagnose major mental illness independently nor use any form of psychotherapy with individuals having major mental illness without supervision. Following the new addition to the legislation, an LIMHP no longer needs supervision and can diagnose major mental illness and use forms of psychotherapy with individuals having major mental illness without supervision. With the new privileges, the training of practitioners needed to be altered. Many of the education programs in which therapists had been involved did not offer training on mental status exams (MSE's) or diagnostic skills because, prior to the legislative change, their supervising clinician performed such tasks for them. Knowledge of conducting MSE's and an understanding of the *DSM-IV TR* are needed for these individuals who have not been adequately trained to complete them independently. Our Psi Chi chapter recognized that these professionals would suddenly be thrust into completing these examinations without supervision, and a training session could aid in this transition.

## Psi Chi Project

Once this need was identified, and the idea was introduced to create a workshop, it became a Psi Chi project. Like many chapter members and officers, we are all very busy, so each officer (with the help of some members) tackled a different portion of the work. Several tasks needed completion:

rooms needed to be reserved, food needed to be ordered, a mailing list needed to be formed, registrants needed to be tracked, a brochure needed to be created and mailed, parking permits needed to be arranged, and registration and set-up had to be completed. Each officer or member took her task and completed it, making the workload equitable for everyone.

## The Professional Seminar

The content of the workshop was mainly prepared by our advisor and keynote speaker, Dr. Krista Fritson. With the local need in mind, we had six specific areas in which we wanted to increase awareness and understanding for the participants of the seminar. The six objectives were for participants to (a) learn the basics about and uses of the *DSM-IV TR*, (b) understand the role of the *DSM-IV TR* in diagnosing and treating clients, (c) differentiate between the five axes used for diagnosing, (d) be aware of the misuses of the *DSM-IV TR* and diagnostic strategies, (e) practice administering competent and comprehensive MSE's, and (f) comprehend diagnostic strategies using the MSE and other information. The content of the seminar insured the attainment of these objectives for participants.

All attendees received a certificate of completion at the end of the seminar. Each participant received 6 CEU's toward license renewal. Dr. Krista Fritson reviewed the CEU credit criteria and insured that the seminar met the standards set by the State of Nebraska Licensure Board. The workshop was kept informative and fun. Throughout the seminar, we provided prizes for participants to encourage their attendance at

future workshops. A drawing was held for prizes such as Psychology Club T-shirts, flash drives, and University of Nebraska at Kearney apparel. Dr. Fritson maintained a healthy sense of humor, which kept the participants of the workshop attentive. Attendees reported via evaluation forms that they enjoyed the day.

### Seminar Assessment

Our chapter also thought it was important to measure the effectiveness of the seminar. Pre- and post-tests were given to all participants of the workshop, which allowed us to assess whether participants learned the information presented at the seminar. In pre-tests, an average of 9.62 answers were left unanswered, approximately one third of the potential answers. In post-seminar tests, on average, 1.23 answers were not attempted. The difference between pre- and post-tests was 8.2 answers, which was statistically significant at the  $p < .001$  level.

Next, we looked at the accuracy of the answers that were reported on the pre- and post- tests. We looked at three specific questions that we believed to cover the most important points for mental health practitioners. The first question we examined was “A *DSM-IV TR* diagnosis includes how many axes?” The correct answer, “5 Axes,” was answered correctly 95% of the time on the pre-tests and 100% of the time on the post-tests. The next question we examined was, “List what information goes on each axis.” In the pre-test, 87% answered correctly, while 93% answered correctly in the post-test. (The correct answer, for those interested is: Axis I—clinical disorder(s); Axis II—mental retardation and/or personality disorders; Axis III—medical concerns related to clinical disorder; Axis IV—psychosocial stressors; Axis V—Global Assessment of Functioning (GAF) score). One final question that was analyzed was, “List two misuses of the *DSM-IV TR*.” On the pre-test, only 18% answered correctly. After the seminar, 75% of the participants answered this question correctly. This difference was statistically significant at the  $p < .001$  level.

Along with pre- and post-tests, evaluation forms were given to participants to gather information about how they perceived the seminar. Participants were asked to rate the following on a 4-point scale (1 = Excellent, 4 = Poor): course content, value of information; appropriateness of learning objectives and topic; instructor effectiveness, teaching

method, professionalism; course materials and handouts; and quality of meeting facility and service. In terms of course content and value of information, 100% of the participants rated the seminar as excellent or good, with 80% rating it as excellent. 100% of the participants rated the appropriateness of learning objectives and topic as excellent or good, with 85% rating it as excellent. Instructor effectiveness, teaching method, and professionalism were rated as excellent by 95% of the participants. Course materials and handouts were seen as excellent or good by 95% of participants. The quality of meeting facility and service was rated by 100% of the participants as excellent or good, with 68% rating them as excellent.

### The Fund-raiser

This workshop was a perfect opportunity for a fund-raiser for our chapter. It wasn't the run-of-the-mill fund-raiser; it involved the community and gave members of our chapter an excellent opportunity to network with area mental health professionals. The Psi Chi officers organized, planned, and advertised the entire Diagnostics Seminar, which gave us an excellent team building and service learning experience. Additionally, we were able to apply our research and statistics skills to assess the effectiveness of the workshop. Our chapter benefited financially from the seminar as well. Seminar attendees were charged \$100 for tuition, with graduate students being permitted to enroll at a cost of only \$50 per person. By not having a traditional fund-raiser with an expensive keynote speaker (expected cost of up to \$2,000), our chapter was able to benefit significantly. The net income for the seminar fund-raiser

was \$2,200. With this profit, our Psi Chi chapter was able to send 11 individuals on graduate school visits to Denver and Greeley, Colorado. This financial benefit placed less stress on our chapter than with our other, smaller fund-raisers and freed up time for members to participate in service activities on campus and in the community.

Additionally, Psi Chi officers received academic and scholarly opportunities as a result of the fund-raising seminar. The officers collaborated with Dr. Fritson to create a presentation describing the seminar and presented it at the Rocky Mountain Psychological Association (RMPA) regional conference in Albuquerque, NM, in April of 2009. Upon completion of their presentation, the Psi Chi officers were asked to write an article for *Eye on Psi Chi*. Hence, the seminar fund-raiser provided many opportunities and experiences for the Psi Chi officers.

### Conducting your Chapter's Seminar

If you conduct your own seminar, you can change the topic every year to encourage attendance by previous participants and to have a reliable source of chapter income. Our chapter members will conduct another seminar this winter using the same shared workload as we did before, but we will offer a different topic; possibly a topic that was requested on evaluation forms in the first seminar. Our chapter is looking forward to conducting this successful fund-raising opportunity again. We encourage any chapter members looking for new fund-raising ideas to put your heads together and go for it. Fund-raising no longer has to be a dirty word!



The University of Nebraska at Kearney (UNK) is a campus of about 6,100 students, with approximately 200 psychology majors. The officers of 2008-09 who contributed to this article included (from left to right) **Abbie Harris** (historian), **Krystine Hoefler** (president), **Krista Fritson**, PsyD (Psi Chi/Psychology Club advisor), **Brittany Schmidt** (vice president, second from end), and **Jessica Obermier** (secretary). The chapter has become increasingly active in community events, promoted programs and speakers for psychology students, provided service to the campus and community, and provided service learning opportunities within psychology for students. The previously-mentioned officers all plan to pursue graduate school upon graduation in May 2010. Ms. Obermier plans to pursue a MS in school psychology. Ms. Schmidt plans to attain a degree in community counseling or clinical psychology. Ms. Hoefler plans to pursue a degree in forensic psychology. Last, Ms. Harris plans to pursue a degree in social psychology with a possible emphasis in cross cultural psychology. This is Dr. Fritson's sixth year as the Psi Chi advisor, and she plans to promote continued growth of the UNK chapter.

# Annual Report

## of the Executive Officer (2008-09)

**Lisa Mantooth** | Psi Chi Executive Officer/Chief Operations Officer

**D**uring the 2008–09 year, under the leadership of Psi Chi Society President, Scott VanderStoep, PhD, the Board of Directors focused on the future of Psi Chi. The 2009 National Leadership Conference (NLC) was a major focus as final preparations led to the 2009 NLC in Nashville, TN. In July 2008, Martha Zlokovich, PhD, began her position as Executive Director of Psi Chi.

The biggest changes to Psi Chi were Constitutional changes voted on by Psi Chi chapters. The first amendment was approved to change the name of Psi Chi from the National Honor Society in Psychology to the International Honor Society in Psychology. The second change involved the National Leadership Conference; it changed leadership training from a biennial conference to be held in close proximity to the Central Office to one giving more Psi Chi members the opportunity to be involved in leadership training opportunities. Psi Chi members will soon see leadership training opportunities at regional conferences. Psi Chi continued its pattern of growth with 15 new charter installations and 22,931 new members during 2008–09. Psi Chi has inducted a total of 582,152 members since its founding on September 4, 1929.

### Psi Chi Board of Directors (2008–09)

The members of the Psi Chi Board of Directors for the 2008–09 year were:

President: Scott VanderStoep, PhD  
President-Elect: Alvin Wang, PhD  
Past-President: Vincent Prohaska, PhD  
Eastern Vice-President: Jason R. Young, PhD  
Midwestern Vice-President: Betsy L. Morgan, PhD  
Rocky Mountain Vice-President: Melanie Domenech-Rodriguez  
Southeastern Vice-President: Maria Lavooy, PhD  
Southwestern Vice-President: Randall Osborne, PhD  
Western Vice-President: Ngoc Bui, PhD  
Executive Director: Martha Zlokovich, PhD

Executive Officer/COO: Lisa Mantooth, MBA

### Committees

The 2008–09 Psi Chi Committee members and chairs (c) appointed by President Scott VanderStoep were:

Executive Committee/Finance: Scott VanderStoep (c), Alvin Wang, Vincent Prohaska, Martha Zlokovich, Lisa Mantooth

Nomination/Election: Vincent Prohaska (c), Deana Julka (W, Past-VP), Joe Horvat (RM, Past-President), Steve Davis (SW, Past-President), Elizabeth Hammer (SE, Past-President)

Research Grants Committee: Ngoc Bui (c), Betsy Morgan, Dan Corts, Brian Sims

Research Awards Committee: Jason Young (c), Melanie Domenech-Rodriguez, Marji Lindner Gunnoe, Sonia Trent-Brown

Regional Psi Chi Chapter Awards: Central Office Staff  
Society Chapter Psi Chi Awards: Central Office Staff/  
Executive Committee

APS Program Committee: Vincent Prohaska (c), Ngoc Bui

APA Program Committee: Scott VanderStoep (c), Jason Young

External Affairs: Vincent Prohaska (c), Randall Osborne, Eric Landrum

Internal Affairs: Jason Young (c), Betsy Morgan, Michael Hall

Diversity Task Force: Alvin Wang (c), Melanie Domenech-Rodriguez, Lori Barker, Joe Horvat, Scott VanderStoep

National Leadership Conference: Vincent Prohaska (co), Martha Zlokovich (co), Scott VanderStoep, Susan Krauss Whitbourne, Ngoc Bui, Lisa Mantooth

### Society 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 society election. Dr. Vincent Prohaska (Lehman College, CUNY) served as the Nominations/Election Committee Chair. Vice-Presidents' terms of office began on July 1, 2009, while the President-Elect's term of office began at the conclusion of the 2009 Psi Chi Board of Directors meeting in August. Elected to serve were Dr. Michael Hall (James Madison University, VA), as President-Elect; Dr. Jason Young (Hunter

College CUNY) as Eastern Regional Vice-President; Dr. R. Eric Landrum (Boise State University, ID) as Rocky Mountain Regional Vice-President; and Dr. Ngoc Bui (University of La Verne, CA) as Western Regional Vice-President.

Psi Chi appreciates the commitment each member of the Board of Directors has given to support the organization. Psi Chi is fortunate to have distinguished professionals furthering the mission of Psi Chi.

### Chapters & Members

The 2008–09 year was a year of continued growth for Psi Chi in both members and chapters. Psi Chi saw renewed growth in chartering 15 new chapters.

### Certificates

Psi Chi continued its service of providing certificates of recognition and appreciation for its members and chapters. During the 2008–09 year, Certificates of Appreciation were awarded to 68 chapter officers and 20 faculty advisors; Service Award Certificates were presented to 7 worthy chapter members. Certificates of Recognition for scholarly contributions were also presented to Psi Chi members who presented papers at conventions during the 2008–09 year.

### 2009 National Leadership Conference

The 2009 NLC was held January 2–4, 2009, in Nashville, TN, at the Nashville Airport Marriott Hotel. The 2009 NLC participants included 48 chapter presidents, 25 faculty advisors, the members of the program committee, Central Office staff, cochairs Prohaska and Zlokovich, and the Board of Directors.

The National Leadership Conference (NLC) provided workshops, keynote speakers, and interactive sessions that were designed to help Psi Chi chapter presidents

develop leadership skills they could use to be effective leaders of their chapters, and in their professions. The NLC also was designed to help Psi Chi faculty advisors enhance their leadership skills and ability to mentor emerging leaders within their Psi Chi chapters.

### Keynote Speakers

Betty Siegel, PhD

Distinguished Chair of The Siegel Institute for Leadership, Ethics & Character, and President Emeritus at Kennesaw State University (GA)

"Leadership That Invites Success"

Alice Eagly, PhD

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

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

The 2009 NLC was a great success. The success from the conference and the need to open leadership opportunities to more Psi Chi members led to the Constitutional Amendment regarding the NLC. In future years, Psi Chi members will be able to attend leadership programming at both regional and Society conferences.

### Awards & Grants

Psi Chi designated \$315,650 for awards and grants during the 2008-09 year of which \$236,320 was awarded to its members.

#### APS Albert Bandura Graduate Research Award

This year's recipient was Vincent Costa, University of Florida. His paper titled "Emotional Imagery: Assessing Pleasure and Arousal in the Brain's Appetitive Circuitry" was presented during the Society for Psychophysiological Research on October 2, 2008. As the recipient of the Bandura award, Mr. Costa received expenses to attend the 2009 APS National Convention in San Francisco, CA, a plaque for himself and one to place in his honor at his university.

#### Allyn & Bacon Research Awards

The Psi Chi/Allyn & Bacon Awards recognize the best overall empirical research papers. The 2008-09 winners are first place \$1000-**Victoria VanUitert**, Utah State University; second place \$650-**Tiffany Fausett**, Utah State University; and third place \$350-**Caitlin Porter**, University of Central Arkansas. Allyn & Bacon Publishers provided the award money and distributed copies of the award-winning papers at the 2009 APA National Convention.

#### APS Summer Research Grant

Allison Foertsch, University of San Francisco (CA)

Jean Kim, University of Michigan-Ann Arbor

Caitlin Porter, University of Central Arkansas

Samantha J. Tuhn, Iowa State University

Katie Von Holzen, University of Wisconsin-Green Bay

#### Denmark Award

The Florence L. Denmark Faculty Advisor Award for outstanding 2008-09 faculty advisor was presented posthumously to Dr. Robert Youth of Dowling College (NY) for his commitment to his students and Psi Chi. Dr. Youth had served as faculty advisor to the chapter, guiding his students for future success within the university and beyond. The award was accepted by Mrs. Linda Youth on behalf of her husband at the APA/Psi Chi Convention in Toronto, Ontario, Canada. The Denmark winner receives a trip to the APA convention where the award is bestowed upon the recipient at the Psi Chi Award Ceremony.

#### Cousins Award

Psi Chi's Ruth Hubbard Cousins Chapter Award for the outstanding 2008-09 chapter was presented to the Saint Vincent College (PA) chapter for the excellence of its total program. The award was presented during the Psi Chi Award Ceremony at the 2009 APA National Convention. 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

This is the 10th year Psi Chi has offered the Erlbaum Awards in cognitive science. Each year two awards of \$500 are available for the best research in cognitive science. One award is given to an undergraduate and one to a graduate student.

Undergraduate: Nina B. Gold, Colby College (ME), "Age Is More Than a Number: Effect of Preschool Children's Numerical Capabilities on Estimations of Age"

Graduate: Darya L. Zabelina, North Dakota State University, "Don't Be So Hard on Yourself: Self-Compassion Facilitates Creative Originality Among Self-Judgmental Individuals"

#### 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 are selected for a 14-week

### Psi Chi Growth Statistics, 1981-2009

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
2008-2009	22,931	582,152	15	1,098

unpaid NCAVC internship positions can be awarded living expenses up to \$7000.

### Summer 2009 Internship

Katherine L. Brenden, University of North Dakota

### Fall 2009 Internship

Michael Yates, Gallaudet University (DC)

### Faculty Advisor Research Grants

These grants are available to two faculty advisors in each of the six regions. Twelve grants of up to \$2,000 each are available. This year's recipients were:

#### Eastern Region

Kerri Goodwin, PhD; Towson University (MD); "Conformity, Confidence, and Eyewitness Memory"

Mark D. Terjesen, PhD; St. John's University, Queens Campus (NY); "Parenting Practices and Child Behavior in a Vietnamese Population"

#### Midwestern Region

Matthew Kelley, PhD; Lake Forest College (IL); "Collaborative Memory for Social Information"

Alissa C. Huth-Bocks, PhD; Eastern Michigan University; "Individual and Contextual Factors Related to Maternal and Infant Well-Being and the Mother-Infant Relationship Across the Transition to Motherhood"

#### Rocky Mountain Region

Lori E. James, PhD; University of Colorado at Colorado Springs; "Effects of Aging and Anxiety on Word and Name Retrieval Tasks"

#### Southeastern Region

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

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

#### Western Region

Bettina J. Casad, PhD; California State Polytechnic University, Pomona; "Effects of Stereotype Threat on Women and Ethnic Minority Students' Leadership Performance"

Lisa M. Bauer, PhD; Pepperdine University, Seaver College (CA); "Mood and Facial Identification"

### Guilford Award

The Psi Chi/J.P. Guilford Undergraduate Research Award winners for 2008-09 received the following awards: \$1,000 for first place, \$650 for second place, and \$350 for third place. This year's winners were:

First Place: Isabel M. Vicaria, Stetson University (FL)

Second Place: Patrick Michael Egan, Southwestern University (TX)

Third Place: Jennifer L. Howell, Southwestern University (TX)

### Graduate Research Grants

Students winning the 2008-09 Graduate Research Grants were:

#### Fall

Jessica Cundiff, Pennsylvania State University

Frank J. Farach, Yale University (CT)

Rachel W. Friendly, Clark University (MA)

Catherine R. Glenn, Stony Brook University (NY)

Mary Clare Kane, University of Illinois at Chicago

Deranda Lester, University of Memphis (TN)

Amanda R. W. Steiner, University of Virginia

#### Spring

Melody Berkovits, Queens College & the Graduate Center, CUNY

Johanna Carpenter, Temple University (PA)

Marina Fiori, University of Illinois at Chicago

Emily Gentes, University of Pennsylvania

Katherine Little, University of Tennessee at Knoxville

Teresa A. Markis, Cleveland State University (OH)

Deborah R. Siegel, University of California, Santa Cruz

Elena Stepanova, Washington University in Saint Louis (MO)

Michelle F. Wright, DePaul University (IL)

### Intel ISEF Awards

This is the third year Psi Chi has partnered with the Intel International Science and Engineering Fair to offer awards to high school students based on behavioral science projects presented at this competition. Maria Lavooy, PhD, senior Psi Chi Judge at the Intel ISEF, is pleased to announce the winners.

The 2008-09 award winners of the Intel ISEF competition are:

First Place: Olivia Catherine Schwob, Boston Latin School (MA), "How Women Learn Part III: Mammalian Gene Expression and Associative Conditioning in *Canorhabditis elegans*"

Second Place: Daniel Alexander Duncan, St. Charles West High School (MO), "Possible Variance in Scores on the Missouri Assessment Program (MAP) Communication Arts Test Based on English Dialect Spoken"

Third Place: Rebekah Lynn Inez Ivie, Trotwood Madison High School (OH), "The Effects of Acetylcholine on Memory"

### 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 from 1991-2003. The award is presented annually to one chapter president who demonstrates excellence in leadership of the local chapter. The 2008-09 recipient was Kelly A. Gibson of Juniata College (PA).

### Lewis Distinguished Lecturer

John T. Cacioppo, PhD, University of Chicago (IL), was selected as Psi Chi's Frederick Howell Lewis Distinguished Lecture at the 2009 Psi Chi/APA National Convention in Toronto, Ontario, Canada. Psi Chi provides a \$1,000 honorarium, in addition to paying the travel expenses, to the person selected for this honor.

### Model Chapter Awards

The Model Chapter Awards were developed to recognize those chapters that meet the

basic criteria of submitting annual/financial reports, submitting chapter activities/officer reports for the magazine, voting in Society elections, holding inductions each year, and owing no debt to the Central Office. All chapters meeting the criteria receive \$100 and a certificate recognizing them as a model chapter. No submissions are needed. Chapters receiving this designation for the 2008-09 year were:

Bradley University (IL)

California State University, Fullerton

Central Michigan University

Charleston Southern University (SC)

Eastern Michigan University

Gordon-Conwell Theological Seminary (MA)

Hawaii Pacific University

Kutztown University (PA)

Mesa State College (CO)

Millersville University (PA)

Morningside College (IA)

North Georgia College and State University

Saint Vincent College (PA)

University of Central Arkansas

University of Hartford (CT)

University of Louisville (KY)

University of Wisconsin-Green Bay

University of Wisconsin-La Crosse

Utah State University

Wartburg College (IA)

West Virginia University

Westfield State College (MA)

### Society 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.

### APA Convention Research Awards

#### Undergraduate

Bailey Bell, Utah State University, "Self-Injurious Behaviors: Adolescent-Limited Versus Life Course-Persistent Patterns"

Paul C. Condon, Gonzaga University (WA), "Does Language Influence Perception of Emotion? Evidence From Two Groups"

Krista Ruth Mehari, Hope College (MI), "Parenting Practices and Externalizing Behaviors Among Latino(a) and White Youth"

Diana J. Meter, University of North Carolina at Asheville, "The Effects of Priming on Perceptions About Adolescence"

#### Graduate

Shannon E. Emery, Francis Marion University (SC), "Factor Structure of the Strengths and Difficulties Questionnaire for College Students"

### APS Convention Research Awards

#### Undergraduate

Laura Getz, Elizabethtown College (PA), "Music Training Does

Not Increase Shadowing Accuracy in a Dichotic-Listening Task"  
Whitney Rostad, Gonzaga University (WA), "Parents in the Dorm Room"

#### Graduate

Nanxin Li, Yale University (CT) "Isolation Rearing Impairs Cognitive Flexibility in Rats: Implication for Schizophrenia"

#### Newman Award

The winner of the 2008-09 Psi Chi/APA Edwin B. Newman Graduate Research Award, Joseph H. Hammer, University of Missouri, received expenses for the trip to Boston (MA) in addition to a plaque for himself 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 year's award. Drs. Cynthia A. Hudley of (University of California) and Catherine Epkins (Texas Tech University) served as the APA judges.

#### Regional Faculty Advisor Awards

This is the 11th anniversary of Psi Chi providing these awards to outstanding faculty advisors in each of the six regions. Each recipient receives \$500. The 2008-09 winners were:

Brian Metcalf, PhD, of Hawai'i Pacific University, Western Region

Christina Sinisi, PhD, of Charleston Southern University (SC), Southeastern Region

#### Regional Chapter Awards

Psi Chi has been providing these awards for 13 years. The 2008-09 winners were:

Hawaii Pacific University, Western Region

Winthrop University (SC), Southeastern Region

#### Regional Research Award Winners

##### Eastern Region

Monica R. Chenard, Saint Joseph's College of Maine  
Ashley Costanzo, Saint Peter's College (NJ)  
Susan M Danielewicz, Buffalo State College, SUNY  
Ashley Lauren Eberhart, Grove City College (PA)  
Terri Lee Finamore, Slippery Rock University of Pennsylvania  
Caralie J. Fox, Denison University (OH)  
Ivo Gyurovski, Hampden-Sydney College (VA)  
Paul T. Harrell, III, American University (DC)  
William J. Hudenko, University of Michigan  
Rebecca LoPresti, Boston University (MA)  
Katy Orchowski, Allegheny College (PA)  
Tara Eileen Karns, Saint Vincent College (PA)  
Marley D. Kass, Seton Hall University (NJ)  
Erika C. Nevins, Mount St. Mary's University (MD)  
Rachel S. Rubinstein, Rutgers University, New Brunswick (NJ)  
Laura A. Smith, Dickinson College (PA)  
Katherine Sura, Saint Peter's College (NJ)  
Erin Torrence, Eastern Connecticut State University  
Heather Leigh Tropiano, University of Scranton (PA)  
Barbara Elizabeth Zjawn, Rutgers University, New Brunswick (NJ)

##### Midwestern Region

Spencer Campbell, Augustana College (IL)  
Deidra Eberwein, Dominican University (IL)  
Jennifer Nicole Ford, Western Illinois University  
Jaclyn Haag, Simpson College (IA)  
Jeffery Habenicht, Andrews University (MI)  
Nova Hinman, Hope College (MI)  
Nicole Johnson, John Carroll University (OH)  
Ross Knoll, Hope College (MI)  
Paul Kramer, Grinnell College (IA)  
Lisa Platt, Augustana College (IL)  
Christine Rieger, John Carroll University (OH)  
Cynthia L. Rogers, Wright State University (OH)  
Natasha Sedgwick, University of Wisconsin-River Falls  
Daniel Shore, Bradley University (IL)  
Katryn Sorenson, University of Evansville (IN)  
Valeriya Spektor, The College of Wooster (OH)  
Anne-Jessica Steed, Augustana College (IL)  
Amy E. Steffes, University of Wisconsin-Eau Claire  
Erin Swedish, University of Toledo (OH)  
Ashley Thompson, University of Wisconsin-River Falls  
Bianca Trejo, Southern Illinois University Edwardsville  
Jessica Warden, Southern Illinois University Edwardsville  
Wesley Wayman, Bradley University (IL)  
Callie Wise, Missouri Western State University

##### Rocky Mountain Region

Rena Dalman, Fort Lewis College (CO)  
Sara Festini, Scripps College (CA)  
Nathan J. Medeiros-Ward, Calvin College (MI)  
Daneille Marie Sitzman, Alfred University (NY)  
Sharon Sternberg, Southern Utah University  
Kimberlee Taylor, Weber State University (UT)

##### Southeastern Region

Bryan J. Byler, The Citadel (SC)  
Christopher M. Castille, Louisiana State University  
Brittney L. Evans, Lynn University (FL)  
Montana Foss, Augusta State University (GA)  
Ashley J. Hagee, Emory & Henry College (VA)  
Nneka Morris, Hampton University (VA)  
Tyler A. Hassenfeldt, Clemson University (SC)  
Tiffany M. Latham, Hampton University (VA)  
Emily M. Ohiser, Winthrop University (SC)  
Isabel M. Vicaria, Stetson University (FL)  
Rhea Ward, Georgia State University  
Holly N. Yates, University of Kentucky

##### Southwestern Region

Kevin Scott Aitken, Oklahoma Baptist University  
Elizabeth Salazar Alexander, University of St. Thomas (TX)  
Brian G. Broussard, University of Central Arkansas  
Jessica L. Domino, Southwestern University (TX)  
John W. Harden, Stephen F. Austin State University (TX)  
Jon H. Horry, Midwestern State University (TX)  
Octavia O. Lowe, Stephen F. Austin State University (TX)  
Megan Elizabeth Myers, Henderson State University (AR)  
Elizabeth A. Patterson, University of Central Arkansas  
Natalie Perez, University of Texas-Pan American  
Kathryn Rosales, University of St. Thomas (TX)  
Yan Yang, University of St. Thomas (TX)

##### Western Region

Janae Ruth Deyoe, San Diego State University (CA)  
Christina, M. Froese, Whitworth University (WA)  
Erika N. Garcia, California State University, Stanislaus  
Devon R. Goss, University of Portland (OR)  
Cara Noel Holt, San Diego State University (CA)  
Nicole N. Holland, Whitworth University (WA)  
Jamie L. Kisse, Pepperdine University, Seaver College (CA)  
Tina D. Myers, Eastern Washington University

#### Summer Research Grants

The Summer Research Grants program provides funds for undergraduate Psi Chi members to conduct research at recognized research institutions. Winners for the seventh year of this program were:

Jennifer Chmielewski, Dickinson College (PA)  
Elizabeth Ewell, SUNY College at Brockport  
Claire Gravelin, SUNY College at Brockport  
Hyesung Grace Hwang, University of Chicago (IL)  
Melissa Knight, Iowa State University  
Amy Skerry, Yale University (CT)  
Brian Spitzer, California State University, Chico  
Jenna Strawhun, Creighton University (NE)  
Theresa Trombly, University of Central Florida-Orlando  
Hilary Weingarden, Tufts University (MA)  
Tian Zhao, Pacific Lutheran University (OR)

#### SuperLab Research Grants

Cedrus sponsors the Psi Chi/SuperLab Research Grant. Each year one undergraduate and one graduate Psi Chi member can receive a copy of the SuperLab experimental lab software and a response pad from Cedrus. This grant is intended to introduce students to the process of applying for a research grant. This year's winner is Teresa A. Markis, Cleveland State University (OH).

#### 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 Board of Directors or the researcher submitting a proposal. The Hunt Grants focus on research directly related to the mission of Psi Chi. The winners of the 2008-09 Hunt Grants were:

Ashley Kasperski, Saint Ambrose University (IA), "The Perceptions of Psi Chi Members on the Importance of Research Experiences on Admittance to Doctoral Programs"

Kristine M. Kelly, Western Illinois University, "Creating a Culture of Integrity: A Proactive Approach to Encourage Academic Honesty"

Tristan Nelson, Utah State University, "Stress Levels and Sources of Occupational Stress in Psi Chi Faculty Advisors"

#### Travel Grants

The Psi Chi Travel Grants program was started in the 2008-09 year. The winners of travel grants in the first year are:

##### Midwestern Region

Cleveland State University Psi Chi Chapter (OH)  
Rockhurst University Psi Chi Chapter (MO)  
University of Central Missouri Psi Chi Chapter  
University of Nebraska-Lincoln Psi Chi Chapter  
University of Nebraska-Omaha Psi Chi Chapter  
University of South Dakota Psi Chi Chapter  
Washburn University Psi Chi Chapter (KS)

## Rocky Mountain Region

Tiffany Fausett, Utah State University  
Alberto Varela, Boise State University (ID)

## Western Region

Erika N. Garcia, California State University, Stanislaus  
Melissa Garner, Whitworth University (WA)  
Katrina Ann Sanderson-Lourenco Hauck,  
Whitworth University (WA)  
Jeri Lynn Wilson, Sonoma State University (CA)

## 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 invite 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 is 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:

Arizona State University  
Austin Peay State University (TN)  
California State University, San Marcos  
College of Wooster (OH)  
CW Post Campus of Long Island University (NY)  
Hawaii Pacific University  
Knox College (IL)  
Lebanon Valley College (PA)  
Mount Saint Mary College (NY)  
Mount Union College (OH)  
Pace University (NY)  
Richard Stockton College of New Jersey  
University at Albany- SUNY  
University of the Sciences in Philadelphia (PA)  
West Virginia University

## Undergraduate Research Grants

Students winning the 2008-09 Undergraduate Research Grants were:

### Fall

Anna Beninger, Claremont McKenna College (CA)  
Paul Charles Condon, Gonzaga University (WA)  
Tonia P. Harrison, Wesleyan College (GA)  
Janel Hodge, Edinboro University (PA)  
Jennifer Huffman, Baldwin-Wallace College (OH)  
Erica Masi, Saint Michael's College (VT)  
Kelly N. McWhorter, Southwestern University (TX)  
Adam M. P. Miller, Providence College (RI)  
Jessica Schubert, Pennsylvania State University-Erie  
Jessica Stephan, Monmouth University (NJ)  
Andrew W. Walker, University of Nebraska-Lincoln

### Spring

James J. Hodge, Pennsylvania State University-Erie  
Ryan Longnecker, Mount Union College (OH)  
Melony E. Parkhurst, Kennesaw State University (GA)  
Leah Power, James Madison University (VA)  
Bridget Smeekens, Michigan State University  
Nina Tiberi, Bradley University (IL)

## Website Awards

This was the seventh year for these awards,

which were presented to Psi Chi chapters that create the best websites. Three awards of \$200 each were presented to:

Arizona State University  
Charleston Southern University (SC)  
University of Oregon

## Conventions

### 2008-09 Society Conventions

#### 2009 National Leadership Conference Nashville, Tennessee

Friday, January 2, 2009

- Welcome Dinner
- Plenary Session—Dr. Betty Siegel, President Emeritus & Distinguished Chair of Leadership, Ethics, and Character, Kennesaw State University Leadership that Invites Success
- Small Group Exchange

Saturday, January 3, 2009

- Small Group Problem Solving Cases (P, S, I)
- Leadership Building Scavenger Hunt at the Country Music Hall of Fame
- Alice Eagly, PhD, James Padilla Chair of Arts and Sciences, Professor of Psychology, and Faculty Fellow, Institute for Policy Research, Northwestern University; Through the Labyrinth: The Advantages and Disadvantages of Women as Leaders
- Best Practices Poster Session

Sunday, January 4, 2009

- Goal Setting & Implementation
- Closing Session

#### APS National Convention

San Francisco, California

Saturday, May 23, 2009

- Psi Chi Distinguished Lecturer: Nora S. Newcombe, PhD, James H. Glackin Distinguished Faculty Fellow, Temple University. "Women Hate Men, Men Won't Ask for Directions: Fact or Myth?"
- Poster Session

Sunday, May 24, 2009

- Successfully Advising a Psi Chi Chapter

#### APA National Convention

Toronto, Ontario, Canada

Thursday, August 6, 2009

- Psi Chi/Fredrick Howell Lewis Distinguished Lecturer: "Loneliness: Human Nature and the Need for Social Connection." John T. Cacioppo, PhD, the University of Chicago
- Poster Session
- Reception & Award Ceremony

Friday, August 7, 2009

- Symposium: "Gaining Admission to Graduate School"
- Symposium: "Lessons Learned: Students and Faculty Speak of the Undergraduate/Faculty Collaboration Experience"

## Regional Conferences

### NEPA

Western New England College, Springfield, Massachusetts

October 24-25, 2008

- Symposium "What it is Like to be a Graduate Student"
- Psi Chi Talk "Fifteen Keys to a Successful Graduate School Application Process"
- Psi Chi Student Faculty Exchange
- Psi Chi Distinguished Speaker: Felicia Prato, PhD, University of Connecticut Storrs, "Looking for What Isn't There, Researching Who and What Aren't Noticed"
- Psi Chi Reception and Award Ceremony

### SEPA

New Orleans, Louisiana

February 18-21, 2009

- Poster Session I
- Psi Chi Orientation
- Psi Chi Grad Talk I
- Psi Chi Grad Talk II
- Poster Session II
- Psi Chi Distinguished Speaker: J. David Smith, PhD, Center for Cognitive Science, University of Buffalo, SUNY, "Uncertainty Monitoring and Metacognition by Humans and Nonhuman Animals."

### EPA

Pittsburgh, Pennsylvania

March 5-8, 2009

- Psi Chi Talk: "Applying Leadership to Student Success: Feedback on Psi Chi's 2nd Biennial Leadership Conference."
- Psi Chi Symposium: "Teaching and Learning Strategies That Work for Us."
- Psi Chi Distinguished Speaker: George Loewenstein, PhD, Carnegie-Mellon University, "Using Decision Errors to Help People."
- Psi Chi Mini Workshop I: "Preparing for Graduate School in Psychology."
- Psi Chi Mini Workshop II: "Applying to Graduate School in Psychology."
- Psi Chi Symposium: "Applying to Graduate School and Securing Letters of Recommendation."
- Psi Chi Reception and Award Ceremony

### SWPA

San Antonio, Texas

April 2-4, 2009

- Psi Chi Paper Session I
- Psi Chi Panel Discussion: "Questions and Answers on Graduate School."
- Psi Chi Poster Session I
- Psi Chi Diversity Issues in Higher Education Workshop
- Psi Chi Diversity Issues in Education Discussion Hour
- Poster Session II
- Psi Chi Distinguished Speaker: Sam Gosling, PhD, University of Texas at Austin. "Personality in Everyday Contexts: What Your Stuff Says About You."
- Conversation Hour With Psi Chi Society President, Scott VanderStoep
- Psi Chi Award Ceremony

### RMPA

Albuquerque, New Mexico

April 16-18, 2009

- Psi Chi Symposium: "So You Think You Want to Go to Graduate School? (Almost) Everything You Need to Know."
- Psi Chi Distinguished Speaker: Jerry Deffenbacher, PhD, Colorado State University, "Anger, From Practice to Science and Back."
- Conversation Hour with Jerry Defenbacher
- Psi Chi Oral Session: Award Winners
- Psi Chi Award Ceremony and Reception
- Psi Chi Symposium: "Hidden Treasures: Membership Benefits for a Healthy Career in Psychology."
- Psi Chi Symposium: "I Want to be a Great Therapist! Considering Internships From Day One."
- Psi Chi Symposium: "The Do's and Don'ts of Research and Teaching Assistants: What Would the Simpsons Do?"
- Psi Chi Symposium: "Using a Professional Seminar as a Psi Chi Service Learning Project and Fundraiser."

**WPA**

Portland, Oregon

- April 23-26, 2009
- CUPP-Psi Chi Symposium: "Tips on Conducting and Involving Undergraduate Students in Research."
- Psi Chi Poster Session
- Psi Chi Invited Speakers: Abby Wilner, Pell Institute (DC) and Paul Hettich, PhD, DePaul University (IL), "Preparing for Life After College: The Quarterlife Crisis and Your Freshman Year in the Workplace."
- Psi Chi Symposium: "What I Wish I Had Known Before Going to Graduate School."
- Psi Chi Chapter Exchange and Award Ceremony

**MPA**

Chicago, Illinois

April 29 – May 1, 2009

- Poster Session I
- Poster Session II
- Poster Session III
- Poster Session IV
- Distinguished Speaker: Sam Wang, PhD, Princeton University (NJ), "Welcome to Your Brain, The Science of Jet Lag, Love and Other Curiosities of Everyday Life."
- Poster Session V
- Poster Session VI
- Psi Chi Symposium: "Finding Employment with an Undergraduate Degree in Psychology"
- Psi Chi Symposium: "Tips for Getting Into Graduate School."
- Psi Chi Distinguished Member Lecture: Drew Appleby, PhD, Indiana University-Purdue University. "Students and Faculty as Partners in the Letter-of-Recommendation Process."
- Award Ceremony and Reception

**Central Office**

Central Office Staff for the 2008-09 year included the following persons:

Martha S. Potter Zlokovich, PhD  
Executive Director

Associate Editor, *Eye on Psi Chi*

Interim Editor, *Journal of Undergraduate Research*

**Psi Chi, Inc.**  
**Statement of Financial Activities**  
**for the Year Ending June 30, 2009**

(with comparative totals for 2004, 2005, 2006, 2007, &amp; 2008)

REVENUES, GAINS AND OTHER SUPPORT	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Membership and Chapter Fees	804,872	771,847	818,636	816,877	803,805	777,223
Auxiliary Activities	309,425	264,483	291,170	272,780	259,440	259,661
Interest Income	188,397	279,026	257,821	18,438	12,905	78,709
Net Earnings on Investments	-1,011,144	-561,888	462,810	394,761	263,831	390,032
Net Assets Released from restrictions	2,000		2,000			
<b>Total Revenue, Gains and Other Support</b>	<b>291,550</b>	<b>753,468</b>	<b>1,832,437</b>	<b>1,502,856</b>	<b>1,339,981</b>	<b>1,505,625</b>
EXPENSES	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Programs and Meetings	629,253	599,924	598,514	525,153	558,876	395,047
Publications	166,113	177,450	210,927	221,133	211,202	242,571
Chapters	384,730	369,408	284,187	303,924	246,948	206,687
Management and General	100,145	81,491	84,120	61,342	60,211	45,591
<b>Total Expenses</b>	<b>1,280,241</b>	<b>1,228,280</b>	<b>1,177,748</b>	<b>1,111,552</b>	<b>1,077,237</b>	<b>889,896</b>
Change in Net Assets	-986,691	-474,812	654,689	391,304	262,744	615,729
Net Assets, Beginning of Year	5,057,096	5,531,778	4,879,142	4,487,707	4,224,963	3,609,234
<b>NET ASSETS, END OF YEAR</b>	<b>4,068,405</b>	<b>5,057,096</b>	<b>5,531,908</b>	<b>4,879,011</b>	<b>4,487,707</b>	<b>4,224,963</b>

**Psi Chi, Inc.**  
**Statement of Financial Position**  
**as of June 30, 2009**

<b>ASSETS</b>	
<b>Current Assets</b>	
Cash and cash equivalents	\$335,129.00
Accounts receivable	\$5,439.00
Prepaid expenses	\$15,269.00
Inventory	\$42,038.00
Investments	\$3,359,971.00
Property and equipment	\$320,129.00
<b>Total current assets</b>	<b>\$4,077,975.00</b>
<b>LIABILITIES AND NET ASSETS</b>	
<b>Current Liabilities</b>	
<b>Accounts payable and accrued expenses</b>	<b>\$9,570.00</b>
<b>NET ASSETS</b>	
Unrestricted net assets	\$4,058,805.00
Temporarily restricted net assets	\$9,600.00
	\$4,068,405.00
	<b>\$4,077,975.00</b>

Lisa Mantooh, MBA  
Executive Officer/Chief Operations Officer  
Editor, *Eye on Psi Chi*

Mark Cobbe  
Information Systems Manager

Amie Austin  
Director of Membership Services

Susan Iles  
Director of Publishing;  
Associate Editor, *Eye on Psi Chi*

Melissa Strickland  
Director of Finance/Awards

Lynn Hawkins  
Administrative Assistant

The Psi Chi Central Office administers the operations of our growing organization. With each year and each new member, the Central Office staff strives 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 computer operations, as well as administering the many award and grant programs are details that the Central Office manages on a daily basis. The Central Office is also responsible for managing and reporting the financial statements, preparing for regional and Society conferences, processing merchandise orders from chapters and members and preparing the email digests. It is amazing the tasks that are completed by a small staff, managing a very large organization.

### Summary

The 2008-09 year was successful in many ways. Psi Chi has increased the number of new charters by 15, bringing Psi Chi to 1098 chapters. These 15 charters included new chapters in Ireland, Virgin Islands, and Puerto Rico. Psi Chi chapters voted

to approve a name change to Psi Chi, the International Honor Society in Psychology. Psi Chi held its second National Leadership Conference in Nashville, TN.

Psi Chi has seen changes to the National Council this year, now known as the Psi Chi Board of Directors, since the name change. Psi Chi also lost Robert Youth, Psi Chi Past-President and recipient of the 2008-09 Florence Denmark Faculty Advisor Award.

Psi Chi is a better organization due to the efforts of our members, faculty advisors, and Board members. It is the time that these individuals give to their chapters and the Society that make Psi Chi the organization it is today.

Psi Chi is the International Honor Society whose purpose shall be to encourage, stimulate and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology.

## Psi Chi International T-Shirt Design Contest

The purpose of the Psi Chi International T-Shirt Design Contest is to allow a Psi Chi chapter, student member, or alumni member the opportunity to design a T-shirt to be sold by the Psi Chi Central Office during the 2010-11 fiscal year (July 1-June 30). A total number of 120 T-shirts are guaranteed to be produced and sold, but the Psi Chi Central Office, at its discretion, can decide to produce and sell more than the original, 120-shirt, quantity. The Psi Chi Central Office will choose the winning design. The winning chapter or winning member's chapter of record will receive 10 free T-shirts in the sizes requested by the contest winner. If an alumni member's design is chosen as the winner, the alumnus is guaranteed to receive 1 of the 10 T-shirts.

### Eligibility

All Psi Chi chapters, student members, and alumni members are eligible to submit an international T-shirt design for consideration. Submissions will be assessed on the following criteria:

- creativity of the design,
- appropriateness of the theme,
- feasibility of production, and
- likelihood of marketing success.

### Submission Procedures

1. Submit online application at [www.psichi.org/Awards/Award.aspx?id=500](http://www.psichi.org/Awards/Award.aspx?id=500)
2. Submissions are accepted online only until midnight local time on February 1, 2010. Late submissions cannot be accepted.

3. The online submission should include:
  - a. an online submission form,
  - b. a brief (500-word or less) description of the philosophy for the design of the submission, and
  - c. a JPG file of the artwork for the T-shirt.
4. Submissions containing inappropriate language or images, including but not limited to profanity, vulgar imagery, and ethnic insensitivity, will not be considered.
5. No copyrighted images, with the exception of Psi Chi images, may be used in the design.

### Winner Responsibilities

The submitter of the winning submission will be responsible for providing the Psi Chi Central Office with the following:

1. an Adobe Illustrator CS3 file or EPS (vector file) of the design,
2. the sizes of the ten complementary T-shirts needed for the chapter,
3. a signed release granted to Psi Chi for use of the artwork for the current T-shirt production and any and all other uses Psi Chi deems appropriate, and
4. a signed agreement that the Psi Chi member or chapter will not produce and/or sell the winning T-shirt himself/herself/itself without written authorization from the Psi Chi Executive Officer.



PSI CHI SOCIETY CONVENTIONS

**May 27-30, 2010**

**22nd Annual Convention of the Association for Psychological Science**

Boston, MA  
 Sheraton Boston Hotel  
 For information:  
 Association for Psychological Science  
 Telephone: +1-202-293-9300  
 Email: [convention@psychologicalscience.org](mailto:convention@psychologicalscience.org)  
 Web: [www.psychologicalscience.org/convention/](http://www.psychologicalscience.org/convention/)

**August 12-15, 2010**

**118th Annual Convention of the American Psychological Association**

San Diego, CA  
 For information:  
 American Psychological Association  
 Telephone: +1-202-336-6020  
 Email: [convention@apa.org](mailto:convention@apa.org)  
 Web: [www.apa.org/convention/](http://www.apa.org/convention/)

**August 6-9, 2010**

**81st Annual Society Psi Chi Convention**

San Diego, CA  
 For information:  
 Psi Chi Central Office  
 Telephone: +1-423-756-2044  
 Email: [psichi@psichi.org](mailto:psichi@psichi.org)  
 Web: [www.psichi.org/conventions](http://www.psichi.org/conventions)

PSI CHI REGIONAL CONVENTIONS

**March 4-7, 2010**

**Eastern Psychological Association**

Marriott New York at Brooklyn Bridge  
 New York City, NY  
 For information:  
 Arnold L. Glass, PhD  
 Telephone: (732) 445-4637  
 Email: [epaexec@rci.rutgers.edu](mailto:epaexec@rci.rutgers.edu)  
 Web: [www.easternpsychological.org](http://www.easternpsychological.org)

**March 10-13, 2010**

**Southeastern Psychological Association**

Chattanooga Convention Center  
 Chattanooga, TN  
 For information:  
 Rosemary Hays-Thomas, PhD  
 Telephone: (850) 474-2070  
 Email: [sepa@uwf.edu](mailto:sepa@uwf.edu)  
 Web: [www.sepaonline.com](http://www.sepaonline.com)

**April 8-10, 2010**

**Southwestern Psychological Association**

Marriott Dallas/Addison Quorum  
 Dallas, TX  
 For information:  
 Dr. Raymond Russin  
 Telephone: (402) 426-7202  
 Email: [russin@sbcglobal.net](mailto:russin@sbcglobal.net)  
 Web: [www.swpsych.org](http://www.swpsych.org)

**April 15-17, 2010**

**Rocky Mountain Psychological Association**

Sheraton Denver Tech Center Hotel  
 Greenwood Village, CO  
 For information:  
 Diane Martichuski, PhD  
 Telephone: (303) 492-4246  
 Email: [diane.martichuski@colorado.edu](mailto:diane.martichuski@colorado.edu)  
 Web: [www.rockymountainpsych.org](http://www.rockymountainpsych.org)

**April 22-25, 2010**

**Western Psychological Association**

Fiesta Americana Condesa Cancun  
 Cancun, Mexico  
 For information:  
 Chris Cozby, PhD  
 Telephone: (928) 277-4660  
 Email: [cozby.wpa@gmail.com](mailto:cozby.wpa@gmail.com)  
 Web: [www.westernpsych.org](http://www.westernpsych.org)

**April 30-May 1, 2010**

**Midwestern Psychological Association**

Palmer House Hilton  
 Chicago, Illinois  
 For information:  
 Mary Kite, PhD  
 Telephone: (765) 285-1690  
 Email: [mpa@bsu.edu](mailto:mpa@bsu.edu)  
 Web: [www.midwesternpsych.org](http://www.midwesternpsych.org)

OTHER MEETINGS

**March 26-27, 2010**

**30th Annual Great Plains Psychology Convention**

Saint Joseph, MO  
 For information:  
 Web: [www.greatplainspsychology.com](http://www.greatplainspsychology.com)

**April 10, 2010**

**The 29th Annual Mid-America Undergraduate Psychology Research Conference**

University of Southern Indiana,  
 Evansville, IN  
 For information:  
 Web: <http://psych.eiu.edu/mauprc>

**May 6-7, 2010**

**The Problem Student Problem-Solver Workshop Breakthrough Strategies to Teach and Counsel Troubled Youth**

Seattle, WA  
 For information:  
 Web: [www.youthchg.com/live.html](http://www.youthchg.com/live.html)

**May 14, 2010**

**19th Annual UCLA Psychology Undergraduate Research Conference**

Los Angeles, CA  
 For information:  
 Web: <http://purc.psych.ucla.edu/>

**June 30-July 2, 2010**

**PLAT2010 Psychology Learning and Teaching 2010**

Edinburgh Napier University,  
 Scotland, UK  
 For information:  
 Web: [www.psychology.heacademy.ac.uk/plat2010](http://www.psychology.heacademy.ac.uk/plat2010)

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

**Society Annual Conventions**

For additional information about a Psi Chi program to be held at a convention, contact the Psi Chi Central Office or refer to the "Conventions" section online at [www.psichi.org/conventions](http://www.psichi.org/conventions)

**Regional Conventions**

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

**Student Conferences**

To recommend a student convention, meeting, or program for inclusion in the Convention Calendar, you may enter that information online at [www.psichi.org/conventions/addnew.aspx](http://www.psichi.org/conventions/addnew.aspx)

The information you enter will also be provided on the "Conventions" section at [www.psichi.org/conventions](http://www.psichi.org/conventions)

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

### Submission deadlines\*

Fall: July 15

Winter: September 15

Spring: November 15

Summer: February 15

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

### Submission specifications

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

### ABBREVIATIONS:

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

## Eastern

### Morgan State University (MD)

The Psi Chi chapter began the 2008-09 academic year very strongly, with a relatively large ceremony which was held in the University Student Center, to commemorate the induction of 14 students. Throughout the year, members of Psi Chi engaged in numerous activities that contributed both to the profession of psychology and also to the Society. These activities included the Psi Chi Career Seminar series, hosted in the Benjamin A. Quarles room of the new library, which sought to help psychology students become familiar with different fields of psychology and network with professionals in these fields. For these series, the chapter would like to thank Dr. Renee Harding, Ms. Natasha Otto, Dr. Martin Koretzky, Dr. Henrietta Hestick, Mr. Kenneth Bacote, and the graduate students of Towson University (MD) for their time and assistance. Also during the fall semester, members of Psi Chi assisted the Psychological Society with the Bea Gaddy Canned Food Drive and coordinated a Mock Grad School Interview session with Mr. Carson of the Career Development Center. This session sought to prepare the graduating seniors and other interested students for their grad school interviews. In the spring semester, the chapter organized candy sales to raise funds for the spring induction ceremony. The spring 2009 induction ceremony gladly welcomed 11 undergraduates, 1 graduate, and 1 faculty member. Psi Chi again helped the Psychological Society raise funds for the NAMI (National Alliance on Mental Illness) Walks 2009. Board elections and official handover of officers were done in early May.

### Slippery Rock University (PA)

The chapter of Psi Chi is looking forward to a very productive and enriching semester. It kicked off the year with a welcoming party for returning members and new and prospective members. This semester, the chapter will be participating in many activities to service its community. One of the activities is volunteering time to clean a local highway that the chapter adopted. Members are also going to be volunteering their time with people who are mentally ill by attending a holiday party that a local community center hosts. For Christmas, the chapter intends to donate gifts and supplies to new mothers in need, at a local pregnancy center. The chapter is also starting to fundraise for events such as job fairs and bringing guest speakers to campus. The first fundraiser will be a bake sale at a local flea market, followed by another

fundraiser at Wal-Mart or selling candy bars. One chapter goal is to hold an informational meeting about graduate school that is open to all psychology majors. It is important to inform all fellow students with an interest in psychology of their options within the field. An exciting year is planned, and the members hope to continue promoting excellence within its chapter by devoting time to the community.

### Worcester State College (MA)

The chapter held its annual Psi Chi Induction Ceremony/Banquet on April 24, 2009. The chapter sponsored the food/snacks for the psychology departments annual Psych. Day that was on April 8, 2009. This event is for the students to help them network for graduate school, find internships, identify potential career opportunities, or find volunteer work. The chapter also sponsored the food/snacks for the annual Honors Presentations in the psychology department that was held on May 4, 2009; all of the honors students were also members of Psi Chi.

## Midwest

### Southwest Baptist University (MO)

In the fall of 2009, the chapter hosted a preparation course for any student taking the GRE. Participants benefited from sessions with university faculty who discussed GRE preparation strategy and offered tips to improve students' performance on the test. Psi Chi members work coordinating professors, distributing material, and providing lunches resulted in a very successful event. Also, members participated in a variety of social activities including a fall induction and an evening spent with Jim Sheets (representative of Roberts Wesleyan College, NY). As a fundraiser this year, the chapter sold hot drinks along a parade route that passed by campus. Thanks to members' efforts on a chilly autumn morning, students, faculty, and local residents enjoyed coffee and hot chocolate as they celebrated the homecoming parade.

## Southeast

### Campbell University (NC)

The Psi Chi chapter's first official function of the new academic year was the induction of 10 new members on October 2, 2009. Sarah Burgin, a Psi Chi member since 2007 and a Campbell University psychology graduate since May 2009, gave an inspiring keynote speech at the chapter's candlelight ceremony. Ryan Chriscoe, a Psi Chi member since 2007 and a Campbell

University psychology graduate since May 2008, presented the Psi chi song on his saxophone. The evening concluded with new members, officers, and guests enjoying refreshments and Psi Chi birthday cake.

### Charleston Southern University (SC)

The Psi Chi chapter had a great start for the 2009-10 fall semester. Dr. Christina Sinisi, faculty advisor for the chapter, informed members that they were awarded the Model Chapter of the Year for 2008-09. With new president Aaron Haas, the chapter prepared for the welcome meeting. Food, drinks, and games were provided for the students. Officers' positions and club activities were discussed and new officers were also voted into the chapter. The chapter participated in two events on campus: Fresh Start (Club Drop-In) on September 1 and the Health and Safety Fair on September 2. The first event, Fresh Start, was an event where all clubs on campus were presented to new students and each club tries to encourage students to become members. With the Health and Safety Fair, Psi Chi members distributed and helped evaluate depression screening tests. The chapter also helped with concessions and other activities during the fair.

The club had two guest speakers during the semester. The first speaker was Michael Lynch, a forensic artist who works for South Carolina Law Enforcement Division (SLED). Lynch discussed how he became a forensic artist, showed examples of the cases he has worked on, and answered questions. The second guest speaker was Dr. Rachel Walker, a psychology professor at Charleston Southern and also a faculty advisor for Psi Chi. Dr. Walker's lecture was on GRE testing. She explained to the club about the importance of taking the GRE and the steps necessary in order to be successful in getting the scores needed for graduate school.

### Davidson College (NC)

Psi Chi members have been very active in planning events for the fall semester. The new board members of the chapter met in early September to plan the events for the semester, including the induction ceremony, service event, and social event. They are enjoying the planning process and look forward to three successful events in the upcoming months. The chapter would like to congratulate several Davidson College professors for honors and recognitions they have recently received. Dr. Palmer was elected the new Psychology Department Chair last spring. Dr. Multhaup has been elected to Fellowship status in the APA's Division 20 (Adult Development & Aging) for her hard work and



Morgan State University (MD) Psi Chi Chapter.



The Psi Chi Chapter at **Asbury College (KY)** hosted a spring picnic in honor of its graduating psychology majors. *Back row, left to right:* Dr. Paul Nesselroade, Michael Bias, Dr. Martin Seitz, Ben Descoteaux, Erin Bagwell, Joshua Arnold, Dr. Gay Holcomb, and Elizabeth Jordan. *Front row, left to right:* Jeweli Wright, Anna Leckie, Emily Ruehr, Dr. Janet Dean (Psi Chi advisor), and Brittany Ratliff.

dedication to this field. Dr. Ramirez has also been elected a fellow to APA and APS for his contributions to psychology. Additionally, Dr. Smith is the first professor at Davidson College to receive a direct R01 grant from the National Institutes of Health, which will provide funding for research entitled "Physical Activity and Substance Abuse." Congratulations once again to all of these Davidson professors for their expansive contributions and dedication to the field of psychology.

#### University of Mary Washington (VA)

The University of Mary Washington's chapter of Psi Chi is off to a great start for the semester. The officers for the year include Caitlin Messinger and Brittany Killian (co-presidents), Liz Shewark (secretary), and Melissa McTernan (treasurer). The chapter has also added two new officer positions and is proud to welcome Patrick Love (fundraising chair) and Sean Freeman (historian). Dr. Mindy Erchull has returned for another year as the chapter's supervisor. The chapter had its first all-member meeting of the school year on September 8 to discuss upcoming events and projects. The chapter continued its

tradition of creating and distributing bookmarks advertising the activities planned for the year.

This past summer, several Psi Chi alumni from the UMW chapter as well as the chapter's advisor, Dr. Mindy Erchull, were present at the APS convention. The graduation years for the alumni present ranged from 2006 to 2009.

**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 contact the Psi Chi Central Office at <http://www.psihi.org/about/contact.aspx?id=24>



Campbell University (NC) new inductees and current chapter officers.



The reunion of these past members and the chapter's advisor of **University of Mary Washington (VA)**. From left to right, Dr. Mindy Erchull, Melissa Shepherd, Jillian O'Rourke, Emily Forsyth Queen, Abby Bates, Sabrina Askari, Petra Thompson, and Laura Ramsey.

Thanks to **Southwest Baptist University (MO)** members' efforts on a chilly autumn morning, students, faculty, and local residents enjoyed coffee and hot chocolate as they celebrated homecoming during the parade.





**PSI CHI Meeting Pack**

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

**\$30** per set [original price \$35]

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



**ID Holder and Keyring**

A great way to keep track of student ID, debit cards, and keys all in one compact wallet. Made from genuine leather and available in pink, tan, and navy.

**\$12**

**PSI CHI International Decal**

New Psi Chi international seal printed on clear background with cling surface on either side for easy adhesion.

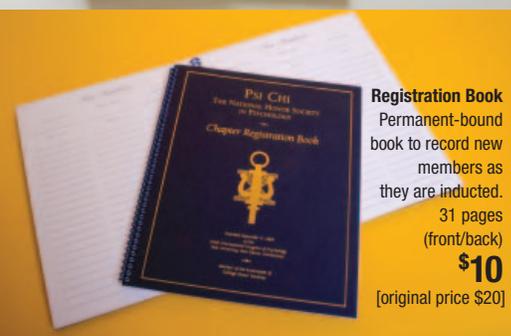
**\$1** each



**T-shirt—Long Sleeve**

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

**\$15**  
[original price \$21]



**Registration Book**

Permanent-bound book to record new members as they are inducted. 31 pages (front/back)

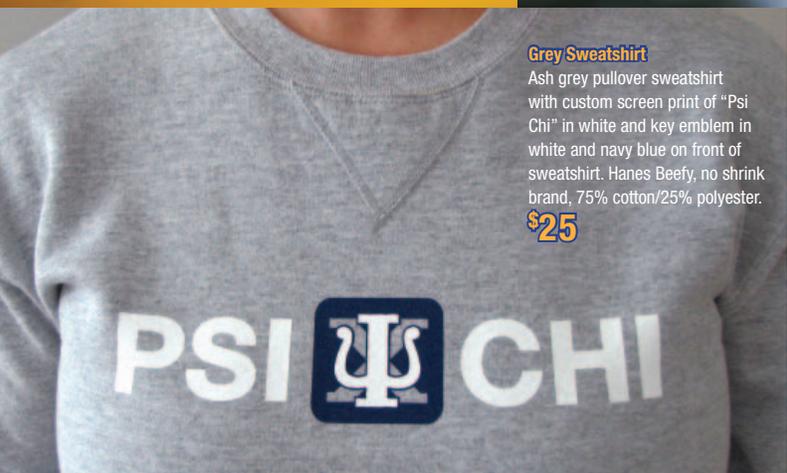
**\$10**  
[original price \$20]



**PSI CHI Post It Cube**

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

**\$4** each  
[original price \$6]



**Grey Sweatshirt**

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

**\$25**



**Compact Umbrella With PSI CHI Logo**

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

**\$12** [original price \$15]

## Joining is as easy as 1, 2, 3

With more than **590,000 members** inducted since its founding in 1929, Psi Chi is the largest student psychology organization in the world. Find out today how you can become a part of Psi Chi.

Undergraduate students, graduate students, and faculty members are eligible to join Psi Chi through their local Psi Chi chapter if they meet the criteria outlined below.

### Undergraduate

1. Academic requirements include
  - complete at least three semesters or five quarters and declare psychology major/minor
  - complete at least nine semester hours or 14 quarter hours of psychology courses
  - rank within the upper 35% of your class AND have at least a 3.0 overall GPA\*
  - have at least 3.0 GPA in psychology courses\*
2. Maintain a high standard of personal behavior
3. Have a 2/3 affirmative vote of those present at regular chapter meetings

\*Any chapter may establish higher minimum scholastic requirements. However, no chapter may establish service or attendance requirements such as helping at service projects, participating in fund-raisers, attending chapter meetings, writing special papers/essays, making presentations, etc. for membership eligibility.

### Graduate

Complete at least one semester with a minimum overall cumulative GPA of 3.0 in all graduate courses, including psychology; and maintain a high standard of personal behavior. In addition, you must have a 2/3 affirmative vote of those present at regular chapter meetings.

### Faculty

You must be a full-time faculty member at your school with a doctoral degree in psychology or a psychology-related field.

To learn more about Psi Chi, contact your local chapter.



**PSI CHI THE INTERNATIONAL HONOR SOCIETY IN PSYCHOLOGY**  
Local chapter contact information

Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Student ID number \_\_\_\_\_

Estimated date of graduation \_\_\_\_\_

2nd sem Sophomore  Junior  Senior  Graduate Student  Faculty

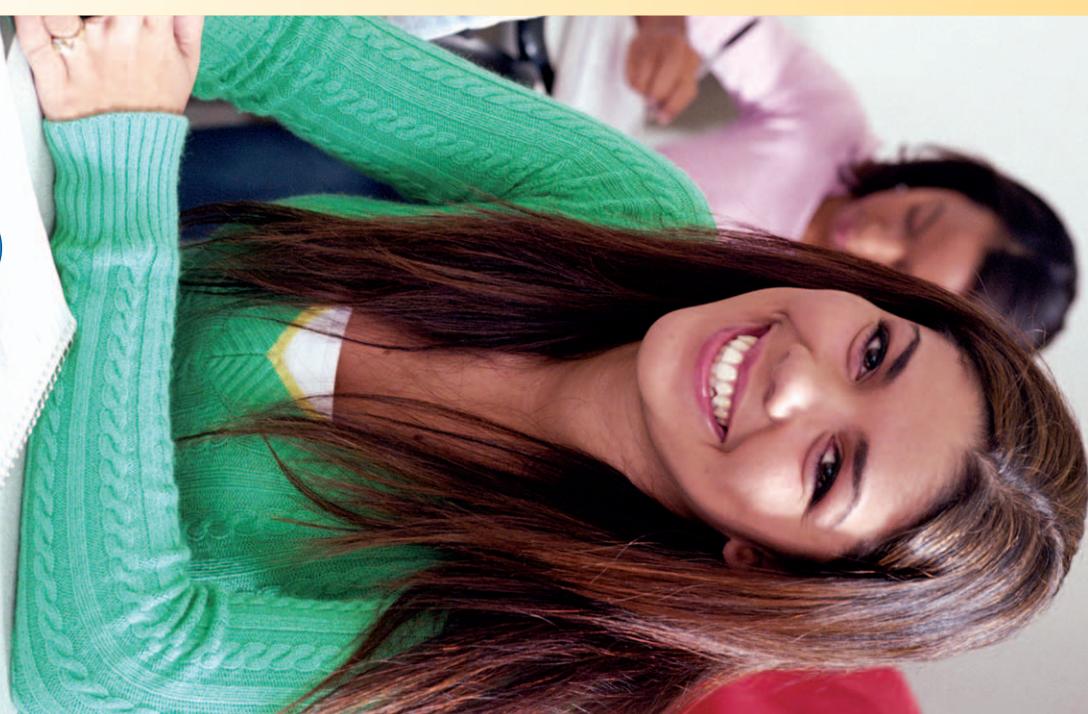
For information, please follow

Appleby, D. C., Keenan, J., & Mauer, B. (1999, Spring). Applicant characteristics valued by graduate programs in psychology. *Eye o P h*, (3), 39. Retrieved August 24, 2007, from [http://www.psiichi.org/pubs/articles/article\\_108.asp](http://www.psiichi.org/pubs/articles/article_108.asp)

Collins, L. H. (2001, Winter). Does research experience make a significant difference in graduate admissions? *Eye o P h*, (52), 26-28. Retrieved August 27, 2007, from [http://www.psiichi.org/pubs/articles/article\\_67.asp](http://www.psiichi.org/pubs/articles/article_67.asp)

Koch, C. (2007, Spring). Utilizing Psi Chi's programs to maximize leadership skills. *Eye o P h*, (3), 22-23. Retrieved August 24, 2007, from [http://www.psiichi.org/pubs/articles/article\\_614.asp](http://www.psiichi.org/pubs/articles/article_614.asp)

National Center for Education Statistics. (2006). *Debt to the future*, 2007. [http://nces.ed.gov/ipeds/data/ipedsdatatools/data06\\_254.asp](http://nces.ed.gov/ipeds/data/ipedsdatatools/data06_254.asp)



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**advance**  
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PSYCHOLOGY



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PSYCHOLOGY  
[www.psiichi.org](http://www.psiichi.org)



## Career

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

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

### **Psi Chi can be more than a listing on your resume.**

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



Since its inception in 1929, Psi Chi is an organization that provides support and encouragement for its members to **excel in scholarship**

and **advance psychology**. Psi Chi's network of chapters now extends to over **1,000 colleges and universities**. With over 85,000 psychology bachelor's degrees awarded annually (National Center for Education Statistics, 2006), participating in a certified honor society will give you a distinct advantage over other psychology majors.

# Build a distinctive resume with Psi Chi

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



## Leadership

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

—Kristena M. Koss

2005-06 Wilson Leadership Award winner

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

## Internship Work Experience

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

—Jason Keller

2005-06 Psi Chi/FBI NCAVC Internship Grant winner

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

## Research

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

—Christina Bruno

2005-06 Summer Research Grant winner

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

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

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

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

—*Psi Chi Journal of Undergraduate Research* publishes the work of over 23 undergraduates per year

—National awards sponsored by APA and APS are available for research that has already been completed

## Networking

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

—Belmont University (TN)

Chapter Activities Report (fall 2007)

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

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

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

—Join national organizations as student affiliates and receive special discounts

Along with these advantages, remember with Psi Chi

—you pay a one time registration fee and you are a member for life;

—you receive a membership certificate and card; and

—you are eligible to wear an honor cord, medallion, and stole at graduation.