Exploring Cultural Diversity

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One Researcher’s Journey

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In This Issue

It can’t be December! Has another semester flown by without taking full advantage of your membership to our honor society? Have no fear, the Eye will help you and your chapter focus on opportunities and guide you toward the latest topics in the field of psychology. No need to procrastinate—here’s the latest!

Eye department messages:
Read the department columns to learn about the consequences of member inaction (President’s Message), resolving chapter conflicts (Executive Director’s Message), and questions you may have about applying for Psi Chi awards and grants (Psi Chi Central Office Q&A).

Eye columns:
In this issue, we focus on social media, interviewing (workplace and grad school), and the complexity of ethical decisions. Social media technologies open the door to exciting opportunities for international exchange. In “Internationalizing the Teaching of Social Psychology by Using Emerging Social Media,” Dr. Richard Velayo gives examples of how blogs, Facebook, Twitter, Skype, and YouTube can be used in the classroom to expand our knowledge of emerging social, cultural, environmental, and political issues.

In “Sailing the ‘Seven Cs’ of Ethics,” Dr. Mitchell Handelsman introduces seven key elements of ethics—competence, confidentiality, conflict of interest, consent, character, consultation, and codes—and the complexity surrounding each one.

When preparing for job interviews, have you considered how you would respond to behavioral or situation-based questions? Dr. Paul Hetlich shares eight examples and the STAR technique in his Wisdom From the Workplace column.

On a similar theme, you can lower the stress of applying to grad school if you take the time to prepare before, during, and after the interview. Fifth-year doctoral student Betty Lai shares her tips on making a good impression in this issue’s Grad School Guide.

Eye Feature articles:
Did you know chronic procrastination is more widespread than depression or phobias? If you are an academic procrastinator, does that mean you will become a chronic procrastinator later in life? Discover the answers in Dr. Joseph Ferrari’s feature article on “Still Procrastinating? One Researcher’s Journey Seeking the Causes & Consequences of Chronic Procrastination.”

As the Internet breaks down global barriers, it is important for everyone to become more culturally responsive. In “Exploring Cultural Diversity,” Dr. Kathryn Lee introduces a list of principles that you can apply every day to enhance your cultural competence.

Is it okay for a Psi Chi chapter to partner with other campus organizations when holding fundraisers, conferences, or other events? Where do you draw the line or should you? Drs. Merry Sleigh and Michael Hall explore the advantages of “Collaboration: Why Our Exclusive Honor Society Should Be Inclusive.”

Looking ahead:
Start a to-do list so you don’t miss out on upcoming opportunities in the spring.

___submit your research to the Psi Chi Journal (page 17)
___win a Model Chapter Award (checklist on page 39)
___apply for chapter and member awards and grants (page 40)
___present your research at upcoming regional conventions (page 41)
___order graduation regalia early to avoid rush charges (back cover)
On the Consequences of Inaction

In my experience at several state universities, I am surprised how often students who do the best academically also shy away from additional challenges and opportunities, and may be the most poorly informed for it. This tendency is captured in a story of a colleague who was carefully designing a class to include a hands-on laboratory component. The laboratory segment would constitute a semester-long project that would ultimately result in one or more publishable products for which all participating students would gain authorship. Yet, several students vehemently complained about the project, and when given the opportunity, instead opted for a traditional set of lab exercises without any chance of authorship. Upon completion of the term, it became clear that those who insisted on a simpler course approach were not the students struggling with the material, but rather the strongest academic performers. Ultimately, they avoided the chance at an early authorship because of the amount of work that might be involved and fear of what poor performance in such new activities might do to their overall GPA. As a result, they said goodbye to a rare opportunity to get direct experiential knowledge in their chosen discipline.

It would be a mistake to think that Psi Chi students are immune to making these types of choices. For instance, a chapter officer delayed inquiring about the broad focus of the home institution’s graduate programs until after the faculty discussed it at a chapter meeting. Unfortunately, it was too late in the student’s senior undergraduate year to impact the submission decisions about other graduate schools. Likewise, the Psi Chi Awards Committee has frequently recommended to the Board of Directors that some portion of the money earmarked for a particular regional or Society program go unawarded for lack of appropriate student submissions. (I had the unfortunate position of being on one of those committees). In the past, even my own chapter has failed to apply for many Society research awards, despite the fact that more students are actively involved in research than any school where I have previously attended or worked.

Such lack of initiative may be due to a common misconception held by new members of Psi Chi—that membership alone will distinguish themselves from other colleagues competing for similar positions in graduate programs (or optimal psychology-related jobs in industry). Probabilities indicate that this is a false assumption. Membership is reserved for the top 35 percent of psychology students (who make the required GPA cut-offs and other requirements) at each active chapter’s school. Given the relatively small percentage of those students seeking graduate training in psychology, it is quite possible that the vast majority of applicants will already be members of Psi Chi. Thus, those Psi Chi members who are not active serving as an officer or on committees for chapter activities, or seeking any of Psi Chi’s numerous awards for research or leadership, are potentially doing themselves a disservice.

Another long-term consequence of inaction is a slowed progression of growth in psychology. Students of Psi Chi represent many of the brightest of the future generation of clinicians, theorists, and (both basic and applied) researchers. Yet, if these students choose to pursue the path of least resistance, they will delay involvement in research and know less about their chosen sub-discipline(s) when entering graduate training or joining the workplace. Should they continue not to seek out additional training experiences and become the next generation of educators, they will have less experience to draw upon and share with their students. A colleague even claimed that my field (auditory perception) would soon die if standards were relaxed for even one generation of students.

So how can we best address these potential problems? The answer is simple—get informed and get involved. Seek out as much information as possible from your department, your chapter, and published resources to find out in advance about career options that potentially interest you. Share with chapter officers your ideas and interests so that you can potentially talk with people who are already active in those careers. Take repeated advantage of Psi Chi’s expanding list of award opportunities. Additionally (and this is probably my most important recommendation), seek out an array of extra-curricular experiences such as acting as a research assistant, interning or volunteering in the community, or even serving on a department committee. Such experiences will make you more knowledgeable in your targeted sub-discipline(s) and discover if you are sufficiently motivated to pursue it as a career for years to come. By making well-informed choices for your future and maximizing the chances of acquiring desired positions, you will also serve psychology by putting yourself in a position to make more meaningful contributions. Therefore, my challenge to you is that you continually challenge yourself throughout your academic career. Do that, and we will all be rewarded.
Resolving Chapter Conflicts

At the X University Psi Chi Chapter meeting, “Is Joel coming? Does anyone know where he is?” asked the frustrated chapter president 10 minutes after the meeting was supposed to start. The vice president, secretary, and membership chair shrugged their shoulders, glancing at one another with resignation. No one had heard from their treasurer, as usual. Joel rarely showed up to executive committee meetings, and only sporadically showed up to chapter meetings and events. This annoyed the other officers who also had hectic schedules and frequently found themselves completing tasks Joel said he would do.

Who should you turn to when there are problems with chapter members, officers, or advisors? Two principles should guide your decisions about how to handle chapter conflicts. Principle one is that your first course of action should be to discuss the issue with the person or people with whom you are having a problem. Principle two is to start at the beginning and move up any “chain of command” as needed.

Talk first to the people involved in the problem. This is the simplest advice yet perhaps the hardest to enact. We often prefer to avoid rather than approach people with whom we disagree or are angry or annoyed. But a frank conversation between the people involved can clear up misunderstandings, resolve a problem quickly, and avoid escalation of the incident.

Plan carefully when and where you will have such a conversation. Decide on a time and place that will not make the person feel ambushed or embarrassed in front of peers or colleagues, and be prepared to explain clearly what specific behaviors are problematic, to state what the consequences of those behaviors have been for others, and to listen. Approach the conversation with the idea you may have misunderstood the situation, there may be extenuating circumstances, or the other person may be horribly dismayed to realize how her or his behavior has been viewed by others and very eager to change or compromise.

Of course the main reason we avoid talking to people who are causing problems is that we are afraid they will become angry or hurt, and that is certainly possible. But think about how you will answer if the person asks later “Why didn’t you just tell me?” In any case, when approaching the person in question, resolve to treat him or her with respect and dignity; to approach the situation with kindness, concern, and maturity; to maintain your composure regardless of the reaction; and to work together to find a solution.

Follow the chain of command—chapter, university, Society. It is best if problems concerning members in a chapter can be resolved within the chapter. Sometimes this can be accomplished with a one-on-one conversation, but other times members may need to bring the problem to the attention of the officers and/or faculty advisor. But don’t approach the advisor without having talked to officers, and don’t involve the chair of the department without having first talked to the officers and advisor. Understand that if the problem involves university policy, the typical campus chain of command is department chair, college dean, academic provost, university president. If you show up at the dean’s office, for example, the dean is likely to send you back to the department chair or faculty advisor if you have not first brought the problem to them. In some cases, the campus student organization office may be a resource for helping chapters resolve disagreements about whether or not the chapter is following university policy.

You can always contact the Psi Chi Central Office any time for advice and information. Central Office staff can answer your questions about the Constitution, chapter governance, chapter bylaws, and roles of chapter officers and the faculty advisor. In addition, your regional Vice-President, who serves on the Board of Directors and is a faculty member and chapter advisor too, can provide a different perspective. Whether you contact the Central Office staff or your regional Vice-President for information or resolution of a problem depends on its nature. In either case, if you are asking for more than advice, be prepared to explain how the situation has been addressed up to that point.

It’s no fun addressing problems with other people, but the ability to work with others to resolve problems fairly is a skill that students, and their future employers, will find valuable for many years after they graduate.
Internationalizing the Teaching of Psychology by Using Emerging Social Media

A growing number of psychology instructors recognize the importance of incorporating a more global perspective in the courses they teach, especially as people become increasingly interconnected and interdependent with the growth of Internet-based technologies worldwide (Power & Velayo, 2006; Velayo, 2000).

Social media technologies provide opportunities that help internationalize the education and training experience of students. Blogs, wikis, Facebook, Google groups, LinkedIn, Twitter, YouTube, and Skype are among the more common web platforms used to enhance collaboration and sharing among learners. As a result, the instructor’s role is changing more towards facilitation and mentoring in a collegial atmosphere supported by these kinds of technologies (Wankel, 2010).

Below is a list of the most common social media technologies with links to their main sites.

- Facebook (www.facebook.com)
- Google Groups (http://groups.google.com)
- LinkedIn (www.linkedin.com)
- Second Life (http://secondlife.com)
- Skype (www.skype.com)
- Twitter (http://twitter.com)
- Wiki (www.wikispaces.com; www.wikispaces.com; pbworks.com)
- YouTube (www.youtube.com)

Psychology instructors may not use all of these technologies, but knowing what the technologies can do is important in determining which ones are useful for integrating a more international perspective in teaching. The proposed approach is not necessarily for the instructor to add or incorporate international content in a course, but to facilitate collaboration and engagement using social media technology to further student learning.

Why Use Social Media to Internationalize the Teaching of Psychology?

Now, widespread use of the Internet to educate and train students allows for a greater rate of knowledge sharing and understanding among people of various nations. Emerging social, cultural, environmental, and political issues impose complex challenges and demands on our discipline. There is a growing need to be responsive to the demands of a growing multiracial, multiethnic, and multinational network of people within the field. By promoting greater appreciation and understanding of people worldwide, instructors can efficiently internationalize teaching using these newer collaborative technologies.

As with many other disciplines, psychology has begun to tap into social media technologies to engage students and to provide them with the kind of “international experience” that would otherwise be relatively difficult, time-consuming, and more expensive with traditional approaches such as inviting a speaker from abroad, engaging in student travel abroad programs, or changing an established curriculum.

In general, students tend to be relatively more comfortable and more engaged with new technologies than their instructors. Technology savvy students can be wonderful allies to help instructors learn ways to effectively use these technologies in their courses. Students may even enjoy serving as collaborators to integrate such technologies in ways they think may be most engaging to their peers.

Some Strategies to Internationalize Teaching

For colleges and psychology departments to internationalize their curricula, faculty members need to find effective and creative ways to incorporate new material into their lesson plans (Grenwald-Mayes & Moore, 2000). Internet-based technologies continue to significantly impact the globalization of psychology in training and education, practice of psychology, and psychological research (Velayo, 2000). These technologies promise to be particularly relevant and effective pedagogical devices in internationalizing the psychology curriculum (Velayo, Oliva, & Blank, 2008).

Blogs and Wikis

Blogs are generally web pages that contain journal-like entries on any topic and can archive relevant comments from students and instructors around the world. Instructors can create a blog for students to share their international experiences in relation to course content.

For example, in a social psychology course, students can comment on various theories of interpersonal attraction given their own unique experiences. They may be required to ask someone they know from another country to do the same. Such blogs can generate interesting discussions and a realization that there are cross-national differences in what others consider attractive.

In another example, students, and even professionals, from different cultures or nations could discuss whether a particular behavior or belief is emic (culture specific) or etic (culture neutral). Instead of lecturing or providing notes, it may be more effective if material were gathered in a blog for discussion. The instructor, and students could read the comments and contribute to an enhanced discussion given the myriad of interesting responses.

Wikis are generally web pages in which students work collaboratively online. For example, a student group in a psychotherapy course could collaboratively work on a web page or write on the topic of cultural differences in treating depression. Students could continually comment and revise the page. It would be interesting to have them ask other students taking a similar course in another country to also comment and/or collaboratively work on the web page.

Social Networking Sites

Social networking sites (e.g., Facebook, LinkedIn, and Google groups) are commonly used Internet-based media that allow people with similar interests to find, interact, and share ideas and resources with each other.

For example, an instructor in research methods can create a Facebook group as a way for students to interact and post updates of their research work for others to see. Students can also solicit...
comments from others and collect survey data online by tapping into the huge number of Facebook members who wish to respond.

Research can also be done with other social networking sites such as LinkedIn and Google groups. Several features in these sites allow an instructor to tailor the sites to the course. For instance, the instructor can restrict access to specified information on a page to certain individuals.

An eye-opening and engaging way to get students to learn another culture in a developmental psychology course is to create a Facebook community page designed around cross-national differences in child-rearing practices.

**Twitter**

Twitter is a microblogging technology that allows one to send and receive messages, usually through some mobile device, in which each message (or tweet) is no more than 140 characters. In addition to text, Twitter can now contain embedded photos, videos, and other media. A day or two prior to each class session, the instructor can send students a “tweet” such as a brief description of a current world event related to the topic to be discussed. In a community psychology course, for example, tweet to students, “Hurricane destroys homes in Haiti! What can psychologists do to help the community affected by this disaster?” Presumably, this will prompt students to think about the topic prior to class and be prepared to share their thoughts in the context of other cultures or countries.

**Skype and YouTube**

Using Skype for videoconferencing or showing talks or interviews that have been recorded on YouTube can be an interesting student project. Guest experts from other countries may wish to show relevant locations or some psychosocial phenomenon in another country. For example, in a History of Psychology course, instructors may use Skype or even record interviews of other psychologists, go on a virtual tour of a historical location relevant to psychology, or perhaps show a collection of psychology paraphernalia that are part of an archival collection of psychology instruments. Using Skype may even allow students to interact with the guest. Recorded footage made available on YouTube can be used for future class discussions and presentations.

In another example, a comparative study in a cross-cultural psychology course could require students to virtually observe the family dynamics in different cultures and directly inquire about the participants’ perspectives (e.g., Velayo, Oliva, & Blank, 2008). These technologies contribute to the growing number of resources that instructors may use for course development. Such resource clearings may be accessed through the APA Division of International Psychology website at http://internationalpsychology.net/ (e.g., Stevens, 2007) and from APA’s Society for the Teaching of Psychology Office of Teaching Resources in Psychology (OTRP) at http://teachpsych.org/otrp/resources/resources.php?category=InternationalPsychology (e.g., Woolf, Hulsizer, & McCarthy, 2002a, 2002b).

**A Way to Assess If a Psychology Course is Internationalized**

A report from the APA Working Group on Internationalizing the Psychology Curriculum (Lutsky, Torney-Purta, Velayo, Whittlesey, Woolf, & McCarthy, 2005) may be used to assess the extent to which a psychology course is “internationalized.” The authors of the report recommended five goals and associated learning outcomes: psychological knowledge in international perspective; methodological issues in international research; the discipline of psychology in the international perspective (i.e., awareness of how the discipline of psychology is developed, studied, and applied in and across cultures); psychology and interpersonal understanding; and psychology and global issues. The report also provides suggested student learning outcomes for each goal to assist with course design and for use as a checklist to assess the effectiveness of the strategies at the end of the course.

Innovative ways to utilize social media technologies as pedagogical and training tools need to be further explored. Not only do these technologies allow for greater and faster communication between psychologists and students residing in different nations and different regions within a country but they also provide for greater cross-national understanding, increased curricular and scholarly collaborations, and enhanced level of experience that goes beyond just reading about another culture. Such transformation necessitates changes to the broader psychology curriculum and requires assessment on a regular basis to determine whether students have sufficiently obtained a level of international perspective and knowledge base.

There is no doubt that currently used and emerging internet-based technologies shall continue to contribute significantly to the globalization of psychology, in general, and the psychology curriculum in particular.

**References**


Sailing the “Seven C’s” of Ethics

Being ethical means more than just being a nice person. No matter what we’re doing as psychologists—teaching, research, consultation, talking with our sister-in-law about how to raise her kid—there are ethical dimensions to think about. Today I’ll introduce seven key elements of ethics. These aren’t the only considerations, but they’re enough to get us started, they cover important issues, and they allowed me to write a catchy and mnemonic title. For each C, I pose questions to demonstrate that their deliberation and implementation is pretty complex. It’s not all smooth sailing!

In future columns we’ll explore the deep waters in each of these areas. For now we’ll skim the surface.

Competence
It’s easy to say that psychologists should be competent when they teach, do research, consult, and do therapy. But how do you define and measure competence? A degree? License? Refereed publications? Tenure? Appearing on *Oprah*? Does being competent mean being adequate, perfect, or somewhere in between? Some may define competence as providing significant value, while others (such as licensing boards) might define it simply as not doing harm.

Even after we get competent, we have an obligation to stay competent. The field is changing all the time and psychologists must keep current. For example, when I was in graduate school twenty-five (okay, thirty) years ago they didn’t teach us how to do ethical therapy over Skype!

Part of competence is cultural competence, which includes understanding issues faced by people of diverse ethnicities, gender, sexual orientation, age, etc. This leads to another issue: Nobody can be competent in all areas. For example, psychotherapists who say something like, “I can treat anybody because I’m a good listener,” might not be self-aware enough to be considered competent.

Confidentiality
Psychotherapists should not disclose what clients say in therapy to anybody else. Simple, no? No! What if a client threatens to kill somebody, or talks about having been abused as a child, or is having unprotected sex with partners who don’t know that the client is HIV-positive?

It isn’t only therapists who get to wrestle with thorny confidentiality issues. Teachers face fascinating questions, such as: How much, or what type of, information can instructors disclose about their students, and to whom? Think about what you say about your professors to your fellow students. Now, imagine yourself in the faculty lounge of the psychology department: What would you think, or prefer, your professors to be saying about you to other professors?

Conflict of Interest
Motivation, as all psychology students know, is complex. For starters, we want to be psychologists because of our desire to help people, but we also want to make a living. Thus, conflicts of interest are unavoidable in our professional lives. For example, it’s simply not enough to say, “As a therapist, the needs of my clients always come first.” What if a client calls you for an urgent appointment, but you’ve scheduled a family vacation, or your daughter is graduating from high school? Our goal cannot be to avoid all conflicts of interest. Rather, we can aspire to be self-aware and to avoid unnecessary conflicts. This is why psychologists avoid harmful multiple relationships.
Consent
Because psychotherapy and research are complex and potentially harmful processes, clients and participants need adequate information on which to base their decisions about entering the therapeutic relationship or research project, and they need to agree explicitly to do so. Some questions: How much information do therapy clients need—do they need a graduate course? What’s the best way to deliver that information, and how do you know if they’ve understood it? How can children provide consent?

Character
Behaving ethically comprises more than following rules—it involves developing virtuous character traits or habits. Thus, in addition to asking, "What should I do?" it’s useful to ask, "Who should I be?" Some major virtues for psychologists are integrity, prudence, caring, and respectfulness. And if you think you already have these traits, consider one more: humility.

Consultation
Because professional activities are complex and motivations are never pure, consultation is a very important preventive measure that psychologists take. Asking advice of more experienced and knowledgeable people is a great way to actualize humility and prudence—and to avoid drowning in ethical trouble.

Codes
Virtually all professions have codes of ethical conduct; psychology is no exception. Take a look at the APA Code of Ethics at http://apa.org/ethics/code/index.aspx to see how the profession discusses a range of ethical obligations. The APA Code is a great place to start fishing for information about ethics, and a great place to end this article.
What Would You Say?

In the television program *What Would You Do?*, unsuspecting individuals encounter a situation created by actors where, for example, a person bullies another individual while bystanders react in different ways. Subsequently, host John Quinones steps in to explain the situation and discuss the bystanders’ reactions with assistance from an expert on the behaviors involved.

During a job interview, expect recruiters to pose behavioral or situation-based topics and request: Tell me about …, Describe a situation where …, or What you would do? Among the challenges you face during college is to articulate the attitudes, skills, and values you acquire and be able to apply them to settings that require your action. In this article, I will identify a few job interview situations and summarize an approach for responding to them. Below are eight sample situations recruiters might pose.

1. What was the last difficult decision you made and how (i.e., identify the processes, steps and resources involved) did you arrive at that decision?
2. Describe an example where you dealt with an angry customer or individual in a work or comparable setting.
3. Tell me about the last time you fell short of reaching a goal individually or collectively as a team and what you would have done differently.
4. Describe a situation where multiple priorities were pulling you in several directions simultaneously and what you did about it.
5. Tell me about an instance where you had to deliver bad news individually or collectively as an employee, to a customer, or to a group.
6. Describe a situation when you were unsuccessful at providing outstanding service to a customer, individual, or group that depended on you.
7. Tell me about a time when you had to go well above and beyond the call of duty in order to get a job done.
8. After you answer a question (most any question) the interviewer stares at you and remains silent. What would you do?

Why are your responses important? The interviewer will be searching intently for particular attitudes, skills, and values you express or demonstrate to deal with that situation, the results you achieved, and what you learned. Your answers enable that individual to infer how you reach decisions, your level of self-awareness, your energy and conviction, and how you respond to ambiguity, conflict, and similar conditions where clear solutions are not apparent. John Jameson, Career Foundations advisor at Robert Morris University, maintains that because 75% of most jobs are “trainable,” recruiters must pay close attention to applicants’ decision processes, values, and similar characteristics that are less “trainable.” Jameson emphasizes “As a hiring manager, I must be convinced that a candidate has the unwavering commitment to uphold their values and integrity as a professional.”

You may be months away from a job search but why not try to “solve” examples like those above that have counterparts in your college experiences. Camille Helkowski, associate director of the Career Development Center at Loyola University Chicago, encourages students to use a problem solving approach known as the STAR technique.

- Describe the **Situation** you were in.
- Explain the **Task** you needed to accomplish.
- Describe the **Action** you took.
- Explain the **Results** of your action. What happened? What did you accomplish? What did you learn?

To practice **STAR**, let’s use the example of a group project.

**Situation:** You are assigned to a four-person group who must research a topic specified by your professor and provide the class with a 20 minute presentation. One member, Scott, has not attended any meetings or responded to e-mails and your presentation is due in 3 weeks.

**Task:** You are asked by the other two group members to find a way to get Scott involved in the project. What would you do?

**Action:** You contact Scott and ask to meet at a mutually convenient time to discuss the project and get his ideas. At the meeting, you ask him directly and respectfully about his level of involvement so that the group can better support his participation. Scott tells you he is absent because he works full time. After further discussion you contact the other members and plan the remaining meetings so Scott does not have a conflict. You also identify work he can do on his own to minimize the time he is required to spend in meetings.

Paul Hettich, PhD. Professor Emeritus at DePaul University (IL), was an Army personnel psychologist, program evaluator in an education R&D lab, and a corporate applied scientist—positions that created a “real world” foundation for his career in college teaching and administration. He was inspired to coauthor *Connect College to Career: A Student Guide to Work and Life Transitions* (2005) by graduates and employers who revealed a major disconnect between university and workplace expectations, cultures, and practices.

Paul thanks his colleagues for their valuable input to this article. Camille Helkowski is also a counselor in private practice at www.camillehelkowski.com and specializes in personal counseling and career therapy. John Jameson is also founder of www.ConnectingInsights.net, an organization that specializes in video mock interviews, and is a former talent and diversity specialist at General Growth Properties.
What Would You Do?

**Results:** All four members were actively involved in the research and presentation; the group received an “A” grade. You communicated effectively with all individuals involved, managed the interpersonal conflicts successfully, redesigned the work flow and individual assignments, and kept the team working toward the goal of producing an excellent presentation.

Let’s make the circumstances in this example more complex and use STAR.

1. What would you do if the other group members insist that Scott compromise and give up work to attend two group meetings at times convenient to them?

2. What would you do if Scott is sincerely trying to contribute but his full-time job, the recent death of a parent, and a sick spouse result in his submitting inferior quality work late?

3. What would you do if Scott’s absences from group meetings can not be settled satisfactorily and your professor refuses to get involved, explaining that resolving such problems is part of the task?

Now, describe specific values, attitudes, and skills (or absence of) demonstrated in the resolution of each circumstance by the individuals involved? (Do not search this page for solutions, because I did not provide any.) Why not apply STAR to these situations as an exercise at your next Psi Chi meeting?

**What can you do to improve your chances of succeeding in a situational interview?**

1. Identify instances comparable to those above, such as relationships, important decisions, ethical dilemmas, and tense social interactions you encounter and apply STAR in an attempt to resolve them. Expect STAR to function as a useful but imperfect problem-solving tool.

2. STAR contains components similar to other problem-solving models sometimes presented in courses such as organizational behavior, cognition, and small group communication. Review those models and determine their advantages and disadvantages for responding to behavioral interview topics.

3. The website www.emurse.com link to Behavioral Interviews contains a list of questions in over 50 categories of skills and characteristics written by Alex Rudloff. Check this and other websites for information about Situational Interviews and Behavioral Interviews.

4. The first seven sample situations described earlier are often encountered in major campus organizations and clubs. Becoming an active member, better yet—a leader, can help you prepare for situational job interviews. Similarly, resident hall assistants are usually trained to deal with diverse problems and conflicts that require strong communications, conflict management, stress reduction, decision making, time management, planning and implementation, advocacy, programming, and instructional skills. For example, during college and after graduation Beth worked in various jobs, subsequently completed a PsyD degree, directed a university addictions program, and now writes and lectures on psychotherapy. When I asked Beth which undergraduate experiences were most important for developing problem-solving and interpersonal skills, she described her senior year positions as a resident hall assistant and president of the Student Governing Board. If you think about specific situations an “RA” or president of student governance confront, you will likely notice they often include the kinds of conditions posed in the first seven sample situations mentioned earlier.

To be exposed to such experiences, become involved energetically and with conviction in diverse campus activities (not just Psi Chi) by your junior year with the goal of becoming a leader. In conjunction with part-time jobs, internships, and coursework, these experiences will probably contribute significantly to achieving the competence and confidence you can display, and perhaps with ease, when an interviewer asks you: What would you do if …?
Acing the Graduate School Interview Process

Graduate school interviews are a crucial part of the application process. They are the last hurdle determining whether you enter graduate training. By the time you are invited for an interview, programs have already decided that you have excellent credentials and are a qualified candidate. However, schools want to interview you to see if you are a good fit for the program. This is a daunting and potentially stressful process. The following is a guide to interviewing, with tips for making a great impression.

After You Submit Applications

Plan for the costs. Interviewing at schools around the country is expensive. Nevertheless, interviewing in person may help your chances of being offered admission; interviews are an opportunity for you to show the school why you are a great fit for the program. If it is not possible for you to interview in person, ask if the school offers scholarships or if they will consider a phone interview.

Check your voicemail. Many professors will call or e-mail you to invite you for an interview. Check your greeting voicemail. Does it sound professional? If not, change it immediately. Also, some professors “screen” applicants by asking them questions on the phone before offering interviews. Start to practice your answers to potential interview questions now.

Think about scheduling. Plan well before schools start to contact you on how you will schedule interviews. Look for interview dates on school websites, and mark these dates on a calendar. If dates for interviews overlap, “star” the school you favor. This will help ensure that you are aware of potential scheduling conflicts when schools call you. When you schedule an interview, do not cancel your interview with less than a week’s notice. This does not provide the school with enough time to find another candidate. This leaves a bad impression on schools that may harm your ability to collaborate with professors in the future.

After You Accept an Interview

Celebrate! Then book your flights. If students are picking you up from the airport, book flights that are convenient (i.e., flights arriving at a reasonable time, at a convenient airport). Booking a 4 am flight landing 50 miles away will leave an impression, but not the type of impression you want to make.

Clothing. Buy your interview clothes in advance in case your suit needs alterations. In general, dress conservatively: a suit in black, dark blue, or grey. Although you may choose to wear one memorable piece of clothing (e.g., a shirt in the school’s colors), you want to make sure that people remember your ideas and personality, not your clothing. Also, pack clothes for other potential interview events (e.g., informal dinners or trips around the area).

Be reflective. Think about your goals for graduate school. What do you hope to accomplish? What are your interests? What are you looking for in a school? Be prepared to talk about these points in your interviews and to explain why the school’s training is a good fit for your interests.

Do your homework! Read about your potential mentor and other faculty members; be prepared to discuss how your interests might fit their current work. Also read about the people in the lab. They are often the best indicator of what life will be like as a student. Prepare a paper file with this information. Paper copies will help you keep track of schools if you go to several interviews. Also, practice potential interview questions with your friends. This will help you feel slightly more relaxed during your interviews.

During the interview

Be yourself and be enthusiastic. Even if the school is not your top choice, these are people who are potential future collaborators. Use the interview to learn more about their work. One way to show enthusiasm is to
ask questions. When interviewing with professors, ask them about their work and the kinds of work that you would be doing. Oudekerk and Bottoms (2007) provide a list of potential questions to ask faculty members. Save questions about social life and funding for students.

Gather information. Interviews are a “two-way street,” a chance for both you and the school to gather information about each other (Munsey, 2010). While interviewing, ask yourself, do students seem happy? Would you like it here? Are the courses, training, and environment right for you?

Be on your best behavior at all times. Remember that graduate students often let their professors know their impressions of you. Even during “down time,” be professional. Be yourself, but do not do things or say things that you would not want professors to know about (e.g., drink a lot of alcohol or badger other applicants with competitive questions).

After the Interview

Write notes. Write down your own impressions immediately after your interviews, because it may be hard to remember these impressions after you have been to a few interviews. Within a few days of your interview, write thank you e-mails to faculty and to students. Make notes personal, but keep them relatively short.

Finally, congratulate yourself! You have completed a difficult part of the graduate school admission process. Keep in mind that you only need to have one successful interview to gain admission to graduate school!

References

Don’t miss an opportunity to be recognized and receive financial assistance. Membership has its privileges, and Psi Chi offers over $350,000 annually to honor members with research awards and to support members with research grants. You may feel overwhelmed by the application process, and the first application can seem very intimidating. My hope for this column is that by answering some of the common questions, I can provide the confidence and initiative for more members to submit applications to the award and grant programs.

**What is the difference between an award and a grant?**

An award is given to recognize research and accomplishments that were completed in the past. Award funding is less restrictive on its uses. A grant provides funding to complete research in the future. It is more restrictive in how the money can be spent and requires submission of reports following the research period.

**What are the first awards or grants for which you would apply as an individual?**

I would suggest applying for the Regional Research Awards and/or the Regional Travel Grants. The Regional Research Awards recognize the best Psi Chi papers and posters presented at one of the six regional conventions. There are 78 awards of $300 each available across the six regions annually. The Regional Travel Grants provide funding to attend the regional convention. Funding varies from $100 to $300 and can include expenses including airfare, hotel accommodations, ground transportation, and convention registration.

For undergraduate students, I would also recommend submitting an application for one of the Summer Research Grant programs. These programs provide the student with a $3,500 stipend for travel and living expenses so the student can conduct a research project for approximately 10 weeks with a sponsor that shares common research interests. There are four programs available offering a total of 24 grants. You can see information about the 2009-10 winners of these programs on pages 30–38 of this issue.

**What are chapter awards?**

Chapter awards recognize Psi Chi chapters and advisors who are helping to accomplish Psi Chi’s purpose and mission. Chapters should be active at the campus, local, regional, and Society levels. Events that show a chapter’s involvement include hosting induction ceremonies, scheduling service projects, voting in Society elections, and attending local, regional, national, and/or international conferences. Advisors are honored for service to the chapter where the advisor is ensuring the chapter is seeking to fulfill Psi Chi’s mission and purpose and where the advisor is involved with members’ development academically and professionally.

**What is the first award for which you would apply as a chapter?**

The first chapter award I recommend trying to obtain is the Model Chapter Award. All chapters that meet the criteria receive the award and $100. This can be a real motivator for the chapter. After winning the Model Chapter Award, I suggest the chapter begin to apply for the Regional Chapter Awards and/or the Regional Advisor Awards. Your application may not be selected as a winner the first year you apply, but it does get the chapter in the habit of preparing the applications. After a declined submission, your chapter will be able to revise the original submission using feedback received from the Central Office. The next year, your chapter will have an outstanding application that will have a good chance of being selected as a winner in subsequent years.

**How can the chapter advisor and/or officers promote Psi Chi award and grant programs?**

» Discuss upcoming deadlines in your meetings
» Schedule application prep sessions with graduate students and faculty volunteers on hand to help members prepare applications for upcoming programs
» Link information about Psi Chi award and grant programs to your chapter’s webpage or Facebook account
» Send email reminders to your members about deadlines 4-weeks, 3-weeks, 2-weeks, and 1-day prior to submissions being due
» Have previous grant winners speak to chapter members about the application process and the research experience
» Showcase award and grant winners at institution and department functions like honors banquets and graduation ceremonies
» Have the local and campus newspapers publish articles about recent award and grant winners from your chapter
» Encourage interested members to contact the Central Office for further information or clarification about any of the awards and grants offered

**How competitive are the programs?**

Award and grant programs are offered to Psi Chi members only (with the exception of the Newman Award). This allows for a smaller applicant pool, however, the applicants are fellow Psi Chi members with a strong academic record. Smaller programs like the
Hunt Grants, SuperLab Grants, and Website Awards usually receive less than 10 applications a year. The largest programs include the Undergraduate Research Grants, Graduate Research Grants, and Allyn & Bacon Awards. These larger programs receive from 40 to 60 applications per submission deadline. While a 1-in-60 chance seems like a long-shot, consider the thousands of applications received for programs such as NSF sponsored grants compared to the number awarded. Psi Chi programs are well funded providing excellent opportunities for members.

What are the biggest mistakes most applicants make?

Not following the instructions. Each award or grant has a cover sheet detailing what should be submitted. There are three things that are often overlooked. First, many applicants ignore the requirements on length. If the instructions state six pages, then only submit six pages. You may have written a 60-page honors thesis on the project, but the Research Awards Committee reviewing the applications expects your project to be explained within the guidelines. More information is not necessarily better.

A second common error is APA style. Ask many people to proof your submission. These can be fellow classmates, graduate assistants, and professors. A final review by your research sponsor or advisor is always advised.

Finally, many grant programs require the application to be masked. To mask an application, remove all your identifying indicators - your name, your advisor’s name, the institution’s name, and your geographic area. This is to prevent bias when the proposal is reviewed by the Research Grants Committee. Most applicants remember to remove their name and school from the narrative, but fail to remove the information from appendices like informed consent forms and flyers. Another overlooked identifier is email addresses and phone numbers. Using the find and replace function in Microsoft Word can identify these hidden identifiers as well.

What timeline do you recommend for preparing an application?

Grants and awards have differing timelines. With awards, the majority of the work has already been completed; it is just a matter of getting the materials for the application together. For grants, significantly more development is required, and more time is needed.

For awards, I would begin preparing my application about 30 days prior to the deadline. Most awards simply require a masked submission of the research paper. Prepare the draft of this essay 25 to 30 days before the deadline. This allows for several people like classmates, graduate assistants, and lab partners to proof your draft. Then have your research sponsor proof the cleanest version of the draft before submitting the paper online. Always provide a copy of the cover sheet for the program to those assisting in proofing to ensure you are following all the instructions.

Grants need a longer timeline for the development of applications. I would recommend a minimum of 45 to 60 days to prepare your application. Perform research about your area of interest for current information and to become aware of the older, classic studies. Around 45 days before the application is due, select a research advisor who has similar interests and decide on a possible research project you could administer with the advisor’s assistance. Then using your research and project outline, prepare a draft of your project and an IRB application. Fifteen days before the grant submission is due, make sure you have a final draft of all components to the application. Request your research advisor to proof the materials you plan to submit and check your materials against the cover sheet to ensure all the instructions are being followed. A week before the grant application is due, submit your final versions online instead of waiting until the last day.

Why is winning an award or grant important?

Winning an award recognizes a research accomplishment. Not only did you complete a research project, you did a good job. For graduate school reviewers, receiving an award for a project from an organization outside your college or university shows that you were able to not only develop a research idea but see the project through to the end. This shows perseverance and the ability to deliver results. For potential employers, the award demonstrates that you can develop and implement an idea within the restrictions of budgets and institutional guidelines. These accomplishments are great things to highlight in a cover letter or personal essay as well.

A project funded by a grant shows that you can develop solid proposals and convey your idea through writing. This shows you possess valuable communication skills to potential employers and graduate school selection committees. The fulfillment of the grant requirements demonstrates that you can develop an idea and see the project through its completion. Once again, this is a skill desired by both employers and graduate schools.

How do I get more information?

- Online at www.psichi.org/awards
- E-mail questions to awards@psichi.org
- Call the Central Office at (423) 756-2044
Get Involved

Psi Chi Nominations
The call for nominations for the 2011-12 Board of Directors will be done electronically through the Psi Chi website. The link to the Call for Nominations for Psi Chi Board Officers is open and accessible through your chapter's administrator login. Nominations will be accepted for President-Elect and Vice-Presidents for three regions (Eastern, Rocky Mountain, and Western). Nominations are accepted through December 27, 2010.

All chapters may submit one nominee for President-Elect from the following list of candidates who qualify for this position by having served at least two years within the last ten years as a regional vice-president.

Here is the list of eligible President-Elect nominees:
- Ngoc H. Bui (West 2007-2011)
- Melanie Domenech Rodriguez (Rocky Mountain 2005-2009)
- Deana L. Julka (West 2005-2007)
- Richard A. Kasschau (Southwest 2004-2008)
- Maria Lavooy (Southeast 2007-2012)
- Betsy L. Morgan (Midwest 2006-2010)
- Randall E. Osborne (Southwest 2008-12)
- Jason R. Young (East 2007-2011)

In addition to President-Elect, chapters in three regions (Eastern, Rocky Mountain, and Western) may nominate an actively involved faculty advisor for the vice-president position in their region. Please include the institution and email address of the candidate. After completing the form online, an email will be sent to the candidate asking them to accept or decline the nomination. Those accepting the nomination will be asked to submit a biography, position statement, and photo to the Central Office. Ballot and candidate information, as well as instructions for online voting will be sent to all Psi Chi chapters no later than February 1, 2011.

The Nomination/Election Committee considers the qualifications of all nominees and proposes at least one nominee for each office to be filled. Chapters are notified about the candidates running for each position on the Psi Chi website and voting begins on February 1. Any questions about the nominations or elections process should be sent to Michele Rumpf, Executive Officer, at michele.rumpf@psichi.org.

Get Published: Submit Your Research to the Psi Chi Journal
Now in its fifteenth year of publication, the Psi Chi Journal of Undergraduate Research invites all Psi Chi members to submit their research. Under the leadership of Dr. Randolph Smith (Lamar University, TX; former journal editor of APA's Teaching of Psychology), students will gain an understanding of the review process and learn the steps to professional publishing. In the coming months, the Journal will move to an online review process so authors and reviewers can check the status of the manuscript. To learn more about publishing your research, go to our website.

New Psi Chi T-Shirt Available
Jennifer Kelley of the University of Michigan Psi Chi Chapter won the Psi Chi T-Shirt Design Contest hosted this spring. Her design was chosen by Psi Chi to be produced and sold to all chapters. The philosophy for her design was based on the difficulty she experienced as chapter president recruiting new members and getting members to participate at Psi Chi events. She noticed that Psi Chi on her campus was often mistaken as a Greek organization rather than an honor society. The T-shirt is available for sale online at the Society website for $17.

Submit Chapter Activities to Eye on Psi Chi
Psi Chi wants to report the great socials, fundraisers, and service projects your chapter conducts. These are submitted online following these simple steps:
1. Sign in to the Psi Chi website using the chapter administrator’s username and password.
2. Select “Chapter Reports.”
4. Complete the online information including an up to 250-word description of your chapter’s event.
5. Upload a photo or photos of the event or your chapter. Please note that photos have to be of a high enough quality for print publication, which excludes cell phone photos, webcam photos, and dark images from candlelight ceremonies.

Submissions received prior to February 15 will appear in the Summer issue of the magazine and meet one of the qualifications for the Model Chapter Awards. If you have any questions or need further information, contact Michele Rumpf

Student Discount for Joining APS
The Association for Psychological Science (APS) is pleased to give undergraduate student members of Psi Chi a discounted student membership rate of $25 (per year). Join now and your membership will be good through the end of 2011. Chapter members are encouraged to apply for membership by completing the online application on APS’s website and use the promotional code PSCH11.

www.psychologicalscience.org/join

www.psychologicalscience.org/join | e-mail: michele.rumpf@psichi.org

www.psychologicalscience.org/join | e-mail: michele.rumpf@psichi.org
**ACHS/Washington Internship Institute Scholarship**

The Washington Internship Institute (WII) offers internship opportunities in government agencies, nonprofit organizations, and businesses in Washington, DC, each fall, spring, and summer. Interns spend four days a week at the internship site and spend one day a week in classes that bridge theory and practice. Psi Chi members are eligible for a $500 merit-based scholarship that is cosponsored by the Association of College Honor Societies and WII. The application deadline for the 10-week summer 2010 internships is March 1, 2011, but apply earlier if you are interested in high-profile organizations. Contact the WII for more information.

[www.wiic.org](http://www.wiic.org) | email: info@wiic.org

**Brain Awareness Week** [March 14-20, 2011]

Psi Chi chapters are encouraged to participate in Brain Awareness Week (BAW) on March 14-20. Celebrating its sixteenth anniversary in 2011, the Dana Alliance for Brain Initiatives developed BAW as a public awareness campaign.

"Brain Awareness Week (BAW) is the global campaign to increase public awareness about the progress and benefits of brain research. Every March BAW unites the efforts of universities, hospitals, patient groups, government agencies, schools, service organizations, and professional associations worldwide in a week-long celebration of the brain." (Dana Alliance for Brain Initiatives, 2010).

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

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

References

**Society Service Projects for 2010–11 Academic Year**

Psi Chi congratulates its 1,000+ chapters for their participation in service-related projects and encourages all Psi Chi chapters to continue contributing their time, efforts, and skills.

Psi Chi currently supports three avenues of service projects. This year, Psi Chi supports three avenues of service projects. One avenue is the **APA/TOPSS Ethnic Minority Recruiting Project**. If you would like to share your enthusiasm for psychology with high school students, consider participating in the American Psychological Association/Teachers of Psychology in Secondary Schools (APA/TOPSS) Ethnic Minority Recruiting Project. The goal of this program is to encourage minority high school students to pursue careers in psychology by introducing them to ethnic minority role models in psychology and providing them with career information.

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


**2011 calendar**

- **January 14 | Deadline**
  - Submissions to Rocky Mountain Regional Convention
- **January 15 | Deadline**
  - WPA Travel Grant
- **February 1 | Deadline**
  - APA Newman Graduate Research Award
  - APS Albert Bandura Graduate Research Award
  - Cousins Chapter Award
  - FBI NCAVC Internship Grants
  - Graduate Research Grants
  - Psi Chi Website Awards
  - Society officer election ballots sent to the chapters
  - Undergraduate Research Grants
- **March 1 | Deadline**
  - APS Summer Research Grants
  - CUR Summer Research Grants
  - SRCD Summer Research Grants
  - Summer Research Grants
- **March 3–6 | SEPA Convention**
  - Southeastern Regional Convention, Jacksonville, FL
- **March 10–13 | EPA Convention**
  - Eastern Regional Convention, Cambridge, MA
- **March 15 | Deadline**
  - RMPA Travel Grants
- **April 1 | Deadline**
  - Kay Wilson Leadership Award
- **April 7–9 | SWPA Convention**
  - Southwestern Regional Convention, San Antonio, TX
- **April 14–16 | RMPA Convention**
  - Rocky Mountain Regional Convention, Salt Lake City, UT
- **April 29–May 1 | WPA Convention**
  - Western Regional Convention, Los Angeles, CA
- **May 1 | Deadline**
  - Allyn & Bacon Psychology Awards
  - Guilford Undergraduate Research Awards
- **May 5–7 | MPA Convention**
  - Midwest Regional Convention, Chicago, IL
- **May 25–29 | APS Convention**
  - APS National Convention, Washington, DC

**Get Involved**
In Lewis Carroll’s *Alice in Wonderland*, the White Rabbit runs and runs, looking at his watch, saying “oh my, I’m late.” He runs, but never seems to reach his goal. Was it a problem of poor time management? Perhaps, time management classes or a life coach would teach the White Rabbit to schedule things effectively. However, was the White Rabbit late in his private life as well as in his professional duties for the Royal Court of the Queen of Hearts. Was he also late showing up for croquet events, or miss them altogether because he never purchased his ticket? Was he known by his family and friends as someone who missed deadlines, or worked on tasks at the last minute just before things were due?

If the White Rabbit met all his life situations frequently and persistently intending to delay the start or finish of tasks, then social-personality psychologists label him a **chronic procrastinator**. Chronic procrastination is as a needless, irrational delay of a relevant and timely task.

Clearly, everyone procrastinates on occasion. We may delay doing something we don’t find pleasant or that we feel forced by others to do (a form of mini-rebellion against authority). But, such delays do not make you a chronic procrastinator. The chronic procrastinator, in contrast, accepts delay as a maladaptive way of life across a variety of settings. Chronic procrastinators delay at home, school, work, in relationships
with family and friends, in how they decide
to do (or not do) tasks (see Ferrari, 2010).
It is their way of life. If a person does not
RSVP to invites, misses concerts or sporting
events because he or she never bought the
ticket, always shows up late for appoint-
ments, doesn’t put gas into the car until the
gauge reads ‘empty’, has food spoil because
of not getting around to eating it—to name a
few examples—then that person is a chronic
procrastinator.

It should be noted that 20% of women
and men of North (US and Canada) and
South America (Peru and Venezuela),
European (England, Spain, Italy, and
Austria), and Middle Eastern (Turkey, Israel,
and Saudi Arabia) citizens are chronic
procrastinators. Keep in mind, this rate is
higher than depression or phobias yet do not
receive the professional attention these other
psychological problems receive. This rate is
consistent regardless of race or age among
20 to 60 year olds (Ferrari, O’Callahan, &
Newbegin, 2005; Ferrari, Díaz-Morales,
O’Callaghan, Díaz, & Argumedo, 2007;
Ferrari, Özer, & Demir, 2009). That’s high—
that’s cause for concern.

Chronic procrastination is related to a
host of personality traits including low states
of self-confidence and self-esteem and high
states of depression, neurosis, self-awareness,
social anxiety, forgetfulness, disorganization,
noncompetitiveness, dysfunctional impul-
sivity, behavioral rigidity, and lack of energy
(e.g., Beswick, Rothblum, & Mann, 1988;
Ferrari, 2004; Ferrari, Johnson, & McCown,
1995; Ferrari & Pychyl, 2000; Senecal,
Koestner, & Vallerand, 1995). Reviews of the
literature suggest that within the framework
of the Big-Five personality model, procras-
tination is related to low conscientiousness,
as well as low self-esteem and self-efficacy
(McCrea, Liberman, Trope, & Sherman,

People who report frequent, chronic
procrastination engage in self-sabotaging
behaviors (Ferrari, 1991; Ferrari & Tice,
2000), fraudulent excuse making (Ferrari,
Keane, Wolfe, & Beck, 1998), poor self-
regulation of their performance skills
within limited time frames (Ferrari, 2001a),
and attribute task delays to factors other
than their own performance (Ferrari et al.,
Procrastination is complex, relating to a variety of different personality variables and involving more than ineffective time management (cf., Ferrari et al., 1995; 2010; Steele, 2007).

**Academic Procrastination: The Same as Chronic Procrastination?**

Academic procrastination is the tendency to delay a specific set of behaviors or tasks related to school settings—like studying, writing a paper, registering, meeting an advisor (Ferrari et al. 1995; Schowenburg, Lay, Pychyl, & Ferrari, 2004). Data shows that 75% of college students engage in academic procrastination. But then, why does procrastination drop from 75 to 20% in studies focused on college students and everyday adults, respectively? Does this mean as we grow older we procrastinate less often? No, not at all! Chronic and academic procrastination are two different, related but separate tendencies. While everyone procrastinates, but as noted above, not everyone is a CHRONIC procrastinator.

For instance, college students might delay studying, reading, and writing, but if there is a free concert in the dorm for the hottest hip-hop artist, they will be there; if there is free pizza for the first 50 folks who show up on campus, they will be there. See, we all put off a task or two that we don’t care for, that might be difficult or boring. But if you put off only specific tasks (reading textbooks, responding to email, or cutting the lawn) then you are not a procrastinator—you just procrastinate on some tasks.

But students who delay academic tasks may also carry delaying over to their personal life (those 20% of folks)—they may be chronic procrastinators. This frequent, habitual pattern creates a maladaptive, dysfunctional lifestyle in which a person is unable to self-regulate effectively (Senecal et al., 1995). Within those 75% of college students who delay academic tasks, 20% are chronic procrastinators.

**The Thrill of Beating the Clock**

A common misattribution by chronic procrastinators is a belief that they “work best under [time] pressure.” Several years ago in our DePaul lab we found that they don’t do well (Ferrari, 2001a). Compared to nonprocrastinators, chronic procrastinators in two lab experiments were unable to regulate their speed and accuracy. They took longer to engage in experimental tasks and they created more errors, compared to nonprocrastinators. However, chronic procrastinators believed they did well. Therefore, it is a myth to say that working at the last minute “gets my juices flowing.” Claiming they need to stay up late at night right before a deadline to complete a task effectively, instead of being diligent along the way, is a misconception of many chronic procrastinators (Ferrari, Harriott, Evans, Lecik-Michna, & Wenger, 1997). If anything, the increased arousal they experience may lead them to mislabel anxiety as excitement.

**Time Management is Real Life Management**

Some chronic procrastinators say “I just don’t have the time to start or finish all the tasks that I have to do.” Perhaps, the chronic procrastinator thinks he/she is an ‘expert multi-tasker’ and over extends commitments. Research finds chronic procrastinators are poor estimators of the time it takes to do tasks (Ferrari et al., 1995). However, chronic procrastinators have the same amount of time as nonprocrastinators, raising the question—can we really “manage our time?” Time is constant. We all have the same amount of time each week (see Vanderkam, 2010). There are 168 hours in a week—60 minutes to an hour, 24 hours to a day, 7 days to a week, 4 weeks to a month, 12 months to a year. For centuries we used these measurements as our criteria for time (except The Beatles, who famously sang about “8 Days a Week”). If you sleep for 8 hours a night and work 40 hours a week, that leaves 72 hours a week to engage in tasks.

We can’t stop time, we can’t control time—it is like a stream, constantly flowing. Chronic procrastinators, however, blame their inability or unwillingness to complete tasks on a lack of time (Sirois, 2009).

If we can’t manage time, can we manage ourselves to learn to be more efficient with the time we have? I propose it is not time we need to manage, it is our self than needs to be managed more effectively (Ferrari, 2010). The White Rabbit needed to manage his lifestyle more effectively rather than focusing on the lack of time he was experiencing. The author Bertram Russell once said “The time you enjoy wasting is not wasted time.” For the chronic procrastinator, this statement implies a positive aspect to procrastinating. That is it ok to “waste” one’s time. Chu and Chol (2005) even claimed that one can actively procrastinate. Such a concept is a misnomer, since to procrastinate is to be inactive. Don’t confuse procrastination with waiting. With chronic procrastination, a person works not to do something. With waiting, the person prepares for the next step—working toward a goal, not avoiding one. Waiting to finish a task may include actively preparing for things that will happen. Chronic procrastinators need to reframe their thoughts. The chronic procrastinator does not need to consider waiting as wasting time; instead, frame it as a time waiting for something to happen while making the wait time productive. Time is finite. Like the White Rabbit, we don’t really manage time—we manage our activities within the time we have.

**A Focus on the Causes of Procrastination: A 20 Year Journey**

Why? Why do procrastinators do it (or, don’t do it)? Answering this question has been the focus of my 25-year program of study discussed in my recent popular book (see Ferrari, 2010, for a review of all the research we’ve conducted on procrastination). I felt too many books focused on ineffective time management—and chronic procrastination is more than teaching a person time management skills (Ferrari, 2001b). To tell the chronic procrastinator “just do it” is like saying to a clinically depressed person “cheer up.” Such a statement misses the point; it will not work—chronic procrastinators are great excuse-makers.

**Becoming a procrastinator.** Where does chronic procrastination come from? Procrastinators are not genetically wired to delay; they cannot claim they can’t do anything about it because it is just the way they are. We learn early to use procrastination as a self-handicapping strategy. The development of procrastinators begins within the home. Mom, and especially dad [depending on parental styles], may influence the
growth of a procrastinator. Ferrari and Olivette (1993; 1994) found that authoritarian parenting (the cold, demanding style of child-rearing), especially from one's father, promotes the development of a procrastinating child. Ferrari, Harriott, and Zimmerman (1999) found that procrastinators compared to nonprocrastinators have more conflicts and less of a deep relationship with dad over mom; and they turn to their friends over family for social support in times of trouble.

Living with a chronic procrastinator.
Procrastinators are interpersonally dependent, letting others do things for them (Ferrari, 1994). To terminate such dependence the nonprocrastinating partner needs to stop bailing the procrastinator out by completing tasks for them. Instead, failure is an option—as long as it is gentle and constructive, and consider bailing them out only in situations with serious consequences. Often, we learn best and have the longest-maintained change when reality knocks us down and then we lift ourselves up (like the phoenix, we are reborn from the ashes).

Indecision, or decisional procrastination.
Learning to make decisions is a fact of life, and while some choices we make result in failure or errors, other choices result in success. We make a decision and then take action (Cohen & Ferrari, 2010; Díaz-Morales, Cohen, & Ferrari, 2008). Ferrari, Barnes, and Steel (2009) found that procrastinators report regret for missed opportunities and failed attempts at making decisions. Make a decision, take the first step toward completing your plan, and reach for your goal. Even if there are missteps and failures along the way, no one can fault you for not trying.

Where Do We Go From Here?
The bottom line is that procrastination affects our work life, our academic life (heck, that is why you probably are reading this article!), and our daily life (see Ferrari, 2010, for a current overview on the causes, consequences, and cures of procrastination). As a nation, citizens need to learn not to procrastinate and we need incentives to get things done early. Why punish for being late? Why not reward for being early? In short, we need to give the early bird the worm, and create a society that respects the time of others—that prevents chronic procrastination. And now, get back to your work. Are you still procrastinating?

References
Due to its recent constitutional amendment, as Psi Chi situates itself “at the global table” and is “enriched with a world filled with diverse ideas, perspectives, and opinions” (Wang, 2010, p. 4) it is timely to explore cultural diversity and the tenets of being culturally responsive. Multicultural education and diversity training are complex endeavors; however, one can begin by exploring a few of its many elements. For example, what is culture? How is it important? What are the essential principles for working within a multicultural environment? What are some valuable resources I can use as a Psi Chi member or advisor to increase my cultural awareness and enhance my cultural competence?

So, when you think of culture, what comes to mind? Ethnicity, religious affiliations, socioeconomic status? Or food preferences and holiday celebrations? These are all elements of culture, yet as you can see from the following definition, culture encompasses a myriad of dimensions:

Culture is a system of norms, standards, and control mechanisms with which members of society assign meanings, values, and significance of things, events, and behaviors; culture includes patterns of knowledge, skills, behaviors, attitudes, and beliefs, as well as material artifacts produced by human society and transmitted from one generation to another (Pai, Adler, & Shadiow, 2006, p. 239).

In what ways is culture important? According to Bronfenbrenner’s ecological contextual theory of development (1986), we grow and develop within various nested environments that profoundly influence who we are—our identity. Both the micro and macro dimensions of our environment greatly affect our development. For example, we develop within the multiple contexts of our families, communities, and countries. Our peers, relatives, and other adults impact our development, as well as the media, our national and community leaders, and other environmental and social influences. In other words, our culture greatly shapes who we are.

Many people have long understood the importance of culture in teaching and learning. For example, in Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society (Banks et al., 2001) a panel of distinguished and interdisciplinary experts identified and published a number of design principles to improve education in the U.S. Although these principles are steeped within the field of education, they may be transferred to the field of psychology. I have modified the language in the following list of principles to fit more seamlessly within the context of this text and have substituted educational practitioners for schools and individuals for both students and teachers:

- **Professional development programs** should help *individuals* understand the complex characteristics of ethnic groups within U.S. society and the ways in which race, ethnicity, language, and social class interact to influence *participants’* behavior.
- **Educational practitioners** should ensure that all *individuals* have equitable opportunities to learn and to meet high standards.
- The curriculum should help *individuals* understand that knowledge is socially constructed and reflects researchers’ personal experiences as well as the social, political, and economic contexts in which they live and work.
- **Educational practitioners** should provide all *individuals* with opportunities to participate in extracurricular and cocurricular activities that increase academic achievement and foster positive interracial relationships.
- **Educational practitioners** should create or make salient superordinate or cross-cutting groups in order to improve intergroup relations.
- **Educational practitioners** should learn about stereotyping and other related biases that have negative effects on racial and ethnic relations.
- **Educational practitioners** should learn about the values shared by virtually all cultural groups (e.g., justice, equality, freedom, peace, compassion, and charity).
- **Educational practitioners** should help individuals acquire the social skills needed to interact effectively with *participants* from other racial, ethnic, cultural, and language groups.
- **Educational practitioners** should provide opportunities for *individuals* from different racial, ethnic, cultural, and language groups to interact socially under conditions designed to reduce fear and anxiety.
- Organizational strategies should ensure that decision making is widely shared and that members of the community learn collaborative skills and dispositions in order to create a caring learning environment for *individuals*.
- Leaders should ensure that all public *schools*, regardless of their locations, are funded equitably.
- **Educational practitioners** should use multiple culturally sensitive techniques to assess complex cognitive and social skills. (Banks et al., 2001, p. 7-13)
Many of us perform a variety of roles in which these design principles may be fitting, including the actual teaching of psychology in secondary or higher education; planning and coordinating conferences and workshops; giving presentations in both formal and informal settings; and/or consulting with clients.

As a Psi Chi member or advisor, numerous resources are available to increase cultural responsiveness. Gorski’s *Multicultural Pavilion* website is an invaluable resource (http://www.edchange.org/multicultural). His *20 (Self-) Critical Things I Will Do to Be a Better Multicultural Educator* (2010) is one of my favorite EdChange resources. In *White Privilege: Unpacking the Invisible Knapsack*, McIntosh (1990) effectively articulates the invisible privileges inherent in being white in our society that many take for granted. Additionally, professionally developed workshops and conferences often have opportunities to develop one’s cultural competence.

In summary, Hill (1991) eloquently articulates the characteristics of respectful conversations between peoples of diverse communities:

Conversations of respect between diverse communities are characterized by intellectual reciprocity. They are ones in which the participants expect to learn from each other, expect to learn non- incidental things, expect to change at least intellectually as a result of the encounter. Such conversations are not animated by nor do they result in mere tolerance of the pre-existing diversity, for political or ethical reasons. In such conversations, one participant does not treat the other as an illustration of, or variation of, or a dollop upon a truth or insight already fully possessed. There is no will to incorporate the other in any sense into one’s belief system. In such conversations, one participant does not presume that the relationship is one of teacher to student (in any traditional sense of that relationship), of parent to child, of developed to underdeveloped. The participants are co-learners (p. 43).

It is essential that we who are involved in the study and practice of psychology possess a high degree of empathic understanding (Rogers, 1961). Understanding cultural differences is, by its nature, an inherently essential aspect of empathy. Cultural competency, however, is more than having empathic understanding. It also involves nonjudgmental active listening as well as acceptance, appreciation, and respect for the myriad of differences in human ways of being. Advancing our cultural competence is a continuous process of learning, reflection, and action.

**References**


For Psi Chi, this means that we need to broaden the scope of our mission to embrace students and colleagues regardless of geography. The time is right for Psi Chi to sit at the global table and join the transnational discourse on psychology! (Wang, 2010)

Spread the Word. PSI CHI is going global.
At the Southeastern Psychological Association (SEPA) conference this year, we had the privilege of sharing lunch and conversation with faculty advisors from Psi Chi chapters across the region. One advisor raised the following fundamental question about Psi Chi's role in relation to other departmental student organizations, such as Psychology Club: “Is it appropriate for Psi Chi to offer joint events with other student groups, or is the chapter’s responsibility to focus on its members?” As the conversation continued, we realized that many of us had considered this issue, collaborated with other groups, and reaped the rewards.

In this article we share with you a few reasons why such collaboration can be very useful from the perspective of faculty advisors who have seen firsthand the effect of its presence and absence. Many of the presented ideas became apparent from our collective conversation at the regional meeting. These are all considered fundamental reasons, and thus are deliberately not presented in a prioritized order. A few suggestions also will be provided regarding how to increase collaboration and inclusiveness within individual Psi Chi chapters.

Reasons to Be Inclusive

1. To advance the science of psychology. The purpose of Psi Chi is “…to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology” (Psi Chi, n.d., para, 1; see www.psichi.org/About/purpose.aspx). One method of meeting Psi Chi’s purpose is to help advance psychology by promoting it as a discipline through education. While being a top scholar may represent the first step in conveying a passion for psychology, the next is to become an ambassador and educator in order to continue the transmission of knowledge to others. One relatively straightforward way in which chapters can begin to collectively approach this goal is to create educational events, such as research symposiums, guest speakers, or field trips. Chapters may recognize special dates related to the field, such as Mental Illness Awareness Week (October) or Brain Awareness Week (March), or collaborate with agencies, such as the National Alliance on Mental Illness (NAMI) or Teaching of Psychology in Secondary Schools (TOPSS), to sponsor educational sessions. It is helpful to remember that educational activities also can be entertaining. For example, some Psi Chi chapters use Freud’s birthday (May 6) as an opportunity to celebrate advances in the field of psychology (for an extensive list of ideas solicited from active chapters, see www.psichi.org/chapters/ch_act_guide.aspx#10). Chapters can even initiate effective peer tutoring programs. Not only are such
Collaboration:

Why Our Exclusive Honor Society Should Be Inclusive

Merry J. Sleigh, PhD
Winthrop University (SC)

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James Madison University (VA)

programs in keeping with recent evidence for the educational benefits of student-student teaching, but they appear to benefit knowledge of the subject by the tutor while providing valuable additional resources for faculty instructors. For a summary of these benefits, along with recommendations on how a Psi Chi-based tutoring program could be effectively established, see Brewster (2007).

Another way that chapter members can promote the discipline is to support their individual department’s efforts to advance the science of psychology. Common methods of meeting this responsibility include active attendance by members at department functions, helping to implement departmental programs, and working closely with Psychology Club. Similarly, chapters should stay informed about psychology-related events in the local community or at nearby institutions in order to advertise and support them. For example, Psi Chi and Psi Beta (the National Honor Society in Psychology for Community and Junior Colleges) chapter officers in a particular geographic area can keep one another informed of their events, thereby sharing ideas while expanding participation in those events.

Psi Chi members should strive to educate both the academic and broader public community about the contributions of psychology, and the primary way to do so is to make the information widely available. Thus, chapters should invite as many people as possible to educational events that promote and raise awareness of our field, a task that is facilitated by collaboration among Psi Chi, Psychology Club, the department, local agencies, and nearby institutions.

To provide career information. An important element in advancing the science of psychology is recruiting top minds to the field and offering them a realistic preview of career options. Psychology is a broad field with many subdisciplines. As a result, many psychology majors remain unaware of the range of careers available to them, especially in departments where specialized courses (e.g., school psychology, industrial/organizational psychology, human factors/ergonomics, and health psychology) are not routinely taught. Psi Chi chapters can organize alumni panels, guest speakers, career forums, résumé and graduate school preparation workshops, GRE classes, and career fairs. Such events will serve Psi Chi members, but can simultaneously target students who may have been unaware of their options within psychology, or even those who may not have previously considered a career in psychology.

An ideal way to reach a campus-wide audience is to work closely with other departmental and campus organizations, including Psychology Club, Career Services, and honor societies in related fields. Groups can work together to pinpoint areas of need, identify discipline overlap, locate experts,
and advertise events—thus benefiting from a shared knowledge base (and potentially shared costs). For example, students from all areas of study might welcome a session on interview tips or employers’ perceptions of Facebook use. Specific departments could work jointly to highlight careers that cross domains, such as biology and psychology programs hosting a neuroscientist or, alternatively, business and psychology students being brought together to learn about human resource jobs. Both the individual and the field benefit when a bright student finds his/her niche.

3 To foster an atmosphere of collegiality and respect for diversity. By seeking other groups that share their concerns in order to implement an educational event or service project, Psi Chi chapters effectively model collegiality through collaboration. Possible examples of such projects include working with National Head Start Association that could bring together students in psychology, education, social work, Greek life, and campus ministries. Alternatively, psychology and English departments might sponsor a poetry reading night, inviting participants from local therapeutic support groups to share their original or favorite works. Such uniting activities will help Psi Chi members meet and collaborate with students they may not otherwise encounter on campus and in the process gain a greater appreciation of differing perspectives.

As important as collegiality is, Psi Chi’s purpose goes beyond respectful interaction. Psi Chi also has a mission to recognize and foster the contributions that diversity makes to the science and practice of psychology (Psi Chi, n.d.; see www.psci.org/About/purpose.aspx). Yet, at least as of the 1997-98 academic year, surveys of Psi Chi chapters indicated an underrepresentation of men and ethnic minorities as members; in fact, authors of this survey research indicated that this underrepresentation of particular groups would need to be addressed in order for Psi Chi to meet its stated mission (Titus & Buxman, 1999). To this end, Psi Chi chapters have an obligation to reach out and connect with students across its campus in order to demonstrate seriousness about including all qualified students in the organization. As a starting point, chapter officers or faculty advisors should ensure that information about Psi Chi membership is reaching all types of students, perhaps even personally inviting qualified applicants from underrepresented populations to join.

Chapters also can show their commitment to underrepresented populations through organizing events with a diversity focus (e.g., a seminar on cross-cultural psychology perspectives, students sharing their experience with study-abroad opportunities, or possibly a bulletin board highlighting career achievements of African-American or female psychologists) or fundraising efforts to help establish a scholarship for a minority student in need of support. It’s only when the diversity of the population is reflected in the organization that Psi Chi will achieve the diversity-related aspects of the organization’s mission.

4 To recruit new Psi Chi members. One of the goals of Psi Chi is to recognize academic excellence by offering membership to top scholars (see www.psci.org/About/). The more visible and active a Psi Chi chapter is, the more likely students are to recognize the requirements and benefits of membership. The words “Psi Chi” are meaningless to a naïve listener, other than perhaps being recognized as letters of the Greek alphabet. Extensive surveying of Psi Chi chapters has repeatedly demonstrated that lack of knowledge about Psi Chi is cited by students as one of the two most common reasons for not joining the organization (see Spencer, Reyes, Sheel, & McFarland, 2001; also see Nelson, Domenech Rodríguez, & Yardley, 2006). Chapter advisors have personally seen the effects of this lack of knowledge in instances of students assuming that Psi Chi was “one of those elitist honor societies” that “just represents a stamp on a transcript,” rather than a group working to better prepare students for their chosen profession. Students also have frequently indicated to advisors just after joining Psi Chi that they were unaware of the numerous opportunities (e.g., various awards for research) that came with membership.

As Psi Chi members, we need to distribute information about the organization in order to attract those who qualify. Chapters can request brochures and posters to promote Psi Chi on its campus from the Central Office at www.psci.org/pubs/brochures.aspx. Early awareness of Psi Chi may even serve as an incentive for young students to work toward in their studies. The more students know about Psi Chi, the more that honor will be associated with membership. Talking to student organizations, such as Psychology Club, about Psi Chi is critical to guarantee that many of the motivated students who are interested in psychology are well informed about our Society and the benefits of membership.

5 To identify and develop student leaders. Collaboration can similarly be used to recruit outstanding officers. Psi Chi chapters are student-led, and thus, much of the success of the chapter depends on the effectiveness of its student officers. Leaders are so critical to Psi Chi that one of its missions is to promote ethical and socially responsible leaders (Psi Chi, n.d.; see www.psci.org/About/purpose.aspx). Toward this end, the organization has sponsored a leadership conference and awards, and continues to support/fund collaborative efforts with Psi Beta. In keeping with this mission, chapters should identify and develop student leaders as early as possible.

Psychology Club, because of its more inclusive membership policies, is an excellent recruitment opportunity and training ground for young leaders who may not yet qualify for Psi Chi membership. (Often it is only one or two tenths of a point in a student’s GPA, or not enough accumulated credits in psychology courses, that represents the difference between qualifying, and not qualifying, for Psi Chi). Collaboration allows officers from both groups to work alongside one another, scaffolding one another’s performance, as well as nurturing each other’s individual strengths. In so doing, chapters often are using Psychology Club to train future Psi Chi officers—officers that begin their tenure with greater leadership skills and awareness of chapter issues than would have been possible in the absence of cross-group collaboration.

Similar opportunities exist through integrating some Psi Chi chapter activities with local chapters for Psi Beta. Psi Beta officers represent valuable sources of potential future leadership for Psi Chi. Yet, upon transferring to a new institution, it is often a semester or more before these leaders could even apply for membership in a Psi Chi chapter. Inclusiveness creates an opportunity for such individuals to immediately get involved and actively support Psi Chi initiatives (a benefit to these future members), and give their earlier leadership experience, to strengthen the work of the chapter as a result. This issue
is deemed important enough that the leadership of both organizations recently met to discuss ways in which they could most effectively collaborate, with an emphasis on fostering the cooperative efforts of local Psi Chi and Psi Beta chapters.

To encourage faculty involvement. Each Psi Chi chapter exists under the guidance of at least one faculty advisor. Although faculty advisors are critical to the success of the chapter, these advisors cannot meet the needs of every Psi Chi member. For example, like all students, Psi Chi members can benefit from individual mentorship, which means they need to interact with a variety of faculty members to forge those special connections. At a minimum, cross-group collaboration will get the faculty advisors of both groups involved; optimally, the joining of diverse campus elements will stimulate interest from more diverse faculty. Once faculty have a positive experience, it is likely that they will continue their participation and support. These faculty members then become available to Psi Chi members and bring their own ideas to the planning table. Faculty involvement also sends a clear message to all psychology students—that Psi Chi and its members are valued by the department. This message represents a strong recruitment tool for future members, as well as a show of respect for current members.

To maximize service outreach and learning. Psi Chi chapters are encouraged to serve their members as well as the community at large. In fact, chapter participation in a service project is a requirement for the Model Chapter Award (see www.psichi.org/pdf/modchap.pdf). Cross-group collaboration enhances service in several ways. First, it is generally the case that the more people who participate, the more service can be accomplished. Joining forces with other groups may be an especially good way for small chapters with few members to make a big impact. Furthermore, more participants means more opportunities for members to network, make friends, and encounter new experiences. Psi Chi service also can benefit from other groups’ ideas. Many chapters desire to serve their community, but they are not sure where particular needs may lie or how to get started. Other campus groups may be able to incorporate a chapter into an existing outreach, identify areas of unmet needs, or share wisdom gained through experience.

How Can Chapters Be Inclusive?

There are two primary ways that Psi Chi chapters can become more inclusive. First, Psi Chi members should willingly look for situations in which they can support the work of others. Psi Chi members are often involved in many activities across campus. Leaders may want to spend time in chapter meetings asking members about their other affiliations and brainstorm about possible collaborative opportunities. If the chapter identifies an area for collaboration, these members often become excellent liaisons between groups, as well as increasing their leadership in Psi Chi. Allowing members to merge their personal interests with those of the honor society is a simple way for Psi Chi to benefit its members while simultaneously giving members the chance to serve their society.

The second way that Psi Chi can become more inclusive is to actively cultivate nonmember participation. As emphasized in this article, wide participation in Psi Chi events has the potential to benefit the chapter, members, department, campus, and community. After all, when useful scientific information is disseminated, our collective knowledge is advanced.

It is important to note that for collaboration to become a long-term pattern for any given chapter, it needs to be reinforced. Psi Chi chapters should willingly share credit, identifying and expressing appreciation to their partners whenever possible. For example, Psi Chi can use departmental newsletters, e-mail listservs, bulletin boards, Facebook groups, the school newspaper, and even the Eye on Psi Chi to showcase collaborative events. A grateful and generous attitude will hopefully encourage continued interaction between Psi Chi and a variety of other campus and local groups. Further reinforcement of collaborative efforts within the chapter could potentially be accomplished by doing something as simple as bestowing appropriate titles on members who serve in ad hoc leadership positions during collaboration with other groups, such as “Service Learning Team Leader” or “Psi Chi/Residence Hall Liaison.”

Of course, there are times when it is not only appropriate, but necessary for Psi Chi members to gather as a group to specifically focus on chapter business. Examples of such times include voting through the Central Office, electing new officers, and planning the induction ceremony. We want to celebrate the achievements of our members, encouraging group identification and cohesion. At the same time, Psi Chi should avoid an elitist mentality that compromises its mission and alienates people that we work alongside and serve. The bottom line is that Psi Chi members should take advantage of the many privileges and benefits of membership, including frequent opportunities to collaborate with, support, encourage, and learn from others.

References


Merry Sleigh received her PhD in developmental psychology from Virginia Tech in 1996. She first served as faculty advisor to Psi Chi at George Mason University (DC), where she received the Regional Faculty Advisor Award in 2003. Dr. Sleigh currently teaches at Winthrop University where she received the Psi Chi Regional Faculty Advisor Award in 2010. She serves as a reviewer for the Psi Chi Journal of Undergraduate Research and is actively involved in promoting opportunities for undergraduate research.

Michael Hall earned his PhD in experimental psychology from Binghamton University, SUNY, and is currently an associate professor at James Madison University (LMU). Professor Hall is a former Western Regional Vice-President for Psi Chi. During that service, he received the 2002 Regional Faculty Advisor Award for his work with the University of Nevada Las Vegas chapter. In addition, he received the university’s highest teaching distinction. He currently serves as Society President, and as a proud faculty advisor of the JMU chapter.
Psi Chi is pleased to offer over $300,000 in awards and grants to its members each year. Don’t miss the exciting opportunities and funding these programs provide! Here are some upcoming deadlines to add to your chapter calendar or website:

- **January 15**
  - SWPA Travel Grants

- **February 1**
  - APA Newman Graduate Research Award
  - APS Albert Bandura Graduate Research Award
  - Cousins Chapter Award
  - FBI NCAVC Internship Grants
  - Graduate Research Grants
  - Psi Chi Website Award
  - Undergraduate Research Grants

- **February 15**
  - SEPA Travel Grants

- **March 1**
  - APS Summer Research Grants
  - CUR Summer Research Grants
  - SRCD Summer Research Grants
  - APS Summer Research Grants
  - RMPA Travel Grants

- **March 15**
  - WPA Travel Grants

- **April 1**
  - Kay Wilson Leadership Award

- **May 1**
  - Allyn & Bacon Psychology Awards
  - Guilford Undergraduate Research Awards

- **June 1**
  - Faculty Advisor Research Grants
  - FBI NCAVC Internship Grants

**Abbreviation**

RA = Research Advisor

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**CUR Summer Research Grants**

Psi Chi partnered with CUR to offer two annual grants for research conducted during the summer with a CUR member. The winning student receives a $3,500 stipend, and the advisor receives a $1,500 stipend.

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**Emily Gregory**

Centre College (KY)
RA: Melissa Burns-Cusato, PhD

**Maternal Influences on Parent-Offspring Kin Recognition in Japanese Quail (Coturnix japonica)**

Japanese quail chicks and parents were tested for parent-offspring kin recognition 3 days after hatching. Although adult males showed no offspring recognition, the few female quail that displayed maternal behaviors showed a significant preference for unfamiliar chicks. Chicks preferred their mother if she had displayed parental care. Thus, parental care may be necessary for kin recognition to occur. Daily injections of prolactin hormone, which correlates with incubation behavior, failed to induce parental care of eggs. Future research will explore ways of inducing maternal care behaviors to determine the role of parental care in parent-offspring recognition. Understanding the mechanism for parent-offspring kin recognition can aid in developing better captive breeding techniques aimed at preserving endangered bird populations.

Emily Gregory is a senior behavioral neuroscience major and chemistry minor at Centre College in Danville, KY. She is the president of Centre’s Psi Chi Chapter, as well as the student representative of Centre’s behavioral neuroscience department. Ms. Gregory has been collaborating with her faculty research advisor, Dr. Melissa Burns-Cusato, since the spring of her sophomore year. Her research began with an exploration of parent-offspring kin recognition in Japanese quail. Her experimental findings led to a new set of research questions about internal factors (e.g., genetic and hormonal) and external factors (e.g., early experience) that induce parental care behaviors in quail. Ms. Gregory has presented her findings at several conferences—including SWPA convention in April, 2010. After graduation, she plans to continue research endocrinology while attending medical school to become an obstetrician.

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**Meagan Howard**

Northern Kentucky University
RA: Cecile Marczinski, PhD

**Acute Effects of Energy Drinks on Behavioral Control**

There has been a dramatic rise in the consumption of energy drinks (e.g., Red Bull) in the past decade, particularly among college students. However, there has been little laboratory research to examine the effects of energy drinks on cognitive performance. The purpose of this study was to investigate the acute effects of an energy drink on the attentional blink phenomenon. In this study, participants were asked to complete a well-validated attentional blink task, as well as additional subjective measures of mood both before and after receiving a beverage (energy drink, decaffeinated placebo beverage, or no Drink). The energy drink increased subjective feelings of stimulation and increased accuracy on the attentional blink task in a dose dependent manner.

Meagan Howard is a senior psychology major with a minor in honors. She is currently working on several research projects with Dr. Cecile Marczinski testing the effects of energy drinks alone and in combination with alcohol on behavioral control. She is also currently working with Dr. Gloria Carpenter on her capstone project about the relationship between parent involvement at home and child outcomes. She is volunteering at Cincinnati Children’s Hospital and Medical Center in the Adherence Center working with Dr. Kevin Hommel as well on a project facilitating adherence in children and teens with Crohn’s and Colitis. She is very interested in parenting and other issues concerning children and families. She is currently in the process of applying to graduate programs in developmental psychology. She hopes to continue a career in research, allowing her to work with families and children, and one day to become a professor.
Psi Chi's ninth year for offering the Summer Research Grants program included 14 winners. Each grant included a stipend of $3,500 for the winning Psi Chi student plus $1,500 to the research advisor.

### Summer Research Grants

**James Barnao**  
Georgetown University (DC)  
RA: Janet Mann, PhD

**Megan B. Battles**  
University of Memphis (TN)  
RA: Jeffrey S. Berman, PhD

**The Influence of Conversational Acknowledgers on Perceptions of Psychotherapists**

During conversations, listeners often acknowledge that they are paying attention by the use of both verbal and nonverbal actions. This study's purpose was to examine this process in psychotherapy and evaluate the effects of therapists varying levels of two specific conversational acknowledgers—short utterances and nodding—on perceptions of therapist empathy, the relationship between the therapist and client, and treatment credibility. A series of brief psychotherapy videos with therapists displaying different combinations of high and low levels of acknowledgers were presented to 160 online participants. Preliminary analysis of participant ratings of the videos suggested that increased levels of nodding affected perceptions of empathy and the treatment relationship, whereas increased levels of short utterances affected the perceived credibility of the therapist.

**James Barnao**  
originally hails from Dover Plains, NY, and is currently a senior at Georgetown University, completing majors in honors psychology and English. Mr. Barnao has worked in Dr. Janet Mann’s bottlenose dolphin research lab since his sophomore year and has primarily concentrated on dolphin foraging behavior. He recently spent a summer at the field site in Shark Bay, Western Australia, conducting his own research as well as assisting in the lab’s data collection for their longitudinal study of bottlenose dolphin mothers and calves. Outside of the lab, Mr. Barnao is the captain of the Georgetown Men’s Club Volleyball team, of which he has been a member since his freshmen year. After graduation, he plans on attending graduate school for psychology or law school and would like to remain in Washington, DC.

**Megan B. Battles**  
Originally hails from Annapolis, MD, is currently a senior at St. Mary's College of Maryland studying psychology and neuroscience. She has consistently been included on the Dean’s List and is a member of honor societies such as Psi Chi and Nu Rho Psi. Additionally she is a member of the Dean’s Advisory Council. Her research interests include the influence of environmental factors on health, particularly that on neurodevelopment. Ms. Bernstein has ambition of becoming a physician and is currently in the process of applying to medical schools. In her spare time, Ms. Bernstein enjoys traveling, dancing, and spending time with friends and family outdoors.

**Julie Ellen Bernstein**  
Oklahoma State University  
RA: Anne Marie Brady, PhD

**Perinatal Exposure to Bisphenol-A: Effects on Adult Offspring Behavior in Rats**

Bisphenol-A (BPA) is an estrogenic endocrine disrupter which can cross the placental barrier. This study investigated the effect of 4 weeks of perinatal maternal administration (gestational day 14 through postnatal day 21) of low dose BPA (50 μg/kg/day) on offspring adult behavior in Sprague-Dawley rats. Adult rats were given various tests to measure changes in anxiety (elevated plus maze), overall activity (locomotion), and sensorimotor gating (prepulse inhibition). BPA-exposed females showed a slight increase in anxiety-like behavior and exploration. There was however no effect of BPA on prepulse inhibition. These findings suggest that early indirect exposure to BPA may disrupt neurodevelopment, perhaps especially in females.

**Offspring Behavior in Rats**

Adult rats were given various tests to measure changes in anxiety (elevated plus maze), overall activity (locomotion), and sensorimotor gating (prepulse inhibition). BPA-exposed females showed a slight increase in anxiety-like behavior and exploration. There was however no effect of BPA on prepulse inhibition. These findings suggest that early indirect exposure to BPA may disrupt neurodevelopment, perhaps especially in females.

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**Awards & Grants**

**Summer Research Grants**

**Anna Christine Charyk**  
University of Massachusetts, Amherst  
RA: UnJa L. Hayes, PhD

**The Influences of Obstetric Intervention and Breastfeeding on Postpartum Mental Health**

This study examined the relationships between breastfeeding behaviors, postpartum mental health, and obstetric interventions that block pelvic signaling, (i.e., cesarean delivery and/or epidural anesthesia.) Data were drawn from the Work and Family Transitions Project (WFTP). The sample was made up of 153 heterosexual couples who were experiencing the transition to parenthood for the first time. Obstetric intervention was not found to have an effect on instances of breastfeeding at one month postpartum. Breastfeeding mothers at one month postpartum were found to have significantly lower depression scores than non-breastfeeding mothers. Mothers who had received obstetric intervention were found to have significantly higher depression scores at one month postpartum when compared with mothers who had received no intervention.

**Caroline Drucker**  
Yale University (CT)  
RA: Laurie Santos, PhD

**Primates Predict Behavior Based on Knowledge or Ignorance and Exclude Beliefs**

Although the ability to reason about others’ beliefs is integral to human cognition, other primates seem to lack this ability. Recent evidence suggests primates can represent others’ knowledge and ignorance, but not their beliefs. To explore this, we examined whether monkeys distinguish between a knowledgeable and ignorant experimenter who both hold true beliefs (the “ignorant” experimenter fails to see an irrelevant event). Using a looking-time measure of false belief understanding with free-ranging rhesus macaques, we found that monkeys who observed a knowledgeable person act out of accordance with reality dishabituated more than monkeys who observed an ignorant person act similarly. These results hint that monkeys predict how a person will behave based on knowledge or ignorance but not beliefs.

**Megan Geyer**  
Northern Illinois University  
RA: Rebecca J. Hannagan, PhD

**Emotional Expressivity in Gendered Decision Making Groups**

There are good reasons to believe that gender balance makes a difference in decision making groups, not because men and women have different goals and values, but because affect plays a role in human behavioral dynamics. To test whether male-dominated or female-dominated versus balanced groups has an impact on emotive response of women in groups, we employ EMFACS to measure emotion during group deliberation from video footage of boards and commissions in the State of Iowa. Preliminary results suggest balance makes a difference in emotional signaling, with women showing more positive affect when more women are present.

Anna Christine Charyk will be graduating from the University of Massachusetts Amherst in February 2011, with a BS degree in psychology and neuroscience. She will graduate magna cum laude with departmental honors in psychology. This past summer, Ms. Charyk worked on a research project looking at the relationships between obstetric interventions, breastfeeding, and postpartum depression in women. Next year, she will attend nursing school with the goal of continuing on with graduate studies in nursing. She plans to become a women’s health nurse practitioner and certified nurse midwife.

Caroline Drucker grew up in Fair Lawn, NJ, and attended the Bergen County Academies for high school. There she was an avid member of the math team, and while taking AP psychology, she conducted an original research project on mental rigidity. Ms. Drucker has further pursued these interests at Yale, where she is a senior double-majoring in psychology (neuroscience) and mathematics. She has become particularly passionate about animal cognition. Ms. Drucker began working with capuchin monkeys during her freshman year of college in Dr. Laurie Santos’s comparative cognition lab. More recently, she has performed research with butterflies, dogs, lemurs, and—thanks to her Psi Chi funding—rhesus macaques. She plans to continue exploring the mental lives of animals in graduate school. Outside the lab and classroom, Ms. Drucker enjoys coaching a middle school math team, attending musical theater, and leading art gallery tours.

Megan Geyer is currently a senior at Northern Illinois University. She is majoring in psychology and political science and is scheduled to graduate in May of 2011. She has worked in the labs of Dr. Rebecca Hannagan and Dr. Mary Anne Britt researching gendered group decision making and argumentation formation respectively. This past summer, Ms. Geyer used her Undergraduate Special Opportunities in Artistry and Research Grant to participate in a Facial Action Coding System (FACS) workshop in California. Her Psi Chi Summer Research Grant study is her first use of FACS methodology. She credits her mentor, Dr. Hannagan for her enthusiastic encouragement and unyielding support. In graduate school, she plans to pursue a PhD in behavioral neuroscience. Her interests include the neural correlates of contempt, narcissism, and pride and how these constructs impact the world of politics. In her free time, she enjoys biking and drawing.
In the current study patients are supplied with Suboxone, a medication combining buprenorphine and naloxone, which attaches to opioid receptors in the brain and prevents physiological withdrawal. This study is testing the hypothesis that the efficacy for reducing illicit drug use and improving buprenorphine adherence of physician management (PM) combined with cognitive behavioral therapy (CBT) is greater than PM alone during the initial 12 weeks of treatment, while CBT is provided, and during the following 12 weeks, after CBT ceases. The study will explore patient predictors of differential treatment identified in early studies and help identify patient subgroups for whom CBT leads to great improvement. This 5-year study will also expand on prior work exploring important service delivery questions.

Ms. Gurlt is a junior at the University of Wisconsin–Green Bay. She will graduate in 2012 and attend graduate school to pursue a PhD in clinical psychology, focusing on children. Ms. Gurlt is a psychology major and human development minor. She has been an active part of her school’s Psi Chi chapter and is the 2010–11 chapter vice-president. She was a teacher’s assistant for social science statistics and currently for introduction to psychology. She works as a research assistant in the Language Learning Lab, working with toddlers. This summer, Ms. Gurlt was selected as a Psi Chi Summer Research Grant recipient to study substance abuse and dependency with Dr. Christopher John Cutter at Yale University. This fall, Ms. Gurlt is starting her honor’s project on childhood anxiety and technology usage.

Ms. Osterman plans to graduate in May and intends to pursue a medical degree. She also enjoys volunteering, comedy, and literature.

As a research assistant for Dr. Gary Muir, her summer research investigated the neural basis of spatial navigation. Using rodents as a model organism, she explored the effect of vertical height on Head Direction cell firing rate and vertical position in a one-factor repeated-measures ANOVA. Preliminary HD cell data (n = 4) show no relationship between HD cell firing rate and vertical position in the absence of climbing-based idiothetic cues. After recovery from stereotaxic neurosurgical electrode implantation, HD cells were recorded for eight minute sessions while the rat was placed at three discrete height levels on a toroid-shaped apparatus. Preliminary HD cell data (n = 4) show no relationship between HD cell firing rate and vertical position in a one-factor repeated-measures ANOVA. 

Mr. Krolikowski’s primary goal is to pursue a graduate degree in school psychology with a focus on children with developmental differences.

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Summer Research Grants

Joseph Plaksin
Philadelphia VA Medical Center (PA)
RA: John Duda, MD

The Catechol-O-Methyl Transferase (COMT) Val108Met Polymorphism, Executive Function, and Impulsivity in Parkinson’s Disease

Parkinson’s disease (PD) patients who are homozygous for the COMT Met allele and taking dopaminergic medications are at greatest risk for reduced executive function. Furthermore, prevalence of impulsive behaviors is elevated in PD; indicating a possible association between executive function, COMT, and impulsivity. The current study examined 86 PD patients to a) replicate findings that differentially associate COMT genotype with tasks requiring cognitive set maintenance or flexibility and b) test the relationship between COMT and impulsivity. Analyses showed that Met homozygotes committed more errors on an extra-dimensional set shifting task than Val homozygotes, consistent with previous findings. Analyses of impulsivity, however, revealed no significant association with COMT genotype. Future plans include increasing sample size and refining the measure of impulsivity.

Samantha Reina
Georgetown University (DC)
RA: Rachel Barr, PhD

Baby Elmo Project: An Intervention for Incarcerated Teen Parents and Their Infants

The aim of the Baby Elmo Program is to establish a low-cost, sustainable structured visitation program for non-custodial incarcerated teen parents, taught and supervised by probation staff in the detention facilities. Unlike traditional programs, this intervention is based on building a relationship between the youth and child, targeting the interactional quality of the relationship. Although data analysis is ongoing, initial data analyses on 10 parent-infant dyads comparing measures at session 1 (baseline measure) and session 4 show significant increases in parent and infant’s shared focus, t(9) = -2.489, p < .05, and turn-taking t(9) = -2.266, p < .05. Preliminary findings show promising changes in both the quantity and quality of interactions between teen parents and their infants.

Samantha Reina is a senior at Georgetown University double majoring in psychology and theology, with a minor in Spanish. She has been a research assistant in Professor Barr’s Early Learning Project laboratory since September 2009, contributing to different studies with a primary focus on the Baby Elmo Project. In addition to receiving the Psi Chi Summer Research Grant, Ms. Reina was a participant in the Georgetown University’s Research Opportunities Program for the fall semester of 2009 and the summer of 2010. Outside of the lab, Ms. Reina participates in various organizations on campus including Students Helping Honduras, STAND: An Anti-Genocide Coalition, and Renew Group. She also plans and organizes a series of community events as a resident assistant. After graduation in May, Ms. Reina hopes to continue her studies and research by pursuing a PhD in social psychology.

Marc C. Rizzo
Creighton University (NE)
RA: Amy Badura Brack, PhD

Gender Differences in Behavioral Treatment Effectiveness Across CBCL Subscales

Research and therapy indicates girls internalize psychological problems and boys externalize difficulties. Our database had 224 participants from a Midwestern day treatment facility. Repeated measures MANOVAs with appropriate ANOVAs were used to test the broadband and subscales of the Child Behavior Checklist (CBCL) by gender at intake and discharge. My hypothesis was to find a more significant gender differences among the CBCL’s subscales than for the broadband scales. Highly significant treatment effects for both genders were found; however, we did not find gender or treatment by gender effects for either the broadband CBCL scales or subscales. Some reasons for these results may be the changing gender roles in society or that children go to day treatment for similar issues.

Marc Rizzo is currently a senior at Creighton University pursuing his honors certified bachelor’s degree in psychology. As a first semester sophomore, Mr. Rizzo was invited to study with Dr. Amy Badura Brack as her research assistant. Since then, he has been studying behavioral patterns of clinically troubled children as well as behavioral day treatment outcomes. In addition, he has gained clinical experience by providing day treatment to at-risk youth at two treatment programs in the Midwest. Mr. Rizzo is the current president and previous treasurer of the Psi Chi Chapter at Creighton University. He has served as a psychology tutor for introductory psychology students and is currently a teaching assistant for the department of psychology. For the future, Mr. Rizzo plans to pursue a degree in marriage and family therapy and aspires to provide therapy to at-risk youth and their families.

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Multitasking in a Laboratory Environment
Multitasking involves choosing which tasks to tackle simultaneously and how to execute those tasks efficiently. We investigated the order in which subjects chose to complete tasks and how the order of stimulus presentation would affect their response sequences. To investigate choice behavior and switching, subjects performed shape and color judgment tasks using stimuli in a voluntary task switching paradigm. Subjects completed four identification tasks in any order they wished. Subjects did not match their response sequences to the stimulus order. Subjects on average chose to respond by task, choosing the stimuli corresponding with one task first and then switching to the stimuli for the second. Subjects may avoid switching tasks because of the associated slowdown in performance.

Suzanne Yeager is a senior at Moravian College majoring in psychology and minoring in computer science. Her passion for scholarly research began as a sophomore during her project on self-efficacy and motivation. The following year she strengthened her research experience with Dr. Robert Brill, investigating nursing students’ perceptions of the clinical experience. Last summer, Ms. Yeager worked with Dr. Arrington from Lehigh University on research investigating task selection processes in voluntary task switching. This project inspired her to design an honors project researching the influence of emotion on multitasking including computational modeling of attentional control processes. Ms. Yeager was inducted into Psi Chi in April 2009 and is serving as chapter president for the 2010-11 year. She is a member of Phi Sigma Tau and a consistent Dean’s List recipient. Ms. Yeager is currently applying to cognitive psychology graduate programs where she hopes to continue her research on executive control.

Intel International Science & Engineering Fair Awards
For the fourth time, Psi Chi presented awards at the Intel International Science & Engineering Fair (ISEF) for three high school presentations in the field of psychology. Drs. Maria Lavooey (Psi Chi Southeastern Vice-President) and Nusha Askari (Notre Dame de Namur University, CA) served as judges for these awards.

First Place:
Adelina Corina Cozma
Bayview Secondary School (Canada)
RA: Gillian Krebs

Slow It Down to Speed It Up: Breaking Through the Window of Autism
This project investigated whether artificially modified speech, using the latest digital audio-video technology, can improve the temporal processing deficit that occurs in autistic children, and to determine whether hemispheric specialization between autistic children and age-matched typically developing children is reflected in perceptual processing biases and in processing of approach vs. withdrawal related emotions. Thirteen high-functioning autistic children and thirteen age-matched controls completed emotional and non-emotional auditory processing tasks incorporated in three innovatively developed software program games. Establishing each subject’s optimal artificially time-stretched speech rate of auditory processing has led to the development of an innovative educational system, personalized for each individual’s specific needs, based on a world-class real-time and file-based media encoding system.

Adelina Corina Cozma attends the Pre-International Baccalaureate Program at Bayview Secondary School. She is very passionate about neuropsychology and would like to become a neuroscientist. She participates in many activities in the community and at school, including drama, French Club, Math Club, and a variety of sports. Recently, she completed her term as a Legislative Page at the Legislative Assembly of Ontario. During her science fair career, she won second place in Behavioral and Social Sciences and first place from Psi Chi, APA, and the Illinois Institute of Psychology, at the 2010 Intel ISEF. She won gold and silver medals at the 2008 and 2009 Canada-Wide Science Fairs and Best-in-Fair Awards at the 2008, 2009, and 2010 at the York Region Sci-Tech Fairs. Ms. Cozma was awarded the 2008 and 2009 Ontario Ministry of Research and Innovation Stepping Stone Awards and the 2009 Petro-Canada Peer Innovation Award.

Second Place:
Andrew Wooyoung Kim
Cedar Shoals High School (GA)
RA: Stella Guerro

Social Experience Modulates Drosophila Brain Function and Behavior
(information not available)

Third Place:
Heitor Geraldo da Cruz Santos
Associação Eduacional e Cultural Arcos-Íris (Brazil)
RA: Emília Aureliano de Alencar Monterio

Nutrition Education in Brazilian Schools-A New Methodology
The first step of this research worked on studies that focus on the dietary habits of teenagers. To do so, a 24-hour recall and anthropometric analysis was used. Thereafter, using the technique “Portrait of the Diet,” the influence of the school in forming eating habits was examined. Then a methodology for intervention in nutrition education was developed. The methodology is based on principles of the social constructivist theory and it was tested through lectures and culminated in the development of a handbook for teachers which was submitted to a committee of specialists. Finally, the program focused on social awareness on the need for investment in nutrition education in Brazil, by collecting signatures for a petition, and contacting government representatives.

Heitor Geraldo da Cruz Santos was born in Recife, Brazil. He does not even remember the day when he became interested in science, but he was young when he conducted his initial research. Scientific research is attractive because he believes young people have world-changing ideas and believes that individual action makes difference. He did his first study of the human behavior at 14 and developed a passion for this area of science. Discovering that most fatal diseases are related to poor eating, he began to analyze how education could help the public nutrition and how to improve the eating behavior of children and teenagers. Now, his work analyzes epistemologies and tries to find the best way to encourage children’s interest in food quality.
Awards & Grants

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

Brett Buttliere
Bradley University (IL)
RA: Stephanie Chaudoir, PhD

Reducing Prejudice Towards People Living With Schizophrenia: What Works Best?
Prejudice toward people with schizophrenia is prevalent and leads to detrimental outcomes. Current literature suggests three broad mediating processes: affective reactions, behavioral norms about prejudicial behavior, or cognitive stereotypes. We compared the effectiveness of these three basic strategies among undergraduate students at a private Midwestern university.

Results seem to suggest that challenging negative viewpoints about a non-salient out group elicits more negative attitudes in the immediate while also challenging perceived knowledge about the outgroup. All three prejudice reduction conditions reported higher cognitive prejudicial attitudes when compared with a control, $F(3, 61) = 5.10, p = .003$. Additionally, participants in the control condition reported knowing more about schizophrenia than all three experimental conditions, $F(3, 61) = 4.25, p = .008$.

Brett Buttliere is a senior at Bradley University in Peoria, IL, majoring in psychology and philosophy. He serves the university in the capacities of chapter vice-president of Psi Chi (2009–10) and currently serves as a teaching assistant for two classes (experimental psychology, physiological psychology). Mr. Buttliere is an active research assistant in the CSI lab (Dr. Stephenie Chaudoir) and has been awarded funds from Psi Chi/APS Summer Research Grant, the Sherri Foundation for student-faculty collaboration and the BU Psychology Travel Award. He will be presenting his summer research at the 2011 Society for Personality and Social Psychology Conference. Mr. Buttliere’s academic interests lie largely at the interface between the areas of psychology and philosophy. Specifically, topics such as meaning in life, ethics, and religiosity are of particular interest. He is expecting to graduate in May 2011 cum laude and is planning on pursuing doctoral work in social psychology.

Melissa Knight
University of Alabama at Huntsville
RA: Jeffrey Neuschatz, PhD

Pre-Admonition Feedback Inflates Eyewitnesses’ Retrospective Confidence and Choosing Rates
The lineup admonition is a warning to the eyewitness that the perpetrator may not be in the lineup. In controlled laboratory studies, the admonition serves to decrease incorrect identifications. Why do eyewitnesses continue to make wrong identifications even with lineup admonition safeguard? There is a possibility that investigator-eyewitness pre-admonition suggestions may trump the admonition. Pre-admonition suggestions are suggestions such as “surely, you will be able to pick him out of the lineup.” The study is a 2 (no admonition, admonition) x 2 (no pre-admonition feedback, pre-admonition feedback) x 2 (target absent, target present) between-participants design. The results indicate that pre-admonition suggestion leads to increased confidence and decreased efficacy of the lineup admonition.

Melissa Knight, a senior at Iowa State University, is a double major in psychology and criminal justice. She is the president of her Psi Chi chapter and a Psychology Learning Community Peer Mentor. Ms. Knight works part-time at ACCESS (Assault Care Center Extending Shelter and Support) working with victims of domestic violence and sexual violence. She is also on the psychology department’s Undergraduate Program Committee. Ms. Knight splits her time between three research labs including Dr. Well’s Psychology-Law Lab, Dr. Wade’s Group Counseling Lab, and Dr. Cooper’s Object Recognition Lab. Upon graduation, she will pursue graduate school in psychology with a research emphasis in domestic violence, sexual violence, and stalking. In her spare time, she enjoys running marathons for the National Guard Elite Marathon Team.

Aaron McNair
Baldwin Wallace College (OH)
RA: G. Andrew Mickley, PhD

The Effects of Erythropoietin on Colchicine-Induced Neurotoxicity and Memory Deficits
The majority of erythropoietin (Epo) receptors are found in the kidneys and liver, but recent research has demonstrated that they are also expressed in glia and neurons and aid in the proliferation, differentiation, and maturation of the brain. Therefore the role of exogenous Epo was investigated on learning and memory in Sprague-Dawley rats. For the current study, colchicine which is a microtubule disrupting agent, was injected in the brain to model symptoms of sporadic dementia of Alzheimer’s type and an eight arm radial maze was used to assess memory pre- and post-surgery. These data suggest that Epo plays a role as a neuroprotectant and has a broader significance as a possible treatment for the cognitive deficits associated with AD.

The researcher Aaron McNair plans to become a pediatric neurosurgeon. At a young age, Mr. McNair was inspired by Ben Carson, a pediatric neurosurgeon whose life was similar to his own. Since then, he has emerged himself in the study of neuroscience. Currently, Mr. McNair is a senior neuroscience/psychology major at Baldwin-Wallace College and will finish his studies in the fall of 2010. He has been involved in numerous research projects. One of which was his psychology thesis, where he looked at the effects racial in-groups and out groups had on punishment. Mr. McNair thanks his beloved father, mother, and brothers for where he is in life today. They instilled the courage and strength to help him stay on the road of education. He would also like to thank Dr. Mickley from Baldwin Wallace College who has been his father and mentor in the sciences.
The Relationship of Cognitive Flexibility to Hemispheric Communication

Cognitive flexibility is characterized as an ability to represent knowledge from different conceptual perspectives. This flexibility may take on a variety of manifestations from simultaneous representation of objects along multiple physical properties (e.g., color, category, quantity) to awareness that for any problem, there are alternative options available. The current study aims to investigate cognitive flexibility as an important mechanism in increased cortical connectivity as individuals appear to differ in how efficiently they process information within a hemisphere and across hemispheres. Preliminary analysis of cognitive flexibility measures indicates associations between a number of measures. Data collection is currently underway and we expect that cognitive flexibility will be related to hemispheric communication.

Emma Mehrabi
Christopher Newport University (VA)
RA: Urvi Patel, PhD

Memory Illusions: Fonts and Serial Positions

Memory illusions have often been studied in word lists to better understand the prevalence of the illusions that occur during recognition and recall tasks. More recently, areas of interest have arisen in the recognition task themselves, where participants are asked not only to identify whether words were presented in the list, but also where in the list the word occurred. Findings in such studies have produced the idea that participants assign critical items to positions in the list where they realized how the words in the list were related. The present research questions whether font manipulations in the word lists has any affect on where participants claim to have been presented with the critical item.

Dana Miller
Lehman College, CUNY
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Eva Ann Padilla
University of New Mexico
RA: Marianna D. LaNoue, PhD

Emotion Processing: A Construct Validation

Social intelligence is defined as the ability to accurately decode, interpret and utilize social information, while alexithymia is a deficit in an individual’s perception and knowledge of their own internal emotional states. This study is a construct validation of this hypothesized emotion processing latent variable using measures of social intelligence and alexithymia. The data of 153 participants from a previous study and an additional 120 participants from this summer will be used to test two statistical models in a confirmatory factor analysis. The two models will be compared to determine whether the subscales of social intelligence and alexithymia are best fit by a two latent factor model (the traditional view) or by a one latent factor model (the hypothesized model).

Eva Ann Padilla is a senior at the University of New Mexico, double majoring in psychology and evolutionary anthropology. Her research interests include child maltreatment, emotion processing, and life history theory as it applies to the psychological processes involved in parental care. She is a research assistant in the UNM Family and Community Medicine and is currently working on the Coping, Health, Happiness, Adverse childhood experiences, Resilience & Mental health (CHHARM) Study. She has served as secretary for her chapter of Psi Chi and is graduating in May 2011 with departmental honors. Her honors thesis was entitled “Distal Consequences of Neglect? Childhood Neglect Predicts Lower Adult Social Intelligence.” She is planning to pursue a PhD in evolutionary psychology in order to further investigate child maltreatment from an evolutionary perspective in the hopes of crafting new prevention programs.

Emma Mehrabi is currently a senior at Christopher Newport University and will graduate in spring of 2011. She is a psychology major and anthropology minor. As a research assistant of Dr. Urvi Patel, her research involvement has included investigation of Stoop interference of words and pictures. She is currently working on research that examines how cognitive flexibility and hemispheric communication are associated. Ms. Mehrabi is currently vice-president of Psi Chi at her university’s chapter, and a member of the collegiate field hockey team. In her spare time, Ms. Mehrabi also volunteers at a local woman’s shelter. She plans to continue schooling with earning a PhD in clinical psychology.

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Dana Miller was born and raised in Queens, NY, into a Jamaican-American household, being the youngest of four children. She is the third in the family to attend college, and currently attends Lehman College, CUNY. Though she began her career as a journalism major at Long Island University, upon transferring to Lehman she quickly discovered an interest in psychology after an assignment on the different fields of psychology. Specifically, she found an interest in theories of learning and memory. She is the president of Psi Chi at Lehman College. This chapter was able to raise money for victims of the disaster in Haiti, among other very successful community service projects, and win the Model Chapter Award for the 2009-10 academic year. Ms. Miller plans to attend graduate school to become an educational psychologist and college professor, in hopes of studying effective teaching strategies, and how memory can improve test preparation.

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Awards & Grants

SRCD Summer Research Grants
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Anna Gorn
University of Washington
RA: Jessica Sommerville, PhD

Causal Perception in Social Context: An ERP Study
Perceiving the causal structure of events is fundamental to understanding one's environment, but the degree to which these perceptual processes are isolated from other cognition is not yet understood. In this study, we recorded adults' behavioral responses to direct and delay Michottian launching events in social and non-social contexts. By analyzing the effect of context on perceptions of causality during these events, we found that observers systematically use different rules for assigning causal status to delay events depending on whether identical interactions are presented between seemingly animate or inanimate objects. These findings suggest that social context is capable of permeating the immediate perception of causality, indicating that inferential processes may be involved in causal perception.

Anna Gorn is a senior psychology major at the University of Washington in Seattle and pursuing a minor in education, learning, and society. She is currently the president of the chapter of Psi Chi and her involvement in research spans cognitive, social, and developmental psychology, as well as cognitive neuroscience. This Psi Chi/SRCD Summer Grant supported the development of Ms. Gorn’s senior honors thesis, which continues to foster her fascination for the ways in which the social world is integrated into our cognitive experience, throughout the lifespan. She is fortunate enough to have exceptional mentors who have been invaluable in conducting this research and especially thanks Dr. Jessica Sommerville for her consistent support. Following graduation, Ms. Gorn looks forward to expanding her knowledge and research in psychological science through graduate study and aspires to someday have a career in academia. She also enjoys playing capoeira, hiking, and cooking.

CUR Registry of Undergraduate Researchers

The Council on Undergraduate Research hosts a Registry of Undergraduate Researchers. The purpose of this registry is to facilitate matchmaking between undergraduates who have research experience and a desire to pursue an advanced degree, with graduate schools seeking high quality students who are well prepared for research. The Registry is open to students and graduate schools in the fields of Anthropology/Archaeology, Arts/Humanities, Biology/Biochemistry, Business, Chemistry/Biochemistry, Economics, Education, Engineering, English and Linguistics, Environmental Studies, Geosciences, Health Professions, History, Journalism and Communications, Mathematics/Computer Science, Physics/Astronomy, Political Science, Psychology, Social Work, and Sociology.

Any undergraduate may go to www.cur.org/ugreg/ to fill out a simple curriculum vitae form. There is no charge to the student and records will be made available to bona fide Graduate Schools that contract with CUR for this service. Organizations or companies seeking the students’ information for other marketing purposes will not be granted access. Graduate School representatives may contact students to invite applications or visits to the campus and laboratory, or to share information about their research programs and financial support opportunities.

Please feel free to contact Robin Howard at CUR (robin@cur.org), should you have any questions.
5 Easy Steps to Becoming a Psi Chi Model Chapter …… and Getting $100 for Your Chapter!

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

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

1. **Vote in the 2011 Psi Chi Society elections by March 15.** The Central Office will send information about the Society elections to all chapters in late January. Hold a chapter meeting to determine for whom the chapter wants to cast its vote. Vote online between February 1 and March 15. For more information about the 2011 voting procedures, login as a chapter administrator at www.psichi.org/SignIn.aspx.

2. **Submit a chapter activities report by February 15.** Submit a brief summary of your chapter’s activities to the Central Office by February 15 so information about your chapter can be included in the next issue of *Eye on Psi Chi*. These reports can also be submitted online at www.psichi.org/ChapterAdmin/reports.aspx. For information about and examples of these reports see pages 42 of this issue.

3. **Conduct at least one induction in the 2010-11 academic year.** All chapters must conduct at least one induction in the 2010-11 academic year to remain an active chapter. The Psi Chi Central Office encourages chapters to conduct one induction per semester so that students can become eligible for Psi Chi benefits as soon as possible.

4. **Pay any outstanding chapter debts to the Psi Chi Central Office by June 30.** If you have questions about your chapter’s outstanding bills with the Central Office, please contact Melissa Strickland
   Director of Finance/Awards
   melissa.strickland@psichi.org

5. **Submit your chapter’s annual reports by June 30.** All chapters must submit a Chapter Annual Report and a Chapter Financial Report at the end of the school year. Your chapter is encouraged to submit these online at www.psichi.org/ChapterAdmin/reports.aspx between April 1 and June 30. The Central Office prefers online submissions, but Psi Chi also accepts paper submissions postmarked by June 30, 2011. These forms are available at www.psichi.org/downloads. To be eligible for a Model Chapter Award, the annual report should include information indicating the chapter engaged in the activities listed below during the year.

   a. **Participated in at least one service project.** The service activities could be for your school, local community, national organization, or one of Psi Chi’s Society service projects. Psi Chi currently supports three avenues for chapter service—*Adopt-A-Shelter, Habitat for Humanity,* and *Food Drives*. In addition to these three Society Service Projects, many other service project options are listed on the Psi Chi website at www.psichi.org/chapters/serviceprojects.aspx.

   b. **Participated in one regional convention or undergraduate research conference.** Upcoming regional conventions and student research conferences are listed on page 41 of this issue. Plan to attend some of these conferences.

   c. **Submitted at least one application for a Psi Chi grant or award.** On the following page is a complete list of Psi Chi grants and awards. Submissions for chapter or individual grants and awards meet this criterion.
## Awards & Grants

Awards and grants are submitted online at the Psi Chi website at www.psichi.org

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

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

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

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

**Student Conferences**
To recommend a student convention, meeting, or program for inclusion in the Convention Calendar, you may e-mail that information to the Central Office at psichi@psichi.org

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

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

Submission deadlines*
Fall: June 15
Winter: October 15
Spring: December 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, fundraising events, conventions, field trips, and honors received by students, faculty members, and/or the chapter.
- Report attempted solutions to chapter problems—those that were effective and those not so effective.
- Color photos are welcomed; the number of photos per chapter is limited to two per issue. Include accurate, typed captions. Photos may be mailed (include a self-addressed, stamped envelope for returned photos) or emailed to 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.
- Photographs and chapter reports submitted to Eye on Psi Chi may be featured on our website (www.psiChi.org).

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

East
Adelphi University (NY)
Psi Chi has been working hard to host intriguing events for both its members and the Adelphi community at large. This past March, the chapter invited Dr. Everett Waters (SUNY of New York at Stony Brook) to campus to speak about his interest in attachment and social development. He discussed the development of his Attachment Q-sort, an important methodological contribution to the field of attachment. Waters was available to answer a variety of thought-provoking questions from both students and faculty members.

In order to raise funds and awareness for the chapter, Psi Chi reached out to the local community who donated prizes for a raffle held late in the spring semester. Many students participated and the proceeds were put towards future Psi Chi events and endeavors.

The chapter is also proud to announce that several of its members participated in the 7th Annual Research Conference at Adelphi University last April. Students were given the opportunity to present their research in the form of a poster or presentation to the entire Adelphi campus. Psi Chi members Brendan Graziano and Christina Marini won awards for their research in the psychology division.

A movie night in mid-October provided members with an opportunity to get to know one another, chat about graduate school applications, enjoy pizza, and watch a favorite psychological thriller. Dr. Daniela Jopp (Fordham University) spoke to members in November and creative fund-raising ideas are currently in the works!

Lehman College, CUNY
The chapter held a bake sale and a “bargel morning” this fall. The bake sale raised funds to support the chapter’s participation in the American Cancer Society’s Strides Against Breast Cancer Walk on October 16. The chapter’s goal of raising $200 has already been met. Currently, chapter members are collecting toiletries and other personal items to send to its troops in Iraq and Afghanistan. The chapter is also working on a Psi Chi Newsletter.

Slippery Rock University of Pennsylvania The chapter had three meetings and recruited several new members. The chapter participated in the NAMI 5K walk in Pittsburgh, PA, on October 3. It raised over $900 to support research, treatment, and raise awareness for mental illnesses. Also, the chapter made Halloween care packages for soldiers in Afghanistan. During the fall, two presentations were sponsored by Psi Chi. The first was a panel of faculty who led a question/answer session about graduate school. The second was an SBU alum with a master’s degree in higher education who led a workshop in interviewing. An ongoing service activity is Psi Chi’s tutoring program. Members are currently tutoring about 30 students in psychology classes. A major fund-raiser was selling raffle tickets for gift certificates to a local gas station/convenience store. The money will be used to fund Psi Chi scholarship and community service activities.

The chapter has set up a scholarship committee and has accepted applications.

Psi Chi Chapter Lehman College, CUNY, held a bake sale: from left, Paulette Montforte, Jennifer Acon, Rasheda Simpson, Jatnna De la Cruz, and Devika Jagannathan.

Psi Chi members of Adelphi University (NY) held a raffle to raise funds and awareness of the Chapter on campus.
Chapter Activities

In order to encourage more involvement, Psi Chi has utilized a suggestion box in which members are encouraged to input positive and negative comments. Finally, several members of Psi Chi have been trained to be peer leaders through the Reflections Body Image Program. The program is designed to help women create and reaffirm a personal positive body image. Dr. Jennifer Sanftner (advisor and professor) led the training.

Midwest

Eastern Michigan University
The chapter recently participated in the American Foundation for Suicide Prevention walk to raise awareness of depression and to prevent suicide. In addition, members walked for heart health with the American Heart Association and helped raise money and collect food for the homeless. For the benefit of members, the chapter also hosted a pizza fund-raiser to help finance travels to psychology conferences. As for its winter 2010 weekly member meetings, the chapter had the pleasure of welcoming several campus professors and graduate students, Wayne State University graduate students, and associates from Kalpan to discuss a variety of topics. These topics included psychological research and volunteer opportunities; careers in the field of psychology; the difference between a PsyD and a PhD; graduate school preparation (i.e., writing personal statements, creating a curriculum vita, getting references, etc.); taking the Graduate Record Examination (GRE); and much more.

University of Illinois at Chicago
On the first Friday of every fall and spring semester, the chapter helps undergrads get involved in research at the Psi Chi Matchmaker event. Professors and graduate students are invited to present their studies, explain how to apply, and share the requirements to be a part of the lab as research assistants. Although the research opportunities presented include only topics on psychology, neuroscience, and psychiatry, students from all majors are encouraged to attend and get involved.

At Matchmaker, the chapter has a bake sale to raise money for scholarship. Also during the event, attendees are encouraged to join Psi Chi and the InTouch crisis hotline, which is staffed by student volunteers who go through training. This semester, Matchmaker had over one hundred attendees.

University of Wisconsin–Green Bay
The chapter had a great turnout at its first meeting on September 13 with over 10 members. Unsure what T-shirt design to sport this year, some of the members decided a design contest would be a great idea. It encourages members to send in their one of a kind design to show off their creativity.

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The chapter also participated in Org Smorg on September 15. Org Smorg is where all university clubs/organizations have booths set up in a huge event room to recruit new members. There is music, food, and free giveaways. This year’s theme was Mardi Gras and the chapter did an amazing job at decorating the booth—rightfully named Psi Chi Street. At the booth were Eye On Psi Chi magazines and free Dum Dum pops giveaways for students. Invitations to join Psi Chi were timed to go out just before Org Smorg so that it would build excitement and increase the chances of joining. Not only did the chapter attract a lot of students who just received invitations to become Psi Chi members, but everyone also had an amazing time. It was a lot of fun and the chapter cannot wait to know what next semester’s theme for Org Smorg will be!

Southeast

Asbury University (KY)
Eighteen members of the chapter of Psi Chi and Psychology Club attended the 2010 Academic Conference sponsored by the Kentucky Psychological Association. Fifteen of these students presented posters of their research conducted in an experimental psychology course. The members were accompanied by Drs. Janet Dean (chapter advisor) and Gay Holcomb.

Charleston Southern University
The chapter of Psi Chi started off the year
Chapter Activities

with a welcome meeting on August 27. The meeting included the introduction of this year’s officers along with the availability of any positions, a review of the club’s purpose and future directions, “getting to know you” games, and snacks and beverages. The chapter was also represented in this year’s Club Drop-in, a yearly event Charleston Southern holds so that new students can become aware of the clubs and organizations on campus. On September 3, Dr. Christiana DeGregorie, (South Carolina Psychological Association president) gave a talk on her career and explained the importance of and difference between psychological professions. On September 10, Dr. Steven LaRowe (staff psychologist at the Medical University of South Carolina) gave a lecture on psychiatry and substance abuse. Dr. Rachel Walker (associate professor at Charleston Southern University) talked about tips and strategies for taking the GRE on September 17. Students at the university were also given the opportunity to present at chapter meetings. The Missions meeting, held on September 24, allowed students who have recently participated in missions trips through the Behavioral Sciences Department to talk about their experiences. The Research Internship meeting, held on October 1, focused on the different research projects and internships of the students.

Along with offering free meetings, the chapter has also participated in various service projects. On September 22, members assisted the school’s counseling services center with the Aware Safety Fair, a yearly fair dedicated to raising Charleston Southern’s and the community’s awareness of available counseling programs and services. Members also participated and donated to Lowcountry Annual Heart Walk on September 25 and volunteered at the Charleston Hope Lodge, a facility dedicated to supporting persons who face cancer. On October 1, the chapter hosted a cookout at the Eagle Harbor Ranch, a boy’s home that offers relief and refuge for abandoned and abused boys aged 6-21. Also, throughout the semester, members sold concessions at the school’s home football games.

Coker College (SC)
The chapter of Psi Chi hosted a ceremony to honor the men and women of Hartville and Darlington County who are human service professionals on September 10 at the Coker College Elizabeth Boastwright Performing Arts Center.

The ceremony honored all those compassionate individuals that work in human services careers including employees of the following: Hartsville Fire Department, Hartsville Police Department, Darlington County Sheriff’s Office, Darlington County Emergency Shelters & Lake Robinson EMS, Hartsville Interfaith Ministries, Darlington County EMS, Pee Dee Coalition, Durant Children’s Center, and Guardian Ad Litem.

Hartsville Mayor Mel Pennington presented a city-wide proclamation at the ceremony to declare September 10 “A Day of Compassion” in Hartsville. Sarah Grogan (chapter president) spoke about the importance of compassion to the field of psychology. Caroline Dixon (vice-president) shared the history and mission of Psi Chi. All Psi Chi members were present to honor the community service providers and presented them with red carnations as a symbol of compassion. Following the ceremony, a reception was hosted by the Psi Chi members. At the conclusion of the reception, Dr. David Watkins (counseling psychologist) who is also an expert in pastoral care, conducted a seminar entitled “Compassion Fatigue and Experiencing Significant Loss”. The ceremony and seminar were open to the public. Dr. Tracey Welborn, one of the chapter sponsors, helped plan and execute this event with the chapter members.

Davidson College (NC)
Several members of the Psi Chi chapter enjoyed the opportunity to conduct psychology research during the summer. Psi Chi members Sara Levintow, Elizabeth Pitts, and Ellie Szykowny worked on their research projects alongside psychology department faculty Drs. Scott Tomidandel, Mark Smith, and Ruth Ault, respectively. In July, Sara, Elizabeth, and Ellie attended the fourth annual Davidson-Furman Psychology

University of Houston (TX) 2010-11 Psi Chi officers: Kim Tran, Victor Tran, Rubi Gonzales, Carolyn Dyilla, Ashley Moore, and Sonia Singh recruiting at The Cat’s Back.

Kim Tran (academic affairs officer) from the University of Houston (TX) shows her Psi Chi spirit by getting her face painted.

Members of the University of Louisville (KY) Psi Chi Chapter.

Psi Chi Chapter members and an alumna of the University of Mary Washington (VA) at APS in Boston.

Psi Chi members of the University of Central Florida volunteer at the Beta Center.

Martha Davis (secretary) and Amanda Luedtke (president) of the University of Wisconsin-Green Bay Chapter of Psi Chi hanging out at the Mardi Gras theme Org Smorg Booth.

Psi Chi members of West Virginia University.
Summer Research Conference, which was held on campus this year. Elizabeth and Ellie presented posters titled “The Effects of Aerobic Exercise on Heroin Self-Administration” and “Girls’ Perceptions of Gender Inequity in Society,” respectively. Sara Levintow gave a research talk entitled “A Meta-Analysis of the Effectiveness of High-Fidelity Patient Simulation for the Training of Anesthesiologists.”

Southeastern Louisiana University
Last year was an eventful year for the chapter with meetings the last Monday of every month. The first hour of every meeting, the chapter had a guest speaker on topics relating to psychology. Dr. Varnado-Sullivan (Psi Chi advisor) does a presentation each semester on how to get into a graduate school. Dr. DeAnn Johnson presented on the different careers in psychology. She explained the difference in the job opportunities, salary, and benefits with a master’s degree as opposed to a bachelor’s degree. Dr. Hunter McAlister spoke about industrial technology and the differences from all the other specializations of psychology. The chapter also had a T-shirt sale to promote psychology on campus. Additionally, the chapter participated in the March of Dimes race. March of Dimes’ mission is to improve the health of babies by preventing birth defects, premature birth, and infant mortality. The chapter also had students go to the SWPA regional convention to further their knowledge in psychology. The chapter participated in many campus activities to promote Psi Chi among current and future students!

University of Central Florida
Thousands of unwed, single teen mothers around the country must endure the struggles of young motherhood alone. There are TV shows, movies, and books written about it with both happy and sad endings. But not many people do something about it.

The Psi Chi chapter, Psi Chi decided to help by volunteering to babysit the teen mothers’ children while they went to school at the Beta Center. The Beta Center is a school and day care center for teen mothers and mothers-to-be. According to Christine Sanwald (volunteer coordinator for the Beta Center), 100 of 1,000 students—about 10 percent of unwed mothers—in Orange County, Florida, attend the program.

Volunteer shifts times were 9 a.m. to noon and noon to 4 p.m. The chapter had about 10 members attend either shift. They were able to help babysit and play with the children. In the coming school year (2010-11), the chapter intends to make this a monthly volunteer project and with more members taking part in the effort!

University of Louisville (KY)
The chapter of Psi Chi is overjoyed to announce the addition of 30 new members, inducted on March 7, 2010. This momentous occasion, in which the chapter more than doubled in size, was made special by speeches from Sarah Bishop (chapter president) and Dr. Suzanne Meeks (psychology department chair). The enthusiastic inductees were welcomed with open arms as they received their membership certificates. The event reinforced Psi Chi’s obligation to the diligent and thoughtful application of psychological principles in improving the community, academic life, and the world abroad.

University of Mary Washington (VA)
The Psi Chi chapter has been extremely busy and active over the summer and throughout the first few weeks of classes. A number of current Psi Chi members and one alumna attended the annual APS conference to present research and had a reunion in Boston. On the first Thursday of classes, the chapter held its first all-member meeting where service projects, the point system, membership requirements, and upcoming events were discussed. The chapter’s first event of the year involved a bake sale in order to advertise Power Cards, which offer great discounts to local restaurants in Fredericksburg, VA. The program raised over $300 and a significant number of Power Cards were sold—a great success! The chapter has also hosted a Psychology GRE prep session and a Graduate School Forum for all psychology majors at the university.

University of Richmond
In the 2009-10 academic year, the...
Chapter Activities

chapter held three chapter meetings with an average attendance of 13 members. An additional four executive meetings were held for the purpose of event planning. The chapter also held two inductions, one in the fall in which 6 members were inducted and one in the spring in which 12 additional members were inducted, raising its total currently active membership to 41, double what it was 2 years ago.

The chapter also hosted several department events. In the fall, the chapter held a Welcome to New Psych Majors with 15 members in attendance, as well as a Halloween Parade, with 15 in attendance. Prizes for best costumes were awarded. In the spring, the chapter held a faculty-student meet and greet at its campus pub and grill with 20 people in attendance. The chapter also held a Grad School information panel with 5 faculty and 3 grad student panel members and 20 students in attendance. Finally, it hosted the Senior Banquet for the entire department.

The chapter also provided significant service to its department by hosting receptions following each of its three department colloquia. In addition, the chapter served the community by arranging a dominoes evening with a local nursing home (four members and two faculty in attendance).

West Virginia University
Psi Chi has continued collaborating with the West Virginia Family Grief Center. The center provides caring support to grieving children and their families. Each month, the chapter donates the food to cook a dinner for the children and their families. It provides a great opportunity for the chapter to interact and to provide them a home-cooked meal. The chapter also continues its work in sponsoring the Holding Every Life Precious (HELP) suicide prevention and mental health awareness program on campus, recently hosting a HELP movie night, complete with popcorn! To fund its service activities and other programs, the chapter sponsors weekly pizza sales. Students and faculty love the opportunity to get a tasty lunch and help its club and honorary at the same time. The chapter also is in the midst of its annual T-shirt design contest, giving members a chance to be creative and add their own personal touch. In October, Psi Chi took a trip to the Fright Farm, a local haunted attraction, where members experienced anxiety and fear first hand! Also in October, the chapter hosted Dr. Rochelle Cairns, a visiting health psychologist from Ballarat, Australia, who spoke to classes and made a formal presentation to the chapter. Not only did members learn from Dr. Cairns, but enjoyed introducing her to the campus culture of a football game!

Southwest
University of Houston (TX)
Psi Chi attended the university’s annual The Cat’s Back event on August 23, 2010. Cat’s Back happens at the beginning of each calendar school year to welcome students to the University of Houston and allow them to explore what the campus has to offer. Psi Chi was present at the organization fair to recruit for the chapter. Cat’s Back was an effective way to spread the word about Psi Chi and Psychology Club to new students on campus that may not have been aware of the mission of each organization. The chapter had their tri-fold board and table runner on display to draw in potential members. Scrapbook, brochures, and T-shirt designs conveyed the chapter’s success on campus.

The chapter of Psi Chi participated in the university’s Instant CLASSic which took place on October 7, 2010. CLASSic was the first time in over 80 years that the Colleges of Liberal Arts and Social Sciences had come together to share an event and Psi Chi was honored to partake in it. The Psi Chi chapter used this event as an opportunity for fund-raising, as well as recruitment and networking. In the sense of fund-raising, Psi Chi had a table set up to sell popcorn, hotdogs, baked goods, and other treats. The chapter was able to recruit through this event by passing out brochures. Rubi Gonzales (vice-president) addressed the entire Colleges of Liberal Arts and Social Sciences about the mission of Psi Chi, its benefits, and the reasons to join. The networking aspect came through the carnival-like atmosphere of CLASSic, which provided an informal gathering.
for organizations to get to know one another. The atmosphere was enjoyed by all— especially officer Kim Tran who had her face painted with the Psi Chi symbol to show her support!

West

Hawaii Pacific University
The chapter of Psi Chi got off to a quick start this fall with a variety of activities. In addition to participating in the university’s Club Carnival to help raise awareness of this honor society, the chapter sponsored a social activity along with the Psychology Club (a beach picnic party) on October 2 and participated in a community service activity on October 3 by volunteering at the annual Children & Youth Day Festival on the state capitol grounds. This is a daylong event for parents and their children and consists of fun rides, food, and educational and information booths. At the beach picnic for students and faculty of the psychology department, attendees participated in water balloon and egg tosses as a demonstration of cooperation and trust-building (as well as good old fashion fun!). The chapter has also organized and arranged to continue the Psi Chi Peer Tutoring Program, connecting volunteer tutors with students needing assistance with any psychology course.

Seattle University (WA)
The Psi Chi chapter hosted a screening and panel discussion of the documentary Unlisted: A Story of Schizophrenia in early October. Over 70 members of the university community attended to watch the moving film of one woman’s challenges with a schizophrenic father and to hear her speak as a member of the Psi Chi panel. The filmmaker, Delaney Ruston, MD, is a resident of Seattle and attended the event to lead a discussion of mental illness within families. Also on the panel was Dr. Cinda Johnson, EdD (associate professor in the Seattle University College of Education), whose focus is in special education. She has personal experience with mental illness within her family. Her daughter, Linea Johnson is a recent graduate of Seattle University and is an advocate for Bipolar Disorder Awareness, as she herself has been diagnosed with the disease. The two women shared their stories of struggle and triumph along with Dr. Ruston. To offer a clinical perspective of mental health, Alexandra Adame, PhD (assistant professor), also sat on the panel. The four women responded to many compelling questions from the audience, and added their own voices to the many resonating during Mental Illness Awareness Week.

Seattle Pacific University (WA)
The chapter sponsored two activities this past year. The first was a meeting open to all psychology majors and current members of Psi Chi. The chapter also invited the campus ASSP activities coordinator to the meeting to get her input and ideas. There was food and drinks supplied at the meeting. The second event was a movie night open to all students. The movie night was held on campus and popcorn and drinks were supplied through Psi Chi funding. In addition to these events, the chapter developed a scholarship program for students who were unable financially to afford the member fees.

Whittier College (CA)
The Psi Chi chapter hosted various service events and several annual events during 2009-10. To facilitate student/alumni interaction, the Student Achievement Dinner highlighted current students’ summer internship and research experiences and the Life After Whittier alumni panel helped students prepare for the future.

The chapter inducted 12 new members on March 24, 2010. The annual Whittier Psi Chi Review award recipient for excellence in research and writing, Jannae Navarro, was also announced at the induction ceremony.

Three Whittier undergraduates presented at a professional conference, and eighteen Whittier, UCLA, University of Laverne (CA), and Biola University (CA) students presented at the 9th Annual Psi Chi Whittier Undergraduate Research Conference (Psi Chi WURC) on April 17. Dr. Ngoc Bui (Psi Chi Western Regional Vice-President, University of Laverne) was guest speaker at Psi Chi WURC.
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