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Psi Chi was founded to recognize and celebrate the high achievements of psychology students. In the U.S., such recognition has come to be expected and incorporated into everything from our job resumes to our Facebook postings. But as Psi Chi embraces its transformation into an international organization, the notion of “honor society” is heading to nations and cultures where the idea of such recognition for academic work may be a new concept. In this spirit, both Psi Chi as an organization and its individual members have the opportunity to reflect on what being a member of an honor society signifies, at personal, professional, and international levels.

At the personal level, we consider recognition of superb achievements both a reward in its own right and a signifier that there are people who are making noteworthy progress who may serve as role models to others. One of the hallmarks of creating a learning atmosphere is the emphasis on sharing knowledge—not just what is learned, but how we learn. Indeed, it was the psychologist Wilbert McKeachie (see Bembenutty, 2008) who pointed out the importance of the “how” in education. It is wise for all Psi Chi members to keep in mind that we should show gratitude toward those who helped us get where we are and also act on the responsibility of working to help others achieve greater things as well. When you assist not only fellow students tackling their research projects but also those who are just learning how to conduct research, you serve as a role model by helping others appreciate the significance of research and responsible conduct in the laboratory, clinic, and other places where your psychological craft is practiced.

At the professional level, eligibility to join an honor society indicates a level of reliability in several key characteristics, many of which may sound familiar if you have read through letters of recommendation. Among these qualities are intellect, maturity, conscientiousness, diligence, creativity, punctuality, honesty, resourcefulness, and cooperativeness. These serve as heuristic signals to prospective employers and graduate school faculty of your ability and potential compatibility with future research and professional positions. As the U.S. shows alarm at the poor performance of so many students in the STEM disciplines (i.e., Science, Technology, Engineering, and Math), recognition of your ability in an advanced research field is proving to be a major asset as you move toward your professional life. Equally important is that your alliance with an honor society can serve to highlight your commitment to developing a code of professional ethics.

Finally, at the international level, the representation of an honor society such as Psi Chi in other countries reflects a critical growth opportunity for students, for researchers, and for the discipline. While events such as the International Congress of Psychology have provided an international stage for researchers for several years, the expansion of Psi Chi promises to offer current and future members a range of additional opportunities. With the development of new Psi Chi grant opportunities in the works, as well as initiatives to help connect members via the Internet so they can work with faculty and students across international boundaries, a direct conduit will enable members to address issues that are universal in scope. In addition, as chapters in additional countries become active, we hope chapters in the U.S. will gain exposure to more cross-cultural experiences, particularly through meeting more members from different cultural backgrounds at conferences and online.

This effort to move to the international arena can only enhance the value of the honor associated with being a member of Psi Chi. We invite you to share your interests and ideas with the Psi Chi Central Office (at psichi@psichi.org) and to provide any suggestions that will help further our progress as we advance Psi Chi, the International Honor Society in Psychology.

Reference
 Psi Chi Supports Student Contributions to Replication Efforts and Large Scale Studies

Psi Chi is at the cutting edge of psychological research! Announcements have appeared this fall in Psi Chi's email Digests and VP letters about participating in replication and collaboration studies. If you did not take advantage of these research opportunities it’s not too late to be a part of something big!

How big is it? The Association for Psychological Science (APS) recently devoted an entire journal issue to replication studies. APS President Alan Kraut wrote in a recent email to APS members that “…the November issue of Perspectives on Psychological Science is dedicated entirely to the topics of replicability and research practices. What you may not know is that we’ve made the entire issue freely available—to everyone, APS member or not—in order to engage as many people as possible in the discussion of these important issues” (Kraut, 2012).

Included in this special issue is an article by Psi Chi’s Western region Vice-President, Jon Grahe, and his colleagues entitled Harnessing the Undiscovered Resource of Student Research Projects. In the article the authors advocate using the many research projects conducted by psychology students in research methods courses every year in order to collaborate with one another in collecting larger data sets and producing meaningful, publishable results.

There are currently two opportunities supported by Psi Chi that allow members to participate in large-scale research projects. One is an opportunity to assist with replicating psychological studies, and the other is an opportunity to contribute to data collection through a joint research collaborative project called the Reproducibility Project. This project will attempt to reproduce the 2008 studies published in three journals: Psychological Science, Journal of Personality and Social Psychology, and Journal of Experimental Psychology: Memory, Cognition, and Perception. Regardless of the results, understanding reproducibility will improve confidence in scientific methodology and findings. Those who participate will be included in the Reproducibility Project’s final report, and team members who make substantive contributions to the replication will be included as coauthors on this publicized project. For full methodology and findings, see the corresponding article in the November issue of Perspectives on Psychological Science.

psi Chi has partnered with the Open Science Framework (OSF) in a large-scale, high-profile, collaborative research project called the Reproducibility Project. This project will attempt to reproduce the 2008 studies published in three journals: Psychological Science, Journal of Personality and Social Psychology, and Journal of Experimental Psychology: Memory, Cognition, and Perception. Regardless of the results, understanding reproducibility will improve confidence in scientific methodology and findings. Those who participate will be included in the Reproducibility Project’s final report, and team members who make substantive contributions to the replication will be included as coauthors on this publicized project. For full methodology and findings, see the corresponding article in the November issue of Perspectives on Psychological Science.

For full participants, research collaborators, or both.

a. What: Psi Chi has partnered with the Open Science Framework (OSF) in a large-scale, high-profile, collaborative research project called the Reproducibility Project. This project will attempt to reproduce the 2008 studies published in three journals: Psychological Science, Journal of Personality and Social Psychology, and Journal of Experimental Psychology: Memory, Cognition, and Perception. Regardless of the results, understanding reproducibility will improve confidence in scientific methodology and findings. Those who participate will be included in the Reproducibility Project’s final report, and team members who make substantive contributions to the replication will be included as coauthors on this publicized project. For full methodology and findings, see the corresponding article in the November issue of Perspectives on Psychological Science.

b. Who: Psi Chi chapters, research methods classes, and individuals may contribute as participants, research collaborators, or both.

c. When: Each Psi Chi chapter may apply to participate by emailing Psi Chi Western Regional Vice-President Jon Grahe at westernVP@psichi.org. Note: There are deadlines for Psi Beta chapters.

d. Research Topic 2012–13: For the 2012–13 academic year the research topic is the International Situations Project. The study employs a clever way to assess the nature of everyday situations and their corresponding behaviors in the United States and cross-culturally. Results will help quantify the experience of real-life situations across cultures using the Riverside Situational Q-sort (RSQ; Sherman, Nave, & Funder, 2010). For details go to this site: http://psibeta.org/site/announcing-psi-beta-national-research-project-2012-2013.

e. Research Topic 2013–14: Next year’s research question will be selected by Psi Beta board members and approved by Psi Chi board members for participation of Psi Chi chapters.

There is still time to participate in both of these projects this academic year, and Dr. Grahe is willing to assist anyone trying to navigate institutional review board (IRB) or other requirements. Contact him at westernVP@psichi.org.

References


Kraut, A. (November, 2012). Email to APS members.

Are You Ready for Your Many Transitions?

Recently, I attended a business networking event conducted by and for alumni of a Midwestern university. “Circles,” as it was called, consisted of twelve discussion groups each addressing a different business topic in an hour-long session, preceded and followed by one-on-one networking. (Look for such events at your university when you graduate.) I participated in “Transitioning in Today’s Workplace: How to Move Quickly From Uncertainty to Confidence,” a discussion that attracted approximately 20 alumni who varied in age from early 20s to mid-50s. A talent management consultant and executive coach described William Bridges’ model of transition and subsequently asked participants to relate his concepts to their experiences. Instances shared by group members who represented all phases (exploring, in process, and completing) of work or career transitions, included a woman working in a corporate setting exploring a career move to teaching, a former teacher in the midst of a transition to her new corporate job, a recent graduate trying to decide if a career change within his company was feasible, recent graduates (2009–11) apparently struggling to adapt to their new jobs, and others. It was obvious that all the transitions described involved difficult decisions, created personal conflicts, and carried strong emotional components. Halfway through the discussion, I asked the group if they would have benefited by learning about Bridges’ transition model during college. The great majority, including the recent grads, responded enthusiastically in the affirmative. A summary of the Bridges’ Model follows.

Why do you need to know about transitions? Transitions are an inevitable part of life. If you do not navigate them thoughtfully you might pay an unforgiving price. Recognize that your college-to-workplace transition, at least for younger students, is probably the most important and clearly demarcated change you have experienced to date, but it is just one of many possible transitions to come (e.g., marriage, parenthood, family deaths, unemployment, promotions, serious health problems, divorce, and career changes).

William Bridges was a literature professor who “transitioned” from academia to the business world and subsequently became an author and popular speaker on this topic. He believes that transition involves three overlapping phases or processes: the ending stage (losing or letting go), the neutral zone, and the new beginning (Bridges, 2009). Look at Bridges’ model this way: “Because transition is a process by which people unplug from an old world and plug into a new world, we can say that transition starts with an ending and finishes with a beginning” (Bridges, 2009, p. 5). In college the ending phase is usually associated with graduation, but it should begin no later than the end of your junior year as you plan to complete required courses and the internship you need, acquire leadership experience as an officer in a campus organization, and work with a career counselor to acquire career development, job search, and interview skills.

In the neutral zone, you are between two ways of doing things: college is over but your old (often inappropriate) expectations,
attitudes, and work habits still linger, while your new attitudes and practices regarding work and daily living are not yet firmly established. You may be searching for or working in a new job, living in a new residence (perhaps far from home), or establishing new relationships (e.g., your supervisor, coworkers, or a significant other)—or all three situations simultaneously. However, you have not completely adapted to, constructed the meaning of, or internalized the demands of these new situations. Bridges characterized the neutral zone as an emotional wilderness, a limbo, a psychological no-man’s land between the old and new realities. Recall your adjustment to college life (especially if you had never lived away from home), including the fears and anxieties you experienced during your first days in a residence hall, new classes with demanding professors, and your first part-time college job. If you are a veteran of recent wars, everything may seem distant, strange, or out of place to you.

Bridges maintains that if you do not understand the emotional disruptions of the neutral zone you could suffer three consequences:

a) You could become discouraged quickly and blame yourself unnecessarily when situations go bad;

b) You could allow your fears and anxieties to drive a decision to escape the situation (e.g., quit your new job, drop out of graduate school, change residence, or end a relationship prematurely); and

c) You could forfeit an important opportunity to learn from your experiences, as challenging as they may be (Bridges, 2009).

As members of our networking group discussed the neutral zone, it became clear this process is the most challenging phase of transition. Participants were asking: How long does the neutral zone last? How does a person navigate the neutral zone? What are your resources? One seasoned participant, Robert Moore (Managing Director of Talmer Bank and Trust) offered valuable insights. He views transitions as a developmental process that has no definitive end point when individuals can “turn off” their attention to the changes being experienced. Furthermore, he believes transition should be approached with two key tools. First, conduct an audit of your strengths. That is, create a list of the personal guidelines and generic skills that have proven valuable in the past (e.g., your abilities to establish healthy relationships; “read” people or situations correctly; and manage your time, energy, and priorities) and then reapply these principles and skills to your new situation. Second, create “managed checkpoints,” (i.e., realistically evaluate your development periodically against a set of criteria, such as the challenge or personal growth your new situation offers, energy required, creativity involved, and your compensation.) To college graduates in transition he recommends:

a) Manage your expectations, especially those pertaining to the workplace;

b) Set personal and professional long range goals;

c) Be cautious about combining the college-to-work transition with other serious transitions such as marriage or cohabitation (People often change rapidly during transition and it is difficult to predict the compatibility of two persons as each progresses through major transitions); and

d) Focus on developing your “people skills” (e.g., interpersonal and team skills, emotional awareness of self and others, organizational savvy, and reliability).

Recent graduate Will Vial, consultant at Mercer Investment Consulting, also supports setting long-range goals but with clear short-term plans for achieving them. He stresses the importance of believing in yourself, not taking every rejection or adversity personally, becoming aware of your transitions and the events around you to avoid confusion (“keeping your head on a swivel”), and learning to be “comfortable being uncomfortable,” (i.e., tolerate the uncertainty that characterizes new situations and interactions).

The third phase in Bridges’ transition model is the new beginning, the final process when old expectations, beliefs, and work habits are replaced by new ones that have been internalized by the individual. It may take several weeks or months before you internalize the reality that you are no longer a college student focused only on your personal interests (you are now a member of a team), no longer expecting concrete feedback for every task performed (except for serious mistakes), no longer expecting “right” answers (uncertainty is your daily companion), and no longer able to speak, dress, and communicate as you please (do it the company way). Your new beginning means that you have accepted (like it or not) and internalized your organization’s culture, expectations, and procedures and are “OK” with them. In the new beginning you finally feel comfortable and competent in your new tasks, roles, relationships, or the city to which you relocated. Bridges observes, “Letting go, repatterning, and making a new beginning: together these processes reorient and renew people when things are changing all around them” (Bridges, 2009, p 9).

Does your alumni office offer mentoring opportunities or business networking events? Talk to recent graduates who are in the workplace or graduate school. What did they do correctly? What mistakes could you avoid? What can you do to improve your skills and modify your expectations about life after college before you graduate? You want desperately to avoid the emotional wilderness and psychological no-man’s land of Bridges’ neutral zone. Whether you are one year or one semester away from the end of the ending phase (i.e., graduation) of your transition to employment or graduate school, now is the time to prepare for your journey across the bridge that Bridges built.

Reference
Questions (and Answers) About Graduate School

Dear readers,

In this issue’s “Three-Headed Advice” column, we have adapted the questions we were asked in Psi Chi’s LinkedIn group. Look for part 2 of this discussion in the Spring issue of the Eye.

I’m having trouble getting started on my personal statement. I have read some that begin artistically with personal stories and others that get straight to the point. What is the most effective way to begin a personal statement?

VanderStoep: Personal statements are a bit misleading. They are not really personal. That is, they are not your personal journey. Instead, view it as a chance to tell your professional story. That might involve some personal information. For example, I just advised a student who is interested in PTSD because of a family member who is suffering from it because of combat exposure. That’s ok to discuss, in my opinion, as long as it is a gateway to more professional prose about the research topic. I would worry less about the rhetorical style and focus on writing well and ask several people to critique it. Tell your story—tell your professional story.

Landrum: The only item I would add is to answer the personal statement prompt directly and succinctly. Students need to customize each personal statement to each graduate programs, because the prompts often vary and one size does not fit all.

Handelsman: Remember that there is no one formula for personal statements, although one really BAD way to start is with a cliche or with sloppiness. For example, you don’t want to start with “I’m happy to be applying to name of school here...”!

As long as my GRE scores meet the minimum requirements of the graduate schools I am interested in, is it safe to assume that I still have a good chance of being accepted if I have exceptional recommendations and personal statements?

Handelsman: Yes. (Although, this question is easy to answer because we’re dealing in probabilities!) More specifically, when you make the first cut the numbers—like GPA and GRE scores—become less important. Your experiences (like being a laboratory teaching assistant) and the information provided in your personal statement and recommendations become more important. The initial question of many admissions committee members is “Is this person academically qualified to do graduate work?” Once that question is answered, these types of questions become more important: “Is this somebody whose interests and abilities fit our training program?” “Will this person be an asset in our lab?” “Does this person have the interpersonal qualities we’re looking for in a clinical trainee?” You get the idea.

Landrum: Different graduate programs see requirements differently. The minimum scores could be seen as a multiple hurdles approach, meaning that to stay qualified in the potential pool of applicants, minimums on all the requirements must be satisfied—this hurdles approach is similar to what Dr. Handelsman mentioned as the “first cut.” Five key variables are the most salient with regards to graduate school admission: GPA, GRE scores, letters of recommendation, research experience, and your autobiographical statement. So if you excel in all 5 of these areas, I would say that your chances are good.

Do you recommend taking a year off before applying to a doctoral program if I am planning to enter one with only an undergraduate degree?

Landrum: This is such a personal decision! If you do take time off, be sure to stay connected to psychology in some way during your time outside of academia. For some students, they absolutely need time off because they are so burnt out of school and have a severe case of senioritis. But for other students, they know they have good “academic momentum” going, and they know they need to keep going to school because they might be easily distracted by the lures of life calling. Will taking a year off be refreshing and restorative or are you just delaying and looking for distractions? In both cases, either path is acceptable, and there is no right or wrong path, but whatever you can make work for you.

Handelsman: I make no blanket recommendation either way because it’s such a personal decision. In my experience many students are fearful of taking a year off. My response is, “The only time between college and graduate school that doesn’t help your application is jail time.” On a slightly more serious note, I would encourage you to make the year worthwhile. See if you can accumulate some research, some experience, and some savings! If you really want to go to graduate school right away, I say go for it if you have the time to put together a good application. The worst case scenario is you won’t be accepted. But you will have tried, you’ll have gotten some good experience, and you’ll have good stories to tell. If you’re not sure about what you want to do, then taking a year (or 2, or 6) off can be a great idea. It’ll give you some time to ponder, some experience, and some clarity about your goals. You can ask your recommenders to write your letter now so they don’t forget you (although that’s not likely in just one year), or at least let them know that you’ll keep them posted on your post-graduate journeys and ask them to write the letter when you know where you will be applying. I hope I’ve been exactly 50-50 on the issue, but that I’ve also given you some useful things to think about. In the meantime, you might want to talk with your professors (in and out of psychology) about their experiences. I’ll bet you’ll hear some good—and unexpected—stories!

VanderStoep: I agree with Dr. H. Jail time is a bit hyperbolic, Mitch, but it makes the point! With each year you get older and wiser. And by the way, if you want to study for the GRE while you’re taking your
I graduated in 2008. Since then I have been living abroad teaching English and have built no direct experience in the psychology field (other than teaching, which is somewhat related). I would love to go to graduate school to get a master’s, but am a little worried about my chances. I started college in 1998 and my teachers certainly won’t remember me at this point to write a recommendation letter.

VanderStoep: You should definitely apply. It might seem a little intimidating since you have been out of school for so a while. But your experiences overseas are very valuable; you should definitely highlight those in your application. These experiences have the potential to separate you from the other applicants. Although it is true that professors from 14 years ago might not remember you, I’m sure you have other professional relationships from colleagues and supervisors who can attest to your qualifications. I would pursue people who are more current connections and use these folks as writers.

Handelsman: I would concur with Dr. VanderStoep. I’d only add that I still want to track down a favorite professor or two and see if they remember you well enough to at least write a short letter. This may help with programs that want one or two academic references. And you may be surprised to find that some professors have good memories!

Landrum: Don’t undersell your experiences! Teaching English abroad involves a variety of psychological skills and abilities. But since you graduated in 2008, look to see if any of those folks can write one letter for you; and I think that your other two letters could easily come from folks who know your current professional skills and abilities from your current teaching position.

I am currently a paid intern at a market research company and was considering asking my supervisor for a letter of recommendation. After reading about the kisses of death, though, I am not sure anymore. Given that a letter of recommendation should not be written by an employee (as Drew Appleby found), would a letter of recommendation from an employer also be inappropriate? Is it better to obtain letters of recommendation from academics?

Handelsman: A letter from an employer is OK if (a) the writer knows you well, (b) he or she can speak to specific skills that you will need as a graduate student or a professional, (c) the letter gives information that cannot be obtained from other letters and so rounds out the picture programs will get of you, and (d) you also have letters from the number of academics the program requires.

VanderStoep: I agree with Dr. H and (slightly) disagree with Dr. Appleby (at my own peril). Employers are most unhelpful when they are outside of the area. So, if you worked in a retail or dining establishment, probably not a good idea. But if you worked in mental health or in research, these are good choices.

Landrum: I’m going to slightly disagree with many. Depending on the situation, a letter of recommendation from an employer (outside of your area) could be helpful if that employer can speak to your skills in areas such as leadership and teamwork. If you worked your way up the corporate ladder and obtained more leadership responsibilities over time, I believe that’s a good letter. I do think you need at least one letter from an academic, but for me, the overarching principle is that you need your letter writers to have the ability to speak to your professional skills and abilities.
One of a professor’s great pleasures in life involves chance encounters with former students. It is a great opportunity to catch up on the details of what has transpired in the lives of the students: Are they happy? Have they found a partner? Have they been able to realize the dreams they were pursuing as a major? Most of the time, such reunions are joyous. However, for the psychology professor, this encounter can also be unsettling.

A recent chance meeting I had with a former student illustrates my point. Charlene had been a wonderful student in my introductory course. After just a few weeks in the class, she declared the major because she felt so at home in the psychological science world. She remained effective throughout her major, and I was happy to agree to serve as a reference for her at graduation. Then we lost touch. When we ran into each other at a book store, Charlene reported that her personal life was “great!” She seemed happy and healthy, but when I asked what she was doing professionally, she lowered her head slightly and apologized. “Unfortunately, I’m not doing anything with my major,” she asserted. “I’m managing a small business in website design.” She went on to describe that the business was successful and growing and claimed that she enjoyed the challenges of being a manager.

In its worst manifestation, psychology professors express confidence in advising only students who intend to follow the same professional path they pursued. During an academic program review, a seasoned professor once confessed to me, “If my advisees want to become experimental social psychologists, I know exactly how to help them achieve that goal, but if my advisees plan to stop with a bachelor’s degree, then I tell them to go to the career center.” He added, “It is pretty demoralizing to advise those students because you can’t get a job with a BA or a BS.”

This attitude is remarkable not only for its apparent inequitable treatment of students and differential attention, but also because that professor was flat wrong. Students who complete a baccalaureate degree in psychology will have completed an almost ideal workforce preparation and that accomplishment is something about which we should foster pride.

Instead, the implicit message is that only graduate school-bound students are worthy of our attention, and we will relegate collaboration about pursuing other kinds of dreams to our colleagues in professional advising or career advising offices. In effect, we create a second-class citizenship within the major. I have dubbed this tiering effect as a problem of “the Worthies vs. the Great Unwashed.”

That is a little extreme, but it helps to explain why Charlene not only did not see her current work as linked to her psychology major but also why she appeared to be somewhat ashamed that she had not pursued the “higher” calling.

A good liberal arts education should provide a passport into the professional work world. From my vantage point, psychology may be one of the strongest liberal arts majors students can choose to help them prepare for the challenge of professional employment. Some of the advantages that a degree in psychology include these abilities:

- accurately describe and predict individual and group behavior;
- evaluate the legitimacy of claims about behavior;
- locate, use, and interpret data to solve problems;
- communicate effectively in oral and written modes;
Career Preparation

- explain how learning and memory function;
- adapt to change;
- effectively navigate informal and formal channels of an organization;
- manage difficult situations and high stress environments;
- work effectively in teams that include people with diverse backgrounds;
- express insight into problematic behaviors;
- start and execute projects with limited information or experience;
- exhibit persistence in challenging circumstances; and
- engender trust through personal integrity

The "Psychology Advantage" not only should prepare students for the rigors of graduate school, but also should contribute to forming a first-rate employee. However, if we are going to make a dent in the two-tiered culture that has evolved in undergraduate psychology, some systemic changes are definitely in order.

I am happy to report that the APA Task Force on Learning Goals and Outcomes has addressed this problem in the new proposal regarding the APA Guidelines for the Undergraduate Psychology Major. Although professional issues were included in the first version of the undergraduate guidelines, the new version proposes a much more prominent position on workforce issues. The Task Force believes all psychology programs should ramp up their attention to "Professional Development," which they designated as the fifth of the five learning goals in the new document. (The other goals include Knowledge Base in Psychology, Scientific Inquiry and Critical Thinking, Ethics and Social Responsibility, and Communication.)

Curriculum design within psychology programs needs to take into account how to provide explicit feedback that will promote development of these skill sets over the duration of the major. For example, students should focus on career preparation in an active manner throughout the major rather than reporting to the Career Center two weeks before graduation to learn how to write a resume. Professional development skills, sometimes referred to as the "covert curriculum," can be developed and refined both in traditional academic settings as well as through extracurricular involvement.

Involvement in Psi Chi, for example, is an ideal way to apply psychology and develop leadership skills. In addition, psychology departments can enlist campus career professionals to support planning and execution of goals related to selecting and pursuing a professional direction. However, psychology faculty should also be well prepared to help students with baccalaureate degrees achieve their dreams as well.

The professional development goal of the proposed revision of APA Guidelines includes the following student learning outcomes:

4.1 Apply psychological content and skills to professional work
Activity in this learning outcome focuses specifically on how knowledge and experience in the psychology curriculum fosters reliance on data-based decision making, working with the diverse beliefs of coworkers, and embracing high ethical standards to build trust in the workplace.

4.2 Exhibit self-efficacy and self-regulation
This outcome emphasizes the development of effective time management strategies, appropriate use of feedback, and the advantages of engaging in self-assessment strategies to improve both the quality of work produced and refinement of problem-solving strategies.

4.3 Refine project management skills
Psychology majors complete a variety of projects, both individual and team-based, throughout the curriculum. They should develop skill sets for defining problems, seeking solutions that effectively take into account resources and constraints, and anticipating and averting developments that will interfere with project completion.

4.4 Enhance teamwork capacity
Students should be able to transfer team experiences in the classroom to team experiences in the workplace, taking advantage of the greater scope of intellectual resources that can be brought to bear on a problem by a group. Teamwork contexts also provide opportunities for the development of leadership.

4.5 Develop direction for life after graduation
Once students begin to forge a goal that fits what they have demonstrated can do in the class. Students need to be able to describe accurately (both orally for interviews and in resume format) the work skills they have acquired. They need to develop reasonable strategies for coping with the rapid change that is a given in contemporary professional contexts.

Although the economic environment has been discouraging over the past few years, there is no truth to the claim that psychology majors cannot get jobs with a bachelor’s degree.

Our graduates can obtain wonderful jobs in a wide array of settings that involve human services, research and evaluation, management, and sales, among others. Faculty need to embrace the broader workforce demands associated with producing a liberally educated workforce and honor that pathway as legitimate. Any professor claiming not to know about the world of work for which our majors will qualify needs to seek out training from our career center colleagues. They need to revise their perceptions that ultimately undervalue the achievements of the psychology majors after they graduate. At minimum, professors need to prepare for the inevitable encounters they will have with their own Charlenes and be ready for one last teachable moment that will help such students truly understand the connection between their experiences in the psychology major and their professional success.

Reference

The proposed revision of the Guidelines is available for review and feedback at the following website: uwf.edu/casdean/ masterapa2.102912.pdf

Psychologist Jane S. Halonen has served as the Dean of the College of Arts and Sciences at the University of West Florida for the last decade. Her research agenda has focused on critical thinking, assessment, and faculty and program development. Her most recent emphases have been on helping good departments become great ones. She has been involved over the course of her career with helping APA develop guidelines or standards of academic performance from high school through graduate levels of education. Dr. Halonen was named the 2013 winner of the American Psychological Foundation’s Award for Distinguished Applications in Education and Training. In 2000, she won the Foundation’s Distinguished Teaching Award and APA named her an “Eminent Woman in Psychology” in 2003. She served as the chief reader for the Psychology Advanced Placement Reading from 2004-09.
PSI CHI Elections:

As a Psi Chi chapter, your vote represents the collective voices of your members. Let your members’ voices be heard during Psi Chi election time! Psi Chi is your organization, and we want to encourage you to shape its future.

Board of Directors
Psi Chi is governed by an 11-person Board of Directors (BoD) which includes nine volunteer voting members: the President, the President-Elect, the Past-President, and six Regional Vice-Presidents (VPs). It also includes two staff members: the Executive Director (ED) and Chief Operating Officer (COO). The ED and COO serve as ex officio members, meaning they participate fully in BoD proceedings, but they do not vote.

The U.S. is divided into six regions, each with its own VP. While the VPs are elected by the chapters within their respective regions, all regions may vote for the President-Elect. Our international chapters are dispersed among the six regions and, of course, will enjoy the same privileges as the other chapters. In the future there may be one or more international regions added.

Each year, a new President for our Society is elected. This person holds office for three years, one year as the President-Elect, one year as the President, and one year as the Past President. Elections also are held every year for Regional VP positions. In odd years (such as 2013), chapters from the Eastern, Rocky Mountain, and Western regions elect VPs, and in even years (such as 2014), chapters from the Midwestern, Southeastern, and Southwestern regions elect VPs. These VPs hold office for two years and may run for re-election once. In the case of a mid-term vacancy, the BoD may appoint a VP to finish the term.

The BoD is responsible for strategic-level management of Psi Chi’s finances, property, and mission, but not day-to-day activities of the Central Office staff. The BoD helps determine the policies and regulations that govern Psi Chi, has the power to propose Constitutional amendments, and assigns duties to the President-Elect, President, and Past-President. They also have the important responsibility of providing “activities and opportunities that advance the leadership skills and abilities of Psi Chi members, especially chapter officers and faculty advisors” (www.psichi.org/About/constitution.aspx).

To accomplish all of this, the BoD works closely with the Central Office staff. They carry out the strategic plans of the BoD. These individuals process your membership paperwork, produce Psi Chi publications, send your Psi Chi merchandise, and maintain the website. The BoD hires the executives in charge of managing Central Office operations and Society initiatives and activities. The COO manages day-to-day operations at the Central Office, including human resource and facility management, budget preparation (for Board approval) and management of the approved budget and meeting planning. The ED works closely with the COO, and is responsible for providing vision for the future and continuity in BoD initiatives as members change from year to year. The ED is the Society’s liaison with other psychological organizations and universities within and outside the US that wish to charter a chapter, and the ED and COO both serve as liaisons between the BoD and staff. The BoD and ED set the Society’s direction, the COO works directly with Central Office staff to implement their decisions.

Do you know your current Board of Director members? Check them out at www.psichi.org/About/Council.aspx. Meet your Central Office staff at www.psichi.org/About/staff.aspx.

Merry Sleigh, PhD
Winthrop University (SC)
Psi Chi Southeastern Regional Vice-President
Maria Lavooy, PhD
Florida Institute of Technology
Psi Chi President-Elect
What Is Your Chapter’s Role?
Nine of the 11 members of the BoD are elected by chapter votes. These nine elected members hire the ED and COO, the two ex-officio Board members. Chapters have an obligation to help Psi Chi fulfill its purpose and mission (www.psichi.org/About/purpose.aspx) by electing officers who are best suited to accomplish them. Voting is not only a responsibility, it is a privilege of membership that can be revoked. A chapter that fails to annually induct members, file required reports, and fulfill financial obligations to the Society loses its right to vote (see our Constitution, Article XII, Section 11 at www.psichi.org/About/constitution.aspx). Last but not least, the President and the Regional VPs of our organization are charged with serving chapter and member needs. Thus, you are selecting officers who have the power to benefit your chapter, your officers, and your advisor. And keep in mind that chapters must vote to be eligible for a Model Chapter Award (see www.psichi.org/awards/completelist_awards.aspx#18 for additional criteria).

Why Vote for a Regional VP?
Your Regional VP becomes the primary administrative official of your region, serving many critical functions.

Your VP:

- Is your region’s liaison with the BoD. He or she communicates Society information through semi-annual letters to regional chapters (see www.psichi.org/Regions/ for the most recent letter from your VP).
- Represents your region’s interests at the two BoD meetings each year. It is important for your chapter to select a VP who understands the needs of your school and your members so that you can be well-represented when decisions are made. The BoD members are always in communication with each other via e-mail and phone. In addition, as a group, they meet twice a year; once in January and again in August, typically in conjunction with the annual American Psychological Association (APA) conference. (The Executive Committee meets more often.)
- Invites chapter faculty advisors and Psi Chi student members to serve on the Regional Steering Committee each year. (See www.psichi.org/Regions/ for your current Steering Committee members.) This committee offers a professional service opportunity in which your chapter’s faculty advisor may choose to participate. The Steering Committee works with the VP to identify and meet the region’s needs and to address them in Psi Chi’s regional programming.
- Has Constitutional power to appoint other regional officers, state coordinators, or committee members as needed to conduct regional society business.
- Organizes and presides over programming at your regional APA conference (e.g., MPA, SEPA). One task is to identify a well-known expert in the psychology discipline to give a Psi Chi-sponsored lecture. The VP also initiates programming related to Psi Chi leadership, admission to graduate school, and other relevant topics.
- Appoints a committee to evaluate applications and distribute travel grants for members to attend the regional conference (see www.psichi.org/Regions/ for the travel grant application material for your region).
- Selects a committee to evaluate members’ research submissions to the regional conferences and determine award recipients for the Psi Chi Regional Awards. Your VP also has the privilege of handing out the certificates and highly valued checks at the conference.
- Manages and staffs, with help from the Central Office, an event for members at your regional conference—usually an awards ceremony and/or chapter exchange. The Awards Ceremony provides an opportunity to recognize chapters and advisors who have won regional or Society awards, or Regional Research Awards, as well as a fun atmosphere for getting to know members of other chapters and win Psi Chi souvenirs.
- Organizes and invites faculty advisors to an annual appreciation breakfast or luncheon at the regional conference. This meal is one way that the BoD is able to thank chapter advisors for all of the time they donate on behalf of your chapter and affords a rare opportunity for advisors to encourage each other and problem-solve together.
- Is eligible to run for a second 2-year term as VP.
- Becomes part of a select group of people who are eligible to be a nominee for President of Psi Chi after their VP term ends. In other words, the person you select as your VP has the potential to continue to impact our organization for years to come.
Why Vote For A President?
The President is the official spokesperson for Psi Chi, along with the ED, and holds the highest level of leadership responsibility of any of the Society’s elected officers. The President is only eligible for election after serving on the BoD for at least two years within the prior ten years. In addition, the person elected first serves for a year as the President-Elect before taking on the Presidential role.

The President chairs the Executive Committee, the leadership team which manages the Society between BoD meetings. Although powerful, the Executive Committee is subject to the orders of the BoD and cannot pass or enact any motion on its own. This group reviews materials including the annual operating budget for BoD approval and works with the ED and COO on strategic and operation matters. The Executive Committee is comprised of five voting members: the President, the President-Elect, the Past-President, the Executive and COO on strategic and operation matters. The Executive Committee is comprised of five voting members: the President, the President-Elect, the Past-President, the Executive Director, and the Chief Operating Officer.

Your President
- Has the right and power to call regular and special meetings of the BoD and Executive Committee.
- Sets the agenda for and manages BoD meetings with the ED, who presides over Board meetings.
- Serves as the Chair of the Executive Committee.
- Serves as Chair of the Personnel Committee.
- Serves as Chair of the Finance Committee.
- Assigns duties to the President-Elect, Past-President, and Regional VPs.
- Appoints liaisons to other psychological organizations or groups not already assigned to the ED.
- Appoints the chair and members of most Psi Chi Committees, and may serve as a nonvoting member on any committee except the Nominating/Election Committee.
- Serves as the chair of the Program Committee for Psi Chi programming at the annual APA conference. As Past-President, this person will serve as the chair of the Program Committee for Psi Chi programming at the annual Association of Psychological Science (APS) conference.
- Will have served as cochair of the Leadership Committee as President-Elect, and may continue to serve on it as a nonvoting member as President. This committee is cochaired by the President-Elect and the Executive Director, who together appoint its members. Its focus is on developing activities to advance the leadership skills of Psi Chi faculty advisors, chapter officers, and members. They work closely with the BoD to implement and assess Society leadership activities.
- Has the responsibility to appoint someone to fill a vacancy left on two of the four Standing Committees, the Awards Committee and Program Committee. (The other two standing committees are the Nomination/Election Committee and Leadership Committee.)
- Has the power to establish special committees if they are needed to conduct the Society’s business. For example, committees are formed and headed by the President when hiring executive staff for the Central Office, or requesting a short-term investigation relevant to possible BoD action.
- Will assume the role of Past-President after serving one year as President. The Past-President is the chair of the Nominations/Election Committee, which helps recruit nominees and oversees the elections for all BoD positions. (This five-person committee, appointed by the Past President and approved by the BoD, and chaired by the Past-President, is currently managing this year’s election process.) The Past-President also maintains the Society’s historical record.
After the Grade: A Guide to Publishing a Scholarly Paper in a Peer-Reviewed Journal

Shana E. Rochester and A. Nayena Blankson
Spelman College (GA)

About This Guide
The purpose of this guide is to help students publish their papers in a peer-reviewed journal. It was written by an undergraduate student in the process of submitting a manuscript for publication and contains helpful tips and steps to make the process as smooth as possible. The guide is broken into sections that attempt to help the student turn an undergraduate paper into a competitive manuscript for publication.
In the world of academia, a student’s knowledge is demonstrated by the quality of work the student is able to produce. In the college environment, students write comprehensive papers that apply material learned in the classroom and require the student to create new perspectives blending previous research. It could also be the case that students are required to write experimental research reports, where they have collected and analyzed data. In either case, this style of writing requires the student to critically think about the research conducted in the past and is important in creating a competitive and high-quality academic reputation. Students often turn in these comprehensive papers for a grade, and after the class has ended, have no use for the papers. If students wish to increase the lifespan of their scholarly works, they may want to consider the area of publication.

Some students believe that after receiving an “A” grade for a paper, the purpose of that paper has been fulfilled. As a student who has written “A” papers, you might have asked yourself questions like: “Are there any other options for this high-quality paper that can demonstrate my proficiency in this subject area?” or “Is there something that I can do with this paper other than put it in the pile of my other outstanding scholarly work?” If these are questions you find yourself asking, then publishing your work in a peer-reviewed journal is the next step in the writing process for you and your manuscript!

In the context of publishing a paper, a manuscript is the most basic form of a paper that is used for the purpose of publication. In most cases, a manuscript contains all of the components of a scientific paper including an abstract and sections for the introduction, method, results, and conclusion. This “formula” makes it easier to organize your manuscript and is a basic requirement for most journals. However, before you focus on what the publication requires of you, there are some preliminary questions you need to ask yourself (and your advisor) about publishing your manuscript.

Before diving into publishing, it would be most beneficial to meet with a primary advisor who is familiar with your work as a student and can assist in determining if the manuscript is ready for publication. Ask yourself beforehand: are there any areas in the paper that need to be enhanced or changed? Is the quality of this paper high enough to be considered for publication in a journal? Addressing these two main questions will be beneficial in the long run. Another reason to consult a mentor is that often it is the advisor’s research (or guidance) that has been instrumental in writing the manuscript, and the advisor should also be included as an author on the paper.

Authorship can be a touchy subject in the area of publishing. There are hundreds of horror stories about students who have concerns with their advisors and the ethics involved in authorship. The most common example of this is a student researcher who runs tests for the principle investigator and receives no authorship on a paper. For example, “The Lisa Bach Case” (Schrag, 2007) describes this issue. Lisa, a graduate student, worked extremely hard on her research and provided continuous feedback on a paper that was written as a result of her research. After checking up on the progress of the paper over several months, she was assured the paper was going well and that it had even been submitted for publication. Because Lisa only saw a draft of the paper (which had no title and no authors) she was surprised to find that the published paper did not include her as an author; Lisa was only mentioned in the acknowledgements section.

Although it is highly unlikely that an undergraduate researcher will run into these types of authorship issues, being clear about authorship (Who should be included as an author? In what order will the author names be listed?) with your advisor in the beginning can eliminate headaches for everyone in the end. If the names are not alphabetical, author order can indicate that the first author is the principal contributor, the second author contributed the next greatest amount, and so on. It is a good idea to prepare for such a discussion with your advisor by reading the American Psychological Association (APA) manual section 1.13 on publication credit beforehand (American Psychological Association, 2010).

The final question to ask before publishing your manuscript is a simple one: are you willing to commit to doing more research to get the manuscript published? After meeting the previous requirements it will be necessary to extensively research the journals to which you would like to submit your manuscript. Remember that putting a little extra work into a high-quality paper can lead undergraduate students to be competitive candidates for graduate school programs and/or the job market. First, however, you must choose the right journal for your manuscript. Part of this research will include determining the type of papers that are accepted by the journal. For example, some journals accept review/theoretical papers, other journals only accept empirical research papers, and some journals accept both types of papers.

**Decisions, Decisions:**

**Selecting the Right Journal for Your Manuscript**

Selecting a journal to submit your manuscript can be a challenging task to overcome. With the high number of journals that exist, it can be overwhelming to research all of them. Start by looking at your own reference list to see where articles on your particular topic were published. Checking out your reference list can give you an idea of several journals that may be a good fit for your paper. Another place to start is by compiling a list of all the journals in your field. This can be done by researching scientific journals online or in the library. This list can also be useful after you submit your first manuscript for publication. Because you will be submitting more manuscripts for publication in the future, this type of comprehensive document can be updated throughout your academic career. The more comprehensive you make your list of journals, the higher your chances of selecting the right journal for your manuscript. Making the best manuscript-to-journal “connection” is a major component of publishing your manuscript.

It is important to remember to format your manuscript to fit your journal of choice, not the other way around. Each journal has an objective and a set of general topics that the editor follows in deciding which articles to publish. Therefore, examining the objective of the journal is the best way to get a feel for the type of manuscript a journal accepts. For example, if preparing to submit a manuscript to Developmental Psychology, the manuscript should examine the development of people throughout the lifespan or at various stages of the lifespan. Also, it is important (in fields like psychology) to take note of the journal’s targeted age range for study participants. The journal might cover similar topics, but if your research does not align with that of the journal, it will be less likely to be published. If you are still unsure whether your manuscript is a good
Promotion of Research

fit after looking at the general description of the journal, there is another precaution you can take. Reading a few of the articles of the journal’s most recent publications is a good way to see the type of manuscripts the journal publishes.

A third way to see if a journal is right for your manuscript is by using the Impact Factor. In general, the Impact Factor is a number that corresponds to the prestige of the journal. In some ways you can think of it like a rank that the U.S. News and World Report gives to graduate schools, except in this case, the larger an impact factor, the harder it is to get your paper published in that journal. The more scholars there are who cite articles that have been published in a journal, the higher the journal’s Impact Factor. Impact Factors can be found in the Journal Citation Report, a database that your school’s library may have access to. There are mixed feelings toward using the Impact Factors of scientific journals as an indicator of academic merit (Callahan, Wears, & Weber, 2002). Just keep in mind that there are many articles published in journals that do not have a high Impact Factor. Nevertheless, Impact Factors add to the different ways you can check if the journal is right for you and your prospective manuscript.

This Is It: Submitting Your Manuscript to the Journal

After selecting the ideal journal for your manuscript, you must determine the specifications for submitting manuscripts to that journal. Each journal has a list of submission requirements you should follow, which include factors like how your manuscript margins should be set up, the number of figures and tables allowed, and a manuscript page limit. Usually, these requirements are several pages long and are extremely specific, so it is helpful to print them out, create a checklist, and mark them off after you apply each requirement to your manuscript. It would be unfortunate if your high-quality manuscript is rejected simply due to lack of compliance with the specifications. Spending the time to make sure your manuscript meets specifications can lead to a smooth submission process.

Another aspect of the preparing your manuscript for submission, particularly for psychology students, is making sure you follow the correct APA style throughout your manuscript. Whether you need to be familiar with the mechanics of style for correct punctuation and abbreviations, or you are looking for the specifications for citing references, the APA manual is a great place to start in orienting yourself with the guidelines in psychological writing. If you do not have a hard copy of the APA manual, a plethora of resources can be found on the APA website (www.apastyle.org). The APA manual and website also have sample papers that can be especially useful when editing your manuscript. Our recommendation is to make sure you have a copy of the APA manual handy as you work on your manuscript.

Now that you have enhanced your manuscript in terms of quality of work, compliance with journal guidelines, and APA style, you are one step closer to publishing your manuscript. The next item on your list should be writing your cover letter to accompany your document. The cover letter is the first thing the editor will read about you and your work, so it is important to be professional and direct. Your cover letter should include items such as: (a) specific details about your manuscript (e.g., page length and number of figures), (b) information about past presentations of the data, and (c) who will be serving as the corresponding author(s); APA, 2010). For example, identifying the corresponding author(s) is important because they are the source of communication between the other authors and the editor. An example of a cover letter is presented below. You can find the complete list of requirements for your cover letter in section 8.03 of

April 19, 2012

John Smith
Editor, Journal of Psychology for Undergraduates
Department of Psychology
Rover State University
Rover, USA

Dear Dr. Smith:

I am enclosing a submission of the Journal of Psychology for Undergraduates entitled “Effects of Enhancing Working Memory During the First Years of Life.” The manuscript is 23 pages long and includes 2 tables and 3 figures. I wish for the manuscript to be given a masked review. The results of the present research, showing that child home environment plays the role in the relationship between child cognition and working memory in first grade, provide further insight as it pertains to the cognitive and academic development of school-aged children.

Some of the data from this paper were previously presented at the Biennial Meeting of Cognitive Development in Washington, DC (June 2011). My coauthor and I do not have any interests that might be interpreted as influencing the research, and APA ethical standards were followed in the conduct of the study. Additionally, the manuscript is not under consideration by another publisher or journal.

I will be serving as the corresponding author for this manuscript. Both of the authors listed in the byline have agreed to the byline order and to submission of the manuscript in this form. I have assumed responsibility for keeping my coauthor informed of our progress through the editorial review process, the content reviews, and any revisions made. I understand that, if accepted for publication, a certification of authorship will be required that all coauthors will sign.

Sincerely,

Jane Doe
Candidate for Bachelor of Arts, Psychology
Great Bear University
100 Bear Lane SW
Macon, Georgia 31207
Jane.doc@hotmail.com
the APA manual. Make sure to consult your advisor to see if there is any additional information you should include in your cover letter that is specific to your manuscript. Before submitting the manuscript and cover letter, you want to make sure to take time to proofread both.

Proofreading and asking others to proofread your manuscript is a vital part of preparing your manuscript for submission. Grammatical, spelling, and APA style errors can take the attention of the reader away from the content of your manuscript. The more error free your paper is, the more others will be able to follow your research and take something away from it. This is the part in the publication process where you can take advantage of resources like writing centers, friends, and professors. All of these people can view your work with fresh eyes and may bring details to your attention that you overlooked. Mistakes may seem obvious to you now, but after reading the same manuscript for weeks or months you may be surprised what errors you have missed. Do not chance it! Make your first submission your best; do not let a long list of edits from the editor put yourself on the back. Of your hard work has finally paid off!

**Conclusion**

Going through all steps in the publication process is a great practice, especially for students who are interested in attending graduate school and holding academic positions in higher education in the future (Brownlow, 1997). Publishing articles can be seen as “currency” in the world of academia. In an interview by Dr. Jeannette R. Ickovics (2008), she states that publishing papers and grants can be a good way to get promoted. She also stresses that it is important for individuals who are early in their careers to stay focused to ensure that their manuscripts get through the publication process (Ickovics, 2008). With this statement, Dr. Ickovics stresses the importance of starting the process early, and we recommend that you start the process as an undergraduate. Such a solid foundation can lead to students having more experience with not only conducting extensive research prior to graduate school, but also effectively communicating their findings to the broader academic community.

Unlike events that only take place once, the art of publishing is a continual process that scholars build upon over the course of their academic careers. Scientists from around the country attend national and international conferences like the Society for Research in Child Development’s (SRCD) February 2012 themed meeting on Developmental Methodology, where researchers presented on topics including “Publishing Developmental Research.” Such meetings give scholars an opportunity to refresh themselves and contribute to their own professional development. These meetings also allow students to learn about the most current research in the field. Although the complete process for cutting edge research to become available to the public can take several months, there are benefits to this process. The more scientists are able to publish, the more their research is publicized, which can lead to more prestige and shed light on new areas in their given field. By producing top quality research and publications, you can contribute to the body of scientific knowledge and potentially influence the work of generations to come.

**References**


Psi Chi is pleased to offer over $350,000 in awards and grants to its members each year. Don’t miss the exciting opportunities and funding these programs provide!

Go to http://www.psichi.org/awards/faqs/awards.aspx to learn more.

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

March 1
- APS Summer Research Grants
- CUR Summer Research Grants
- SRCD Summer Research Grants
- Summer Research Grants

March 8
- RMPA 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
- Psi Beta/Psi Chi Building Bonds Award
- Psi Beta/Psi Chi Collaboration Grants

STP Assessment Resource Grants

RA = Research Advisor

### Allyn & Bacon Awards

The Allyn & Bacon Awards are named for the publisher of the same name. Cash awards were given to the winners as follows: $1,000 for first place, $650 for second place, $350 for third place.

**First Place:**
- **Richard Chambers**
  - University of Wisconsin–River Falls
  - RA: Lisa Isenberg, PhD
  - **Top-Down Influences and Inversion Effects on Stereopsis**
  - The present study investigated possible factors that affect the process of stereopsis. Specifically, an experiment was carried out to determine whether expectancies created by prior exposure to verbal labels enhance this process and whether image inversion impairs it. A 2 (verbal label) X 2 (orientation) factorial design was utilized, with the time taken to complete a single-image stereogram (SIS) as the dependent variable. A SIS is a two-dimensional picture used to create a three-dimensional percept via stereopsis. An analysis of the data showed a significant main effect of orientation on accuracy and a significant effect of orientation on completion times. The results of this study map out the extent to which a basic perceptual process, stereopsis, is influenced by higher-level cognition.

**Second Place:**
- **Lane Nesbitt**
  - University of Michigan
  - RA: Sari van Anders, PhD
  - **Jealousy as Competition: Imagined Partner Flirting Behavior Increases Testosterone in Partnered Women**
  - This study investigated changes in testosterone (T) resulting from imagining one’s partner engaging in one of three activities: a neutral conversation with a coworker, a flirtatious conversation with an attractive person, or a passionate kiss with an attractive person. In women, participants in the flirting condition experienced a significantly greater T increase compared to those in the neutral condition. However, T did not increase more in the kissing condition than in the flirting condition or the neutral condition. There were no effects of jealousy condition on T in men. In women, the flirting condition elicited T responses similar to those associated with engaging in competitions, and T responses to the kissing condition were similar to those associated with defeat.

**Richard Chambers** graduated spring 2012 from the University of Wisconsin–River Falls cum laude with honors. He received a BS degree in psychology and business. During Mr. Chamber’s senior year, he served as the Psi Chi president for his university’s chapter. During his last four years, he had two very influential mentors that he would like to acknowledge, Drs. Lisa Isenberg and Travis Tubré. He is currently a PhD candidate at Louisiana Tech University studying industrial/organizational psychology. He currently has the pleasure of working under Dr. Tilman Sheets. Mr. Chamber’s research interests include the use of technology in the workplace and alternative methods of personnel selection. He has a strong appreciation for learning and the opportunities that the industrial/organizational psychology program at Louisiana Tech University has afforded him. Finally, he enjoys participating in AROS Consulting, applied research for organizational solutions. AROS Consulting is a part of Louisiana Tech University’s industrial/organizational psychology doctoral program and is managed by faculty and graduate students.

**Lane Nesbitt** is a lab coordinator for the van Anders Social Neuroendocrinology Lab in Ann Arbor, MI. She received a BA in psychology and women’s studies from the University of Michigan in 2012, with a minor in criminal justice. Involvement in nonprofit organizations such as the American Friends Service Committee Healing Justice Program has been a vital influence for her personal and professional work. She is interested in sexual well-being, particularly as it might relate to relationship agreements, infidelity experiences, gendered sexual schemas, and sexist attitudes. She plans to become a clinician focusing on couples, and is passionate about promoting healthy sexual relationships in under-researched populations including prison inmates and those with autism spectrum disorder. She presented the findings from this study at the International Academy of Sex Research 2012 annual meeting, and has conducted research under the direction of Drs. Theresa Lee, Terri Conley, and Sari van Anders.
Model Chapter Awards

For 2011–12 academic year, 56 Psi Chi chapters qualified for recognition as Model Chapters. The Model Chapter Awards Program annually recognizes and rewards those chapters that consistently maintain outstanding records of membership inductions, chapter correspondence, service projects, and other criteria associated with being an outstanding chapter. All chapters meeting the criteria are designated as winners and receive a check for $100 noting their achievement as a Model Chapter. In addition, the winning chapters are eligible to win subsequent years. Eligibility is determined after the end of the fiscal year (June 30). In addition to the chapters listed in the last issue of the Eye on Psi Chi, the following chapters have also achieved Model Chapter status:

Ashland University (OH)
Belmont University (TN)
Charleston Southern University (SC)
Southeastern Louisiana University

2012–13 SuperLab Research Grant

The Psi Chi Research Grants Committee, the Psi Chi Board of Directors, and the Cedrus Corporation would like to announce the winners of the 2012–13 Psi Chi/SuperLab Research Grant. Both of these students will be awarded a copy of the SuperLab experimental lab software and a response pad from Cedrus. The winners are as follows:

Katherine Luecht
Florida Southern College
“Effects of Preamption Suggestions on Eyewitnesses’ Beliefs, Expectations, Choosing Rates, and Retrospective Judgments”

Shriradha Sengupta
Georgia Institute of Technology
“Effects of Natural Variation Sleep on Attention and Visual Working Memory”

2012–13 Thelma Hunt Research Grant

Susan Becker, PhD, chair of the Psi Chi Research Grants Committee, has announced the winners of the 2012–13 Thelma Hunt Research Grants. The winners are as follows:

Joseph Giardino
Fordham University (NY)
“Psi Chi Chapters Expanding Best Practices”
Award Amount: $3,000

Ashley Whillans
The University of British Columbia
“Increasing Student Engagement for Second Year Psychology Majors: An Intervention Study”
Award Amount: $3,000

PSI CHI/FBI NCAVC Internship Grant

The Psi Chi Research Grants Committee is pleased to announce the winner of the Psi Chi/FBI National Center for the Analysis of Violent Crimes (NCAVC) Internship Grant. Kasey Blackburn of Marymount University (VA) is the grant recipient for the fall 2012–13 internship. The grant’s purpose is to further the goals of Psi Chi by providing funds for undergraduate or graduate Psi Chi members to conduct research at the FBI NCAVC. The NCAVC conducts empirical research on factors involved in violent crime (e.g., maternal filicide, sexual exploitation of children, domestic violence homicide, child abduction/homicide, and serial murder). Interns participate as team members in all aspects of the research. Psi Chi has formed a partnership with the NCAVC to provide grants for NCAVC interns who are Psi Chi members. Up to two $7,000 grants will be awarded annually to support living expenses for Psi Chi members who are selected for one of the 14-week unpaid NCAVC internship positions. One grant is awarded to a qualified fall semester intern and one grant will be available for a qualified spring semester intern. Applicants for the FBI NCAVC internships must follow the application procedures described at http://www.fbijobs.gov/232.asp. Staff members at the NCAVC will select interns each semester based on the regular FBI NCAVC selection process. There are no intern slots reserved for Psi Chi members. For full details on the grant and all criteria, please visit Psi Chi’s website, www.psichi.org.

2012–13 Undergraduate Conference Grant

Psi Chi is pleased to announce the winners of the 2012–13 Undergraduate Conference Grant. The Board of Directors allocated $15,000 to this program, which is intended to support local and regional undergraduate psychology research conferences that are sponsored by one or more schools. Each school was awarded $1,000. To be eligible for a grant, at least one of the schools sponsoring the conference must have a Psi Chi chapter. Grant recipients (schools funded and the title of their conference) for this year are listed below:

Scripps College (CA)
Magna Cum Laude Undergraduate Psychology Research Conference
Richard Stockton College of New Jersey
Psi Chi Undergraduate Research Conference
Culver-Stockton College (MO)
ILLOWA Undergraduate Research Conference
University of Central Arkansas
Arkansas Symposium for Psychology Students
St. John’s University (NY)
“The Changing Faces of Psychology”
University of Massachusetts Dartmouth
UMass Dartmouth Psi Chi Research Conference
Plymouth State University (NH)
New Hampshire Psychological Association Academic Convention
Kutztown University (PA)
Psi Chi Undergraduate Psychology Research Conference
St. Joseph’s University (PA)
8th Annual Philadelphia Area Psi Chi Research Day Conference
Victoria University of Wellington (New Zealand)
Cognition and Memory Undergraduate Conference New Zealand
University of Wisconsin–Platteville
Tri-State Undergraduate Psychology Conference
University of Texas at Tyler
East Texas Psi Chi Student Research Conference
University of Charleston (WV)
Tri-State Undergraduate Psychology Conference
California State University San Marcos
20th Annual Student Research Fair
Awards & Grants

2011–12 Faculty Advisor Research Grant

The purpose of this program is to provide funds for advisors to defray the direct cost of conducting a research project. One grant is available annually within each of Psi Chi’s six regions, and an additional six grants are available across regions for a total of twelve $2,000 grants.

Will Canu, PhD
Appalachian State University (NC)

Establishing Age Appropriate Symptom Criteria for Assessing ADHD in Young Adults

Attention-Deficit/Hyperactivity Disorder (ADHD) is one of the most common disorders of childhood, with an estimated prevalence in the United States of 9.5%, and continues to cause functional impairment in adulthood for approximately 70% of affected individuals. The primary goal of this project is to identify symptom criteria that best capture emerging adults (i.e., ages 18–25) who merit an ADHD diagnosis. Online questionnaires will be administered to college students and to their parents and/or significant others, with the latter two groups reporting on the symptoms of their associated students—a multiple-informant approach that mimics best clinical practice. Determining an ADHD criterion set that accurately identifies affected emerging adults will address assessment and treatment needs for this important group that go unmet given the current criteria of the Diagnostic and Statistical Manual of Mental Disorders (4th edition text revision, DSM-IV-TR; American Psychiatric Association, APA, 2000).

Will Canu, PhD, is an associate professor in the Department of Psychology at Appalachian State University in Boone, NC. He attained his undergraduate degree in psychology at Davidson College and completed his subsequent master’s and PhD degrees in clinical psychology at the University of Texas at Austin, the latter being awarded in 2004. He completed his predoctoral internship in child clinical psychology at SUNY Upstate Medical University that same year. Dr. Canu served as the Psi Chi faculty advisor at Missouri University of Science and Technology from 2005–07, and is currently reprising that role at Appalachian. Dr. Canu enjoys teaching undergraduate and graduate students about psychopathology, intervention, and appreciating the diversity and complexity of psychological science. His research focuses on the assessment, treatment, and adjustment of young adults with attention-deficit/hyperactivity disorder, and he is very grateful to Psi Chi for this grant which helps him continue this line of work.

Bettina Casad, PhD
Cal State Polytechnic University, Pomona

A Cross-Cultural Comparison of Women in Engineering: Examining Intelligence Theories and Models of Agency

U.S. and Japanese women are underrepresented in engineering; however, a gender gap does not exist in India. This research will examine why gender gaps persist in some cultural contexts and not in others. It is hypothesized that U.S. women may not pursue engineering education due in part to endorsing an entity theory of intelligence, as Americans are more likely to endorse a fixed view of intelligence than East and Southeast Asians. It is also hypothesized that U.S. women may perceive more free choice in their educational pursuits, and therefore may opt out of engineering. To explore these hypotheses and to assess general similarities and differences, samples of U.S., Japanese, and Indian women majoring in engineering will be compared.

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

Cathy Cox, PhD
Texas Christian University

Personality and Consumer Preferences

An alarming number of people expose themselves to deadly products in an attempt to lighten their skin. According to the terror management health model (TMHM; Goldenberg & Arndt, 2008), health decisions made in the context of mortality concerns often reflect efforts to bolster self-esteem rather than protect one’s health. Thus, when mortality concerns are salient, skin-lightening decisions should reflect the degree to which lighter skin is perceived as a way to attain societal standards of value. The purpose of the present research is to examine interest in skin-lightening products as a function of reminders of death and advertisements depicting the attractiveness of light skin. Further, this research will explore the malleability of attractiveness standards by examining whether mortality salience increases minority women’s interest in skin-lightening products when the attractiveness of light skin is highlighted, but will decrease their interest when the association between dark skin and attractiveness is made salient.

Cathy R. Cox received her PhD from the University of Missouri and is currently an assistant professor at Texas Christian University. Her research to date has been broadly interested in relational concerns: (a) how we relate to others and (b) how we relate to our bodies. Working from the terror management theory (TMT) perspective that the pursuit of meaning and value in one’s life protects the individual from deeply rooted anxiety, her research has examined such topics as parental and interpersonal attachment, disgust and attitudes toward the body, the evaluation of women, and health intentions and behavior. Dr. Cox teaches undergraduate and graduate courses in Personality, Social Psychology, and Statistics. She has served as a Psi Chi coadviser for two years.

Will Canu, PhD

Bettina Casad, PhD

Cathy Cox, PhD
Frances Daniel, PhD
Indiana University Northwest

Hemispheric Processing of Inferences in Bilinguals: The Role of Inference Predictability in Multiple Language Activation

This research will explore hemispheric differences in multiple language activation of inferences in bilinguals. Spanish-English bilinguals will read passages in English that either promote a predictable or less predictable inference. To determine if the inference is generated, bilinguals will perform a lexical decision task, with either an inference-related, neutral, or nonword. Inference-related words and some of the neutral words will be viewed in Spanish (language switch). We predict that inference-related words will show an inhibition effect when reading predictable passages, indicating only English is active in memory, whereas inference-related words will show a facilitation effect when reading less predictable passages, indicating both languages are active in memory. This facilitation effect will be situated mainly in the right hemisphere.

Frances Daniel, PhD, received her undergraduate degree in psychology at the University of Memphis, and earned her MA and PhD in cognitive psychology at the University of Illinois at Chicago. She is currently an assistant professor at Indiana University Northwest, where she has served as the Psi Chi faculty advisor since 2010. She teaches a wide range of classes including Statistics, Research Methods, Cognitive Psychology, and the Psychology of Language. She has two lines of research; her pedagogical line focuses on instructional techniques that improve the transfer of knowledge outside the classroom. Her other line focuses on how memories are created from text and the role of inferences in text comprehension. As the Psi Chi advisor, she encourages student participation in the research process and invites students to work as research assistants in her lab as well as conduct independent research projects under her supervision.

Cheryl L. Dickter, PhD
College of William & Mary, Williamsburg (VA)

The Role of Familiarity on Implicit Attention to Race

Studies have shown that white perceivers show an early attentional bias to black male faces relative to white male faces (e.g., Trawalter, Todd, Baird, & Richeson, 2008). The hypothesis that racial outgroup members would yield less of an attentional bias in individuals who have greater experience with outgroup members, based on their personal experience will be tested. One hundred white college students will complete a dot-probe paradigm with black and white male target faces. It is expected that whites’ attentional bias will be moderated by the number of close friendships with outgroup members. These findings will have implications for social cognitive theory.

Cheryl L. Dickter, PhD, is an assistant professor in the Department of Psychology and a faculty affiliate of the Neuroscience Program at the College of William and Mary in Williamsburg, VA. She received her PhD in social psychology from the University of North Carolina in 2006. Her research uses a social cognitive neuroscience approach to examine how individuals perceive members of different social groups, and how these perceptions differ based on contextual information such as stereotypes. Dr. Dickter also examines how the cognitive processes involved in the processing of drug-related stimuli are affected by exposure, craving, and motivation. Her work has been funded by the National Science Foundation and the National Institutes of Health. Dr. Dickter has been the faculty advisor for the College of William and Mary Chapter of Psi Chi for the past four years.

Cheryl L. Dickter, PhD
Frances Daniel, PhD

Renae Franiuk, PhD
Aurora University (IL)

Inconsistencies in Print Journalism and Attribution of Blame in Sexual Assault

Previous research has demonstrated that newspaper articles offer a bias representation of sexual assault promoting rape myths that blame the victim and excuse the perpetrator for sexual assault. Further, these bias accounts have been shown to influence participants’ opinions about victim and perpetrator blame in an actual sexual assault case (e.g., Franiuk, Seefelt, Cepress, & Vandello, 2008). The present research aims to build on past research by studying whether or not the fragmented nature of news presentation may also contribute to victim blame in sexual assault cases. Participants will be exposed to news articles that present factual but inconsistent information about a sexual assault case to see if inconsistencies between the articles are attributed to the victim instead of to the newspaper accounts.

Renae Franiuk, PhD, is an associate professor of psychology and chair of the Psychology Department at Aurora University. Dr. Franiuk has been at Aurora University since 2005 and has been the advisor to the Psi Chi chapter since 2006. She received her PhD in social psychology from the University of Illinois-Urbana/Champaign in 2002 and spent three years as an assistant professor in psychology at the University of Wisconsin-Stevens Point before coming to Aurora. Dr. Franiuk’s research mainly focuses on two areas: implicit theories of romantic relationships (soul mate vs. work-it-out theories) and gender issues (e.g., sexual assault, domestic violence, parenting and gender roles). She is using the Faculty Advisor Research Grant to investigate attributions of blame in sexual assault cases in print journalism.
2011–12 Faculty Advisor Research Grant

Monica Marsee, PhD
University of New Orleans (LA)

Personality, Aggression, and Dysregulation: Understanding the Unique Features of Callous-Unemotional, Narcissistic, and Borderline Personality Traits in Detained Adolescents

The purpose of this study is to explore the differential associations of callous-unemotional, narcissistic, and borderline personality traits with the Big Five personality traits as well as aggression, delinquency, and dysregulation (behavioral, cognitive, and emotional) in a sample of detained adolescents (ages 11–17). The moderating effects of cognitive, emotional, and behavioral dysregulation will be examined in the associations between psychopathic, narcissistic, and borderline personality traits and aggressive and delinquent behaviors. These findings have implications for intervention with aggressive and antisocial youth.

Monica Marsee received her PhD in applied developmental psychology from the University of New Orleans (UNO) in 2005. She is currently a faculty member in the Department of Psychology at UNO and directs the Youth Social and Emotional Development Lab. Dr. Marsee’s research generally focuses on social/emotional development in children and adolescents, with a specific focus on factors that contribute to the development and maintenance of aggressive and antisocial behavior. Dr. Marsee’s recent work is among some of the first to explore the reactive and proactive subtypes of relational aggression, and along with her colleagues, she has developed an instrument designed to assess these subtypes called the Peer Conflict Scale. Dr. Marsee’s goal is to use her research on aggressive subtypes to inform gender-specific treatment and prevention efforts targeted at girls and boys in community and juvenile justice settings.

Jason Rose, PhD
University of Toledo (OH)

Agency, Choice, and Placebo Expectation Effects

Placebo effects are physiological or psychological responses associated with inert substances, procedures, or expectations within a healthcare encounter. Research has shown that placebo effects increase when participants choose from treatment alternatives (vs. when choice is unavailable). The current proposal examines (a) how people’s experiences with a treatment might differ when choosing from alternatives with combinations of positive and negative expectations (i.e., placebos and nocebos), and (b) whether sociocultural factors (i.e., social class) impact whether choice-making is beneficial for placebo responding. The overarching goals behind this research program are to (a) advance scientific knowledge by examining the validity of extant placebo methodologies, and (b) improve clinical application by delineating the conditions under which health practitioners should incorporate choice into healthcare encounters.

Jason Rose, PhD, is an assistant professor of psychology at the University of Toledo where he directs the Self and Social Evaluation Lab and teaches Statistical Methods, Social Cognition, and Social Psychology and Health. His scholarly interests are at the intersection of social cognition, judgment and decision-making, and health psychology. More specifically, his research has examined social comparison processes, norm perception and communication, perceptions of vulnerability to health threats, and the impact of individual/cultural differences on cognition and judgment. His work has been published in journals such as Personality and Social Psychology Bulletin, Journal of Personality and Social Psychology, Organizational Behavior and Human Decision Processes, Journal of Behavioral Medicine, and Journal of Health Psychology. He holds a PhD from the University of Iowa and a BA from Purdue University at Fort Wayne.

Rebecca Singer, PhD
Georgetown College (KY)

Object Permanence in Marine Mammals

Object permanence is the ability to understand that objects exist even after they have disappeared from view. Few species have been successful at higher level object permanence. The first purpose of this experiment is to demonstrate that this ability in marine mammals follows a similar developmental track as it does in human children by studying both juvenile and adult dolphins and sea lions. Second, researchers will investigate whether marine mammals can succeed at stage 6 object permanence tests, if given the opportunity to practice, as human children do. Finally, dolphins will be tested in air and underwater to see if differences in object permanence development are the result of the dolphins’ reliance on echolocation abilities.

Rebecca Singer, PhD, is an assistant professor of psychology at Georgetown College in Kentucky. Dr. Singer spent many years working with animals in zoos and aquariums. She worked as a marine mammal trainer for several years then worked as a researcher with giant pandas and chimpanzees before earning her doctorate in experimental psychology with an emphasis on animal learning and cognition from the University of Kentucky. She continues her work with animals in Nassau, Bahamas, as she investigates an ability called object permanence in dolphins and sea lions. She and her students ask if these animals can understand that objects exist even when they disappear from view. Preliminary data indicate that they do, and work is underway to determine if echolocation plays a role in the development of this ability.
Sexism and ‘Sister Schools’

This study examines stereotyping between “sister schools” and affiliated institutions. Participants will read about a female student and complete measures of sexism and stereotype content. The vignettes manipulate the student’s college; sister school, affiliated school, or unaffiliated. We predict that there will be effects of condition, gender, and college attended, with participants in the affiliated condition, males, and participants who attend the affiliated school scoring higher in hostile sexism. Second, participants in the sister school condition will score the student higher in warmth and participants in the affiliated school condition will score the student higher in competence. Finally, affiliated school participants who read about the sister school will endorse more benevolent sexism and warmth and less hostile sexism and competence.

Bettina Spencer received her PhD in social psychology from the New School for Social Research and is currently an assistant professor of psychology at Saint Mary’s College, Notre Dame. She teaches courses in Social Psychology, Research Methods, Stereotyping and Prejudice, and the Psychology of Violence, and has been a coadviser to the Saint Mary’s Psi Chi Chapter since 2008. Her main research investigates issues of stereotyping and prejudice as they relate to low-income individuals. Specifically, she has examined the academic underperformance of low-income college students in testing situations, as well as perceptions of low-income women in the court system. In her work, she also examines issues of violence, media influence, and dehumanization. Recently she has started a new line of research comparing the impact of single-sex and mixed-sex environments on various domains, including body image, and endorsement of hostile and benevolent sexism.

Mark Terjesen, PhD
St. John’s University (NY)
Developing a Measure for Assessment of Infants and Toddlers for Use in Vietnam

Early identification of children with developmental delays is important in that it may lead to the development of effective intervention. Given the breadth of skills that warrant consideration, the assessment of infants and toddlers may be particularly challenging. These challenges are even more noticeable when a paucity of measures exist for specific languages and cultures. The aim of the present proposal is to develop a measure for assessment and screening for developmental delays among infants and toddlers in Vietnam.

Mark Terjesen, PhD, is an associate professor and director of the graduate programs in school psychology at St. John’s University. He presents and publishes in the areas of school psychology, international psychology, sleep problems among youth, cognitive-behavior therapy (CBT) and clinician and educator knowledge and decision making practices. He has served as advisor to the St. John’s chapter of Psi Chi since 2002, has supervised many undergraduate research projects and has mentored over 50 doctoral dissertation projects. He regularly consults with international colleagues on developing intervention-based programming at their universities/facilities and has received grant support to forward that work. In addition, he provides frequent trainings on CBT in the U.S. and internationally. He is active in a number of professional organizations (ABCT, APA, NASP, TSP) and has taken leadership roles in many of them as well.

Phillip Zoladz, PhD
Ohio Northern University
Temporal Dynamics of Stress Effects on False Memory Production

The present study is designed to assess the effects of brief, pre-learning stress on false memory production. Participants will submerge their dominant hand in cold (stress) or warm (no stress) water. Then, they will be exposed to several word lists that have been designed specifically for the purpose of producing false memories. Each word list will contain 15 words that are semantically related to a “critical lure” word. Following exposure to each word list, participants’ free recall and recognition of the words will be assessed. It is hypothesized that since the stressor will occur immediately prior to learning the word lists, stress will decrease the false recall and recognition of “critical lure” words never presented in the word lists (i.e., increase memory accuracy).

Phillip Zoladz, PhD, received his BA in psychology from Wheeling Jesuit University (WV) in 2004. He then received his MA and PhD in behavioral neuroscience from the University of South Florida in 2006 and 2008, respectively. Dr. Zoladz is now an assistant professor of physiological psychology at Ohio Northern University in Ada, OH. He teaches several courses related to the physiological mechanisms underlying behavior (e.g., Physiological Psychology, Psychopharmacology, Sensation & Perception) and conducts research on both humans and rodents. Dr. Zoladz’s program of research is aimed at developing a better understanding of the neurobiological mechanisms responsible for the effects of stress on learning and memory, and all of his research projects are conducted with the assistance of numerous undergraduate research assistants. Dr. Zoladz has published numerous articles in respectable peer-reviewed academic journals and frequently presents his research findings at national and international neuroscience conferences.
2011–12 Guilford Undergraduate Research Award

The past Awards Committee chair and President-Elect, Dr. Maria Lavoo, has announced the winners of the Guilford Undergraduate Research Award. Psi Chi congratulates the 2011-12 winners and wishes them continued success.

First Place:
Andrew Choi
University of Utah
RA: Carol Sansone, PhD

Examining Off-Task Behaviors as Regulatory Mediators of Long-Term Interest and Performance Online

Initial results from the Regulation of Motivation and Performance Online (RMAPO) project indicated that students given reasons to value learning basic HTML in an online lesson (value-added) spent more time exploring on-task and off-task websites prior assignment submission, relative to control; both were associated with greater lesson interest. The present study examined whether certain off-task websites or patterns of off-task behavior were most beneficial for interest. Participants in value-added conditions (relative to control) were more likely to visit two types of off-task websites: indirectly lesson-related and personal interest. Further, such access predicted greater interest and performance. The findings suggest that students given reasons to value learning may use off-task behavior as strategies in service of having a more interesting experience.

Andrew Choi is a senior studying psychology and sociology at the University of Utah. As a 1.5-generation immigrant from South Korea, Mr. Choi has long maintained an interest in how identity develops across cultures and its implications for mental health and trajectories in higher education. After finding shared interests with Dr. Carol Sansone regarding motivation and learning, he began assisting in the Regulation of Motivation and Performance Online (RMAPO) project and later completed an honors thesis while earning a managerial lab position. He is also a varsity athlete for Utah’s men’s swimming and provides peer counseling as a Student-Athlete Mentor. Furthermore, as chair of the Student Advisory Council and student ambassador for the College of Social & Behavioral Science, he enjoys taking leadership to address the needs and opinions of psychology undergraduates institutionally. Mr. Choi is currently preparing for graduate studies and enjoys traveling and reading during his spare time.

Second Place:
Leah Fredman
Lehman College, CUNY
RA: Vincent Prohaska, PhD

The Terror of Pregnancy: Examining Terror Management Theory and Ambivalent Sexism Theory in Attitudes Toward Pregnancy

Terror Management Theory (TMT; Goldenberg, Goplen, Cox, & Arndt, 2007) offers an explanation for prejudice toward pregnant women. Subjects completed inventories assessing negative attitudes toward corporeal attributes following reading a creaturliness, uniqueness, or no essay. Attitudes toward semen and menstrual blood were undifferentiated. Next, in a modification of Goldenberg et al., subjects rated the offensiveness and competence of a pregnant or nonpregnant model, and whether the photograph evoked anger. Findings of increased offensiveness and lower competence evaluations of the pregnant photograph by subjects in the creaturliness condition were not replicated. Participants in the no essay condition displayed increased anger toward the pregnant model, indicating Ambivalent Sexism Theory may provide a stronger conceptual framework for the explanation of ambivalence toward pregnancy.

Leah Fredman graduated summa cum laude with an award for the highest index in the social sciences from Lehman College with honors in psychology. As a senior, together with her mentor, Dr. Vincent Prohaska, she designed and executed a research project investigating the theoretical underpinnings of ambivalent attitudes toward pregnant women. The resulting article, for which she won the Guilford award, was presented at three conferences, and won a Psi Chi research award at EPA. Although research is her main passion, Ms. Fredman strives to broaden her horizons elsewhere as well. She has served as editor of her Psi Chi chapter newsletter, as well as chapter vice-president. Currently she enjoys teaching general psychology, working as a research assistant for Dr. Joshua Aronson, as well as on a second research collaboration with Dr. Prohaska, spending time with her children and dogs, and applying to social psychology doctoral programs.

Megan Crawford-Grime

Third Place:
Megan Crawford-Grime
Texas A&M University–Corpus Christi
RA: Miguel A. Moreno, PhD

When Rational Decisions Go Wrong

The objectives of this research were to determine: (a) whether participants make decisions based on a specific cognitive heuristic summation—combination operation and (b) if so, whether this process leads to rational decision making. Participants were given eight prospect pairs and asked to choose the more attractive of the pair. Attractive was defined as the higher probability. Results indicate participants largely used the combination operation to determine the higher probability. Results also indicated that an implicit decision making process yielded choices closer to ideal than an explicit decision making process. This research has applications in many fields, including psychology, economics, and policymaking.

Megan Crawford-Grime graduated cum laude from Texas A&M University–Corpus Christi (TAMUCC) in May 2012 with dual degrees in psychology and philosophy. She is in her first semester of graduate school at TAMUCC. She has been accepted into the MSc in Behavioural and Economic Science Graduate Program at the University of Warwick in Coventry, UK, for the 2013–14 academic year. Ms. Crawford-Grime has worked with her mentor, Dr. Miguel A. Moreno, for three years, investigating different aspects of the decision-making process. Her interests are in the particulars of rational decision-making. She is curious about where people stray from rational thinking, why they stray, what techniques can aid in increasing rational thinking, and the subtle differences in definitions of ‘rational.’ She plans to earn a PhD in psychology. One of her professional goals is to use her research and knowledge to help improve local, national, and global policies that impact underrepresented populations.
### PSI Chi Awards and Grants

Psi Chi sponsors a variety of award competitions each year. Listed below is a brief overview. For more information, please visit [www.psichi.org/Awards](http://www.psichi.org/Awards)

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<td>Regional Chapter Awards</td>
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<th>Name of Grant</th>
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<tr>
<td>Undergraduate Research Grants</td>
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<td>Undergraduate</td>
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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 fund-raiser 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, fund-raising events, conventions, field trips, and honors received by students, faculty members, and/or the chapter.
- Report attempted solutions to chapter problems—those that were effective and those not so effective.
- Color photos are welcomed; the number of photos per chapter is limited to two per issue. Include accurate, typed captions. Photos may be mailed (include a self-addressed, stamped envelope for returned photos) or emailed to psichieye@psichi.org. For digital photos, email only high-quality resolution images (500KB) using a 5-or-higher megapixel camera. Do not send digital printouts from a photo quality printer.
- Photographs and chapter reports submitted to Eye on Psi Chi may be featured on our website (www.psichi.org).

East

Lehman College, CUNY
The Psi Chi chapter held its first fall semester bake sale to raise funds to support its team at the Susan G. Komen Greater NYC Race for the Cure annual breast cancer walk in Central Park. The team of 11 members raised $397. The officers are Judith Steiner, Matia Jayasurya, John Ouellett, Erica Benjamin, Madelyn Gil, Nancy Santaniello, Annesha Parillon, and Leah Fredman.

Midwest

University of Central Missouri
The UCM Chapter has been active this semester in organizing fund-raisers, creating educational resources for Psi Chi students, and participating in university homecoming activities.

Bobby Vaughn, a graduate student in UCM’s counseling program and Psi Chi member, and his wife Becky created Mule Ears to represent UCM’s mascot, Mo the Mule. They kindly donated the ears to the chapter to help raise money to fund student research, student travel to conferences, and help add books to the newly created GRE Library. The Mule Ears were sold the week prior to and during homecoming.

Treasurer Kirstie Bash collected GRE books and created the Psi Chi GRE Library, a free resource for Psi Chi students to help them study and prepare for the Graduate Record Exam. UCM’s Psi Chi chapter and Psychology Club paired up to design and paint a spirit window for homecoming. The window featured former psychology department graduates and how they’ve made a difference with their degrees, which followed the homecoming theme of “Mules make a difference.”

Southeast

Belmont University (TN)
Belmont University’s Psi Chi chapter was very pleased to win Psi Chi’s 2012 Recruitment Contest. The chapter also participated in Belmont’s semiannual Bruin Link Fair, which is designed to show freshmen and new transfer students the organizations the school has to offer. The chapter did not want to miss out on this opportunity to recruit more members, so they set up a table with a calendar of the chapter’s events, candy, and information on how to join.

Charleston Southern University (SC)
The Psi Chi chapter of Charleston Southern University (CSU) began the year with new president Nicole Ellerbe, and Dr. Sinisi, the chapter’s faculty advisor, informed members that they were the recipients for the 2011-12...
Chapter Activities

Academic Club of the Year award.

On campus the chapter participated in the Health and Safety fair where the psychology club distributed and evaluated depression tests. In the community, the chapter participated in a cookout with the young boys at the Eagle Harbor Ranch and also raised money for the American Heart Association and participated in their heart walk.

The chapter hosted six speakers this semester. Christine Schooner from the Berkeley County Department of Disabilities and Special Needs spoke about their community-based services and distributed agency pamphlets.

There were two speakers from the Dorchester Alcohol and Drug Commission: Sammy Miller, the executive director, and Darlene Chapman, a licensed professional counselor. Miller shared his expertise related to addiction as well as the programs provided to citizens in Dorchester County. Chapman shared her work with offenders and victims of criminal domestic violence.

The chapter also invited three of our own Charleston faculty. Dr. Susan Styles, a psychology professor, reviewed the application process for graduate school. Dr. David Naylor from the department of Behavioral Sciences shared his pictures and experience in Nepal. Dr. Rachel Walker, a psychology professor and Psi Chi advisor, discussed GRE testing and preparation. It has been an eventful start for the Psi Chi Chapter of CSU.

Davidson College (NC)

Many members of the Davidson College Psi Chi Chapter conducted psychology research this past summer. Lea Williams (chapter president) worked with Dr. Scott Tonidandel on a project that explored propensity scoring: a statistical technique that allows for the creation of equivalent groups to compare even when random assignment is not possible. They explored this by looking at Davidson College students who used the campus writing center versus those who did not. Psi Chi members Justin Strickland, Savannah Erwin, and Rachel Loucks conducted research alongside Dr. Mark Smith, Dr. Kristi Multhaup, and Dr. Jessica Good, respectively. Justin worked within the field of behavioral pharmacology, Savannah investigated cognitive functioning of older and younger adults in everyday tasks, and Rachel conducted research on confronting sexism.

The fall semester is in full swing and the chapter is beginning to plan a psychology panel for students interested in the department, as well as a service event and induction ceremony. Additionally, Claire Brennan and Grant Thomas are advertising for a psychology mentoring program where upperclassmen psychology majors are paired with underclassmen interested in psychology in order to form connections.

Georgia State University

The Psi Chi chapter has made it a top priority to assist students in preparing for graduate school. Each year, the chapter sponsors educational programs to help guide students in preparing for and applying to graduate programs. An annual Graduate School Event hosts psychology graduate school representatives from the southeast who discuss preparation for graduate school in general, as well as what their particular programs have to offer.

The chapter cosponsors an annual undergraduate research conference with the psychology department where students have an opportunity to showcase their research using a poster format. A preconference workshop in

Psi Chi members of the Alliant International University (CA) Chapter.

Belmont University (TN) Psi Chi members.

Belmont University’s (TN) Psi Chi recruiters with their table at their semi-annual Bruin Link Fair.
Chapter Activities

University of Alabama in Huntsville
During the 2011-12 academic year the Psi Chi chapter was involved in many service, educational, and social events. The chapter hosted two LifeSouth Blood Drives on the UAHuntsville campus in the fall and spring semesters. The chapter’s highlight in fall 2011 was sponsoring a trunk for the community-wide Trunk or Treat Festival where the chapter won second place for the best decorations. The chapter also volunteered at the WAFF48 Can-a-thon in December by helping to collect and box up cans of food and at the Walk for Autism in April. Psi Chi members also served as moderators at the Alabama Gerontological Society (AGS) Conference in Huntsville in April which offered both volunteering and educational opportunities to the students by giving them exposure to careers in aging.

The chapter hosted three other educational events this year. The first was a GRE Preparation Tutorial given by Dr. Marita O’Brien last fall. In the spring, Dr. Eric Seemann spoke on how to apply to graduate programs in psychology. Psi Chi members also facilitated discussion at the movie night of “The Soloist” to raise Introductory Psychology students’ awareness of psychological disorders. The chapter held a Coffee and Doughnut Fund-raiser event on campus in February. Chapter members also had fun participating in the Psi Chi/Psychology Club bowling nights in the fall and spring. The chapter closed out the year with their annual induction ceremony on April 25, during which they inducted new officers and 10 new members.

University of Louisville (KY)
The Psi Chi chapter has been very busy with various workshops and panels to help students prepare for the process of applying to graduate school. A psychology GRE prep session, graduate school forum, and personal statement writing workshop have all taken place this semester. During the graduate school forum, three of university psychology professors sat on a panel and answered questions of graduate students about their areas of study, how they selected schools to apply to, and advice regarding the application process, including how to approach interviews.
questions posed by the students about graduate school and the application process. The chapter provided pizza, which was, of course, a hit with the students! The personal statement workshop was extremely informative. Students learned the "dos" and "don'ts" of writing a personal statement as well as some tips for how to begin writing.

The chapter also continues to sell Powercards from last year at a discounted price. The Powercard is the chapter’s main fund-raiser, in which card holders receive discounts to local businesses.

In addition to preparing students for their upcoming journey to graduate school and fund-raising, the chapter prepared for fall 2012 inductions. On September 27, 2012, the chapter inducted 26 new members. The induction’s keynote speaker was Dr. Nissim-Sabat, (professor of psychology at University of Mary Washington), who is retiring this year. The title of his talk was "Lessons I’ve Learned Over Time." He spoke about making the most of one’s academic experience and capitalizing on all possible opportunities.

University of Mississippi

Nervous about getting into clinical psychology graduate programs? You are not alone. On October 2, the Psi Chi chapter welcomed professor and clinical psychologist Dr. John Young for a presentation and open discussion related to topics in his book *Getting In, Getting Out and Getting on with Your Life: The Complete Cynics’ Series to and through Graduate Education in Clinical Psychology.* The evening, including light refreshments and some laid-back conversation, began with Sarah Allen (chapter president) introducing Dr. Young. She shared her personal experiences in reading the book and how it helped guide her application process. Dr. Young gave a realistic overview of the hard work it takes to be a successful during the application process for admission to APA accredited PhD programs. Navigating courses and lab work as an undergraduate, providing an organized way to approach meeting with professors, and demystifying when and how to tackle the meticulous steps in the application process were just a few of the evening's topics. This speaker kicked off October as recruitment month for the chapter. The following week, current members hosted a bake sale outside the student union both to raise funds as well as aide in Psi Chi recruitment. The chapter is very excited for a year of growing membership and being more active campus wide.

West Virginia University

Psi Chi members of West Virginia University’s (WVU) chapter ended summer vacation early and returned to help the psychology department welcome over 150 freshmen during the First Year Academy. The purpose of this event was to help freshmen learn more about opportunities available in the department, to ease the transition into college, and to meet departmental faculty and students. Psi Chi volunteers led groups of freshmen on a tour of the WVU Life Sciences Building, which houses psychology and biology. Tours highlighted the Psi Chi information and achievement bulletin board, the Psi Chi display case, and the Psi Chi office. An overview of the psychology department included presentations by the chapter president and vice president. New students were encouraged to join Psychology Club until they are later eligible for Psi Chi membership. Chapter officers and committee chairs elaborated on the importance of a student-led organization, participation in out-of-classroom activities, and involvement
in service. As the semester continued, chapter annual traditions were perpetuated. Guest speakers presented at meetings, including a sports psychology talk by Dr. Jack Watson. Community service was provided at the West Virginia Grief Center by chapter members planning, shopping for, and preparing a dinner. The chapter also had a bit of fun with a visit to a local haunted house (Fright Farm).

Southwest

Henderson State University (AR)
On September 22, 2012, the Henderson State University Psi Chi members assisted in cleaning up litter around the shores of Lake DeGray. As a community, 434 people attended the event, picking up approximately 2.5 tons of trash and 35 tires! The chapter collected seven bags of trash.

Southeastern Louisiana University
The Psi Chi chapter kicked off the fall semester with a number of activities and events to get both old and new members involved in the organization. The chapter started out the semester participating in Southeastern’s Tradition’s event in the student union. The chapter set up a booth and gave out information to incoming freshman about the benefits of becoming a Psi Chi member.
In September, the chapter had their first official meeting where Dr. Jeffrey Keller came to speak about his work at the Institute for Dementia Research and Prevention (IDRP) in Baton Rouge, LA. Dr. Keller discussed research opportunities for the chapter’s members that included psychometric testing experience, patient contact, and even possible publication opportunities. In addition to their various trials, the IDRP works with over 2,000 seniors on an annual basis performing cognitive, lifestyle, and other types of assessments. Also in September, the chapter participated in a food drive to support The Tangi Pantry, a local, non-profit organization that provides free groceries to over 40,000 members of the Tangipahoa Parish community every year. This month, the chapter participated in Trick or Treat for UNICEF, an international fund-raiser that helps provide children around the world with clean water, nutrition, education, and more. The fall semester has so far been a very successful one for the chapter, and member’s look forward to future successful semesters.

University of Central Arkansas
The University of Central Arkansas (UCA) Psi Chi Chapter, along with the UCA Department of Psychology and Counseling, hosted the 28th annual meeting of the Arkansas Symposium for Psychology Students (ASPS) on Saturday, April 21, 2012. The event was held on the UCA campus in Conway, AR. Attendance included 178 undergraduate and graduate students and 31 faculty and special guests from 13 institutions representing three states. Conference events included a total of 52 papers, 22 posters, and a series of workshops on graduate school preparation, the publication process, and grant writing.
A special session was held for Psi Chi officers and members from participating schools to meet and share ideas. The ASPS conference was managed and conducted by a volunteer group of 26 UCA students. The students were heavily involved in all aspects of the event. The conference hosted Bob Bailey, an internationally renowned behavior scientist and animal trainer from Hot Springs, AR, as the keynote speaker. Financial support for the event was provided by a conference
grant from Psi Chi, the UCA College of Health and Behavioral Sciences, the UCA Department of Psychology and Counseling, and the UCA Sponsored Programs Office. Promotional materials were donated by Cengage Learning, Worth Publishers, and Sage Publishing. The 29th meeting of ASPS will be held on April 20, 2013 at the University of Central Arkansas (www.arksps.org).

Western

Alliant International University (CA)
While the fall semester is only just underway, the chapter has been hard at work all summer preparing for fall induction and numerous volunteering efforts for the 2012-13 year, but also participating in events and building a strong and engaged board member team. The year started with a member retreat focused on understanding Psi Chi challenges at Alliant, confirming roles and responsibilities of the new board, creating an action item list that aligned with our Psi Chi calendar, and getting to know each other.

In July, the chapter participated in the 2012 San Diego Pride Parade. Members, along with other Alliant students, wore different colored shirts to represent the iconic rainbow colors of LGBT pride. Psi Chi members also wore Psi Chi pins to represent the association. The excitement of the event was quite electric, and the energy of the community collectively showing their support and love for the LGBT community of San Diego was contagious.

In October, the chapter also participated in Hope in the Park, a free event focused on healing, education, and prevention of family violence, sponsored by the San Diego Domestic Violence Council (SDDVC). To raise money for the event the chapter kicked off an online fund-raising effort and was able to procure $430 in donations! These funds allowed the board to purchase a beautiful Psi Chi Alliant banner for the Hope in the Park booth, donate to the SDDVC, and purchase supplies for a coloring corner, games, and small prizes for all the kids in attendance.

University of La Verne (CA)
The chapter holds meetings weekly. The club hosted several workshops for members at the very beginning of the fall semester to help them with post-baccalaureate concerns, such as what to do with a bachelor’s degree in psychology, how to write a resume, and options for graduate school. The club also focused on recruitment of new members via participation in campus-wide club events and a mass e-mail blast to all majors inviting them to meetings and to apply for the honor society.

Additionally, the club wanted to show its presence on campus and participated in a variety of homecoming activities, including activity booths and a float competition. Homecoming was held on October 20 and the chapter entered a float and won 4th place and $450.

Finally, the philanthropy chair (Brittany Grace Futch) organized back-to-school bags for children in need in September and Halloween goody bags (with sugar-free candy and crossword puzzles) for elderly retirement home residents in Pomona at the October 23 meeting.
• the largest psychological organization in the world with more than 600,000 members inducted since its founding in 1929.

• comprised of a network of chapters that extends to over 1,100 colleges and universities.

• an international organization broadening its mission to embrace faculty and students regardless of geography.

• committed to leadership by offering programming at all regional conventions.

• developing relationships with minority leaders and organizations to reflect the rich diversity of people and perspectives in psychology.

• not only for undergraduates, but accepts first-time membership for graduate students (and full-time psychology faculty who have earned a doctorate).

• an advocate for research by awarding over $300,000 in awards and grants to its members and offering opportunities to publish in the Psi Chi Journal.