Everything I Needed to Know About Interviewing, I Learned From Watching The Bachelor

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ABBREVIATIONS

APA American Psychological Association
APS Association for Psychological Science
EPS Eastern Psychological Association
MPS Midwestern Psychological Association
NEPS New England Psychological Association
RMPS Rocky Mountain Psychological Association
SSEPS Southeastern Psychological Association
SWPS Southwestern Psychological Association
WPS Western Psychological Association

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In This Issue

Do you still get the feeling that you are stuck in winter and that spring will never arrive? Are you afraid that another snowstorm will send you scrambling back indoors? In the same way that we anticipate the beginning of spring, you may be wondering when your life will begin. How can you put your best foot forward when an opportunity does arrive? How should you prepare for the transition between an endless period of waiting (winter) and a burst of sudden activity (spring)?

In this issue, our President’s Message (page 4) prepares members for the year-to-year transition and challenges of becoming an effective chapter leader. Then, our Executive Director points out how the new Psi Chi website was designed to help with leadership transitions via new features for officers, faculty, and members.

If you are heading down a path toward graduate school, then there is no avoiding entrance exams—mainly the GRE. Word to the wise: Preparation for test day is just as important as prepping for the test itself. Read “GRE Test Day: A Student’s Odyssey” on page 10. Also, be sure to read our graduate school column for another round of Q&As about the acceptance process (page 8).

Will a double major give you a competitive edge in the workplace? Dr. Hettich reveals the pros and cons of this choice in our “Wisdom From the Workplace” column (page 6).

Need help preparing for an interview? Our cover story (page 13), “Everything I Needed to Know About Interviewing, I Learned From Watching The Bachelor” provides a comical look at what reality TV can teach us about ourselves and what we perceive as being acceptable behavior in any circumstance. Warning: High ratings on TV do not translate into high ratings in an interview.

Each year, Psi Chi sponsors the Distinguished Lecturer Series, which brings leaders in different fields of psychology to our regional conventions to talk about their research. If you were not able to attend, Eye on Psi Chi shares an informative glimpse of their work in our annual interviews. In Part 1 of the Series, we will

- identify hidden biases with Dr. Anthony Greenwald (page 20),
- discover how culture and learning determines our level of desire and disgust with Dr. Rachel Herz (page 22), and
- delve into the advice of an expert on bulling with Dr. Amanda Nickerson (page 25).

If you are looking out the window at another gloomy day, then consider this: Perhaps a “winter” down-time is a gift because it allows us to prepare for the “spring” of our lives. I hope Eye on Psi Chi is a valuable preparation tool for you as you meet the challenges ahead!

Susan Iles
Eye on Psi Chi Editor
What Role Will You Play?

If your actions inspire others to dream more, learn more, do more, and become more, you are a leader. — John Quincy Adams

Congratulations. You are officially a Psi Chi member. However, although membership in and of itself speaks to your ability, motivation, and commitment to your education, there is so much more that Psi Chi has to offer that can benefit you, your degree, and your career. So, what now? What will be the next step in your academic journey?

Leaders play a key role within the organization. Some members are viewed as leaders because they appear to have an innate quality that allows them to effortlessly inspire those around them. Others are seen as leaders because of the roles in which they are cast or decide to undertake. Either way, leaders are necessary in order to help integrate the needs of the group members with the goals of the organization.

Although assuming a leadership position within your chapter may seem daunting, even overwhelming, the rewards one reaps, both professionally and personally, cannot be overemphasized. From member recruitment to program planning, from fund-raising to volunteer project involvement, your management and leadership skills will improve during your tenure as a chapter officer.

Once you decide to take on a leadership role within your chapter, indeed, you may find that there are challenges to assuming an officer position. These are realities that most organizations face when they are in a leadership transition phase and they pose a particularly unique challenge for Psi Chi chapters in that they are often under new leadership every year, and with different leadership comes different leadership styles. These transitions can be difficult to manage as there is often a lack of continuity between leaders. This may stymie chapter progress or require the remaining leaders to work harder, which can also lead to a resistance by members to take on leadership roles within a chapter. However, there are things one can do to assist one in a leadership position and to ensure a relatively smooth transition from one leader to the next.

Mitchell Marks, an organizational psychologist, provides leaders with a framework for facilitating members’ adaptation to this chapter transition. This framework includes four elements (Marks, 2013).

- **Empathy:** This conveys to chapter members that you understand that things may be difficult for a while but that, if you work to raise their awareness of and facilitate the adaptation process, the transition can be smooth.

- **Engagement:** This helps members to embrace new roles. You can create engagement by understanding and support of the need to end the old and accept new chapter realities. Conduct work expectation meetings, try focusing on short-term objectives, and provide opportunities to involve members. Ask important questions: Where do we want the chapter to go and what needs to happen to help us move forward with the chapter? Many ideas can come from conducting a survey or questionnaire. An important key is the engagement of members!

- **Energy:** Get members and potential new members excited about where your chapter is headed. This will help members identify the vision. You can create energy by articulating a clear vision and by setting up opportunities for short-term wins. Set a tone of communicating and connecting. Involve members; that is, employ a team approach. You can’t do it alone.

- **Enforcement:** Link roles and responsibilities with regard to where the chapter is headed, not where it came from. Look forward!

There are a few more basic things you should keep in mind while undertaking an exciting new leadership role. At times, you are going to witness progress, but there will be other times when you will get stuck or even feel that the chapter has taken a step backwards. This is not a sign of failure. This is the natural evolution of progress! What is important to remember is this: Where do you and the members want to take your chapter? As leaders, you can help shape your chapter into one that will make a difference in the lives of your members, your college, and your community.

Leadership has many faces. What leadership style will you employ to create a positive and lasting impression for your chapter?

**Reference**

Make the Most of Your New Psi Chi Website

Are you taking advantage of all the new features on Psi Chi's recently redesigned website? We hope you've had some time to explore the new website, which debuted on Psi Chi's 84th anniversary September 4, 2013. Although more features and capabilities will come online over the next year, there are already some exciting new things you can do.

**Chapter Officers.** Did you know that when you sign in with your personal username and password you will be able to see some options that are for officers only? As long as your advisor has updated your chapter's officers, you are able to do more than other members. Just go to Admin/Chapter after you sign in to see a variety of icons for chapter options.

- Calendar allows you to enter chapter meetings and activities for members to view.
- E-mail allows you to e-mail all chapter members with an active e-mail address.
- Blog gives you a place to express your ideas and opinions to your chapter members.
- Photos provides you with a place to share images with fellow chapter members.
- Reports allows you to submit your chapter's activities report to the Central Office.

Chapter members may need to update their e-mail addresses to be sure they receive chapter notifications. That could be done at a chapter meeting if members bring their own computers or other devices and know their Psi Chi ID's, which are printed on their membership cards. We recommend, however, that chapters don't send too many messages, or they may risk having members cancel their subscriptions to chapter notices.

Remember, turning in quarterly activities reports to *Eye on Psi Chi* is a requirement for chapter and advisor awards. All chapter officers have access to the same options, which allows them to assist one another. It also means that if an officer is unavailable or graduates before critical deadlines, other officers can complete that person's tasks as needed.

**Faculty Advisors.** Gone are the days of entering members' information into a web form themselves. This creates a list of potential members who are shown as pending until you verify whether each person has met all eligibility requirements and paid the membership fee (please note that students should never be verifying eligibility or approving new members). If you have asked for officers to help you enter prospective member information in the past, that is no longer necessary and you should change your Chapter Administrator username and password immediately. After you have verified a prospective member's eligibility, you just select approved from the drop down menu by that person's name. Click the payment received by chapter box by each person who has paid. People who didn't pay and/or do not meet eligibility requirements will not be included with that “batch” of new members.

You may register and pay for new members at any time throughout the year. We recommend approving and paying for new members at least twice a year, even if your chapter only has one induction ceremony. That will spread out your work of verifying eligibility and allow new members to apply for Psi Chi awards and grants as soon as possible. Check awards and grants deadlines as well as your regional convention’s submission and travel grant deadlines in order to plan the best timing for submitting new members. You can approve new members as often as you like; however, your chapter will be charged for shipping every time you submit and pay for a “batch” of new members. See our New Members Process Instructions on the Chapter Administration page under New Members at www.pscichi.org/?page=admin_chapter.

**All Members.** Sign in to the Psi Chi website, click on Profile Home, and select your chapter on the left under Groups to see your chapter's calendar, photos, and blog (if your officers are using the new features). Be sure to update your e-mail address so that you will receive e-mail from both your chapter's officers, and Psi Chi's Central Office. You can designate which e-mails you wish to receive by going to Member Administration and Subscriptions (www.pscichi.org/?page=sub_bridge).

**Graduating members.** Don't forget to update your contact information after you graduate and start your first job. Membership is lifetime, so students who complete their undergraduate degrees and are accepted into graduate school can apply for graduate student awards and grants right away—even if their graduate school does not have a Psi Chi chapter. In addition, Psi Chi is actively pursuing new benefits for all alumni members. If you keep your address and e-mail up-to-date, you won't miss out on these opportunities as they become available.

Last, we hope you enjoy discovering and using all of the new features. If you have any problems using the website or suggestions for changes, contact us at www.pscichi.org/general?type=contact. We look forward to hearing from you!
Fortunately, Shakespeare’s troubled young Hamlet did not have to ponder about whether to obtain a double major while confronting his many family problems. However, as tuition rises, debt intensifies, career specialties multiply, and student motives for developing a career are often hazy at best, many undergraduates ponder the double major.

I did not locate any surveys of psychology students or faculty views on this topic. Some teachers argue for the benefits of added breadth in different knowledge domains and improved employment possibilities; others express concern if either major is outside the liberal arts domain. It may be wise to solicit the views of your teachers, including faculty from diverse disciplines. Instead, I will summarize key findings from a major study of students along with the perspectives of a career counselor and two recruiting/staffing professionals.

The current research literature on double majors is very limited. Below is a partial list of findings from an extensive survey of 1,760 college and university undergraduates conducted by Pitt and Tepper (2012). A web-based survey was administered to students in nine schools that included large comprehensive public and private universities, medium-sized private universities, and small liberal arts colleges; data from group interviews or small structured discussions was also gathered. I strongly encourage you to browse the full report later because it contains several fascinating results including information about the most popular majors, student perceptions about the degree of creativity encouraged within a major and perceptions of various learning outcomes, and selected student comments.

1. Although double majoring is increasing only slightly across most institutions, a steep increase has occurred at many of the most selective schools where double majors account for 30% to 40% of all graduates.

2. Double majors are chosen primarily for practical reasons. “Students are generally interested in picking two majors that complement one another, where there is overlap in requirements, and where the two combined majors better prepare them to be competitive in their careers (including jobs and graduate school)” (Pitt & Tepper, 2012, p.11). Business-related majors and economics are the most popular choices.

3. A double major often reflects a student’s identity project. That is, one major is chosen because of a special interest in the subject matter derived from, for example, a high school activity or foreign language course, travel experiences, or a parent’s career. Thus, double majors are usually motivated by a combination of utilitarian and expressive motives.

4. "Many students report their double major combination helps them think differently, solve intellectual puzzles, and approach assignments more creatively” (p. 12), especially in two different knowledge domains (e.g., sciences and humanities). Most students can connect the majors but connections are more difficult in disparate majors (e.g., theatre and chemistry).

5. In certain narrowly defined choices, the cognitive outcomes may differ. For instance, students who chose two majors in the same knowledge domain (e.g., psychology and sociology in the social sciences domain) were labeled *deepeners*. They reported experiences that encouraged them to integrate information from both majors. Students who chose majors from different domains (e.g., social sciences and humanities) were labeled *spanners*. Spanners were also able to integrate material (though less than deepeners) and reported thinking differently and approaching their assignments creatively because of their choices.

6. The authors noted a do more, do more tendency among double majors who tended to be more involved (compared to single majors) in sports, clubs, volunteering, attending lectures, studying abroad, and research with faculty. “With respect to student engagement, the double major is positively correlated with liberal arts benefits” (p.12). Yet, the do more do more life of a double major can work against deep thinking, increase stress, and may be inaccessible to students with commitments to jobs or families.

Other sections of the report compare student perceived differences in creativity between single and double majors within and between disciplines, sex and racial differences in their choices, and other dimensions. Although Pitt and Tepper generally paint an attractive picture of the double major, they also address some ifs,
ands, and buts. For instance, most schools do not have policies or procedures that encourage students to articulate their reasons for choosing a double major or, subsequently, for explaining how they integrated what they learned. Similarly, some faculty “can unintentionally make it difficult for double major students because they give students the impression that they disapprove of their second major. Students feel a competitive pressure between departments” (p. 66).

A Career Planning Perspective
How do career planning professionals regard double majors? I could not locate any survey data so I contacted Camille Helkowski, MEd, NCC, LCPC, associate director of Loyola University Chicago’s Career Development Center and a counselor in private practice. She reminds us that (a) an academic major is not the key determinant in some career choices, (b) almost any major can be valuable as long as you are in an environment where you can apply what you learned (Skills trump curriculum), and (c) choosing a major based primarily on economic considerations is unwise.

Since the recession, students (and parents) have adopted the often mistaken notion that a double major will make them more employable. They seem to think of it in terms of “if one major is good, then two must be better” and that is simply not the case. Students should be able to articulate their rationale for a double major. For instance, the psych major who also majors in human resources, marketing, statistics, or computer science is broadening his or her skillset by adding a major that is more vocationally oriented (assuming that is the vocation they are interested in). However, I would also suggest that experience will usually trump a double major. Employers would rather hire someone who has participated in a research project using SPSS than someone who has only had the class, and someone who has done an internship or part-time job in Human Resources is more interest-

ing to an employer than someone who has taken the coursework but not acquired any practical experience. I mention this because students often say that they didn’t have time for the experiential component because they double-majored, and that kind of decision making is not going to help them find a job. I don’t have any research to back this up, just my own experience and that of other advisors I work with.

One caution: Be sure to capitalize on internships and extra-curricular activities. Do not sacrifice internships.

A Recruiting Perspective
In comparison, Jon Keil, BA, director of operations for The Salem Group, a major Chicagoland staff recruiting firm, is excited about the growth of double majors and especially about psychology students pursuing them.

Students in psychology bring a great deal of transferable skills and can easily adapt to many varied fields of work. They bring with them what employers look for such as critical thinking, team orientation, independent learning/study, creativity, and the list goes on. In addition, a candidate with a double major is often viewed as someone who easily multitasks, someone who will be able to meet deadlines, and someone who is not afraid to take educated risks. One caution: Be sure to capitalize on internships and extra-curricular activities. Do not sacrifice internships. An example of a pairing that psychology students might want to consider is a dual major in business administration to seek roles in human resources or operations management. Other very successful and sought after pairings are with marketing, advertising, accounting, public health, political science, engineering, and biomedical degrees.

Mary Allen, Ed.D, senior client services manager at The Salem Group and an adjunct professor of psychology, adds to Keil’s list of double majors: Applied behavioral science, HR/risk management, human services, and industrial and organizational psychology with a concentration in business administration, economics, and human services. She too emphasizes the importance of an internship tied to the psychology major.

My Take
Does this information clarify your concerns, prompt further research, or leave you, like Hamlet, still pondering?

Critically examine these perspectives, especially points of difference and similarity, in view of your interests, passions, and goals. (Can you articulate them?)

Carefully weigh the benefits of a double major against the costs you incur, such as additional tuition (debt!), semesters required to complete requirements, and possible exclusion of other liberal arts courses.

Immersion in a do more do more college life will likely generate genuine personal and professional benefits, but what are your limits?

Consider linking your psychology major to one or two thoughtfully chosen minors with a firm commitment to at least one internship.

Discuss these issues with faculty, family, career counselors, and alumni friends.

Review the full Pitt and Tepper report; it is well worth your time. Recognize that, no matter what choices you make, there may be multiple paths to your goals. Begin the process by critically examining your interests, passions, and goals.

PS: If you have ideas and experiences with your double major or minors to share, please contact me at phettich@depaul.edu; perhaps others can benefit from them.

Reference
Questions (and Answers) About Graduate School
From University of Hartford Psi Chi Chapter

The University of Hartford Chapter of Psi Chi is an active chapter that has chosen to focus on the theme of Psychology in the Media this year. The chapter hosted a daylong event highlighting the issue of bullying in the K-12 public schools. The documentary Bully was screened and David Long, who is featured in the film, and Jo Ann Freiberg, the Connecticut educational consultant in charge of school climate, were guest speakers. The chapter also hosted an event with To Write Love On Her Arms, a national organization that promotes awareness about mental health issues, self-harm, and suicide.

How long should a personal statement be? Can I include my personal experiences with mental health if that is what got me interested in psychology?

Landrum: About the length of a personal statement: The key answer is that, if the graduate school has dictated a length (such as 500–600 words), absolutely follow those directions. If there are specific prompts asked in the personal statement instructions, be sure to answer each and every one. If there are no word length instructions or specific prompts to answer, my generic advice is to go no longer than two pages, single-spaced (although my colleagues may have different advice on this point). Regarding the mentioning of your own mental health experiences: First, your desire to be completely honest and open is commendable! But the three of us all suggest extreme caution as we have previously written in Eye on Psi Chi (Handelsman, VanderStoep, and Landrum, 2011). I recommend that you present this topic with a little more distance and objectivity. You might say something like "I am familiar with individuals who have received quality mental health care, and I understand how competent professionals can truly assist others." If you want to reveal your personal history to someone later in the application process, that is fine, but get to know them first and try to have some sense of comfort that your revelation will not hurt your chances for graduate school admission.

Handelsman: The personal statement is NOT personal—it is a professional statement, as is everything you do in your application and interview process. In terms of length, follow the directions. If there is information you do not have room for, you may find room for it elsewhere in the application. I also suggest getting help from your campus writing center or other sources to help you edit.

VanderStoep: Yes, avoid reference to personal health experiences or any personal experience for that matter that is not directly relevant to your admission to graduate school. Your writing should be concise and tightly packed with a strong professional tone. Personal references run the risk of being intrusive and appearing out of place. This is especially true, in my view, for doctoral and research-intensive programs. Programs that focus on more holistic admissions criteria may allow for a bit more wiggle room on this issue. In the absence of a specified word length, I am inclined to limit the length to 250 to 300 words, which is roughly one double-spaced page.

What is the difference between a résumé and a curriculum vitae (CV)? If there is no preference from the school, which would be better?

Landrum: A résumé is the business model document that briefly presents your work history, relevant experiences, skills and competencies, and contact information in a 1- to 2-page format. A CV is the academic model document that presents your college-based academic life and can be as long as it needs to be. As a general rule, the longer the CV, the better, but I do not believe that is generally true about résumés. If there is no preference from the school, then I suggest a tightly focused CV. Make sure your CV presents your education history, out-of-classroom experiences (teaching assistant, research assistant, internship), honors and awards, publication history (including conference papers, conference poster presentations, and publications), and updated contact information. Sometimes I am asked if high school accomplishments can be placed on a résumé or CV. My typical answer is to leave off high school accomplishments with the exception of national awards; if you won a national-level award during high school, that might still be relevant for your post-college résumé or CV.

Handelsman: I agree that a CV is the way to go for graduate school applications. The key principle in formatting is accessibility, so design your CV so people can find what they want. And here is what a supervisor of mine said to me a long time ago: Spell out the names of months when you provide, for example, dates of employment. You never know when a committee member will say, "August 2008! Wow! My granddaughter was born then!" Check out the Internet for guides to writing a CV, including Hayes and Hayes (n.d.).

VanderStoep: I agree with Dr. Landrum that CV’s are longer and more exhaustive but I also think most undergraduate CV’s can fit on a page. A CV from a new or future scholar should include educational attainment, research experience, and professional skills (e.g., interviewing, data analysis). Extending beyond those items pads the CV with experiences that are probably not of interest to a graduate school.
When is the best time to take the GREs?

Landrum: The answer to this is tricky because it depends on when your first graduate application that requires GRE scores is due. My generic answer is to take the GRE so that, if you need to take it again, you will have enough time for the second set of scores to reach your destination prior to your earliest deadline. These days, my students tend to take the GRE right around the end of summer or the very beginning of the school year, which typically leaves enough time to take it again prior to December 1 deadlines. The GRE is a big nut to crack, and planning to take it twice is not evil nor should that undercut your confidence (for tons of excellent advice about GRE test preparation, see previous issues of Eye on Psi Chi). Personally, I took the GRE twice. I took it in October, had the scores sent to the five graduate programs I had applied to, and I got feedback from one school that said “we like your overall application, and if your scores were just a bit higher, we would offer you admission.” So I took the GRE again in December, my scores were a bit higher, and I ended up attending the school that provided the positive feedback.

Handelsman: Summer of junior year sounds good. I am OK with the idea of planning on taking it twice, but that does not mean using the first time as practice! Prepare and give the GRE a good faith effort the first time.

Vanderstoep: I would back-date from when you can start intensive studying for the exam. Taking it in the summer is a good idea only if you will have enough time to study. I would allow four to six weeks to prepare. As for taking it a second time, be careful. The GRE has very high reliability, so unless you have done something to change your true score in the interim, you may be disappointed with your second score. So I agree with Dr. H that you should plan to do well the first time.

How many doctoral and master’s programs should a student apply for?

Landrum: There is no magical answer to this. I can tell you from research I published a few years ago that the national average for students in the sample was about 4.5. There are so many variables that influence what your personal answer will be. First, do not apply to schools in geographic locations in which you will not live because you are just wasting your time and the schools’ time if you are only curious about if you can get in. Regarding geography, will you have any familial or social support structures nearby that you can rely on during difficult times? I do think applying for a mix of master’s and doctoral programs can be a good strategy, depending on your ultimate goal as well as your undergraduate performance. If that undergraduate performance was less than stellar, demonstrating your success in a master’s degree program often provides the stepping stone to success in a doctoral program. And you may discover that, with the skill set garnered from a master’s degree program, you can do the things you want to do without additional education. Ultimately, the number of programs you apply for will depend on your personal match and fit with geography, career expectation, past undergraduate performance, and a host of other factors.

Handelsman: Apply to as many as you can afford without driving yourself crazy, and enough that you will not kick yourself if you do not get into a program this year. Also, do not apply to any programs you would not go to if it turns out to be the only program that accepted you.

Vanderstoep: For nonclinical, 10. For clinical, 15.

If there is a social event during the interview, should I drink if others are drinking?

Landrum: My advice would be no, do not drink. Even during a social event, you are still being interviewed. Alcohol might make you feel more relaxed, but other behavioral changes will occur as well. If you end up attending the graduate program you are interviewing with, there will be other social events in your future where you can responsibly share an adult beverage with your colleagues.

Handelsman: All of your behavior during the interview is professional behavior. I would invoke the why bother rule and politely refuse alcohol. You really need to get into a graduate program more than you need a drink. By the way, if you are applying to programs in Colorado or Washington, the same goes for pot…. The answer to this is tricky because it depends on when your first graduate application that requires GRE scores is due. My generic answer is to take the GRE so that, if you need to take it again, you will have enough time for the second set of scores to reach your destination prior to your earliest deadline. These days, my students tend to take the GRE right around the end of summer or the very beginning of the school year, which typically leaves enough time to take it again prior to December 1 deadlines. The GRE is a big nut to crack, and planning to take it twice is not evil nor should that undercut your confidence (for tons of excellent advice about GRE test preparation, see previous issues of Eye on Psi Chi). Personally, I took the GRE twice. I took it in October, had the scores sent to the five graduate programs I had applied to, and I got feedback from one school that said “we like your overall application, and if your scores were just a bit higher, we would offer you admission.” So I took the GRE again in December, my scores were a bit higher, and I ended up attending the school that provided the positive feedback.

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The Graduate Record Examination (GRE) is widely regarded as the gatekeeper for entrance into the graduate study of psychology (Sternberg & Williams, 1997). Setting aside the current debate as to whether the GRE is predictive of future performance in graduate education, the exam continues to be the main tool available to admission committees to sort applicants (Sternberg & Williams, 1997). U.S. News and World Report (2012) stated that an estimated 700,000 people take the GRE annually worldwide. In a survey conducted by the American Psychological Association Center for Workforce Studies (2010), 96% of the responding 338 doctoral programs required GRE scores for admission. Similarly, 81% of the 176 master’s programs that responded also required GRE scores (Pagano, Wicherski, & Kohout, 2010). What types of scores and tasks comprise the current version of the GRE? See the four categories of tasks in Table 1.
Preparing for Battle

Given the importance that the exam carries for a prospective graduate student, it is worthwhile to gain every possible insight into test preparation and what to expect on test day. There are numerous materials available for GRE content preparation ranging from one-on-one tutoring, classroom instruction, and self-guided online courses. I have personal experience with two of the self-directed courses, The Princeton Review and Kaplan. Features of these two methods, along with PowerPrep II, published by the Educational Testing Service (ETS), are presented in Table 2.

Many of the features of the Kaplan course and the Princeton Review course are very similar (Kaplan Test Prep, 2013; The Princeton Review, 2013). The main differences that I found are that Kaplan provides a math workbook that covers foundational concepts where Princeton Review focuses less on foundational concepts and more on test-taking strategy on the Quantitative Comparison. Kaplan also provides smart reports in which they show you exactly what concepts need to be practiced and then provide tutorials in those subjects (Kaplan Test Prep, 2013). The costs of both courses are roughly the same. The self-directed online courses cost $500 and both have a score improvement guarantee (Kaplan Test Prep, 2013; The Princeton Review, 2013). Both offer private tutoring for a per hour fee. The PowerPrep II software from ETS is free and available for download from www.ets.org (ETS, 2013).

A Twofold Strategy of Action

Approaching the GRE from a student’s perspective, I feel that it is valuable to dissect the preparation process into two categories: preparation for the test, and preparation for the test day. Having taken the GRE for two consecutive years (and particularly after completing the GRE for the first time), I now believe that preparation for the test day is as important as preparing for the test.

Having returned to academia from time in the workforce, I was not aware of the GRE requirement as one component for entrance into graduate school. Fortunately, one of my psychology instructors made a statement in class that caught my attention rather quickly. He stated that we could think of the GRE as “the SAT on steroids.” I decided at that point to immerse myself into a 3-month study

Table 1 | GRE Breakdown

<table>
<thead>
<tr>
<th>Category</th>
<th>Task</th>
<th>Content</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytic writing</td>
<td>Issue essay</td>
<td>Free writing</td>
<td>30 min</td>
</tr>
<tr>
<td>Analytical writing</td>
<td>Argument essay</td>
<td>Free writing</td>
<td>30 min</td>
</tr>
<tr>
<td>Quantitative comparison</td>
<td>Answer questions</td>
<td>20 questions, 2 sections</td>
<td>35 min each</td>
</tr>
<tr>
<td>Verbal</td>
<td>Answer questions</td>
<td>20 questions, 2 sections</td>
<td>35 min each</td>
</tr>
</tbody>
</table>

Table 2 | Test Preparation Materials

<table>
<thead>
<tr>
<th>Material Features</th>
<th>Kaplan</th>
<th>Princeton Review</th>
<th>PowerPrep II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom sessions, in person</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Private tutoring</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Self-directed online study</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Math fundamentals online</td>
<td>✓</td>
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<td>Online classrooms</td>
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</tr>
<tr>
<td>Special topics seminars-regional</td>
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<td></td>
<td>✓</td>
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<td>Practice exams</td>
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<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Smart report tracking</td>
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<td></td>
</tr>
<tr>
<td>Customized lesson plans</td>
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<td></td>
<td></td>
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<tr>
<td>Test day advice</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td>$500</td>
<td>$500</td>
<td>Free download</td>
</tr>
</tbody>
</table>
program. The types of materials available for content preparation are slightly different and therefore require personal investigation as to which one will tailor toward individual learning needs and styles. What was conspicuously absent from the material I selected was what to expect in regard to everything but the test.

Day of Reckoning: Test Day

On test day, the testing center advised that I arrive half an hour early to ensure my seat. I arrived 30 minutes early and found that the exterior doors to the facility were locked. I have a high level of test anxiety under normal circumstances, so I became worried that I would lose my seat due to circumstances outside of my control. Fortunately, an employee in another department arrived, and I was at the testing center 15 minutes prior to the start time—crisis averted. I was then given a form to fill out requiring a paragraph handwritten in cursive and asked for my identification. The test administrator explained that the cursive would be used as a writing sample if there were ever any question about my identification.

Maximum Security Lockdown

After turning in this form, I was escorted into the testing office and asked to empty my pockets and turn them inside out. I was required to raise my pant legs to midcalf and my sleeves to show my forearms. The administrator then told me to stand on a mat with footprints and pulled out a magnetic, metal detection wand similar to those used at the airport and scanned my person. The scanner triggered the scanner. I was then given my belt buckle that it was my belt buckle that I would lose my seat due to circumstances outside of my control. Fortunately, an employee in another department arrived, and I was at the testing center 15 minutes prior to the start time—crisis averted. I was then given a form to fill out requiring a paragraph handwritten in cursive and asked for my identification. The test administrator explained that the cursive would be used as a writing sample if there were ever any question about my identification.

Reflecting on that process, I recognize the fact that the testing center is required to maintain security. The ETS (2013) stated in their manual for test administration that selected sites will use technologies such as mobile phone scrambling, wand, and other techniques to ensure test security. Although ETS does not publish cheating statistics, New York Times columnist Ted Plafker (2002) reported that ETS suspended administration of the computer-based GRE in China and India due to inappropriate online publishing of test questions. I have no doubts that, as technology becomes available for personal identification, it will be utilized to minimize cheating.

The Aftermath: Valuable Insights

It is difficult to determine if the difference between the scores I received from the first test session and the second are due to the study program I utilized prior to the second exam or if they are due to my awareness of the security process. Indeed, the area of largest gain for me was in the quantitative section, indicating that the verbal and analytical writing sections were unaffected by the testing procedures the first time. I also know that parasympathetic activation has a definite impact on cognitive process. My advice to fellow students is to be mindful of your own levels of test anxiety on test day. Being aware of test day procedures greatly reduced my test anxiety and allowed me to walk into the testing room with a level of confidence that I did not have the first time. If allowed, try to visit the testing center before you take the GRE to figure out the directions and where to park. Talk to other classmates who have recently completed the GRE and seek out their advice. After your experience, offer to share your GRE insights with others.

Table 3 | Conversion Scores Followed by a Table of Categories

<table>
<thead>
<tr>
<th>Old GRE</th>
<th>Revised GRE</th>
<th>Percentile rank</th>
</tr>
</thead>
<tbody>
<tr>
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<td>170</td>
<td>99</td>
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<td>450</td>
<td>120</td>
<td>44</td>
</tr>
</tbody>
</table>

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<th>Old GRE</th>
<th>Revised GRE</th>
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<tr>
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<td>166</td>
<td>94</td>
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<td>750</td>
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<tr>
<td>450</td>
<td>141</td>
<td>11</td>
</tr>
</tbody>
</table>

References


Matthew Sather came back to school after a first career in the construction management industry. He graduated from Boise State University in December of 2013. He has taken the GRE twice, once in October of 2012 and again in October of 2013, in preparation to enter graduate school. He participated in a positive psychology laboratory for 4 semesters and presented his work at 2 local research conventions. His initial goal was to enter into graduate study in clinical psychology, but has since changed his mind and was accepted into a clinical counseling graduate program. He begins graduate study in the fall of 2014. He strongly encourages all who plan on taking the GRE to begin preparation early and to consider the preparation to be an additional course during the entire semester.
If you are like most of the 117 young adults we recently surveyed, then a third of the time you spend watching television is watching reality programming (Sleigh & Ritzer, 2012). Even if you are part of the percentage that avoid watching directly, it is almost impossible to avoid the blaring headlines in the tabloids, the late night jokes at the expense of the participants, and advertisements for the seemingly never-ending reunion and update shows. After many years of laughing and cringing at these shows, we realized that there are many life lessons to be learned. *The Bachelor* (Fleiss, Levenson, & Gale, 2002), a show in which a bevy of women compete for the love, or at least the temporary attention, of one man, is a prime example. We would like to suggest that almost everything you need to know about interviewing, either for a job or graduate school admission, can be learned by examining this show. Here are some of our best tips.
1. Prepare.

Just as the bachelorettes spend their time in the limousine checking their lipstick and fluffing their hair in anticipation of meeting the Bachelor, you should take the time to prepare for your interview. The Internet is an easy way to gather data about a company or school. If you are applying for jobs, explore information about a company’s mission statement, public perception, past performance, and hierarchical structure. Pay particular attention to how you might fit into the company’s long-range plans so that you can convince them of your value. If you are applying to graduate programs, read about the faculty and their research programs, particularly those with whom you are likely to interview and/or work. Be aware of the priorities of the program, for example, whether they are training researchers or practitioners. In both situations, job or graduate school, knowing about the geographic context is another way to demonstrate that you are not a naïve applicant but one who has intentionally selected this opportunity. Be prepared to explain to the interviewer why you are seeking this particular organization at this specific time.

**Insider’s Tip:** Prepare an elevator speech. Be able to articulate who you are, your qualifications, and your goals. Be able to sell yourself in the time it would take to make a short elevator trip. Once you have done so, you are prepared for the inevitable “tell me a little bit about yourself” question.

**Insider’s Tip:** Search the Internet for common questions asked during the interview process. Plan ahead about how you might respond. An interviewer may ask you questions related to a time you failed, a situation you left, or a personal weakness. You will want to honestly answer these questions but to frame them in a positive light that shows your willingness to learn and improve.

**Insider’s Tip:** If possible, scope out the situation ahead of time, noting how people are dressed and considering logistics like travel time, traffic, and parking options.

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2. Dress appropriately for the context.

You might recall the bachelorette that showed up in a wedding dress, alarming the Bachelor and infuriating her competitors. She definitely caught everyone’s attention, but attention is not always positive. As you prepare for your interview, gather information about how the people at the interview site typically dress so that you have a model to follow. You may be able to accomplish this by looking for posted pictures on the Internet, asking people who have experience with the site, or visiting and observing directly. If no information is available, model after employees at organizations that are likely to be similar to the one at which you will interview. You want to be appropriate for the context. When the environment is very professional, make sure that you too are professionally dressed. If people tend to wear conservative clothing, choose a conservative outfit. If you are applying to a situation that is more casual, do not assume that you should be casual as well. Demonstrate respect for the seriousness of the situation by dressing as an applicant, not as someone who already has the position. As a rule of thumb, it is better to be overdressed than underdressed when interviewing. We are not suggesting that you mask your personality, but rather that you do not let your clothing unintentionally suggest a personality that is not a good fit for the company or school.

**Insider’s Tip:** If you are going to be touring a business or campus, wear comfortable shoes. You do not want to keep a group waiting while you attempt to keep up in high heels or nurse a blister from brand new shoes.

**Insider’s Tip:** Be thoughtful about wearing perfume or cologne. Some interviewers might find it distracting or even unpleasant. In the same way, be cautious about accessories that are noisy. You do not want an interviewer to be thinking about your clanking bracelets instead of your accomplishments.
3. Be in the moment.

The bachelorette who spends her limited alone time with the Bachelor complaining about the other women will soon find her journey toward love coming to a screeching halt. She has wasted her moment to connect with the Bachelor. Don’t waste your moments during the interview. Even though you should arrive prepared, there is a real-time element to the interview process. You do not want to be so rehearsed or so focused on sharing your elevator speech that you miss the opportunity to genuinely connect with people. Social psychology clearly demonstrates that we tend to like others who are similar to ourselves. Actively seek common ground by being an astute observer. Interviews often take place in the interviewer’s office, and you can discover a lot about people by the pictures on their desk, the awards on their walls, and the books on their shelves. Use this information to cultivate relationships. Carefully attending and listening to the interviewer may also give you insight into the characteristics the interviewer desires in a candidate. Knowing what the organization wants gives you an advantage as you work to sell yourself.

Insider’s Tip: Showing an interest in another person is good. Feigning interest or pretending to have common ground where there is none can be very dangerous. Follow-up questions may reveal your ignorance or deception, neither of which leads to a favorable impression.

Insider’s Tip: Let your nonverbal behaviors indicate your interest and professionalism. Shake hands. Make eye contact. Smile at appropriate times. Assess your interviewing posture, making sure to lean forward toward the interviewer rather than backwards. Don’t cross your arms. Avoid fidgeting, touching your hair, or fiddling with a piece of clothing or accessory.

Insider’s Tip: Do not bring your cell phone to an interview. If you are expecting a call that is so important that it cannot be missed, reschedule the interview. If you have your phone with you, you will be tempted to check it, and there is no time during an interview when that is appropriate, even when you are alone in the restroom.

4. Nobody wants to know your opinion on everything.

One way to increase your face time on reality television is to have a critical opinion about everyone and everything. This is not a good strategy to take into a professional interview. The interviewer is trying to get to know you. Thus, you need to be open and willing to reveal positive aspects of yourself. Ideally, you and the organizational representatives are trying to assess the goodness of fit which can only happen with information exchange. However, be thoughtful of what you share. You do not know everything about your audience. Avoid topics that are known to be controversial. Even when it seems that the group shares consensus on a topic, there may be people present with differing opinions who are simply not voicing them. You want to be perceived as knowledgeable, intelligent, and sophisticated. Sometimes the best way to do this is by listening rather than speaking and only making comments that are relevant to the position.

Insider’s Tip: Decades of research on the employment interview process reveals that the more the interviewer talks, the more positively he or she will rate the interview (Dipboye & Johnson, 2013). Asking relevant questions and finding common ground are two strategies to get the interviewer talking. If you find yourself using a phrase such as, “But enough about me...,” it has probably been more than enough about you!
5. Don’t assume people can read your mind.

Picture yet another weeping bachelorette wondering on her way out the door if she should have mentioned to the Bachelor that she liked him. The viewers have the advantage of seeing not only her reticence but also contrasting it against the effusive emotions of the remaining women. Sometimes you need to say the words, not assume that people can read your mind. When interviewing, express your interest in tangible ways. Be engaged and excited. You have taken the time to interview at this location for a reason. Share your motivation with the interviewers. Do not assume that your enthusiasm and motivation is obvious to everyone. At the same time, do not be falsely flattering, disingenuous, or desperate.

**Insider’s Tip:** A good rule of thumb is to stay engaged and enthusiastic until the interview ends. Even if you start wondering whether this is the right situation for you, withhold your final judgment until the interview ends, and you can reflect from a distance.

**Insider’s Tip:** Prepare exit strategies. Instead of leaving someone’s office in an awkward manner, think about what you might say to the interviewer as your time together draws to a close. Make sure to thank the interviewer and once again express your interest in the organization. If possible, connect your parting words to some aspect of the interview conversation.

6. The cameras are always on.

Watching reality TV is a salient reminder of how people habituate to the presence of cameras and start behaving in ways that might be best left private. But, that is part of the appeal of reality TV. The cameras are always on! Consider interviews to be the same. From the time the interview begins until the time you leave the interview situation, remember that the evaluation is ongoing. How you behave as you sit in a waiting room, speak with the receptionist, interact with a waitress during a meal, and groom yourself in the restroom can all be observed and used to make judgments about the type of person you are. Be on your best behavior at all times. This advice might be particularly helpful for graduate applicants who spend the night with or find themselves being escorted around town by current graduate students. These unstructured situations are usually relaxed, and candidates are encouraged to be candid about their opinions. However, the agenda includes more than entertaining you. In the midst of an interview, everyone you come in contact with is potentially gathering information, forming an impression, and reporting their thoughts to the selection committee. From start to finish, behave as though you are on camera and everything you do is being evaluated.

**Insider’s Tip:** The opinion of your future coworkers, staff members, and fellow graduate students can carry a great deal of weight during the interview situation. Treat every person as if they are making the selection decision.

**Insider’s Tip:** Arrive at and depart from the interview site alone. Do not have others transport you to or wait for you during the interview. You do not want to give the interviewer any reason to question your independence, maturity, or self-efficacy. In addition, anything you bring with you, including other people, influences how you are evaluated. It is unwise to take the time to present yourself carefully only to have someone else’s appearance or behavior diminish your own.
7. How you treat your competition matters.

Some of the best moments on *The Bachelor* center on bachelorettes’ back-stabbing, gossiping about, and fighting with one another. Again, what makes for good television does not make for good interviewing. Group interviews are common for graduate schools and some job situations, resulting in competing candidates being evaluated together. You are being evaluated as an individual but part of what faculty members and employers want to see is that you can work well with others, be a good listener, show appreciation for diversity, and represent the company in a professional manner. How you treat other people, especially when you know they are your competition, reveals a great deal about how you will treat those around you if selected. No supervisor wants to deal with interpersonal conflict. Your future peers are not going to advocate for someone who seems likely to compete with them and create an unpleasant work environment. Many tasks in today’s society require cooperation and collaboration to complete. Even leaders need to know how to work with and for others. Use every opportunity to demonstrate that you will be a team player and that the organization will be glad to have selected you.

8. Be positive about the past.

Another common downfall for bachelorettes is spending the limited time they have with the Bachelor bemoaning their previous failed relationships. Even if the point is to demonstrate how much better the Bachelor is than their past boyfriends, nobody wants to think that you are fixated on the past when they are looking toward the future. Similarly, nobody wants to wonder if you will one day be complaining about them to the next romantic partner. Organizations are the same way. You may be asked why you left a previous employer, your experiences with a previous organization, or your relationship with a past mentor. Be positive and brief. Even if your past experience was horrendous, find ways to discuss it in factual, positive terms. Unpleasant situations can be honestly portrayed as opportunities for growth and welcomed challenges. Mentors should always be appreciated for the efforts they made. Bad experiences often strengthen character. Show the interviewer that you are a candidate who can rise above circumstances and will be grateful for any mentorship they may be willing to provide.

**Insider’s Tip:** The interview situation might not be the last time you see some of your competitors. It is possible that they will be selected alongside you. Treat people as if they are already your professional peers, because they may very well be.

**Insider’s Tip:** You may find yourself in a situation where your future peers are speaking poorly of your previous organization, their boss, the company, or other applicants. Do not let yourself be drawn into a negative conversation. Your response may be repeated to the evaluators without the messengers admitting their own role in the conversation.

**Insider’s Tip:** Sometimes your ability to maintain your composure is more important than an answer you give. You may be asked questions for which there is not an obviously positive answer or on which your mind goes blank. It is even possible that the interviewer is intentionally asking a question so challenging that any candidate would have difficulty providing an answer. The best strategy is to have prepared in advance. However, if you find yourself stumbling through an answer to a question, stay calm and composed. Do not betray the fact that you are flustered. Take a moment to ask the interviewer to repeat or clarify the question. Allow yourself a thoughtful pause. Avoid the temptation to think out loud, rambling your way to a final answer. Do your best. Stay brief and focused. Remember that it might be better to admit that you do not have a clear answer at that time than to blurt our words that cannot be taken back. When you hit a stumbling block in the interview, move past it and put it out of your mind.
9. Monitor your alcohol.

Bachelorettes who overindulge make for great television ratings, particularly when alcohol fuels drunken brawls and excessive weeping. However, you do not want your interview to be characterized by the elements of great television ratings. In most interview situations, it is in your best interest not to drink alcohol even if invited to do so. You do not know the preferences and life experiences of the people with whom you are interviewing. Consuming alcohol may accidentally offend someone, put someone in an uncomfortable situation, or lead them to form a perception of you that may not be accurate. You also want to function at your best during an interview situation, thinking and communicating clearly. Not getting a good night’s sleep, being too nervous to eat, and feeling anxious are all factors that can precede interviews and influence the way that alcohol affects you. In general, you want to avoid any behavior that might compromise your ability.

That being said, lengthy interview processes sometimes include social events at which most people are drinking. For example, during graduate school interviews, candidates often spend time with current graduate students in a less structured environment and job candidates can sometimes be treated to meals at which other employees are drinking. Drinking may seem like the sociable choice. However, there are many ways to demonstrate your interpersonal skills that do not carry the same risk as drinking alcohol. One drink is not likely to be the deciding factor in your interview outcome, but since it is unnecessary, it seems wiser to avoid alcohol when interviewing.

10. As you attempt to win, don’t forget to assess the prize.

Despite the popularity of the shows, most romantic relationships emerging from The Bachelor do not last. A likely reason is that the situation creates heightened feelings that are hard to maintain in the real world. It might be a bit easier to feel in love while dining under your own private fireworks display than it is over reheated leftovers. The thrill of the chase and of being chosen over others can cloud judgment. The bachelorettes can be so focused on winning that they don’t carefully evaluate what they have won. This mistake can happen in interviewing too. Interviews should be both an information sharing and gathering process. As interviewees put their best foot forward, they should simultaneously be learning as much as possible about the school or company. Be prepared to answer questions but also come prepared with questions. Questions reveal that you are taking the process seriously. Also, don’t underestimate the power of observation. Many factors determine how enjoyable a job will be. Use the interview time to gather as much data as you can about interpersonal interactions, the emotional atmosphere, the rigidity of the hierarchical structure, opportunities for advancement, availability of mentors, and other factors that might impact your ability to succeed.

Insider’s Tip: If you are made to feel pressured or uncomfortable in an interview situation, consider that valuable information about the organization. You may not want to self-select into such an environment.

Insider’s Tip: In social situations that require eating, select foods that are easy to consume while carrying on a conversation, will not cause bad breath, and are unlikely to end up stuck in your teeth.

Insider’s Tip: Make sure to ask at least one or two thoughtful, relevant questions. You are making a decision about the organization just as they are making a decision about you.

If you have watched The Bachelor, then you also have probably cringed as a rejected bachelorette moans to the camera with a mascara-stained face about how she will never find someone to truly love her. Those scenes are definitely cringe-worthy, and they remind us that what you do after the interview ends matters. Make sure that you punctuate your interview positively by sending thank-you notes to the people who were part of the interview process. Personalize them, perhaps by reminding people of a connection that you shared. Indicate your interest once again. Following-up with the organization allows you to extend your interview beyond your physical presence and refreshes people’s memory as the selection decision draws near.

**Insider’s Tip:** Send notes to all people who had a meaningful role in the process, not just the main interviewer. Employees, graduate students, or staff members will also appreciate your thanks.

**Insider’s Tip:** Think ahead of time about how you will handle the conversation or respond to a message letting you know that you were selected. Decide whether it is best to accept immediately or ask for time to consider the offer. Be aware that you may be offered a particular salary or a financial aid packet, and you need to know whether you are prepared to accept or need to negotiate. Prepare a response regardless of whether you plan to accept, ask for time to consider, negotiate, or decline.

12. Be a gracious loser.

One of the few long-term success stories from The Bachelor involves the season of Jason, Melissa, and Molly. Jason ended the season by declaring his eternal love to Melissa, while Molly left shocked and in tears. Fast forward to the reunion show where Molly discovered that Jason had changed his mind and now wanted to dump Melissa and reunite with her, making her happy and him one of the most hated Bachelors of all time. The moral of the story is that a rejection might not necessarily be the end of the road. Some organizations will allow candidates to follow up, reminding people of a connection that you shared. Indicate your interest once again. Following-up with the organization allows you to extend your interview beyond your physical presence and refreshes people’s memory as the selection decision draws near.

**Insider’s Tip:** Think ahead of time about how you will handle the conversation or respond to a message letting you know that you were not selected. Express appreciation for the opportunity and thank the person for the time that was given to you.

**References**


Dr. Anthony Greenwald of the University of Washington did not receive his most important academic revelations in a preassembled package. Instead, in his words, it wasn’t until 1975 that “it dawned on me that things I had been thinking about for some time were pieces that fit together to make a surprising picture of the way one’s self works” (Greenwald, 1994, p. 4). In fact Dr. Greenwald’s primary ideas came together, surprisingly enough, with a thematic boost from George Orwell’s anti-utopian political novel, 1984. However, maybe such an implicit and unusual source of inspiration is fitting for the Implicit Association Test (IAT) that Dr. Greenwald went on to invent in 1995, which in itself is about identifying unspoken and often unrecognized thought.

Throughout his career, Dr. Greenwald has published over 180 journal articles. He also recently coauthored a book called Blindsight: Hidden Biases of Good People with Dr. Mahzarin Banaji of Harvard University (MA), whom he has known since 1980 when she became a PhD student at Ohio State University. Looking back today, Dr. Greenwald says, “we’ve had a good relationship for a long time and it was easy to work with her on Blindsight. It was a long process just because of the coordination necessary between two authors and because we both have very high standards. In fact, we worked long enough on the book that we were able to draw several new conclusions that we couldn’t have made when we started out, due to research progress after we started the book.”

Teaching Others
“Dr. Banaji and I jointly believed that the work we were doing on Blindsight was of interest to general audiences and that it had practical applications that many could take advantage of if they understood the underlying science. We knew that writing journal articles alone would not achieve that, and now the book is currently in the process of being translated into several languages. A paperback edition will also be available, so that is inevitably helping us reach a wider audience.”

Indeed, at some point in almost any psychology student’s academic career, he or she has probably heard of hidden biases and the IAT created to test those biases. The availability of Dr. Greenwald’s work has also spread to the Internet, largely through Project Implicit. In his own words, Project Implicit is “a not-for-profit organization with a mission of advancing the science of implicit social cognition. It does this through a very active Internet presence (at https://implicit.harvard.edu) and various educational outreach activities. Certainly, the majority of IATs have been experienced through the website. There are maybe 40 countries that have their own website and perhaps 25 or more are in languages other than English. Many research publications use variations of the IAT. Researchers are continually creating new forms of the test.”

“The IAT’s most immediate societal impact may be in altering the way courts understand the phenomena of prejudice and discrimination. The concept of implicit bias has been gradually incorporated into court decisions in discrimination cases, and legal scholars (law school professors) have been...
very active in writing law review articles that seek to explain implicit bias to their colleagues and to the judiciary.” Dr. Greenwald adds that his research is applied in many other places too.

“Perhaps the main practical use of the IAT is educational, achieved both by experiencing the IAT directly, and we add to that by giving lectures to a variety of types of nonscientist groups. For example, Dr. Banaji has lectured to the entire freshman class at Yale. And there has been television coverage actually quite early on since Nightline did an hour-long show in 2000 on prejudice with almost half of the program devoted to the IAT. That got us a fair amount of attention and actually triggered such a huge demand for our website that it crashed the site for a while. The IAT is also used in an education format in industries and corporations for diversity training to appoint managers with the idea that hidden biases may influence their decisions.

“Today, approximately 15 million have taken the IAT on the Internet, and no doubt tens of thousands—perhaps over 100,000—have taken it in laboratory research studies.”

About the IAT
IATs measure implicit bias, a term that was specifically chosen instead of racism because there is a big distinction between the two. According to Dr. Greenwald, “The Race IAT is described as measuring automatic White preference, a term that avoids characterizing the IAT as a measure of dislike toward any racial group. In other words, automatic White preference can occur when both White and Black are liked, but the White group is liked more. “The IAT measures the strengths of associations between concepts. It is a very flexible measure, and many perceptions can be represented by words or visual images and plugged into variations of the IAT. Availability of the IAT has enabled psychologists and others to learn how associations among concepts relate to behavior. In particular, there have been surprising findings about race (Blacks on average show almost no racial preference), age (elderly show just as much youth preference as younger ages), and sex (women show male-favoring gender stereotypes somewhat more strongly than men do.”

To Anyone in Doubt
If you have ever taken an IAT, then you may have been disheartened by the results, and you probably didn’t want to believe what you found out. Dr. Greenwald knows this better than anyone. In his experience, “Reactions to the IAT vary quite widely, ranging—in the case of the Race IAT—from ‘How remarkable, I never would have expected that I had an automatic preference for Whites’ to ‘This is impossible. Who are those scientists to tell me that I have an automatic racial preference? This is junk science.’” However, the people who take the time to study the IAT and still don’t support it are a very small group. “They are mainly people who are being paid to defend corporations in discrimination lawsuits where the plaintiffs are using the concept of implicit bias to explain the causes of discrimination that may be occurring unintentionally. The defendants in these suits are put into a position to defend themselves with the aid of a few psychologists willing to serve as experts.”

Future Research
Largely thanks to the flexibility and many applications of Greenwald’s IAT, new research topics are expanding and others are being further advanced. “Probably because it has been more of a subject for study by sociologists, social psychologists have relatively ignored the study of attitudes and stereotypes related to social status differences, including wealth versus poverty. This will certainly change in the near future. The study of stereotypes associated with religions, and with religious versus nonreligious people, has long suffered relative, though not total, neglect in psychology too.”

“There is only one way to prevent such neglect from taking place. Thus, when you eventually come to terms with your IAT results, maybe you too will examine and join the many researchers looking to study and even decrease implicit bias itself.”

“Already, a fair amount of research has been done to reduce implicit bias. Such work can be conducted in a single-session lab experiment, and it has been shown to produce mild reductions in implicit biases, including in race and some gender stereotypes. There are only a few long-term multi-session studies, and there haven’t been enough yet to establish that durable reductions are achievable. This is somewhat telling that decreasing biases must be very difficult to do. The Devine, Forscher, Austin, and Cox (2012) study is one of the best, and I think that if there were more like that, we might have a better basis for thinking that durable modifications of implicit biases are possible.”

Methods and Statistics for Your Success
“Many psychologists turn out to be limited in what they can do after obtaining their PhDs because they did not focus enough on statistical methods in their PhD training to reach a point at which they could effectively continue their statistics education after getting their PhDs. Trust me when I say this is necessary because statistical methods are not frozen—they continue to develop. My experience working with the IAT convinced me of how important methods are in scientific progress. Some put theory ahead of method. However, for most of the work I’ve done, novel methods have produced empirical results that could not have been imagined before the method existed. These findings in turn suggested theory.”

To learn more, read Greenwald et al. (2002), which provides a strong example of theory having emerged from results. Also check out Greenwald (2012) on Dr. Greenwald’s conception of the importance of method itself.

References

Anthony G. Greenwald, PhD, is Professor of Psychology at the University of Washington. He received a BA from Yale (CT) and PhD from Harvard (MA). His recent research has been on implicit and unconscious cognition, especially applied to phenomena of stereotyping and prejudice and the mental processing of subliminal stimuli.

He has received the Distinguished Scientist Award from the Society of Experimental Social Psychology, the Lifetime Achievement Award (William James Fellow) from the Association for Psychology Science, and is an elected Fellow of the American Academy of Arts and Sciences.
Do you feel the same sensation when you hear about a dirty politician as when you step on a worm with your bare feet? A 25-year expert on the psychological science of smell, Dr. Rachel Herz of Brown University (RI) has published books, numerous research articles, interviews, and more. She works as a consultant to some of the world’s largest aromachemical companies, testifies as an expert witness on smell, and runs two companies, Sniffiggle and RSH Enterprises. Her work has been featured on the Discovery Channel, ABC News, the BBC, National Public Radio, The Learning Channel, and Scientific American.
In 2008, Dr. Herz’s research took a fascinating leap from the study of desire all the way to the study of disgust. About that transition, she laughs and says, “Because I wrote *The Scent of Desire: Discovering Our Enigmatic Sense of Smell*, a PR person convinced me to be a judge for the National Rotten Sneaker Contest in Montpelier, Vermont alongside the local superintendent and other officials. One of the judges works for NASA and assesses the scent of things before they go into space, and I thought it all sounded cute, so I agreed.”

However, in the months before the contest, Dr. Herz received countless horrified reactions. Many people told her that she could not even imagine how bad the shoes were going to smell. They couldn’t believe she would do such a thing to the extent that she began to worry about her decision too. However, she says, “When I finally got to the contest, the shoes were definitely bad, but they weren’t as bad I had thought. That’s when I realized how much the mind influences what we perceive to be disgusting.” That’s what inspired her to write her next book.

As Dr. Herz began researching for *That’s Disgusting*, she quickly found that the literature on disgust, and particularly the subtopic of the morality of disgust, is huge. One question frequently asked is whether people feel the same sensation when they hear about a dirty politician as when they step on a worm with their bare feet. On this matter, Dr. Herz believes it is not the same.

To further explore the idea that our culture affects how we feel, not only in relation to smells but also in relation to taste, Dr. Herz conducted a study to see whether moral and visceral disgust would be responded to similarly. For this research, she divided participants into three groups (nontasters, tasters, and supertasters) depending on how strongly they reacted to PROP taste papers supplied by taste expert Dr. Linda Bartoshuk (see Beckman, 2004 to learn more). The results indicated that, indeed, supertasters were more responsive to visceral disgust, but not to moral disgust. In fact, moral disgust sensitivity had no relationship with taste sensitivity, so she concluded that moral disgust does not have the same fundamental connection to taste as visceral disgust does.

“In my experience, it is true that the rejection of some bad tastes, specifically bitter tastes, occurs due to an innate rejection of the taste. For example, if I put something bitter on your tongue and on the tongue of a newborn, your reactions would be the largely the same. This is an adaptive response, because most bitter things are poisonous, and we don’t want to ingest poisons. However, if I asked you to eat seal eyes—a delicacy to the Inuit people, your reaction may be the same as tasting something bitter, but an Inuit may be very pleased. This is because of the meaning of seal eyes to you versus the Inuit. You likely find the idea repulsive, but to the Inuit, it’s a treat. This shows how culture and learning determine most of what we find to be disgusting or not.

The role of meaning ties the emotion of disgust with our perception of smells and what odors we like and dislike. The aromas we like are those which we have acquired a positive meaning toward, and the ones we don’t like we have learned a negative meaning for. Our associations to odors also determine how we will behave or psychologically respond to the presence of a given smell. For example, Dr. Herz has found that an aroma can indeed make you feel calmer because of your cultural and personal association with what you smell, but not, as many aromatherapy proponents suggest, because the scent has drug-like power over you. Dr. Herz says, “If you have formed an invigoration association with peppermint aroma, it can in fact enliven you—it may increase your reaction time, or enable you to run faster or even do more pushups. By contrast if you don’t have any associations with lavender it will not have any affect over you, or if you have a negative association to peppermint it could make you feel unmotivated.”

Moreover, the meaning of odors is very strongly guided by language and we tend to believe our eyes and ears more than our noses. For example, one study subjected participants to either (a) neroli, which in aromatherapy terms is supposed to be stimulating, (b) lavender, which is construed as relaxing, or (c) no scent at all. All participants were told that a scent was present, though it could be very mild so that they might have difficulty perceiving it. Subjects were never told the name of the odors and instead were either told that the scent present (even when nothing was there) was either stimulating or relaxing. The results showed that, regardless of what they were exposed to including clean air, what they were told the scent was supposed to do them is what happened. If they were told the scent was stimulating, their heart rates went up, and if they were told that the scent was relaxing, their heart rates went down.

Outside of the lab or classroom, Dr. Herz sometimes applies this knowledge about human perceptions of smell as an expert witness. Mainly, this occurs when someone loses their sense of smell, and the insurance company does not want to pay much for compensation. “That’s when I’m brought in to demonstrate that this person’s life has been significantly derailed. Many people are much more disturbed by losing their sense of smell than most of us would predict.”

Another situation that leads Dr. Herz to the courtroom happens when people complain about a malodor, usually from an industry they don’t like being in their neighborhood. However, these cases are not always simple. “What’s interesting is that sometimes there’s no odor at all. Sometimes people see smoke towers emitting odorless steam, and they just think they smell something they don’t like. In these cases, I explain to the jury how and why people have this false belief. I explain that they aren’t crazy but that their perception is due to a psychological response, not due to the physical presence of a malodor.”

Of course, knowing that our reactions are so easily manipulated has led many to wonder if it is possible to manipulate our senses intentionally. In other words, how can I increase my sensitivity to smells?
In response, Dr. Herz says, “There’s a very simple thing you can do, and that is to pay more attention. Literally stop to smell the roses because we’re constantly surrounded by smells, though we don’t usually focus on them unless we’re eating or testing perfume. By actually taking the time to recruit more of the brain, you will be able to smell more and even perceive things at lower intensities. You just have to focus your mind on what smells are around you because there really is no such thing as an odorless environment.”

In order to help you improve your sense of smell, especially in the kitchen, Dr. Herz helped to create a company called Sniffiggle. The leading product of this company is The Educated Palate, a kit of 25 vials of herbs and spices in a tasteless edible oil. “People use this product by opening a vial and smelling and tasting the oil inside, and then they learn the connection between a specific scent and the name of what it is; rosemary, oregano, or whatever else. The Educated Palate can be used by gourmets as a fun way to augment their palate and culinary skills, but it is most helpful for chefs so that they can build a consistent language to communicate with each other. That way, when one person talks to another or comes up with a recipe, not only can they practice by mixing the scents from the vials, but they can also have the necessary language to communicate.”

“The idea came from the fact that no one teaches you to smell and tell— we just go along and, through experience, learn to associate a label with a scent, but often our experiences and labels are very different from each other. Are we smelling different things when you call garlic tomato sauce but I call it garlic or do we just have different names for the same scent perception? So far, we’ve gotten really good feedback from chefs and others. It’s a great learning tool, and anyone who enjoys cooking also likes it because it enriches the flavor creativity of their culinary world.”

Dr. Herz isn’t the only one who wants to influence your sense of smell. She has also worked with numerous companies on various levels. She’s spoken with chemists in an educational format about emotion, memory, and language. From a PR perspective, she’s written articles and taken part in interviews. Right now, she’s working with Glade, who want to rebrand themselves away from the image of removing bad smells and toward the image of creating best emotions through scent.

As anyone can see, Dr. Herz is involved in many unique projects, which is because she was inspired to develop many skillsets when she took a year off before graduate school to travel through the Middle East and Europe. “When I was abroad, I had a number of really incredible and eye-opening experiences with seeing how people in poor areas lived. It woke me up to the fact that I am super privileged, and that hadn’t been taking that very seriously. It made me realize how important my next steps were, not just to do justice to myself, but to the privilege itself. I realized that if I didn’t have a passion for it then I shouldn’t be doing it.”

While I was travelling I found out that I have been accepted for graduate school at the University of Toronto. The research I first started doing was because I was offered money from a specific supervisor to be his student, and this was his research interest. But I soon realized that what I was doing wasn’t really floating my boat. I learned that this wasn’t for me, so I got out. I switched around a lot, and actually that experience really helped because it broadened my knowledge-base and because you shouldn’t waste your privilege on something you’re not interested in.”

Dr. Herz’s most recent article on moral disgust and taste had just been published in Behavioral Neuroscience. (Herz, 2014). Currently, she is working on a new book on the neuroscience, psychology, and culture of food and eating in 21st century North America that will be published in 2016 by W.W. Norton & Co. She’s teaching a course at Boston College on this topic too, and development has begun for a more advanced version of The Educated Palate and a version for wine tasting too. She looks forward to all of these things and encourages you to do the same. She says, “Don’t be afraid to change your mind and try different things. And don’t force yourself to stay working at a research topic if you don’t have a passion for it.”

References


Rachel Herz, PhD, is a neuroscientist and leading world expert on the psychological science of smell. She has been conducting research on the sense of smell, emotion, perception, motivated behavior, and cognition since 1990. Dr. Herz has published over 70 original research papers, coauthored several college textbooks, and is an adjunct professor at Brown University and part-time faculty at Boston College. She is also a professional consultant to various industries regarding smell, taste, food, and flavor, and is frequently called upon as an expert witness in legal cases involving olfaction. Dr. Herz is the author of The Scent of Desire: Discovering Our Enigmatic Sense of Smell which was selected as a finalist for the 2009 AAAS Prize for Excellence in Science Books, and That’s Disgusting: Unraveling the Mysteries of Repulsion, which received numerous accolades and analyzes the emotion of disgust from culture to neuroscience. She is currently working on a new popular science book exploring our psychology and passion for food.

For more information see: www.rachelherz.com
The Psychology of Bullying

With Amanda Nickerson, PhD

By Bradley Cannon

Dr. Amanda Nickerson of the University at Buffalo, SUNY, specializes in school crisis prevention and intervention, and especially violence and bullying. After the school shootings of 2013 and the Miami Dolphins bullying scandal, she weighs in—not only about her personal experiences, but also about her opinion of the media’s recent focus on school shootings and bullying in general. Dr. Nickerson concludes with tips to help you pursue the psychology of bullying and provides expert advice on what you should do if you witness someone being bullied.
Bullying is a complicated issue,” Dr. Nickerson says, “and it definitely continues into adulthood, though not for everyone. In fact, we have quite a few longitudinal studies at this point showing that bullying has long-lasting effects. If I had to give a conservative estimate, I would say that one in three bullies tend to go on to have criminal and relationship problems. However, some individuals who bully in the workplace are actually helped to get ahead and evaluated very positively.”

Since Dr. Nickerson first started conducting research, she has always been interested in peer relationships. “I did my undergraduate thesis studying peer and sibling relationships, and then I became interested in individuals with emotional disorders in graduate school. I went on to study school crises that can affect children in extreme ways. However, crises like shootings are fortunately very infrequent occurrences, whereas bullying happens day in and day out with devastating effects. Therefore, studying this became a growing interest as well.”

Like many of us, Dr. Nickerson’s first exposure to bullying occurred during her childhood in sixth grade. “I don’t think I recognized it as bullying at the time,” she says, “but I certainly do now. For a week or two, I was subjected to relational bullying from a group of girls, mainly who talked behind my back, said things to me, and showed some physical aggression. Now that I look back, I know I was a bystander in other situations too. I remember another girl in particular who was tormented mercilessly, and I did what a lot of bystanders do. I laughed and inadvertently reinforced it though I didn’t understand that until much later.

“Unfortunately, we don’t really have solid longitudinal data to show if bullying has increased from 20 or 30 years ago, although one form of bullying that has increased is cyberbullying, simply because of the increased availability of technology. Cyberbullying has helped us to recognize that there are more forms to bullying than the typical schoolyard bullying. Now we see that bullying can also be verbal, social, or indirect.” The perception of bullying has also changed due to the recent media attention of high-profile school shootings and suicides, which has driven legislators and the general public to take notice of the issue.

“We presently have laws about bullying in 49 of the 50 states. In the public eye, people are realizing just how severe the bullying can be. Unfortunately, this media attention causes some people to overuse the term bullying by making over-simplified connections. For example, my phone was ringing quite a bit after the Miami Dolphins football scandal. On the plus side, this event showed that even strong athletes can be targeted by the behavior of bullying. It really opened a dialogue, and of course disagreement always comes with conversation too. Some said ‘we need to change the culture we have and what is appropriate.’ And others said ‘there’s no way we can understand what happens between proathletistics and the locker room culture.’” However, Dr. Nickerson is not entirely convinced that it was what we would call bullying. “It might actually have been more along the lines of harassment because there’s a lot of overlap between these things.”

The next big question is whether this trend of overusing the term bullying will carry on and whether the media will continue to focus on bullying in the future. As Dr. Nickerson points out, “The public has sort of a short-term attention span, so we may move on to something else. However, I think violence and aggression will always be at the core of dialogues, the media’s attention, and hopefully in scientific inquiry as well. I know personally that there’s a strong group of researchers who will continue to investigate this phenomenon whether the media has died down about it or not.”

As long as questions can be asked, Dr. Nickerson and many dedicated others will be searching for the answers. In order to do this, Dr. Nickerson says, “We look at the literature and our previous studies, and from there we have to set up the studies by deciding the age range of our participants and what methodology we’ll use to find the best answer. We go through the Institutional Review Board process to make sure we’re treating participants ethically, and then we measure our findings.”

Unfortunately, despite all this hard work, there is still much to be done in understanding the psychology of bullying. There are more children (and adults!) in need of prevention and intervention from bullying than there are psychologists looking to help them.

Off the top of her head, Dr. Nickerson can name many future research needs. For example, “How is bullying differentiated from other types of problems, or is it one piece of a large composition of problems? We also have more to understand about bystanders, prevention, and intervention. More specifically, do we need definite intervention in bullying, or are larger efforts with the youth really the way to go? Can we build core skills in resilience that will help people not to suffer from a variety of problems, bullying included?”

This is where you come in. If you are interested in the psychology of bullying, then allow Dr. Nickerson to leave you with this: “Take advantage of elective opportunities that have to do with aggression or violent behavior. Look for faculty members interested in this area of study who can guide you. Definitely do your research and class projects in this area all along so you can find out more, not just from the media, but from the scientific literatures as well.”

Amanda Nickerson, PhD, is an associate professor and director of the Alberti Center for Bullying Abuse Prevention at the University at Buffalo, SUNY. She has examined the role of schools, parents, and peers in preventing violence and enhancing the social-emotional strengths of children and adolescents. Dr. Nickerson has published more than 60 journal articles and book chapters, written 4 books, and conducted over 250 professional presentations. She is associate editor of the Journal of School Violence and serves on the editorial boards of School Psychology Quarterly and Psychology in the Schools. She is a licensed psychologist, a nationally certified school psychologist, and a fellow of the American Psychological Association. She is also co-chair of the National Association of School Psychologists’ (NASP) PREPARE Crisis Prevention and Intervention Training Curriculum, and a member of the executive board of the New York Association of School Psychologists (NYASP).
Ask An Expert:

What if child doesn’t want you to tell anyone they are being bullied?

“First, I think it’s really essential to thank them for telling you in the first place because clearly a lot of kids don’t. The fact that they were able to tell someone is good in itself, and it’s important to discuss why that is with them too. A lot of times kids are afraid telling will make it worse because there’s nothing anyone can do to help them and they’ll look weak.

“Your next step is to try problem-solving with the child. And that could mean that you don’t tell anyone, depending on the situation. The child may just want someone to listen to them and give them coping strategies to try out. Obviously a parent or a professional may absolutely need to report the information to someone else to make sure it’s being addressed, but I think listening and problem-solving is really the key.”

What if you are not around when bullying occurs, and a school does not provide adequate prevention?

“I am absolutely in favor of working with the school because most schools do want what is best for the students. Documenting and communicating with the school is important, and if that doesn’t work, then maybe you’re not speaking with the correct person. You may have to go up the chain to the principal or the superintendent. You can find an outside advocate too.

“Also, work with your child to find out what’s happening and hopefully give your child some strategies because obviously they need that as well. If it’s bad enough, and there isn’t a resolution, then often changing schools is what people do to get out of the situation.”

What if a child doesn’t have any friends or a support group at school?

“Try to find some at school. Maybe work with a counselor or a teacher to identify peers that may be potential go-to people to support the child. I think locating a go-to adult is essential too, and you can also get the child involved in extracurricular activities to help meet people with similar interests. You may look somewhere outside of school as well.”

What if you are in a position where you need to set consequences for bullying?

“Focus on the specific bad behavior and why it’s a problem, so the child knows that the consequences are necessary. Make the consequences meaningful, so that they relate to the offense and include some sort of plan for change or better behavior. Explain that the consequence is not done just to show off power and make people mad, but is an effort to change a behavior.”

What if a child reports being bullied, but you believe this is a misperception?

“Validate the child’s concerns. Even if they weren’t really bullied, it is likely that something was done that was troublesome to them. Help to find out more about the situation and teach the child to differentiate bullying from other behaviors. Explain that a one-time comment, whether it was mean or not, wasn’t really bullying. Teach the child that people sometimes say mean things, but that it doesn’t help to cry ‘bullying.’”

What if you think a bully or a child being bullied may become violent?

“It depends on your role. If you are a parent or a teacher, you should report it to someone who can look into it further. Increase your supervision of that child. We recommend for schools to do an investigation to find out the extent to which that person serves as a threat, either to themselves or to others. How specific are their intentions? Do they have the means to go through with their intentions? What intervention is needed?”

What if you want a child to be more than a bystander when bullying occurs?

“That’s one of my favorite areas of study because we really need to empower youth to understand how much of a difference they can make. We also have to understand that many adults don’t intervene in many situations. Bullying or observing a crime is a phenomenon that happens to all of us, so it is important to understand the steps someone has to go through in order to intervene.

1. Notice something.
2. Identify that it’s a problem that requires help.
3. Know what to do.
4. Decide to take the responsibility to act.
5. And then do it.

“We also need to tell children that there are multiple ways to intervene, and that not everyone should need to tell a bully to stop. That’s one way, but children can also band together with other peers who don’t like what’s happening. They can report it to an adult. They can also reach out to the person who is being bullied, which can be extremely helpful.”
Chapter Activities

With over 1,100 chapters, Psi Chi members can make a significant impact on their communities. Let us know what your chapter has been doing and share your fund-raiser 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.
• 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, fund-raising events, conventions, field trips, and honors received by students, faculty members, and/or the chapter.
• Report attempted solutions to chapter problems—those that were effective and those not so effective.
• Color photos are welcomed; the number of photos per chapter is limited to two per issue. Include accurate, typed captions. Photos may be mailed (include a self-addressed, stamped envelope for returned photos) or emailed to psichieye@psichi.org. For digital photos, email only high-quality resolution images (600KB) using a 5-or-higher megapixel camera. Do not send digital printouts from a photo quality printer.
• All photographs and chapter reports submitted to Eye on Psi Chi may be featured on our website (www.psichi.org).

ABBREVIATIONS:
APA American Psychological Association
APS Association for Psychological Science
EPS Eastern Psychological Association
MPA Midwestern Psychological Association
NEPS New England Psychological Association
RMPA Rocky Mountain Psychological Association
SEPS Southeastern Psychological Association
SWPS Southwestern Psychological Association
WPSA Western Psychological Association

East
Adelphi University (NY)
The chapter was eager to begin the year with new officers Jessica Ruthmann (president), Meghan Moxey (vice-president), Kathryn Coyle (secretary), and Geremy Grant (treasurer). Dr. Fiori (faculty advisor) informed members that they were the recipients for the 2012–2013 Model Chapter Award. The chapter is beginning to plan various fund-raising and charity events such as a Who Can Build a Better Cupcake bake sale, a campus-wide scavenger hunt, and a campus talent show. The chapter is also raising money by selling custom-made Adelphi University Psi Chi mugs. On October 7, the chapter welcomed Dr. Joy McClure for a presentation and open discussion related to topics in her research article, “A Signal Detection Analysis of Chronic Attachment Anxiety at Speed Dating: Being Unpopular is Only the First Part of the Problem,” which examines interpersonal experiences among anxious individuals through the lens of attachment theory.

Kaplan University (ME)
The chapter recently held their annual officer election. Thanks to members voting in an online poll, the chapter is pleased to congratulate Madeline Baczkowski (president), Annabell Moran (vice-president), Constance Erdman (secretary), Karen Ing (public relations/media chair), Melissa Fabian (charitable contributions chair), and Jessamyn Cushing (Eye on Psi Chi writer/chair). The following week, on September 18, 2013, in the chapter’s largest biannual collective induction ceremony since its formation in August 2010, the newly-elected officers welcomed 92 new members in joining the 394-member-strong chapter. The chapter’s membership ranks represent 46 U.S. states, Washington DC, Military APO, Canada, and Jamaica. Their well-attended monthly meetings are held the second Monday of each month. Activities range from holding amusing and intellectual psychology-knowledge exercises, inviting knowledgeable speakers to talk about psychologically-related topics, holding campus-wide presentations designed to raise awareness of and interest in careers related to psychology, and participating in society events. In addition to two membership-drives held per year, the 143 active members raised sufficient funds to make charitable donations to the American Red Cross. This active chapter stays up to date with all of the Psi Chi publications, Facebook posts, and has its own Psi Chi Classroom. Amazingly, all of these accomplishments are achieved...
virtually because the chapter functions completely online!

**Slippery Rock University (PA)**
The chapter is continuing its tradition of active participation and service this semester. Members have volunteered on several occasions at Concordia and Home 2 Me, two residential care facilities in the area, hosted a bingo night, made crafts and served snacks at a social hour. The chapter also continues a long-standing relationship with Glade Run Lutheran Services, an organization that provides services to autistic children and their families. Members have assisted at a university job fair and volunteered their time at an annual community event known as VillageFest. All members are currently raising money by participating in a piggy bank fundraiser. The chapter also raised $97.00 through a two-day bake sale. The chapter sponsored a graduate school discussion panel composed of the psychology department’s Drs. Sanftner, Willford, Boerger, and Keener. The chapter sponsored the viewing of *Call Me Crazy, a Five Film* for members and all interested students. The chapter held a dinner social at Boozel dining hall on campus. Lauryn Michaels was named Member of the Month for September for her coordination between the chapter and the university’s St. Jude fund-raising campaign.

**University of Hartford (CT)**
The chapter hosted Hartford Stands as One: A Day Against Bullying. Over 75 college students, community members, and school professionals attended. To begin the day, the chapter held a film screening of the film *Bully*, which brings awareness to the major issue of bullying that affects students of all backgrounds, abilities, ages, and ethnicities. Afterward, participants discussed the issues presented by the film over lunch. A common theme that arose throughout this discussion was significant concern at the incidents depicted in the documentary and a distinct desire to understand what conditions foster bullying, influence child suicide, and what individuals and communities can do to intervene.

After the discussion, Dr. Jo Ann Freiberg, a consultant in the Connecticut Department of Education who works to make school systems safe and nurturing, discussed the concept of *Bullymania* and how to create safe, positive climates in schools. Following this, David Long, who is featured in the documentary, *Bully*, addressed his personal story about his son, Tyler Long, who experienced bullying and ultimately took his own life. David also spoke on behalf of his nonprofit organization, Everything Starts With 1, which works to ensure that “all children have the opportunity to participate in an educational environment free from bullying, discrimination, and harassment.” The day-long event concluded with a Q&A session, and members of the community had the opportunity to engage with Dr. Freiberg and Mr. Long on a more personal level. Feedback from the event was very positive, and participants left motivated and empowered to support the welfare of all children and teens.

**Midwest**

**Olivet College (MI)**
The chapter is adjusting well this year...
with the new members and leaders in the group. Members meet once a week to discuss and plan different events. Together, members are responsible for leading a psychology seminar course every Wednesday. This class is required for all psychology majors. The seminar is set up to help students learn critical information and skills needed for psychology majors, such as APA format and the proper way to write an abstract. It is the responsibility of each member to help prep and teach this course to help guide the psychology students. Along with the responsibility of sharing knowledge to other psychology majors, members of this chapter have been fund-raising to send students to Chicago for MPA in the spring. Over homecoming weekend, members raised money by organizing a booth to sell items such as T-shirts and pop. Members are also in the process of being accepted to work concession stands at stadiums for sporting events. With the help of fund-raising, the group is excited to send out independent researchers to MPA! Members are a close-knit group of students working hard to help fellow psychology majors succeed.

**University of Cincinnati (OH)**
The chapter started the school year with a bang. At freshmen orientation, executive members spoke to incoming psychology students about the upcoming opportunities to connect with other students and faculty within the department. The chapter also advised students on the importance of participating in research and instructed them on how to apply to become an assistant in one of the many labs on campus. At the chapter’s first meeting, students voiced their concern about the GRE, so the executive members invited a representative from Kaplan Test Prep to answer questions about the testing process. For the second meeting, Drs. Paula Shear and Kevin Shockley, codirectors of Graduate Studies in Psychology, spoke about other aspects of the graduate school application. In addition to the educational meetings, the chapter hosted some fun-filled activities including tailgating and attending a Bearcat football game. Members enjoyed getting together to eat, play games, and cheer on their team to victory! In an effort to promote Psi Chi to potential members, the chapter had a mobile info booth that popped up all over campus and at nearby favorite student spots to talk about the benefits of joining the organization. It has been a great start for the chapter so far!

**University of Findlay (OH)**
Chapter board members met this summer to plan all the events for the fall semester and to become more organized for the upcoming school year. The board members agreed to have regular chapter meetings and board meetings to better prepare for upcoming events.

To begin the fall semester, chapter members volunteered their time during move-in week at The University of Findlay to help incoming freshman find their dorm rooms as well as help carry their belongings. On August 17, 2013, chapter members and advisor, Dr. Andrea Mata, participated in the Toledo Color Run as a fun way to kick-start the year. The chapter chose The Stroop Effect as the team name with matching T-shirts to display during their run. The chapter held their first meeting August 26, 2013. The board members discussed a brief overview of the upcoming semester as well as the Random Sale that was to be held later that week. The Random Sale...
was a partnership fund-raising event where the chapter worked with the University of Findlay’s Psy-Key Club to sell random items in the Alumni Memorial Union to not only students but also faculty members. The event raised $200 to be shared between the organizations. The chapter also helped the Center for Autism and Dyslexia box up books, games, and other school supply items that were to be moved to their new location in Findlay.

University of Wisconsin-Green Bay
This fall our chapter was able to bring in Dr. Michelle Drouin (University of Indiana Purdue-Fort Wayne). Her presentation was entitled “S-E-X-ting in the USA: A Psychological Perspective.” Within this topic, she was able to cover issues such as: the relationship context of individuals sexting, legality of sexting, apps that are used for sexting, and nomophobia (no mobile phone phobia). Besides discussing the general concepts of sexting like what it is, who does it, and why people do it, she also talked about knowing your rights within your state. This new craze of sexting may now seem fun and intimate; however, what happens when the relationship ends badly and those pictures or videos end up on the Internet? The issue is that much of sexting is done via cellphones, making an in the moment or impulsive act. Once you send that picture, you can never get it back. Another part of her presentation looked at her research on whether or not sexting actually helps a relationship. When looking at Bowlby’s attachment theory, sexting is more common in insecure attachment styles. Therefore it is most common among avoidant men and anxious women, and for them, sexting is a way to satisfy their needs and their partner’s needs. Dr. Drouin’s presentation exceeded our chapter’s expectations, and we hope that other chapters that are looking for an extremely interesting and informative topic look to her presentation!

Western Michigan University
The chapter recently organized an Undergraduate Resource Day in collaboration with the psychology department, Kaplan Test Preparation, practicum sites, advising staff, researchers, faculty, graduate students from all subfields offered at the university, and Psi Chi. This booth-style environment exposed undergraduates to the resources they need to succeed at the university and when entering the workforce or graduate school. As the coordinator, the Psi Chi booth saw great traffic and interest, permitting us the opportunity to sign up numerous new members and advertise the many benefits of joining. The turnout was such a success that the event will likely become annual.

In keeping with Psi Chi’s principle that members should jump on any chance to provide service to the community rather than just psychology-related events, the chapter recently decided to join Kalamazoo’s Making Strides Against Breast Cancer walk. The event was a tremendous success, raising $570 in online donations and an unknown additional amount of cash and checks in just eleven days from more than 12 donors. The team, consisting of officers, members, Dr. Lisa Baker (faculty advisor), and supporters fared the best out of any other group at the university, ranking 18 of 113 teams.

Southeast
Davidson College (NC)
The new chapter officers include a new president, vice-president, secretary,
and treasurer. With this and the start of the school year, they have started their annual mentoring program, which consists of upper-level psychology majors acting as mentors for new and potential psychology majors. The chapter hopes that this program will result in continued beneficial interactions.

**University of Puerto Rico, Mayaguez Campus**
The chapter had their first Graduate School Day under the sponsorship of the social sciences department October 1. The purpose of this activity was to educate prospective students about the application and admission process to graduate school. It included conferences about admission tests, elaboration of a curriculum vitae, letters of recommendation, funding, and the whole application process in general, both by professors and current graduate students.

The chapter had their first Information Booth with the purpose of educating other students about different techniques to achieve the most productive study session possible.

**Florida International University**
The chapter was at Club Fair this year—a two-day event where over 200 student organizations met and engaged across the community to promote chapter activities. This year, the executive board promoted a popular senior citizen program linking chapter members with seniors living in South Florida, professional development workshops featuring rising young psychology professionals, and social activities that provide a bridge between active and recently graduated alumni members.

**Northern Kentucky University**
It has been another busy year for the chapter with speaker-meetings every two weeks, officer meetings in between, plus social events, service projects, and a fund-raiser. The spring semester began with a presentation about the risks of energy drinks given by the department’s Dr. Cecile Marczinski, a nationally known expert on the topic. Dr. Kim Breitenbecher spoke next to discuss her research on the benefits of outdoor exercise. Other spring research speakers included the philosophy department’s Dr. Rudy Garns on neuroethics and Dr. Heather Cieselski (Cincinnati Children’s Hospital) on ADHD. Several spring meetings were career-focused: Dr. Ken Leslie (Cincinnati Children’s Hospital) brought a panel of alumni now working at Children’s to describe their research positions; two current students described their psychology practicum experiences; and four students explained how they successfully applied to PhD programs. Fourteen members presented T-shirts, held a spring picnic, helped a local agency with the tear-down from their major fund-raiser, and inducted 17 new members. At the induction, the chapter also presented honor stoles to 35 graduating seniors. The fall semester has been no less busy, featuring an open house, a panel of I/O grad students discussing their backgrounds and current activities, a fall picnic, and presentations by Dr. Kathleen O’Connor on the psychology of terrorism and how and why to do a practicum.

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Chapter Activities

University of Southern Mississippi Gulf Coast

This September, the chapter hosted a 50/50 drawing, where the winning ticket holder received 50% of all monies collected. The remaining 50% was divided, so that 25% went to the local Women's Shelter for Nonviolence ($140.00) and the remaining 25% went to the chapter for future events. The chapter hosted a donation to the local Humane Society in October. They were also involved in making a banner and participating in the golf cart parade for Homecoming. At the end of October, they had a Halloween bake sale to generate money for the chapter. In November, they conducted their annual volunteer project at the local Mental Health Association Opal Day Center. They also hosted a donation for the homeless program that the center is involved with. Members were out for the holidays during most of December, but they also went to the local food bank, Fishes and Loaves, for the annual project of feeding the homeless on Christmas Eve.

The chapter conducts two meeting a month; one during the day and the other during the evening to accommodate students who cannot make either day or night meetings. Members have also invited guest speakers from the Women's Shelter, and the dean of the education and psychology department has visited thus far. Although the chapter may be small right now, members are busy trying to get the word out across the campus that they are strong. The chapter lost a lot of members after Hurricane Katrina, but they are steadily rebuilding every day. Members are very happy that the psychology building finally opened this term, so members are now are able to hold all their meetings and events on campus.

West Virginia University

The chapter and Psychology Club enjoyed a busy and productive start of the fall semester. The chapter’s August meeting served as a welcome event for new and old members alike, reminding attendees of the requirements for joining Psi Chi and announcing upcoming events. One such event was September’s Grief Center Dinner, where members volunteered to cook dinner for families coping with the loss of a loved one. The coordinator of the Grief Center, Michelle Lewis, gave a presentation on grief and its effects at the member meeting. September also marked the start of a new peer mentoring program, which paired officers with club members to help foster a sense of community between students and increase resources for underclassmen.

At the end of the month, members were invited to have dinner with a behavior analysis graduate student for a Psi Chi-sponsored Analyze This! dinner. In October, Cara Palmer, a graduate student studying life-span developmental psychology, discussed fear and anxiety in a Halloween-themed meeting. Ms. Palmer gave members some insight into why people are attracted to haunted houses and noted several studies suggesting that the haunted feeling that often accompanies them may be linked to the environment’s physical factors such as low frequency sound waves. The meeting was followed by a trip to Fright Farm, a local haunted house extravaganza. October also included a student and faculty Pool Tournament, which was won by Kelli Ketz (publicity chair) and Dr. Dan McNeil (faculty advisor).
Southwest

University of Texas at Tyler
The chapter promoted Psi Chi to students at a transfer student orientation August 20, 2013. On August 26, 2013, the chapter set up a table at the UT Tyler Swoop Station to promote the organization to new students. The chapter attended the Leadership Summit Conference held at UT Tyler August 31, 2013, and presented a presentation about fund-raising. The chapter promoted Domestic Violence Awareness Month by word-of-mouth and e-mail. On October 3 2013, the chapter hosted guest speaker, LTJG Tikia Williams (MLS, Medical Service Corp, USN). The naval officer spoke to students about the clinical psychology opportunities through the Health Professions Scholarship Program and Uniformed Services University of the Health Sciences Program in the United States Navy. The chapter also made and served popcorn as a part of the homecoming tailgating party October 14, 2013.

West

Hawaii Pacific University
Several officers and the faculty advisor volunteered to assist the Psi Chi Central Office in staffing the Psi Chi booth in the Exhibition Hall at APA 2013. One of the many perks included being able to network with some of the biggest names in psychology.

Pacific University (OR)
The chapter started the spring semester with multiple graduate school symposiums centered on applying and deciding on schools, taking the GRE, and writing a curriculum vitae. The chapter was also well represented at WPA. Two officers, Samantha Cruz and Dylan Vaughn (both class of 2013), received a Psi Chi regional award, third place award from International Division of APA, and also an honorable mention for their research on campus climate experiences among racial/ethnic minority students. The chapter followed WPA by hosting Dr. David P. Barash (University of Washington) who spoke about evolutionary influences on human aggression. The chapter concluded the spring term of 2013 by collecting clothing and home goods for Transition Projects, which provides resources to individuals and families without stable housing, and also by participating in the annual NAMI walk in downtown Portland.

Fall of 2013 began with a Psi Chi retreat to introduce new officers and then discuss ideas and initiatives for the upcoming year. The chapter participated in the annual Club Fair on campus in September and also held a week-long event for Mental Health Awareness Week in October. The chapter is wrapping up this month with fund-raising, selling psychology department T-shirts and Voodoo Donuts to help send Psi Chi and Psychology Club students to conventions in and around Portland in the spring. The officers and members look forward to a successful year!

University of La Verne (CA)
The chapter has been an active force on the campus, making the group’s name known to many psychology majors and nonmajors. The club participated in university-wide events, such as Club Showcase, Club Fair, and Homecoming. Also, 15 new members were invited to be inducted for the fall semester. The induction ceremony and dinner was held November 15. Workshops on graduate school admissions, resume writing, and stress relief were the highlights of weekly meetings.

Whitworth University (WA)
Happy Birthday Karen Horney! The Whitworth Psychology Club, sponsored by Psi Chi, celebrated Karen Horney’s birthday on September 16. The psychology department was in attendance and psychology club members played in games, ate food, and learned about the Whitworth Psychology department.
Happy Anniversary

Metropolitan State University of Denver (CO)

The Psi Chi chapter is very excited to celebrate their 40th anniversary this year! And what better way to celebrate than to give back to the community? This year, our chapter visited several high schools throughout the Denver Metropolitan area and had the opportunity to speak with students. When we went to AP psychology courses, we promoted the field of psychology by providing active learning experiences for the main areas of psychology, discussed the field of psychology, explained our experiences as undergraduate psychology students, and promoted both Metropolitan State University of Denver and Psi Chi International. It was a very rewarding experience for both Psi Chi members, as well as the high school students. We received nothing but positive feedback from the community in regards to our ongoing high school outreach program. In efforts to maintain this very positive program, our Psi Chi members will continue to reach out to high schools in our surrounding community for years to come. We are eager for many more anniversaries and we will continue to contribute to the community as much as possible.

The University of Puerto Rico, Mayaguez Campus

Psi Chi members gathered to celebrate the chapter’s 5th anniversary. A gathering was organized in order to commemorate the special day, including music, food, a group dynamic to get things started, and of course a birthday cake to finish it off. All members, both active and soon to be initiated, were invited, along with the university psychology professors. Jessica Caballero (chapter president), and chapter mentor, Dr. Bernadette Delgado, shared a few words of gratitude and encouragement. The event was successful in its purposes of recognizing hard work, providing motivation for another great semester, and allowing the chapter members a moment to relax and enjoy each others’ company.
SHOW OFF your PSI CHI Style With Our New Apparel

Psi Chi style has never been better! Take a look on our new merchandise website. New colors, new styles—everything you need to increase the presence of Psi Chi on campus. From T-shirts to balloons, you’ll find navigating our site—cart to checkout—is quick and easy.

See our new merchandise website at psichi.org/store