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The National Honor Society in Psychology

**eye**

on **PSI CHI**

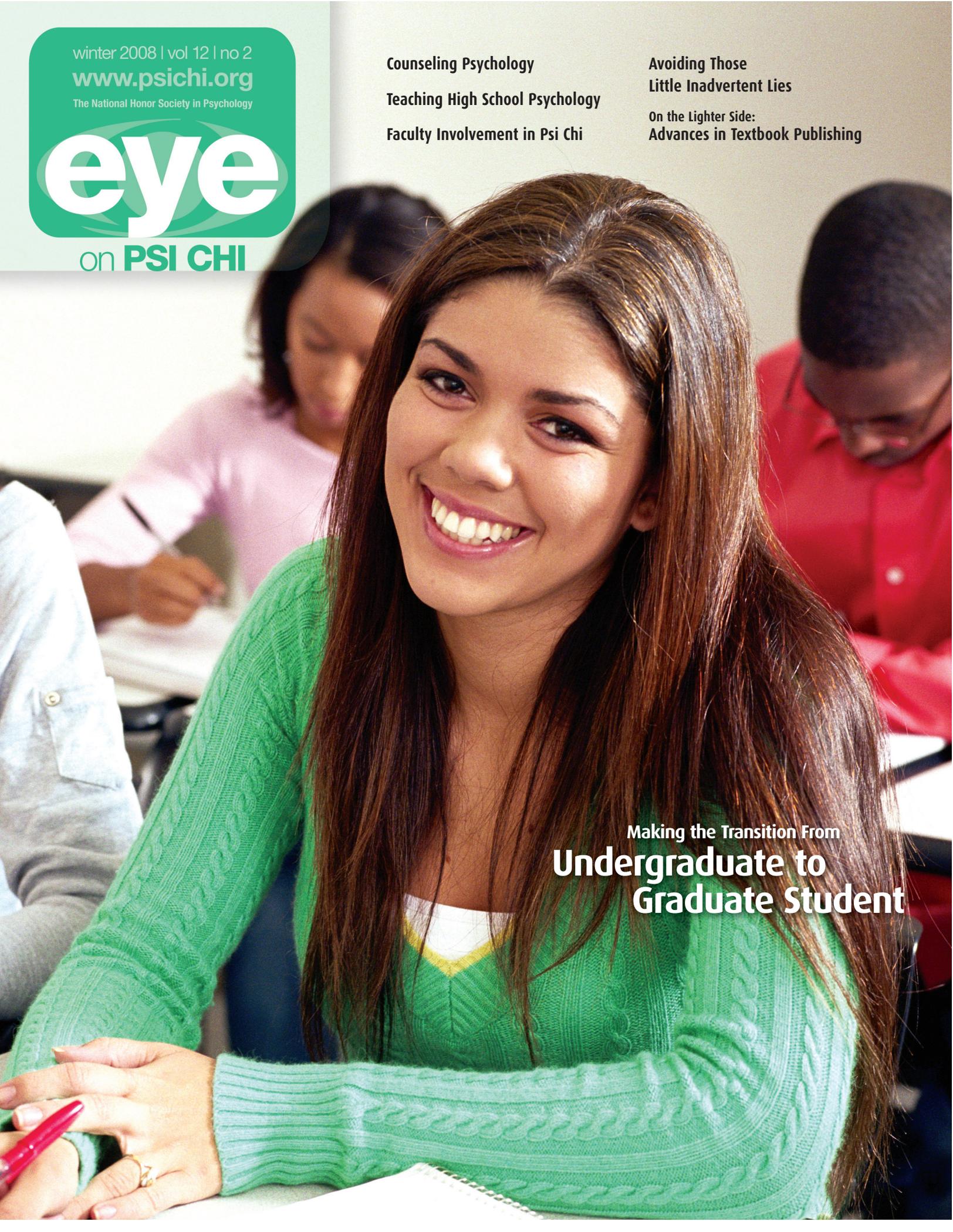
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Teaching High School Psychology

Faculty Involvement in Psi Chi

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ABBREVIATIONS

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

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**From the Editor**



**Lisa Mantooth**  
Executive Officer  
Chief Operations Officer

# The Importance of Service Projects

It seems that my life has revolved around service. At a very young age, I learned the importance of service. My parents were foster parents, opening our home to children needing loving parents. That is how my parents gave back—by giving love and a home to children. I learned the importance of giving from them. I give my time, funds, and other resources to the causes I feel are important.

A few years ago, I chose to join a service organization. Rotary is an organization whose name is synonymous with service. Their motto is “Service Above Self.” As a member of Bradley Sunrise Rotary Club, we have several important service projects. One of these projects that is near to my heart is Habitat for Humanity. We commit funds and time to building at least one Habitat home each year. Naturally, when I learned that Habitat was one of Psi Chi’s national service projects, I was elated. In my opinion it is one of the greatest organizations in the world. Habitat offers a “hand up, not a hand out.”

I am often asked about service projects and their importance to our members. I feel that by committing to at least one service project each year, our members are making a commitment that (I hope) will become lifelong. A service project does not have to cost a dime. A service project could be about time. A Psi Chi chapter can volunteer for Habitat and commit time to assist in the building of a new home. A chapter can commit to helping a shelter; whether they provide canned goods or a needed service, this is also a worthy commitment for members and chapters.

Psi Chi service projects are one way that Psi Chi members and chapters may give back to their communities. Psi Chi recognizes Adopt a Shelter, Archives of the History of American Psychology (AHAP), Food Drives, UNICEF, and Habitat for Humanity as national service projects.

For me, service is part of life. I hope that for each of you, *SERVICE* also becomes a way of life.

*Lisa Mantooth*

Lisa Mantooth

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## For Faculty Advisors



Vincent Prohaska, PhD  
Psi Chi National President  
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I wrote this column soon after returning from the annual Society for the Teaching of Psychology's Best Practices conference. The focus of this year's conference was "Beginnings and Endings," so there were sessions on courses introducing psychology to new majors and on capstone courses. For me, one particularly noteworthy session was "10 Things I Hate About My Capstone Course – And a Few Ways to Fix Them" presented by Tracy Zinn, Monica Reis-Bergan, and Suzanne Baker (2007) from James Madison University (VA). Indeed, I originally thought of titling this column "I Hate My Chapter," but I simply didn't have the courage. I simultaneously imagined: (a) readers thinking, "What an awful idea for a column. I'm not reading that"; (b) future users of the Psi Chi archives thinking, "Why would anyone, especially a Psi Chi President, write something so horrible?"; and (c) my own students thinking, "He hates our chapter." But just as Zinn et al. did not really hate their capstones, none of us (including me) hate our chapters. However, as they did in their session, I did want to address those times when we all might feel less than thrilled to be a Psi Chi chapter advisor.

One of those times is when we feel that our chapter officers are not working hard enough. They are simply not devoting the time and effort we know are needed to keep the chapter functioning successfully. This can be especially irksome after the chapter has enjoyed a period of highly active, "wonderful" officers. At such times, we should remind ourselves that "stuff happens." As we well know, every one of our officers' instructors is telling them: "My class is your number one responsibility this semester." Their employers are probably telling them the same thing, not to mention (if your students are anything like mine) that their spouses and children know what priority number one really is (them!). It is very unlikely that your officers accepted these positions planning to do very little. But planning now meets reality. Instead of getting frustrated, talk with them about their schedules and responsibilities. Help them to find better time management skills. Or find ways to help get more people involved and get more tasks delegated. Your officers might be worried that if they suggest giving some of their responsibilities to others, you'll think less of them.

An even worse time might be when your chapter does not seem to be functioning at all. Your officers are MIA—not stopping by your office and not responding to phone or email messages. No events are planned and nothing is happening. You are getting worried that your faculty colleagues are starting to notice and wonder why you cannot run a better chapter (and if you are untenured, replace worried with terrified). Take a deep breath. Now begin to chant (silently is okay): "It's not my chapter, it's theirs. It's not my chapter, it's theirs." Continue chanting until it sinks in. Resist the urge to start running the chapter yourself (e.g., planning and carrying out activities, scheduling a movie night, inviting a speaker). You will just get angrier, and they will feel even less responsible for the chapter. If your officers are not available, work with as many members as you can to accomplish something—even if it is just the induction or one small service project—but make sure they do it. This is hard to do, but worth it. My own chapter is just starting to come out of a period of relatively low activity compared to what it has been used to. I knew we were starting to get back on track when members began stopping by my office and asking why the chapter wasn't doing more. This question provided the perfect opening to a discussion about what that particular student wanted to do and how he/she could get it done. It took

me a long time to learn this and to get comfortable with it. One of my proudest moments as chapter advisor was when our officers were presenting at a conference session, and an audience member asked our then-president, Monique Guishard, to comment on the role she felt her faculty advisor played in the chapter's success. She immediately responded, "The great thing about our advisor, Dr. Prohaska, is that he doesn't do much." As the audience began to laugh and look for my reaction, she stammered a bit and then explained that what she meant was that I had created an environment in which the students felt fully responsible for running the chapter. They felt that I was there when they needed me, but I was not telling them what to do or how to do it. I felt proud because she was calling me an advisor. I was reminded of this when Suzie Baker (Zinn et al., 2007) talked about learning that the best way to ensure successful discussions in her capstone class was to leave the table and sit in the corner. When she was at the table during discussion, all the students directed their remarks to her rather than to one another. But with her in the corner, the students were forced to carry the discussion among themselves. Sometimes students do learn best when faculty provide the tools and supports, but then back away (but never too far, after all, Suzie doesn't leave the room).

But when students do run the chapter, that can create another "hating" moment. Sometimes you and your officers just don't seem to work well together. Perhaps this year's chapter president is anxious and detail-obsessed, and you are laid back and big-picture oriented. Or perhaps you tend toward perfectionism and your officers are happy just to get an event done. Here I think we have to remind ourselves that there is more than one way to be a successful leader. Certainly we should help if the leadership style is causing, or is likely to cause, problems for the chapter. But we are the professionals, and we know about individual differences. It is not their fault for not being Mini Me. Besides, the students are all going to graduate; we can always look towards better matches next year.

The final moment I want to raise is when the chapter is at war with itself. Perhaps cliques have formed and students are finding it difficult, if not impossible, to cooperate with one another. Here you most likely will have to intervene, and who doesn't hate stepping into the middle of one of these situations? Yet, we should remember that this is an excellent "teaching moment." In fact, aren't leadership, teamwork, problem solving, and interpersonal skills some of the most important skills that students actively involved in a Psi Chi chapter should be learning? Aren't we supposed to be helping them learn those skills? In many ways, times of conflict can teach more about those skills than times when everyone is on the same page and working harmoniously. But I still wouldn't wish this situation on any advisor.

Having moments of "hating" our chapters may be normal, but should not be unavoidable. Thinking about our goals, anticipating problems, planning for both good and not-so-good times, and giving our students the tools they need to prosper and succeed can go a long way to eliminating those "hating" moments. We really do love our chapters—that's why we serve as advisors.

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# Put the Spotlight on Your Chapter

**A**t this point in the academic year your chapter has probably sponsored several successful programs, or one of your chapter members might have received a Psi Chi grant or award. Be proactive in sharing your chapter's achievements with your university and local communities by publicizing your upcoming events, successful programs and service activities, members' awards and grants, and chapter awards and recognitions.

Many chapters send emails or post announcements in the department about upcoming Psi Chi events. Don't forget to follow up the event with announcements that describe your successful programs. People are attracted to and pay more attention to thriving organizations, so take the opportunity to inform others about your chapter's successful programs as well as awards or recognitions. You might consider a variety of methods to publicize your chapter. For example, in addition to emails and posters, consider distributing bookmarks that list upcoming events for the semester on one side and awards or recognitions on the other side. Your chapter could also work with your student newspaper to print a monthly Psi Chi column or announcement. Press releases that highlight special achievements are also effective public relations tools. Sending press releases to hometown newspapers is a particularly nice way to recognize your members' outstanding Psi Chi achievements. Here are some tips for effective press releases that are based on strategies used by public relations experts (R. Farberman, personal communication, September 16, 2005; Lee & Steele, 2007; Smulson, 2005). These lists are also available on the Psi Chi website ([www.psichi.org/chapters/press.asp](http://www.psichi.org/chapters/press.asp)).

## General Tips for Successful Press Releases

1. Target your school's newspaper, your school's local community newspaper, and members' hometown daily or weekly newspapers. These are likely to be the most productive outlets for chapter publicity.
2. Build a relationship with your school's public relations office so the staff can help your chapter prepare press releases and announcements for alumni newsletters and magazines and faculty newsletters as well as local and hometown newspapers.
3. Check your school's library or public relations office for a copy of *Bacon's Newspaper/Magazine Directory* (2008) to get the name and email address of the person to whom you should send the press release. This publication contains a comprehensive listing of all U.S. daily and community newspapers. If this directory is not available, ask your members

- or use the Internet to track down information about the newspapers in members' hometowns.
4. Send the press release by email. Use the Subject line to catch the person's attention.
5. Target the typically slow days: weekends, Monday, and holidays.
6. Be persistent but not pushy or demanding. If you don't get the first press release published, keep trying.

## Writing the Press Release

The most effective press releases are short focused pieces that include only essential information. Keep the list below in mind as you write your press release.

1. Include at the top of the press release the date, the name of your chapter, the email address and phone number for your chapter's contact person, and a title that will capture the readers' attention.
2. Write professionally and in language readers will understand. Proofread your copy carefully to avoid spelling and grammatical errors.
3. Address who, what, where, why, and how in the press release.
4. Put the most important information at the beginning.
5. Write the first two sentences so they capture the readers' attention by establishing the link between the community and the content of the press release and showing why this information is important to that community.
6. Keep the text short, simple, and focused on the event/accomplishment you want to publicize.
7. The hometown angle is important with hometown newspapers so be sure to make the link between the award winner and the local area (e.g., local high school attended).
8. Try to tie activities to current news events where appropriate (e.g., recent news story, time of year these events typically take place).
9. Do not exaggerate; be accurate.
10. Include information about Psi Chi at the end of the press release. An example of such a summary is available on the Psi Chi press release website.

Your chapter is an important contributor to the education community so put the spotlight on your chapter!

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**Virginia Andreoli Mathie, PhD**  
Psi Chi Executive Director  
Associate Editor

The *Psi Chi Journal of Undergraduate Research* will enter its 13th year in January 2008 as a conduit for undergraduate research. But it is with sadness we must say farewell to its Editor Dr. Warren Jones. Dr. Jones, like his predecessor Dr. Stephen Davis, is the real hero behind the success of this publication.

During his 6-year term, Dr. Jones not only served as wise shepherd for many students, but also for myself when I took over the role as managing editor in 2004. With a brief knowledge of APA's *Publication Manual*, I was fortunate to have a patient mentor in Dr. Jones. And to think, most students must enroll at the University of Tennessee at Knoxville to study under him, but I was privileged to have a 3-year "independent study" with an accomplished editor. Always eager to explain the finer details of methodology and diligently checking references that slipped past the reviewers, his gentle guidance gave me the confidence to strive to be a better editor.

In addition, he took great care to make sure students had positive experiences in publishing their research. His editorial approach was to never take away from the personal writing style of the students: in their own words should it always remain.

On behalf of the Psi Chi National Council and staff, we thank Dr. Jones for his dedication to our organization and members. And with the continued success of the *Journal*, therein his legacy shall remain.

— Susan Iles, Managing Editor  
*Psi Chi Journal of Undergraduate Research*

## Warren Jones: A Career on the Cutting Edge

Mark R. Leary, PhD, Duke University (MC)

When Warren Jones received his PhD from Oklahoma State University in 1974, he could not have imagined the twists and turns that his research would take in the coming years. At the time, his interests focused on social attitudes and political ideology and, in that respect, resembled those of many other social psychologists who were trying to understand the psychology of socially-relevant attitudes in the aftermath of the political upheavals of the 1960s and early 1970s. Soon after leaving graduate school, however, Professor Jones' interests began to take a turn that led him out of the mainstream of social and personality—but only temporarily, because other researchers soon began to follow his lead.

Most notably, Professor Jones was among the first wave of social and personality psychologists to study social relationships. Although researchers had begun to study interpersonal attraction in the 1960s, few had ventured into the complexities of close relationships. Jones recognized that people's close relationships were vitally important to their well-being and that difficulties in developing and maintaining close relationships lead to a great deal of unhappiness and psychological difficulties. Thus, he started lines of research on two previously understudied constructs that involve difficulties in establishing social connections.

His groundbreaking research on shyness—and the book that he edited on that topic—helped to ignite the field's interest in the question of why some people have such great difficulty interacting with and opening up to others, and the consequences that arise from shy people's inability to establish social connections. (My own 15-year program of research on social anxiety owes a debt to Jones and his colleagues.) At the same time, he published many studies on the psychology of loneliness in an effort to understand why people become lonely and how loneliness influences people's perceptions of other people and their social interactions and relationships. These two lines of work were quite important in stimulating the field's interest in these topics and in showing the importance of close relationships to human well-being.

As he moved into the 1990s, Professor Jones' interests shifted to a different set of relationship

problems—those involving betrayals of trust in close relationships. Influenced by the field's emerging interest in the positive side of human behavior, he explored not only the causes and impact of betrayal but, more importantly, the processes underlying forgiveness. All relationships—whether with friends, romantic partners, teammates, coworkers, or whoever—occasionally involve transgressions in which one person hurts the other. Thus, an important feature of any successful relationship is the ability for the individuals to forgive one another. Professor Jones' theory and research on trust, hurt, guilt, and forgiveness provided a great deal of insight into these processes and, again, stimulated other researchers' interest in these topics.

As he was investigating the difficulties that people face in close relationships, Jones contributed to psychology in a number of other ways as well. For example, he worked to improve the quality of the measures that researchers use to study personality and relationships. Over the years, Jones and his students developed new measures of shyness, embarrassment, trust orientation, forgiveness, guilt, and personality disorders. Beyond his research, he served as an associate editor of the *Journal of Personality and Social Psychology* (the leading journal in his field) and fostered psychology as a discipline through administration positions, such as chairing the Department of Psychology at the University of Tennessee at Knoxville. And, despite his busy schedule and many responsibilities, Warren Jones is known as a caring and dedicated mentor who is always willing to help not only his own students but also young researchers throughout the field who sought his advice. He supervised the work of many graduate students who went out to successful academic careers in their own right, and his dedication to undergraduate students is reflected in his 6-year tenure as Editor of the *Psi Chi Journal of Undergraduate Research*. As his time as editor ends, we wish him the best in his next venture.

---

Mark Leary is a professor of psychology and neuroscience and director of the Social Psychology Program at Duke University. His research focuses on interpersonal motivation and emotion (particularly people's concerns with others' perceptions and evaluations of them) and on processes involving self-awareness. Information on Dr. Leary and his research can be found at: [www.duke.edu/~leary](http://www.duke.edu/~leary)

# Tribute to Warren Jones

Kristine M. Kelly, PhD, Western Illinois University

For over three decades, Warren Jones has built a reputation of excellence in research and professionalism. After earning his doctorate at Oklahoma State University, he embarked on an academic career featuring research programs in the areas of shyness, loneliness, betrayal, commitment, and forgiveness. In the 1980's he served as the highly-respected associate editor of the *Journal of Personality and Social Psychology*. For the past 6 years, he has been the editor for the *Psi Chi Journal of Undergraduate Research*. In addition to his impressive public record of research and professional contributions, behind the scenes he has been a fabulous mentor to his students.

I met Warren only a few years after he arrived at the University of Tennessee at Knoxville. Although he was the Department Head, he found the considerable time necessary to oversee an active research lab populated with four doctoral students, several masters students, and numerous undergraduate research assistants. What I found more striking than anything was his ability to create and sustain a model academic climate for research and writing. As a graduate student in his lab, I always felt like part of a family—a cohesive group of warm, helpful, loyal, and caring individuals. I attribute this comfortable atmosphere to his quiet, fatherly demeanor, which involved the careful dispensation of support, encouragement, autonomy, and rigorous standards.

Under Warren's guidance, we established a "Legacy Book" with collections of curriculum vitae, teaching statements, research statements, and cover letters that future generations of his students would use as a reference source in their own career endeavors. We traveled with him to conferences (often in his own vehicle, which he drove in order to save his students travel costs) where he emphasized the value of networking with colleagues at other institutions in addition to presenting one's own research. Warren continued to host annual "lab retreats" for a number of years, which served as a lab reunion of sorts. All former and current lab members would congregate for a weekend of collaboration, research discussions, and social activities that rejuvenated and reaffirmed our group status.

At one of our gatherings, a group of former students sat down and composed a pledge that I believe duly captures the nature of our relationship with Warren. Although the original was written on a napkin, I still have a copy framed in my office:

### The Lab Members' Oath

We, the members of the Personality and Relationships Laboratory, commit ourselves to the furtherance of knowledge pertaining to the study of social relationships and their role in contemporary social institutions.

We further dedicate ourselves to the teaching of what we know to those who have yet to experience the joys of scientific inquiry.

We promise to uphold the standards of research and pedagogy so artfully taught to us by our respected mentor.

Above all, we reaffirm our attachment to one another, in vocation, shared history, and abiding friendship.

Warren continues to be a tremendous source of inspiration, and he freely gives of himself in terms of intellectual explorations (I remember many eight-hour meetings wherein we discussed the implications of my ideas) and in preparation for the future academic careers of his students. He serves as an exceptional role model in effecting not only excellence in research and teaching but also good citizenship. Those of us who have had the great fortune to work with him have especially appreciated his kindness, wisdom, and friendship. It is my hope that future generations of students can continue to enjoy the professional and personal benefits so astutely imparted by my mentor and friend, Warren Jones.

**Kristine Kelly** received her PhD in experimental psychology at the University of Tennessee at Knoxville under the tutelage of Dr. Warren Jones. She is currently professor of psychology at Western Illinois University in Macomb, IL. Her research interests include interpersonal relationships, especially the need to belong and social rejection. She teaches courses in social psychology, evolutionary psychology, and research methods.



Over the years, Dr. Warren Jones not only served as editor of the *Journal*, but was also faculty advisor for the University of Tennessee at Knoxville Psi Chi Chapter.

# Psi Chi Awards & Grants [FREE MONEY]

Did you know that there is **FREE MONEY** from Psi Chi just waiting to be given away? There is!

Psi Chi designates over **\$250,000** for AWARDS and GRANTS to its members every year. Unfortunately, a great deal of this money remains **untouched**.

STUDENTS and FACULTY ADVISORS have not been taking advantage of this wonderful opportunity. As a student, the thought of receiving an award, *especially with a cash prize*, would have sparked my interest.

There are several categories of awards available. **UNDERGRADUATE** and **GRADUATE STUDENTS, FACULTY ADVISORS**, and **CHAPTERS** are all eligible to apply for these awards. There are **four types of awards** given: research awards, research grants, chapter awards, and advisor awards.

Learn more about these opportunities at [http://www.psichi.org/awards/data\\_sheet.asp](http://www.psichi.org/awards/data_sheet.asp)

Questions about a specific award or grant?  
Contact Melissa Strickland at [melissa@psichi.org](mailto:melissa@psichi.org)

**Research awards** are given to students as a result of a research project that has been completed and presented at a state, regional, or national convention. You may not be aware that when you submit a poster for presentation at a regional convention, such as SWPA or MPA, you are also being considered for the Regional Research Award. Psi Chi awards up to 78 awards in this category each year. If you win this award you will receive a certificate and a cash prize. *This is for research you have already completed!* Also, be sure to consider our other research awards which include the Allyn & Bacon, Erlbaum, and Guilford awards.

**Research grants** are awarded to students who are preparing to begin a research project in the field of psychology. In most cases, these funds are to assist with defraying the cost associated with a research project. Others, such as the FBI NCAVC Grants, are to assist students with living expenses as they complete an internship. The research grants are very beneficial to undergraduate students, graduate students, and faculty advisors. This is a wonderful opportunity for all Psi Chi members. If a student is planning on completing a research project in the future, this is a way for the project to receive partial funding to offset the costs.

The **advisor awards** honor outstanding faculty advisors at both the regional and national levels. This is a great way to honor your dedicated faculty advisor. Winners receive cash awards and an engraved plaque at the regional level. The Florence L. Denmark National Faculty Advisor Award is given to one person each year. The national winner receives funding to cover travel expenses to the APA/Psi Chi National Convention and an engraved plaque.

There are six different awards that are available to **chapters**. Some of these awards honor a chapter president or chapters that best achieve Psi Chi's purpose. One award available to chap-

ters is the Undergraduate Psychology Research Conference Grants. These grants provide funding up to \$1,000. The funds will be used by the chapter to defray costs associated with hosting a local or regional convention. Many chapters across the country host local conferences every year. If your chapter is considering holding a conference and at least two other colleges or universities are invited to attend, I encourage you to apply for this grant. Up to \$15,000 is given away each year for this specific grant alone. Your chapter could be one of the recipients.

Psi Chi also awards three website awards each year. Does your **chapter** have a website? Is it updated regularly? Are you proud of your chapter's efforts? If so, consider applying for this award.

The Model Chapter award is an award that every **chapter**—nationwide—should receive each year. It is a basic award and there is no reason why we are not writing a \$100 check to every chapter. Does your chapter vote in national elections? Do you submit your annual financial and chapter report to the National Office? Is your chapter inducting new members at least once a year? Does your chapter have a service project? If so, you are eligible for this award.

Psi Chi's purpose is "to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology." These grants and awards [**FREE MONEY**] are provided to further the purpose and mission of Psi Chi, and I hope that you will consider applying for them in the future. You may be pleasantly surprised to be awarded the Regional Research Award at a convention or to receive a letter in the mail stating you are the recipient of the Kay Wilson Leadership Award. It is my hope that in the future 100% of these funds will be awarded annually.

—Lisa Mantooth

| Name of Award or Grant                                | Submission Deadline                      | Who Can Apply?                              | Award/Grant Amount                                          | Brief Description                                                                                                                  |
|-------------------------------------------------------|------------------------------------------|---------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| SuperLab Research Grants                              | October 1                                | Graduate<br>Undergraduate                   | SuperLab software<br>Response pad                           | Two awards for conducting the best computer-based research.                                                                        |
| Thelma Hunt Research Grants                           | October 1                                | Faculty, Graduate,<br>Undergraduate         | Three grants<br>\$3,000 each                                | Enables members to complete empirical research on a question directly related to Psi Chi.                                          |
| Undergraduate Psychology Research Conference Grants   | October 1                                | Sponsor(s) of local and regional conference | Up to \$1,000 each (number varies)                          | Funding to defray cost of sponsoring local/regional undergraduate psychology conferences. Total grant money available is \$15,000. |
| Graduate Research Grants                              | November 1<br>February 1                 | Graduate                                    | Up to \$1,500 each (number varies)                          | Funding to defray the cost of conducting a research project. Total grant money available is \$10,000.                              |
| Undergraduate Research Grants                         | November 1<br>February 1                 | Undergraduate                               | Up to \$1,500 each (number varies)                          | Funding to defray the cost of conducting a research project. Total grant money available is \$45,000.                              |
| Regional Research Awards                              | Deadlines Vary, Fall/Winter <sup>*</sup> | Graduate<br>Undergraduate                   | \$300 each (number varies)                                  | Up to 78 awards presented for the best research papers submitted as Psi Chi posters for the regional conventions.                  |
| Denmark National Faculty Advisor Award                | December 1                               | Faculty Advisor (chapter nomination)        | Travel expense to APA + Plaque                              | To one outstanding faculty advisor who best achieves Psi Chi's purpose. Chapter nominates.                                         |
| National Convention Research Awards                   | December 1                               | Graduate<br>Undergraduate                   | \$500 graduate<br>\$300 undergraduate                       | Up to 16 awards (8 grad, 8 undergrad) presented for the best research papers submitted for APA/APS conventions.                    |
| Regional Chapter Awards                               | December 1                               | Chapter                                     | Twelve \$500 awards + Plaque                                | Presented to two chapters in each of six regions that best achieve Psi Chi's purpose.                                              |
| Regional Faculty Advisor Awards                       | December 1                               | Faculty Advisor (chapter nomination)        | Six \$500 awards + Plaque                                   | To six outstanding faculty advisors (one per region) who best achieve Psi Chi's purpose.                                           |
| APA Science Directorate Internship & Relocation Grant | January 15                               | Undergraduate                               | One grant up to \$3,500                                     | 10-week paid summer internship in the Science Directorate assisting on a variety of projects; covers relocation expenses           |
| FBI NCAVC Internship Grants                           | February 1<br>June 1                     | Graduate<br>Undergraduate                   | Two grants, up to \$7,000 each                              | 14-week unpaid FBI NCAVC internship to conduct research; grant covers living expenses                                              |
| Bandura Graduate Research Award                       | February 1                               | Graduate                                    | Travel expense to APS + Plaque + 3yr APS Membership         | Student submitting best overall empirical study. Cosponsored by APS.                                                               |
| Cousins National Chapter Award                        | February 1                               | Chapter                                     | One \$3,500 award + Travel to APA + Plaque                  | Presented to one chapter nationally that best achieves Psi Chi's purpose.                                                          |
| Newman Graduate Research Award                        | February 1                               | Graduate                                    | Travel expense to APA + Plaque + 3yr journal subscription   | Student submitting best overall empirical study. Cosponsored by APA.                                                               |
| Website Awards                                        | February 1                               | Chapter                                     | Three \$200 awards                                          | Presented to chapters with websites that are innovative aesthetic, and useful, and that advance Psi Chi's purpose.                 |
| APS Summer Research Grants                            | March 1                                  | Undergraduate                               | Six \$5,000 grants (\$3,500/student + \$1,500/sponsor)      | Provides opportunities to conduct research during the summer with sponsors who are APS members.                                    |
| Summer Research Grants                                | March 1                                  | Undergraduate                               | Fourteen \$5,000 grants (\$3,500/student + \$1,500/sponsor) | Provides opportunities to conduct research during the summer at nationally recognized research institutions.                       |
| Kay Wilson Leadership Award                           | April 1                                  | Chapter President (chapter nomination)      | One \$500 award + Travel to APA + Plaque                    | Award to one chapter president who demonstrates excellence in the leadership of the local chapter.                                 |
| Allyn & Bacon Psychology Awards                       | May 1                                    | Undergraduate                               | 1st place—\$1,000<br>2nd place—\$650<br>3rd place—\$350     | Awards for the best overall empirical study submitted.                                                                             |
| Erlbaum Awards in Cognitive Science                   | May 1                                    | Graduate<br>Undergraduate                   | 1st—\$500 (Graduate)<br>1st—\$500 (Undergraduate)           | Awards for the best empirical research in cognitive science.                                                                       |
| Guilford Undergraduate Research Awards                | May 1                                    | Undergraduate                               | 1st place—\$1,000<br>2nd place—\$650<br>3rd place—\$350     | Awards for the overall best research papers submitted.                                                                             |
| Faculty Advisor Research Grants                       | June 1                                   | Faculty Advisor                             | Twelve \$2,000 grants                                       | Awards for two faculty advisors per region to conduct empirical research.                                                          |
| Model Chapter Awards                                  | June 30                                  | Chapters                                    | \$100 each chapter                                          | All chapters meeting the five criteria will receive \$100.                                                                         |

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

<sup>\*</sup>**DEADLINES** for 2007–08 regional student research submissions: **Eastern** - November 15, 2007 | **Midwestern** - November 2, 2007 | **Rocky Mountain** - January 11, 2008 | **Southeastern** - October 10, 2007 (intent) & November 21, 2007 (abstract) | **Southwestern** - December 3, 2007 | **Western** - November 15, 2007

## Allyn & Bacon Award

Psi Chi would like to thank Allyn & Bacon Publishers for sponsoring the 2006-07 research award competition. Allyn & Bacon provided cash awards to the winners as follows: \$1,000 for first place, \$650 for second place, and \$350 for third place.

Psi Chi congratulates these 2006-07 winners of the Allyn & Bacon Awards and wishes them continued success in their education and careers.



Heather Lander



Kelly Jones



Candace M. Gross

### Heather Lander

Elizabethtown College (PA)  
**First Place: Allyn & Bacon Award**  
**Faculty Spn: Catherine Lemley, PhD**

**Heather Lander** recently graduated from Elizabethtown College with honors in the discipline of psychology (May 2007). During her senior year, she was fortunate enough to work with Dr. Catherine Lemley on a study investigating attentional aspects of synesthesia. She presented her research at the 2007 APS Convention in Washington, DC. While attending Elizabethtown, she was a member of APS, Psi Chi, the psychology club, and the women's tennis team. Ms. Lander is currently serving as an AmeriCorp member at Western Maryland. She plans to attend graduate school for either clinical or school psychology.

#### Sound-Color Synesthesia Requires Attention: Evidence From Dichotic Listening

Synesthesia is a condition in which one sense, such as sound, activates another sense, such as vision. Studies investigating the role of attention in synesthesia have yielded conflicting results, and have primarily involved grapheme-color (letters or numbers elicit seeing colors) synesthesia. In the present study, a dichotic listening task was used to investigate the attentional level required for sound-color synesthesia. T.H., a sound-color synesthete, (all sounds, including voices elicit the perception of colored shapes) and a control group of 30 nonsynesthetes participated in a dichotic listening task. None of the participants, including T.H., noticed a slight or drastic voice change in the unattended message indicating that all participants' auditory attention was focused on the shadowed message. T.H. reported only seeing a color and shape for the attended voice, suggesting that sound-color synesthesia does not occur preattentively.

### Kelly Jones

Elizabethtown College (PA)  
**Second Place: Allyn & Bacon Award**  
**Faculty Spn: Catherine Lemley, PhD**

**Kelly Jones**, a 2007 summa cum laude graduate of Elizabethtown College, is a first year PhD student in the clinical neuropsychology program at Drexel University (PA). As an undergraduate, she received a Psi Chi Regional Research Award for a project involving romantic relationships among emerging adults. With the help of Dr. Catherine Lemley, her senior thesis, which was also the project for this award, earned her Honors in the Discipline and is currently under review for publication. Additionally, she had the opportunity to research the cognitive deficits of Parkinson's disease under the mentorship of Dr. Amanda Price. She has presented research at the annual meetings of the Cognitive Neuroscience Society, EPA, and APS. Ms. Jones' current research interests are in the area of neuropsychological assessment of patients with traumatic brain injury or brain tumors.

#### Visual-Spatial Inattention in College Students With ADD/ADHD: A Similarity to Unilateral Neglect

Research indicates that children and older adults with ADD/ADHD may behave similarly to adults with right hemineglect in that they ignore the left visual hemispace (Voeller & Heilman, 1988). However, there is controversy as to when this trend is evident. Visual cancellation tasks have been used to investigate these neglect symptoms but have varying results. Because college students with ADD/ADHD have not been assessed with regards to attention to left visual hemispace, they are the focus of this study. Twenty-four students with ADD or ADHD and 24 control students completed verbal and nonverbal cancellation tasks. Students with ADD/ADHD made significantly more omissions on the left side compared to controls. Within the ADD/ADHD group they missed significantly more targets on the left of the verbal task compared to the nonverbal task. There was no significant difference in total right omissions or time taken to completion between the two groups. These results suggest left visual inattention in college students with ADD/ADHD.

### Candace M. Gross

Northwestern College (IA)  
**Third Place: Allyn & Bacon Award**  
**Faculty Spn: Laird Edman, PhD**

**Candace Marie Gross** was raised on a farm in South Dakota. As a first generation college student, she recently graduated from Northwestern College in Orange City, IA, with a BA in psychology. In the fall, she began graduate school at the University of South Dakota for school psychology. This study was conducted for her senior thesis under the supervision of her advisor, Dr. Laird Edman. She presented the paper at the annual APS Convention and received the Outstanding Conference Paper Award at the Siouxland Undergraduate Social Science Research Conference. Last summer, Ms. Gross participated in an REU at Western Kentucky University and worked with Dr. Anne Rinn. Her research focused on the relationship between gifted adolescents' overexcitabilities (innate supersensitivity to stimuli) and self-concepts. She presented the paper at the AERA Annual Meeting and the manuscript was published in *Roeper Review* this summer.

#### Epistemology, Self-Concept, and Need for Achievement as Predictors of Academic Achievement and Honors Participation

Aims of the current study were to predict college students' academic achievement and group membership based upon epistemology, self-concept, and need for achievement. This study also examined year effects on students' epistemology. Participants included 32 male and 145 female college students. A demographic questionnaire, the Epistemic Belief Inventory (Schraw, Bendixen, & Dunkle, 2002), seven subscales of the Self-Description Questionnaire III (Marsh, 1992), and Mehrabian's Revised Achieving Tendency (2000) were used. Results suggest academic self-concept, simple knowledge epistemology, and need for achievement discriminated nonhonors students from honors and honors eligible students, whereas fixed ability epistemology discriminated between honors students and honors eligible students. Results also indicated significant year differences for three epistemology dimensions. Conclusions and implications are discussed.

## Guilford Undergraduate Research Awards

The chair of the Psi Chi/J.P. Guilford Undergraduate Research Awards Committee, Michael Newlin, PhD, has announced the winners of the competition. Psi Chi congratulates these 2006-07 winners and wishes them continued success. Cash awards were as follows: \$1,000 for first place, \$650 for second place, and \$350 for third place.



Stacey J. Dubois

### Stacey J. Dubois

Colby College (ME)  
First Place: Guilford Research Award  
Faculty Spn: Ayanna Thomas, PhD

**Stacey Dubois** is a senior psychology major and creative writing minor at Colby College. She is the current president of her school's Psi Chi chapter and is also a member of the psychology club. Her interest in memory and cognitive aging began as a sophomore when she accepted a job as a research assistant in Dr. Ayanna K. Thomas's memory lab. Since then, she attained experience working on a variety of research projects, including feeling of knowing, misinformation, and meta-comprehension studies. Her own line of research on stereotype threat and false memories in older adults began last year as a class project. This year, she will be extending her initial findings by designing and running follow-up experiments as a part of her senior honors research. Once she graduates from Colby in the spring of 2008, she plans to attend graduate school to pursue a PhD in cognitive psychology. Her ultimate goal is to become a psychology professor so she can both teach and continue studying memory in the lab.

### Stereotype Threat Affects False Memory Susceptibility in Younger and Older Adults

This study examined the effects of stereotype threat on false memory susceptibility in older and younger adults. Objective performance and subjective assessment of performance were examined. To determine whether older adults' false memory susceptibility is mediated by the effects of stereotype threat, older and younger adults were given DRM lists in either a high or low threat condition. When the relationship between confidence and accuracy was assessed through gamma correlations, high threat condition participants were more likely to provide higher confidence for false alarms to critical lures as compared to participants in the low threat condition. Interestingly, no age differences emerged in this study, suggesting that the stereotype threat manipulation may have affected overall anxiety levels in younger adults.



Annie Yang

### Annie Yang

University of Pennsylvania  
Third Place: Guilford Research Award  
Faculty Spn: Melissa Hunt, PhD

**Annie Yang** graduated magna cum laude from the University of Pennsylvania with honors in psychology. While at Penn, Ms. Yang conducted and assisted in research in such areas as speech acquisition, autism, academic performance, and anxiety disorders. She also served as editor-in-chief of *Perspectives in Psychology*, Penn's undergraduate psychology research journal, and president of Penn's Psi Chi chapter. Ms. Yang received the Morris Viteles Award for Excellence in Undergraduate Psychology Research and presented findings from her research at the 2007 Anxiety Disorders Association of America conference. She is currently a 2007 Teach for America corps member teaching elementary school in the Metro DC region.

### A Prospective Study Of Panic Disorder During Pregnancy

Previous research has found that the course of panic disorder during pregnancy is highly variable across subjects. Due to the retrospective and cross-sectional design of these previous studies, longitudinal trends within subjects could not be analyzed. This study utilized a prospective and longitudinal design to allow for both cross-sectional as well as individual analyses across and within subjects during various stages of pregnancy. The sample included 47 pregnant women with pre-existing panic disorder. Contrary to previous retrospective findings, this sample showed a high rate of variability in panic severity within individual subjects over time. At baseline, participants catastrophized more about pregnancy-specific sensations than about either panic-related or nonpanic sensations. Moreover, catastrophizing about pregnancy-specific sensations was strongly positively correlated with panic severity. Longitudinally, both anxiety sensitivity and pregnancy-specific catastrophizing predicted decreases in panic severity.

### Alaine Kalder

University of Illinois at Chicago  
Second Place: Guilford Research Award  
Faculty Spn: Bette L. Bottoms, PhD

**Alaine Kalder** graduated in May from the University of Illinois at Chicago (UIC) with a double degree in applied psychology and gender and women's studies. At UIC, she worked for three years in the psychology and law lab of Dr. Bette L. Bottoms, who was also her supervisor for this research paper. She presented this project as a poster at the 2007 APA Convention. Alaine plans to work for a year before attending graduate school in a PhD/JD program, focusing on clinical psychology and psychology and the law.

### Gender Differences in Jurors' Perceptions of Infanticide Involving Disabled and Non-Disabled Infants

In general, women have more empathy for children and more negative attitudes toward child sexual abuse. Do these gender differences translate to other forms of child abuse? In this study, we found that gender effects were pervasive across a number of measures of mock jurors' perceptions and judgments in a hypothetical case of infanticide. Specifically, mock juror gender affected case judgments such as verdict choice and defendant intent to kill, as well as feelings of empathy and sympathy for and similarity to the defendant. Whether the infant victim was disabled or not, which was experimentally manipulated, made little difference in mock jurors' judgments.

## Faculty Advisor Research Grants

Psi Chi congratulates the 2005-06 Faculty Advisor Research Grant winners. All current faculty advisors and coadvisors who have served an active Psi Chi chapter for at least one year are eligible to apply. The purpose of this program is to provide funds to defray the cost of conducting a research project. Two grants are available annually within each of Psi Chi's six regions for a total of 12 grants.



Leslie Cameron, PhD

**Leslie Cameron, PhD**  
Carthage College (WI)

**Leslie Cameron** is currently an associate professor at Carthage College. She received MA and PhD degrees in psychology (Center for Visual Science) from the University of Rochester (NY). Prior to her Carthage appointment, she was a research associate and adjunct professor at New York University. She was awarded a National Institutes of Health (NIH) National Research Service Award postdoctoral fellowship at NYU.

Dr. Cameron studies the effects of attention on early visual processing and inhomogeneities in processing information across the visual field. More recently, she has begun a research program investigating the effects of pregnancy on the sense of smell. She has a paper forthcoming in the journal *Chemical Senses* entitled "Measures of Human Olfactory Perception During Pregnancy". A Faculty Advisor Research Grant allowed her to continue this line of research, and she will be completing a sabbatical leave at the University of Pennsylvania's Smell and Taste Center this fall.



Lorinda B. Camparo, PhD

### The Effect of Pregnancy on Olfactory Sensitivity

Considerable anecdotal evidence suggests that women are more sensitive to odors than are men and that they are particularly sensitive to odors during pregnancy. The scientific evidence for pregnancy, however, is lacking. This study investigated both sex differences and the effect of pregnancy on detection thresholds for phenyl ethyl alcohol (PEA; a rose odor). There was no significant difference in odor detection thresholds between male and female college students. A trend suggested that women rated their sense of smell higher than males, although males appeared to be more confident in trial-by-trial confidence rankings. Preliminary data from pregnant women suggest a decrease in threshold and an increase in self-rating of sense of smell compared to non-pregnant controls. Large individual differences in odor perception were observed, and more data are needed in order to draw strong conclusions about differences in odor perception based on sex or pregnancy status.

**Lorinda B. Camparo, PhD**  
Whittier College (CA)

**Lorinda Camparo** received her PhD in developmental psychology from UCLA and is an associate professor in the Psychology Department at Whittier College. Her research focuses on two areas: the efficacy and developmental appropriateness of various techniques for interviewing children about forensically relevant information and the development of prejudice and stereotypes. Dr. Camparo has published in a wide range of journals and has presented research nationally and internationally.

Dr. Camparo is a member of the executive committee for APA's Division 37, Society for Child and Family Policy and Practice. She has served Division 37 as program chair and editor of its newsletter, *The Advocate* (three 3-year appointments). Dr. Camparo also provides seminars on child development and interviewing children for lawyers, judges, police officers, and social workers, and has served as an expert witness on cases involving children alleging sexual abuse.

### Efficacy of Narrative Elaboration and Verbal Labels for Preschool and School-Aged Children

Given the increasing number of children called to testify in court, questioning techniques must be examined for their efficacy and developmental appropriateness. We are comparing the efficacy and developmental appropriateness of three such techniques, Narrative Elaboration (NE), Verbal Labels (VL), and a standard Police Protocol (PP), for preschoolers, 2nd/3rd graders, and 4th/5th graders ( $N = 90$ ). In November 2006, nine undergraduates trained in each technique questioned the children individually about a staged event they had experienced 10-16 days earlier and a fictitious event using one technique per child. Interviews were videotaped and audiotaped. Four undergraduate assistants transcribed the audiotapes (Psi Chi grant funds paid for two transcribing machines) and two more undergraduate assistants are currently coding the amount of accurate and inaccurate information produced by each child. Data will be analyzed during the fall 2007. This study is the first to compare these techniques on preschoolers with a fictitious event.

**Jennifer L. Lucas Hughes, PhD**  
Agnes Scott College (GA)

**Jennifer Hughes** is an associate professor of psychology at Agnes Scott College. She received her PhD in industrial/organizational psychology from Kansas State University and joined Agnes Scott College in 1998. Her primary research area involves investigating the psychological and physical impact of commuting to and from work. Her recent research assessed commute stress by measuring commuters' salivary cortisol levels before and after they commuted. Some of her other current projects include examining gender differences of commuters, examining the personality of commuters as predictors of commute stress, and looking at how work conditions and job involvement affect perceptions of the commute. Dr. Hughes is the faculty advisor for Agnes Scott's Psi Chi chapter and enjoys conducting research with her students. She encourages her students to present their research at the SEPA conventions and in the *Psi Chi Undergraduate Journal of Research*.

### The Physiological and Psychological Stress of Automobile Commuters

Commuting is a daily routine with little research available. This study focused on stress levels reported during the commute, the accuracy of the evaluations of the stress levels, and expected peaks in salivary cortisol levels in relation to reported stress. Almost all of the 12 participants reported mild to no commuting stress, and this is contrary to the findings in the commuting literature. This hypothesis on evaluations was supported which could mean the participants tend to be accurate with their assessments. The third focus showed a difference for the salivary cortisol levels with post-commute levels being lower, which could imply that the commute is calming. More research with greater sample sizes needs to be conducted to verify these results.



Jennifer L. Lucas Hughes, PhD

**Debra B. Hull, PhD**

Wheeling Jesuit University (WV)

**Debra B. Hull, PhD**, is a professor of psychology and chair at Wheeling Jesuit University, where she has been for the past 26 years. She holds a BA from Alma College (MI), and a MA and PhD in clinical psychology from Kent State University (OH). She completed internships at Akron Child Guidance Center and Brecksville Veterans Administration Hospital.

At Wheeling Jesuit, she teaches courses in experimental design, senior seminar, abnormal, sexuality, organizational behavior, and child psychopathology, and coordinates internships for students. She especially enjoys creating class demonstrations and assignments that foster experiential learning. Her research interests center around assessing teaching methods and characteristics of good teachers, and measuring the development of empirical skills in students.

She has been faculty advisor for the local chapter of Psi Chi, founded in 1968, for six years. Recently she piloted a program pairing Psi Chi member mentors with first year students, the goal being to assist new students in their transition to college and to the major. Members of Psi Chi have also developed a special relationship with a new school for children with autism that uses ABA methods. In her free time, Dr. Hull is an EMT with the local volunteer fire department. She tries to use as a personal guide the mission of Wheeling Jesuit University—leadership, life-long learning, and service among others.

**The Impact of Student Research on Attitudes Toward Science**

Working in small groups, undergraduate students in an experimental design course completed independent research projects dealing with characteristics of scientists. At the end of the course, students were significantly more likely to say that they would enjoy a career as a scientist, and that they did not feel the demands of a career in science were too much for a woman who wants a family. However, they were also more likely to say that scientific thinking is masculine thinking, that sciences are biased against women, and that they feel uncomfortable talking about science with friends, and less likely to say that they enjoyed scientific writing.

**Lori E. James, PhD**

Univ of Colorado at Colorado Springs

**Lori E. James** earned her PhD in cognitive psychology from the Claremont Graduate School in Claremont, CA, and then held a postdoctoral position at the University of California, Los Angeles. She is currently an assistant professor in the Psychology Department at the University of Colorado, Colorado Springs. Her primary research interests include memory, language, and age-related changes in these abilities. Dr. James' current projects include many experiments testing young and older adults' learning and memory for proper names, comparisons of communication abilities in young and older adulthood, and an exploration of the ability to detect and describe errors across the lifespan. Dr. James teaches undergraduate courses in cognitive psychology and research methodology, and graduate courses in cognitive psychology and aging. She has served as her department's Psi Chi chapter faculty coadvisor for 5 years.

**Proper Name Learning in Aging: A Comparison of Recall and Recognition Memory Tests**

No previous research has tested whether the specific age-related deficit in proper name memory that has been identified in recall tasks also occurs for recognition tasks. Age-related changes in learning and memory for names and occupations were compared on 3 types of memory tests: recall, matching, or multiple choice. Young and older participants saw pictures of unfamiliar people, they learned a name and an occupation for each person, and they were tested on 1 type of memory test. Percent correct for each memory task was analyzed in a 2 (young or older adults) x 2 (name or occupation) mixed factorial ANOVA. The pattern of data was similar for all 3 types of memory measure: more occupations were remembered than names, young adults remembered more than older adults, and older adults had disproportionately poor memory for names.

**Kathryn A. Morris, PhD**

Butler University (IN)

**Kathryn Morris, PhD**, is an associate professor of psychology at Butler University, where she has been teaching courses in social psychology, psychology of gender, prejudice and stereotyping, research methodology, and general psychology since 1996. She earned her BA in psychology at Gettysburg College and her MA and PhD in social psychology at the University of Texas at Austin. Dr. Morris organized the effort to bring a Psi Chi chapter to Butler University in 1997 and has served as the faculty adviser for the past 10 years. Her research interests focus on intergroup bias. She is specifically interested in disparagement humor and gender issues in the workplace.

**Non-Racism Affect Perceptions of Targets Who Make Racist Jokes or Comments**

This study investigated attitudes toward targets that utilize humorous versus nonhumorous forms of racism after claiming to be nonracist or not making any such claim. Participants ( $N = 224$ ) read a conversation in which a target made a claim of being nonracist or did not, and then told a racial joke, made a racial statement, or neither. Although participants evaluated the target most positively in the control condition, participants rated the target more positively and as having less negative racial attitudes in the racial joke condition than in the racial statement condition. In addition, participants evaluated the target more positively whenever he made a claim of being nonracist, but this effect was stronger in the racial joke condition than in the racial statement condition. These results contribute to a growing body of evidence suggesting that humorous forms of racism are perceived to be relatively innocuous, particularly when humor is combined with claims of nonracism.



Debra B. Hull, PhD



Lori E. James, PhD



Kathryn A. Morris, PhD



Carla J. Reyes, PhD

**Carla J. Reyes, PhD**  
University of Utah

Carla J. Reyes is an assistant professor at the University of Utah in the counseling psychology doctoral program. She received her PhD in 1996 at the University of California, Santa Barbara, in counseling/clinical/school psychology with an emphasis on child clinical. In the Rocky Mountain region, she served two terms as the Vice-President of Psi Chi, was named Psi Chi Regional Faculty Advisor Award Winner in 1999, and was a founding and now current member of the Psi Chi Diversity Task Force. In 2006, she was awarded the Early Career Award from the RMPA. Her major areas of interests include resiliency, child sexual abuse/childhood trauma, multicultural counseling issues, working with ethnic minority children and families, prevention and intervention for at-risk children, play therapy, and treatment outcomes. She teaches courses in human diversity and multicultural counseling, as well as introductory counseling skills. She also provides low cost mental health services to children and families that have no other means to pay for this service. On top of her academic duties, she is a mother with two small children. She loves to spend time traveling with her family and playing outdoors.



Mark G. Rivardo, PhD

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

Mark Rivardo is an assistant professor of psychology at Saint Vincent College. He received his BS in psychology from Saint Vincent College and his MA and PhD in experimental psychology from Bowling Green State University (OH). He teaches introduction to psychology for psychology majors, introduction to psychology, research methods in psychology and laboratory, cognitive psychology, honors seminar in cognitive psychology, and learning. Dr. Rivardo routinely involves 2-4 students in his research projects. Since joining the faculty in 1999, Dr. Rivardo has served as the faculty advisor for the Psi Chi chapter and the psychology club. He has chaired the Institutional Review Board since 2000.

Dr. Rivardo's research interests lie in applied cognitive psychology. Recent research topics have included effects of cellular telephones on driving performance, the effectiveness of a stereotype threat intervention on women's math performance, and the effectiveness of a three-day Spanish course for law enforcement personnel.

**Effects of Conversation and Passenger Exposure to Driving Conditions on Driving Performance**

Research on the negative effects of cellular telephone conversations on driving performance (e.g., McKnight & McKnight, 1993) has led to the examination of passenger conversations as well. Strayer, Drews, and Johnston (2003) suggested that the attention devoted to carrying on a telephone or passenger conversation can affect driving performance, but a passenger's ability to share situation awareness with the driver can reduce the negative effects of the conversation. Like Drews, Pasupathi, and Strayer (2004), we found normal passengers talked more about the driving situation, but in the present study, performance was worse in this condition than the blind passenger condition. Our conversation topic, vacation, may have led to less serious conversations than in Drews et al., where participants talked about close call situations. Additional research into whether conversation topic affects the impact of passenger and cellular telephone conversations is needed.



Miguel Roig, PhD

**Miguel Roig, PhD**  
Saint John's University, Staten Island Campus (NY)

Miguel Roig received his PhD in cognitive studies from Rutgers University Newark (NY) in 1989. That same year, he joined the faculty of St. John's University, Staten Island Campus, where he is currently an associate professor of psychology at the Staten Island campus. Since the early 1990s, Miguel has been carrying out research with his students in the area of academic integrity with an emphasis on the growing problem of student plagiarism. He frequently presents his work at the annual meeting of the EPA. In recent years, Miguel has expanded his research interests to include the study of plagiarism as a form of scientific misconduct, as well as the study of other authorship issues falling within the scope of the Responsible Conduct of Research (RCR).

**Text Reuse in Psychology Journal Articles: A Reexamination**

All articles from 2 recent issues of 3 different psychology journals were obtained and stored digitally. For each target article, up to three of its most recently published references written by the same author or coauthors were also obtained and stored digitally. Using WCopyfind®, a computer program that identifies identical text across documents, each article was compared to each of its same-authored references to determine the extent to which text from the article had been ostensibly reused from its earlier published references. A review of the comparisons revealed that, for a number of target articles, a considerable amount of text had been reused from their references. As expected, however, the vast majority of text common to both, target article and reference, was from methodology sections and often involved complex and highly technical descriptions of equipment, procedure, etc. The present findings are consistent with those of an earlier exploratory study.

**Mentoring Persons of Color in Professional Psychology: Where Are We Now?**

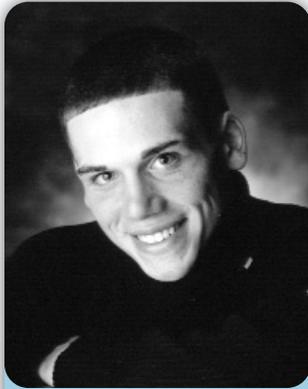
Faculty and graduate students of color are still far from parity when compared to the percentage of people of color in the U.S. Mentoring is a key variable in retaining this population.

An Internet survey was sent to individual members in APA divisions that represent professional psychology. The most striking finding related to how the two groups obtained mentors. For the majority of Caucasians, this relationship was either mentor-initiated or assigned. For persons of color, most mentoring relationships were self-initiated, and they were more likely to self-initiate communicating their mentoring needs to the mentor.

These results have important implications for efforts toward enhancing the diversification of the field of psychology, particularly toward recruitment and retention of individuals of color.

## Summer Research Grants

Psi Chi's sixth year for offering the Summer Research Grant program included ten grant winners. Each grant included a stipend of \$2,500 to the winning Psi Chi student plus \$1,000 to the research institution.



Brett A. Gilcrist

### Brett A. Gilcrist

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

While attending high school, **Brett Gilcrist** learned that "Greatness lies, not in being strong, but in the right using of strength; and strength is not used rightly when it serves only to carry a man above his fellows for his own solitary glory. He is the greatest whose strength carries up the most hearts by the attraction of his own" (Henry Ward Beecher). With this in mind, he has volunteered to help organizations such as Campfire Inc., Habitat for Humanity, South Omaha Boys and Girls Club, Munroe-Meyer Center, and the Child Saving Institute. Through these activities, he realized his calling to help others, especially children, and will pursue mentoring and teaching children and adolescents in local schools. After completing his undergraduate degree in psychology in the spring, he intends to obtain a doctoral degree in either school or clinical psychology. In addition, he plans to obtain a law degree and pursue his interests in juvenile justice and child advocacy.



Krista M. Hill

### Expert Testimony in Sexually Violent Predator Hearings: The Education or Miseducation of Mock Jurors

The variables of victim type (female child, male child, or adult woman), education (educated or uneducated), and risk communication (probability or categorical) were examined in terms of how they influence jurors' decision-making. Participants in this study read a set of SVP (sexually violent predator) jury instructions based on Washington state statutes, a vignette describing the circumstances surrounding the original sexual offense the defendant was convicted of, his behavioral record in prison, and the expert testimony of the prosecution and defense psychologists; all of which were manipulated to assess the impact of our three independent variables. Results indicated that participants were equally as likely to commit the defendant as a SVP if the victim were a boy or girl, but were unlikely to commit the defendant if the victim were a woman. Risk communication and education did not significantly affect jurors' verdicts.

### Krista M. Hill

Northeastern University (MA)  
Faculty Spn: C. Randall Colvin, PhD

**Krista Hill**, a senior psychology major at Northeastern University, is expecting to graduate in May 2008. She grew up in Carmel, NY, where her mother owned a daycare. Her curiosity about personality began when she started questioning why some children's personalities were different than others. After taking a few classes at Northeastern, Ms. Hill knew that she wanted to be a researcher. She started working in the personality lab as a sophomore and later joined the causal cognition lab. Ms. Hill also started her own research project at Tufts University (MA) where she investigated the impact of children contextualizing mathematical problems. Ms. Hill's interests fall in a variety of psychological fields, but she hopes to receive her PhD in industrial/organizational psychology where she can research personality in the workplace and employee happiness. She loves to travel and cook and is currently studying abroad in Florence.

### Positive Illusions in Romantic Relationships

It has been claimed that positive illusions about romantic partners facilitate successful relationships. To make this claim, researchers typically assess whether and how much one partner idealizes the other partner. The goal of the current research was to use a multimethod approach to assess positive illusions in romantic relationships.

To assess positive illusions, dating couples were asked to rate the personality of (a) their partner, (b) their ideal partner, and (c) themselves, using a 46-item adjective Q-sort. Profile correlations between real and ideal partner were calculated and represented partner "idealization."

Preliminary results suggest that individuals who exhibit positive illusions (i.e., partner idealization) score high in dependency and agreeableness, and low in narcissism and self-esteem. In conclusion, we have developed a new method to measure positive illusions about romantic partners and have obtained results to support its validity.

### Lindsey Ann Rosman

Purdue University (IN)  
Faculty Spn: Laura J. Miller, MD

**Lindsey A. Rosman**, a senior at Purdue University, plans to graduate in December 2007 with a degree in behavioral neuroscience. As a sophomore, she was accepted into the Research-Focused Honors Program where she spent two years under the supervision of Dr. Robert Meisel. After the completion of the study, Ms. Rosman presented her findings at the annual Purdue Psychology Undergraduate Research Conference. Outside the world of academia, Ms. Rosman holds membership in numerous campus organizations including Delta Zeta, Caduceus Club, National Society of Collegiate Scholars, and Gimlet (Greek honorary leadership fraternity). After finishing up her undergraduate education at Purdue University, Ms. Rosman plans to pursue a PhD in clinical psychology and ultimately complete post-doctorate research in the psycho-pharmacological treatment of women with mood disorders.

### Perinatal Anti-Depressant Dosing Guide: Effects of a Third Trimester Partial Dose Taper

Pharmacotherapy is often used to treat negative depressive symptoms during the perinatal period yet evidence suggests that fetal exposure to antidepressants in utero can increase the risk of congenital abnormalities in the newborn. The purpose of this investigation was to gather pilot data and evaluate the relative effects of a partial dose taper during the third trimester of pregnancy. The methodology of this proposal was an open-label, nonrandomized, observational design. Participants were women over age 18 who had been pregnant for 20 weeks or less and were currently receiving antidepressant treatment for depression. Maternal mental health was measured by the PHQ-9 depression scale every 4 weeks until the patient reached 34 weeks of gestation and after that every 2 weeks until the end of the pregnancy. Documentation of any birth complications or congenital anomalies was also recorded. Data collection is ongoing and will hopefully provide evidence for a prospective controlled clinical investigation of perinatal antidepressant dosing strategies.



Juliana R. Schroeder

**Juliana R. Schroeder**  
University of Virginia  
Faculty Spns: Reena George, MD  
Karen M. Schmidt, PhD

**Juliana Schroeder** is an Echols Scholar majoring in psychology and economics and minoring in Italian studies. She serves as chair of the Undergraduate Research Network, the vice-chair for External Affairs of the University Programs Council, the vice-president of her Psi Chi chapter, and a representative for the Arts and Sciences Council. For the past three years, Ms. Schroeder has worked in the Jefferson Psychometric Laboratory researching diverse topics ranging from modeling personality traits to measuring pain affect among chronic pain patients. She was a Harrison Award recipient, Independent Research grant recipient, and Psi Chi Award recipient for various research projects. She presented at five conferences and symposia last spring. Currently, she is conducting a Distinguished Majors Project jointly with the quantitative and social psychology departments. For her future career, she plans to apply to I/O and social psychology graduate programs. In her free time, Juliana volunteers at a crisis hotline and enjoys traveling.



Lilunia Steinman

**Lilunia Steinman**  
Marywood University (PA)  
Faculty Sprn: Russell E. Johnson, PhD

**Lilunia Steinman** is currently a senior I/O psychology major at Marywood University. Her research interests include implicit effects in the workplace, personality and employee selection and performance, and workplace justice. Her experience includes APS Campus Representative, tutor for the Academic Excellence Center, reviewer for APS's Student Research Award and Student Grant Competition, teaching assistant for an introductory psychology class, consultant for the university's Health and Wellness committee, and coordinator for Net Impact Campus Greening Initiative. She is a member of the Society for I/O Psychology, APS, Society for Personality and Social Psychology, Psi Chi, Net Impact, and Professionals Organized and Working to Enrich the Region. She plans to enroll in a PhD program in I/O psychology and pursue a research career. Beyond these pursuits, Ms. Steinman enjoys the field of economics, attending Yankee games, and visiting museums.

**Was It an Office With a View or a View of the Office? Equity Theory Versus Priming as an Explanation for Increased and Decreased Productivity in Relocated Workers**

My research project looked at the effects of priming individuals with cues from varying levels of office environments and equipment. My hypothesis is that priming individuals with either low-level job positions (e.g., clerical, sales) or high-level positions (e.g., CEO, president), by having subjects exposed to pictures of associated environments (cubicles versus office, minimal desk space versus optimal desk space) has an effect on their productivity of a job task. The output of individuals primed with cues of stereotypically less productive positions will be less than the output of those in the high-level prime condition.



Lauren Leila Tichy

**The Impact of Culture on Locus of Control in Chronic Pain Patients**

Statistically, chronic pain patients from India and the U.S. respond significantly differently on items from the Multidimensional Health Locus of Control (MHLC). Locus of control (LOC) has been shown to affect how patients respond to chronic pain. Research shows that an internal LOC, in which the patient believes that he or she has control over his or her own pain, is idealized more in the Western world. In the current study, data from the MHLC was gathered from chronic pain patients in America and southern India and responses were compared using the Item Response Theory (IRT) Rasch partial credit model. Contrary to the hypothesis, Indians did not have stronger external LOC. Differences in opinions about the role of doctors and fate in Indian and American patients' pain may be a factor in different pain experiences and measurement disparities in self-rated pain intensity

**Lauren Leila Tichy**  
University of Arizona  
Faculty Sprn: Judith V. Becker, PhD

**Lauren Tichy** is a senior majoring in psychology with minors in sociology and family studies. She graduated with honors in December 2007. She has been awarded the Alumni Legacy Research Grant and the Psi Chi Summer Research Grant. Ms. Tichy is also an executive board member of Mortar Board National Senior Honorary, a member of Psi Chi, and on the dean's list with distinction. She plans on continuing research with the data she collected for this project with other University of Arizona staff members as well as continued independent projects. Immediately after graduation, she plans on continuing her work with Tucson Centers for Women and Children, a local shelter for displaced women. Ms. Tichy is actively applying for clinical psychology programs for the fall of 2008. For the future, she hopes to work with disenfranchised families who have experienced abuse, divorce, or loss with emphasis on how children handle these events. She hopes to continue this work internationally.

**Socioeconomic Structure of Domestic Violence in Tamil Nadu, India**

Women have long been subjected to relationship violence. The present study of women in Tamil Nadu, India examined certain demographic material as well as the results from the Conflict Tactics Scale (CTS) and the Post Traumatic Stress Diagnostic Scale (PSTD). Participants included 64 native women who completed questionnaires. Those better able to identify abuse were more likely to report personal brutality and seek help ( $r = 0.62$ ). Women of higher socioeconomic status (SES) were less likely to identify abuse ( $r = -0.65$ ) and were also less likely to report domestic violence as a problem ( $r = -0.52$ ). When results from the PSTD were compared to the CTS scores, it was found that the more relationship abuse experienced, the more post-traumatic stress symptoms were experienced.



Elizabeth Briana Jane Zimmerman

**Elizabeth Briana Jane Zimmerman**  
Georgetown University (DC)  
Faculty Spn: Janet Mann, PhD

**Elizabeth Zimmerman** is from Boone, NC, and is pursuing an honors psychology degree with a minor in theology. She is also premed and will be graduating in May 2008. She is the president of her Psi Chi chapter. In addition to the Psi Chi Summer Research Grant, she was also awarded the Georgetown University Research Opportunities Program Summer Fellow Grant to support her fieldwork this past summer in Monkey Mia, Western Australia. She has been on the dean's list and received second honors. She was a teaching assistant for the biology department and volunteered at the Georgetown University Hospital. Currently, she is enrolled in the Psychology Honors Program and working to complete her honors thesis.

#### **The Dolphin Mother-Infant Behavioral Ecology Project**

Dolphins live by a fission fusion society in which sub-groupings undergo constant change. Dolphin social structure is further characterized by bisexual philopatry, such that offspring have the option to spend time with or away from their mother and siblings after weaning. Previous research done in Shark Bay, Australia revealed that there is a tendency for dolphin calves to spend more time with siblings than with other non-kin dolphins, especially sisters. I examined and reviewed focal data on calf-sibling interactions, specifically focusing on the data available on 105 calves born to nearly 70 different mothers. From my observations on the calves' interactions, I believe wild bottlenose dolphins participate in behaviors with their siblings in order to reinforce kinship bonds that will increase their fitness.

## **Erlbaum Awards in Cognitive Science**

The chair of the Psi Chi/Erlbaum Awards in Cognitive Science Committee, Michael Newlin, PhD, has announced the winners of the 2006-07 Erlbaum Awards. Psi Chi congratulates these 2006-07 winners of the Erlbaum Award and wishes them continued success in their education and careers. Cash awards of \$500 each were presented to Mr. Butler and Ms. Shah as the winners of this award. We encourage all Psi Chi members to begin now to prepare papers to submit for the 2007-08 research competition.



**Andrew Butler**



**Khushbu Shah**

**Andrew C. Butler**  
Washington Univ in Saint Louis (MO)  
Graduate Winner  
Faculty Spn: Henry L. Roediger, III, PhD

**Andrew Butler** is a fifth year doctoral student at Washington University in St. Louis. His research primarily focuses on how cognitive psychology can be applied to enhance educational practice. This work revolves around the idea of using testing as a learning tool (as opposed to a means of assessment) to promote comprehension and long-term retention of classroom material. Other research interests include the influence of attitudes on memory in social contexts (e.g., politics, culture), prospective memory, false memories/repression, spontaneous conscious recollection, memory systems, collective memory, and the history of psychology. He began his dissertation research in the fall of 2007.

#### **The Effect of Type and Timing of Feedback on Learning From Multiple-Choice Tests**

The present experiment investigated how the type and timing of feedback influence learning from a multiple-choice test, variables that have often been confounded in prior research. Students read prose passages and then took an initial six-alternative multiple-choice test. Feedback was given immediately for some of the multiple-choice items or one day later for other items. Participants were either shown the correct answer as feedback (standard feedback) or allowed to keep answering until the correct answer was discovered (answer-until-correct feedback). Learning from the test was assessed one week later on a cued recall test. The results indicated that delayed feedback led to superior final test performance relative to immediate feedback. However, type of feedback did not matter: discovering the correct answer through answer-until-correct feedback produced equivalent performance relative to standard feedback. This research suggests that delaying the presentation of feedback after a test is beneficial to learning.

**Khushbu Shah**  
Rutgers University Newark (NJ)  
Undergraduate Winner  
Faculty Spn: Jan Mohlman, PhD

**Khushbu Shah** from Edison, NJ, graduated in May 2007 from Rutgers Honors College of Rutgers University. She received a BA with honors in psychology and biology. Ms. Shah has presented her research at the 21st National Conference of Undergraduate Research at Dominican University (CA) in April of 2007. She was also awarded Rutgers University's Alice M. and Walter F. Philips Award for outstanding proposal by the honors committee. This distinction recognized the high level of achievement shown in her thesis and general level of academic excellence. After graduating, she plans to pursue her career both in medicine and research. She would like to thank her advisors Dr. Jan Mohlman and Dana Eldreth for helping her with this project. She would also like to thank her parents Mrs. Daksha Shah and Mr. Lalit Shah for their support.

#### **The Effects of GAD With Comorbid Dysthymia on Cognitive Performance in a Group of Older Adults**

Individuals with generalized anxiety disorder (GAD) often have a comorbid diagnosis of dysthymia. Although current literature does not provide evidence of executive skills impairment in GAD patients, studies revealed that patients with major depression show executive cognitive impairment (ECI). Therefore, we hypothesized that individuals with GAD and comorbid dysthymia would show ECI. Participants were older adults who were assigned to three groups: control, GAD, or GAD with dysthymia. Participants completed cognitive tests and questionnaires measuring depression and anxiety. Surprisingly, results indicated that GAD with comorbid dysthymia was not associated with ECI. These results suggest that having dysthymia as a secondary diagnosis does not necessarily lead to ECI; however, severity of dysthymia may be negatively related to ECI.

### NSF/REU Grants

Psi Chi is pleased to announce the 2006-07 winner of Psi Chi's NSF/REU Grant. Lisa Kowalko conducted research this past summer at an institution participating in the National Science Foundation's (NSF) Research Experience for Undergraduates (REU) program. She received \$6,400 to fund a 10-week stay to conduct research at the University of South Florida.



Lisa Kowalko

### Award & Grant Reviewers

Psi Chi would like to offer sincere thanks to the following reviews who helped review these submissions. The reviewers were:

#### *Allyn & Bacon Award*

Jacqueline Muir-Broadus, PhD  
Henry Solomon, PhD  
Linda Solomon, PhD  
Jonathan D. Forbey, PhD  
Robert Reeves, PhD  
Jeanne M. Slattery, PhD  
Christina M. Frederick, PhD  
Bernardo J. Carducci, PhD  
Lori Pierquet, PsyD  
Joan C. Chrisler, PhD  
Shelia Brownlow, PhD

#### *Guidford Award*

Robert J. Maiden, PhD  
Keith Crnic, PhD  
Regan A. R. Gurung, PhD  
Scott VanderStoep, PhD  
David Kreiner, PhD  
Betsy Morgan, PhD  
Miguel Roig, PhD  
Martha Zlokovich, PhD  
Ngoc Bui, PhD

#### *Erlbaum Award*

Eric Seemann, PhD  
Jason Young, PhD  
Deana L. Julka, PhD

### Lisa Kowalko

University of Michigan

Lisa is originally from Grand Rapids, MI, and currently attends the University of Michigan in Ann Arbor, where she is majoring in psychology and preparing to graduate in the spring of 2008. Her primary research interest is psychopathology, particularly developmental psychopathology, and the psychopathology of sexuality. This year, she is working on her senior honors thesis, which will be a follow-up study on people found not guilty by reason of insanity in the state of Michigan. Besides her full-time schoolwork, she works part-time as a student researcher at the University of Michigan Autism and Communications Disorders Center and as a patient attendant at the University of Michigan Hospital. Lisa also volunteers as a typical peer in a social group for adults with autism, and she enjoys performing in Community Theater.

Lisa is a member of Psi Chi and the Undergraduate Psychology Society at the University of Michigan. She is currently applying to doctoral programs in clinical psychology and plans to begin graduate school in the fall of 2008.

### Tampa Autism Recreation Group for Education and Training (T.A.R.G.E.T.)

This study tried to identify whether services provided by University of South Florida students were successful in improving the behavior of campers with autism while simultaneously trying to identify how the behavior of camp counselors affected the reduction of challenging behavior and increased prosocial behaviors in campers. The campers and counselors were assessed using unique fidelity and social validity measures. The pre- and during-intervention data for problem behaviors showed a decrease in both campers who were selected for this study. Additionally, a fidelity measure showed an increase in fidelity for both campers. Both counselors stated that they were very satisfied or satisfied with all parts of the interventions. This exemplified the effectiveness of applied behavior analysis in this environment.

### APA Science Directorate Internship Grant

David Cyr Kerns, Davidson College (NC)

I really didn't know what to expect when I began my summer internship working at the head office of the APA as the 2006-07 Psi Chi/APA Science Directorate intern. I applied to the internship because I wanted some exposure to the psychological world before I applied to graduate school. Since taking Psychology 101 at Davidson College, I knew I was interested in the field, but I had no idea what areas of study were available in higher education or what career options there were with a PhD in psychology. Although I didn't know what I would be doing at the APA, I assumed that I would do a lot of filing and other similar monotonous tasks associated with office work. I hoped that my internship would help me decide if I really wanted to go further with my studies in psychology, and if I did, what career opportunities would be open to me.

Well, not only did I get what I hoped for, but I also drastically underestimated the quality of work that I would be doing in the APA office. Of course, as will be the case of any office internship, there was a small but fair amount of copying, stapling, and sending packages. But I was also able to work on some really interesting projects.

I discovered the Science Directorate is the hub of communication between psychological scientists and everyone else in the world and part of their responsibility concerns public policy and governmental relations. I was heavily encouraged to attend any and all Congressional hearings that pertained to the issues of public health, mental health and addiction, and scientific education and funding. I went to an average of two hearings or meetings a week, some of which were interorganizational meetings in which I sat in on the APA's behalf. Attending these meetings and hearings was the best way I can imagine to learn the most up-to-date information about the issues concerning psychological science. The summaries that I wrote from these programs provided the basis from which the science policy staff wrote articles for the Directorate's online publications and newsletters. I also personally wrote two articles for the Science Directorate's online publications, *Psychological Science Agenda* and *Science Policy Insider News*.

In addition to public policy, I was also closely involved in preparing for the APA Convention and other Science Directorate educational workshops. I helped prepare materials for one program that turned out to be the most controversial issue at the convention this year. I worked directly beneath the head of the APA Ethics Department in collecting and organizing materials for a series of convention programs on "Ethics and Interrogation," which investigated the role of psychologists in U.S. detention centers. I also took full advantage of the APA's many optional workshops and brown bag lunches. The APA offered weekly brown bag discussions and presentations on various subjects specifically geared toward undergraduate students and interns. Subjects ranged from the organizational structure of the APA to guidelines for getting into grad school and looking for careers in psychology that best fit your individual interests. I also attended several optional training sessions and am now reasonably proficient at HTML code writing and DreamWeaver® web design.

The APA office, although not a research laboratory, is a great place to work and provides a wide range of resources and skills that will prepare you for a professional career in psychology. The Science Directorate staff specifically is made up of a wonderful group of psychology professionals and administrators who were all a delight to work with. I would recommend this internship to anyone who is interested in psychology and in learning more about the scope of psychology's impact.

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

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

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

1. **Vote in the 2008 Psi Chi national elections by March 15.** The National Office will send information about the national elections to all chapters in late January. Hold a chapter meeting to determine for whom the chapter wants to cast its vote. Vote online between February 1 and March 15. For more information about the 2007-08 voting procedures, login as a chapter administrator at [www.psichi.org/chapters/login.asp](http://www.psichi.org/chapters/login.asp). See page 20 on upcoming voting procedures for Southeastern, Southwestern, and Midwestern regions.
2. **Submit a chapter activities or officer report by March 15.** If your chapter has not done so already, submit a brief summary of your chapter's activities or a report of your chapter's officers to the National Office by March 15 so information about your chapter can be included in the next issue of *Eye on Psi Chi*. These reports can also be submitted online at [www.psichi.org/chapters/reports\\_oa.asp](http://www.psichi.org/chapters/reports_oa.asp). For information about and examples of these reports see pages 49–51 of this issue.
3. **Conduct at least one induction in the 2007-08 academic year.** All chapters must conduct at least one induction in the 2007-08 academic year to remain an active chapter. The Psi Chi National Office encourages chapters to conduct one induction per semester so that students can become eligible for Psi Chi benefits as soon as possible.
4. **Pay any outstanding chapter debts to the Psi Chi National Office by June 30.** If you have questions about your chapter's outstanding bills with the National Office, please contact  
Melissa Strickland  
Psi Chi's Director of Finance/Awards  
[melissa@psichi.org](mailto:melissa@psichi.org)
5. **Submit your chapter's annual reports by June 30.** All chapters must submit a Chapter Annual Report and a Chapter Financial Report at the end of the school year. Your chapter is encouraged to submit these online at [www.psichi.org/chapters/reports.asp](http://www.psichi.org/chapters/reports.asp) between April 1 and June 30. The National Office prefers online submissions, but Psi Chi also accepts paper submissions post-marked by June 30, 2008. These forms are available at [www.psichi.org/downloads](http://www.psichi.org/downloads). To be eligible for a Model Chapter Award, the annual report should include information indicating the chapter engaged in the activities listed below during the year.
  - a. **Participated in at least one service project.** The service activities could be for your school, local community, national organization, or one of Psi Chi's national service projects. Psi Chi's national service projects are Adopt-a-Shelter, Archives of the History of American Psychology, Food Drives, Habitat for Humanity, and UNICEF. For more information about service projects visit [www.psichi.org/chapters/serviceprojects.asp](http://www.psichi.org/chapters/serviceprojects.asp).
  - b. **Participated in one regional convention or undergraduate research conference.** Upcoming regional conventions and student research conferences are listed on page 42 of this issue. There is plenty of time to register, so plan to attend some of these conferences.
  - c. **Submit at least one application for a Psi Chi grant or award.** There is still time to meet this criterion. Visit [www.psichi.org/awards/data\\_sheet.asp](http://www.psichi.org/awards/data_sheet.asp) for a complete list of Psi Chi grants and awards. Submissions for chapter or individual grants and awards meet this criterion.

### Checklist for a Psi Chi Model Chapter Award

- 1 **Vote** in upcoming Psi Chi National Election by **March 15, 2008**
- 2 Submit a **chapter activities or chapter officer report** for *Eye on Psi Chi* by **March 15, 2008**
- 3 Conduct at least **one induction** during the 2007-08 academic year
- 4 Pay any **outstanding chapter debts** to the National Office by **June 30, 2008**
- 5 Submit the **Chapter Annual Report and Financial Reports online** between **April 1 and June 30, 2008**. Chapter Annual Report should include documentation to indicate your chapter did each of the following:
  - A Participated in at least **one service project** in 2007-08 academic year
  - B Participated in **one regional convention or undergraduate research conference** in 2007-08 academic year
  - C Submitted at least **one application for a Psi Chi grant or award** from your chapter or a chapter member in 2007-08 academic year.

## in national organizations

### 2008 Psi Chi National Elections

For the first time, the call for nominations was done electronically through the Psi Chi website. In the coming weeks, the National Council will receive biographical and position statements for regional (Midwestern, Southeastern, and Southwestern) vice-president candidates and for the National President-Elect position. *(The Nomination/Election Committee considers the qualifications of all candidates for office and proposes at least one nominee for each office to be filled.)*

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

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

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

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

▶ [www.psichi.org/chapters/login.asp](http://www.psichi.org/chapters/login.asp)

If your chapter has lost its chapter administrator login information, it can be emailed to your chapter's current email contact by going to

▶ [www.psichi.org/chapters/login\\_forgot.asp](http://www.psichi.org/chapters/login_forgot.asp)

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

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

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

**6** Select the ballot you want to cast a vote for, choose the candidate your chapter has selected, and click on the "Submit Ballot" button. A confirmation screen will appear with your candidate selection, and if necessary, allow you to cancel your vote and resubmit it if you made an error. Just as with mail ballots, once you submit your vote, **you cannot edit or change your vote**. Please contact the Psi Chi National Office if you have any questions about voting.

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

### Discounts for Joining National Organizations

The **Association for Psychological Science (APS)** is pleased to give undergraduate student members of Psi Chi a discounted student membership rate of \$25 (per year). Join now and your membership will be good through the end of 2008. To take advantage of this special offer to become an undergraduate student affiliate member of APS, chapter officers and advisors are encouraged to apply for membership by completing the online application on APS's website.

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

Psi Chi students who are not currently affiliated with the **American Psychological Association (APA)** will receive a free copy of APA's *Publication Manual*—a \$32 value—when they join for the first time by December 31, 2007. To take advantage of this special offer along with additional benefits, chapter officers and advisors are encouraged to pass along the special Student Affiliate application which can be found on the Psi Chi website.

▶ [www.psichi.org/pdf/APAapp07.pdf](http://www.psichi.org/pdf/APAapp07.pdf)

### Psi Chi Announces the New APS Summer Research Grant

Psi Chi is pleased to be partnering with APS to offer six summer research grants beginning in the spring of 2008. Each grant provides the student with a \$3,500 stipend to conduct research with an APS sponsor over the summer. The sponsor receives \$1,500—making the total value of each grant \$5,000. This spring, APS will provide Psi Chi a list of APS members who are willing to sponsor a student. This list will be posted on Psi Chi's website. Interested members can refer to the list

and contact sponsors to arrange summer projects. Ideally, applicants will apply to work with mentors in institutions outside of their own institution. Preference will be given to projects that are spearheaded by the grant applicant, encompass all aspects of the research process, and might result in a first-authored publication or presentation by the applicant. The deadline for submissions for this grant is March 1 (*see page 44-45*).

▶ [www.psichi.org/awards](http://www.psichi.org/awards)

### New Psi Chi Posters and Brochures Available

Psi Chi has redesigned the full-color posters and brochures to be used by your chapter to recruit new members. Along with up-to-date photos, the brochure focuses on the ways Psi Chi can help members build a distinctive resume. If you are concentrating on graduate school or planning to go directly into a job, Psi Chi offers opportunities for leadership, internships, research experience, and networking through regional and national conventions.

Your chapter should be receiving a packet with the new posters

and brochures this month. In addition, the back cover of this issue of *Eye on Psi Chi* also serves as a copy of the brochure. If needed, just tear off the back cover, trifold with the "excel in scholarship, advance psychology" page as the front cover, and distribute to future members. Additional copies of the poster and brochure may be ordered by chapters online at no cost (25 brochure limit).

For more information:

▶ [www.psichi.org/pubs/brochures.asp](http://www.psichi.org/pubs/brochures.asp)

## in the community

**ACHS/Washington Internship Institute Scholarship**

The Washington Internship Institute (WII) offers internship opportunities in government agencies, nonprofit organizations, and businesses in Washington, D.C. each fall, spring, and summer. Interns spend four days a

week at the internship site and spend one day a week in classes that bridge theory and practice. Psi Chi members are eligible for a \$500 merit-based scholarship that is cosponsored by the Association of College Honor Societies and

WII. The application deadlines for the 10-week summer 2008 internships are **February 15** (early deadline) and **March 15, 2008**.

For more information:

▶ [www.wiicd.org](http://www.wiicd.org)

**Brain Awareness Week [March 10-16, 2008]**

The Psi Chi National Council encourages Psi Chi chapters to participate in Brain Awareness Week (BAW), March 10–16, 2008. The Dana Alliance for Brain Initiatives developed BAW in 1996 as a public awareness campaign.

“Brain Awareness Week is an international effort organized by the Dana Alliance for Brain Initiatives to advance public awareness about the progress and benefits of brain research. The Dana Alliance is joined in the campaign by partners in the United States and around the world, including medical and

research organizations; patient advocacy groups; the National Institutes of Health, and other government agencies; service groups; hospitals and universities; K-12 schools; and professional organizations.” (Dana Alliance for Brain Initiatives, 2007).

Chapters might consider developing programs for their campus and/or visiting local schools to give presentations about psychological research dealing with the brain. Talk with your Psi Chi faculty advisor about how to develop a BAW program. The Dana

Alliance also provides suggestions for and links to BAW educational programs on its education website.

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

**References**

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

▶ [www.brainweek/dana.org](http://www.brainweek/dana.org)  
▶ [www.brainweek.dana.org/education.cfm](http://www.brainweek.dana.org/education.cfm)  
▶ <http://web.sfn.org/baw/>

**National Service Projects for 2007-08**

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

Psi Chi currently supports five avenues for chapter service. First is a continuation of the **Adopt-A-Shelter** project, which provides services to shelters and those in need at the local level. Second is

participation with UNICEF **Children in War Relief Project**, which provides services on an international level. Third is participation with **Habitat for Humanity**, which provides shelter for low-income families. Fourth is **Food Drives**, which provides an opportunity for Psi Chi chapters to serve their local communities by gathering food for a local organization or other

population. Fifth is the **Archives of the History of American Psychology (AHAP)**, which highlights the importance of Psi Chi's history as well as the history of psychology. All chapters are encouraged to devote at least one fund-raising effort to benefit the Archives.

For more information:

▶ [www.psichi.org/chapters/serviceprojects.asp](http://www.psichi.org/chapters/serviceprojects.asp)

**APA/TOPSS Ethnic Minority Recruiting Project**

If you would like to share your enthusiasm for psychology with high school students, consider participating in the American Psychological Association/Teachers of Psychology in Secondary Schools (APA/TOPSS) Ethnic Minority Recruiting Project. The goal of this program is to encourage ethnic minority high school stu-

dents to consider pursuing careers in psychology by introducing them to ethnic minority role models in psychology and providing them with career information.

Chapters are encouraged to work with local high school teachers, community college and 4-year college students and teachers, graduate students, and

psychologists in the community to develop educational sessions for ethnic minority high school students similar to the Pilot Projects described on the APA/TOPSS Ethnic Minority Recruiting website.

For more information:

▶ [www.apa.org/ed/topss/minority\\_recruit.html](http://www.apa.org/ed/topss/minority_recruit.html)

## 2007-08 calendar

**December 15 | Deadline**

- Nominations for national officers
- Spring 2008 *Eye on Psi Chi* submissions

**January 11 | Deadline**

- Submissions to Rocky Mountain Regional Convention

**January 15 | Deadline**

- APA Science Directorate Internship & Relocation Grant

**February 1 | Deadline**

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

**March 1 | Deadline**

- Summer Research Grants
- APS Summer Research Grant

**March 6–9 | SEPA Convention**

- Southeastern Regional Convention, Charlotte, NC

**March 13–16 | EPA Convention**

- Eastern Regional Convention, Boston, MA

**March 15 | Deadline**

- Deadline for national officer election ballots
- Summer 2008 *Eye on Psi Chi* submissions

**April 1 | Deadline**

- Kay Wilson Leadership Award

**April 3–5 | SWPA Convention**

- Southwestern Regional Convention, Kansas City, MO

**April 10–12 | RMPA Convention**

- Rocky Mountain Regional Convention, Boise, ID

**April 10–13 | WPA Convention**

- Western Regional Convention, Irvine, CA

**May 1 | Deadline**

- Allyn & Bacon Psychology Awards
- Erlbaum Award in Cognitive Science
- Guilford Undergraduate Research Awards

**May 1–3 | MPA Convention**

- Midwestern Regional Convention, Chicago, IL

**May 22–25 | APS Convention**

- APS National Convention, Chicago, IL

**June 1 | Deadline**

- Faculty Advisor Research Grant
- FBI NCAVC Internship Grants



# Looking Toward Your Future in Psychology: Taking a Closer Look at Counseling Psychology

**Theresa A. DeWalt**  
Marquette University (WI)

**A**re you an undergraduate student interested in pursuing a career in psychology? Are you interested in furthering your education to the graduate level? Are you thinking about obtaining a master's degree or are you considering applying to a doctoral program? Do you know if you want to provide therapy or perhaps do you think you want to conduct research?

If these questions leave you feeling a bit confused, don't worry, you are not alone. Many undergraduates are puzzled by the wide range of options available to them in the field of psychology. That may be because there are many different areas of study within the field. For example, there are programs in counseling psychology, clinical psychology, experimental psychology, and industrial/ organizational psychology, just to name a few. In addition, within those programs there are often areas of specialization such as substance abuse, sport psychology, art or music therapy, health, gerontology, behavior, etc. Then there are specific populations that may appeal to individuals for research or practice purposes, such as children, adolescents, adults, men, women, and people of diverse ethnic, racial backgrounds. All of those choices can understandably leave someone feeling confused.

In particular, students are often confused about the differences between clinical and counseling psychology. This is understandable

considering the significant overlap of activities and services provided by both clinical and counseling psychologists. This article is designed to provide you with information about the similarities and differences between the two disciplines in an effort to help you make an informed choice about which discipline may be the best fit for you.

### Similarities

When considering which field to enter, it is important to note that there are many similarities between the fields of counseling and clinical psychology. In fact, over time many of the differences that once separated the two disciplines have faded. At this point in time, clinical and counseling psychologists often work in similar settings including academic institutions, hospitals, community mental health centers, independent practice, or college counseling centers. They also conduct similar types of work in these settings.

In addition, both clinical and counseling psychologists are licensed as “licensed psychologists” in all 50 states and are able to practice independently as health care providers (Roger & Stone, n.d.). Both clinical and counseling psychologists are trained at the doctoral level in programs that require at least 4-5 years of graduate study.

### Differences

Despite these similarities, there are some differences between the two fields, and these differences can have implications on the degree of fit between you and your chosen field of study.

### Practice

Although clinical and counseling psychologists perform highly similar work including psychotherapy, teaching, research, and supervision (Mayne, Norcross, & Sayette, 2000), there are some differences between the practice areas of the two disciplines. Counseling psychologists tend to work more frequently with people experiencing less severe mental health problems and conduct more work in the area of career and vocational counseling. In contrast, clinical psychologists tend to treat individuals with more significant psychological pathology and tend to conduct more projective assessments (Norcross, Kohout, & Wicherski, 2006).

### Differences in Number

Another distinction between clinical and counseling psychology programs is that they differ in number. There are more clinical psy-

chology doctoral programs than counseling psychology doctoral programs in the United States. There are approximately 224 APA-accredited doctoral programs in clinical psychology, which produce approximately 2,000 doctoral degrees per year. In contrast, there are approximately 71 APA-accredited doctoral programs in counseling psychology, producing approximately 500 doctoral degrees per year (APA, 2007; Norcross, 2000). As a result, there are many more practicing clinical psychologists than counseling psychologists in the United States.

### Theoretical Orientations

Theoretical orientation is another area in which clinical and counseling psychologists experience both similarities and differences in perspective. Bechtoldt, Wyckoff, Pokrywa, Campbell, and Norcross (2000) found that across clinical and counseling psychologists, 29% identified as coming from an eclectic/integrative orientation, followed by 26% of both groups identified as being from a cognitive orientation. Despite this, counseling psychologists tend to favor client centered and humanistic perspectives as compared to clinical psychologists who tend to favor behavioral and psychoanalytic perspectives (Norcross et al., 2006).

### Rates of Acceptance

An issue that is often important to undergraduates interested in pursuing a graduate degree in psychology is the question about their chance of getting accepted into a program. In this regard, the rates of acceptance between clinical and counseling programs are similar. Clinical and counseling programs accept, on average, 21% of applicants (Norcross et al., 2006). Clinical psychology programs typically field a larger number of applicants, but generally speaking, the acceptance rates between the two specialty areas are approximately the same.

### Increase Your Chances of Acceptance

So what can you do to increase your chances of getting into graduate school? Undergraduate students can make themselves attractive to graduate programs in psychology by participating in rigorous coursework throughout their undergraduate career. In addition, psychology programs look for consistently high college grades and volunteer or work experiences that show a dedication to human services and the particular orientation of the program for which the student applies. The

Graduate Record Examination (GRE), (both the General and Subject test), and the Miller Analogies Test (MAT) are often considered as well.

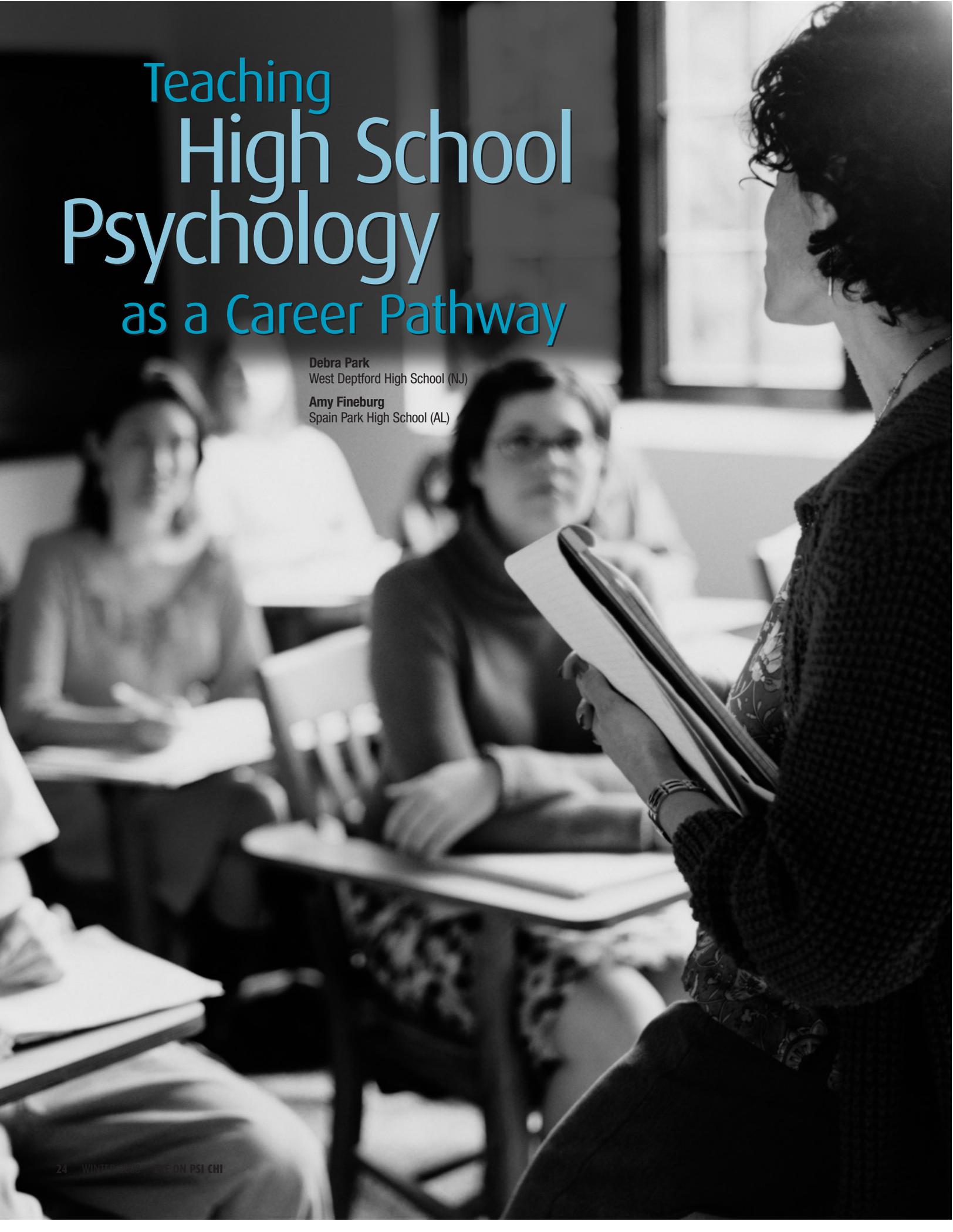
Undergraduates interested in learning more about the field of counseling psychology should consider joining the **Student Affiliates of Seventeen (SAS)** of the APA's Division 17—the Society of Counseling Psychology. SAS is comprised of master's and doctoral level counseling and counseling psychology students who have gone through the process of deciding what direction to go within the field of psychology. SAS provides information specifically related to students interested in the field of counseling psychology in its newsletter and in *The Counseling Psychologist, Division 17 Newsletter* that members receive. SAS also offers undergraduate students the ability to communicate with current graduate students and exposes them to information on whether a career in counseling psychology is right for them. SAS provides undergraduate students with information about applying to graduate school including information on how to write a strong personal statement, develop their curriculum vita, and how to make a good impression during interviews. More information about SAS is available at [www.und.nodak.edu/org/div17sas/](http://www.und.nodak.edu/org/div17sas/).

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**Theresa (Terri) DeWalt** has a master's degree in counseling, and is a 5th year doctoral candidate in counseling psychology at Marquette University. She was the cochair of the Student Affiliates of Seventeen during 2006-07 and hosted the 2007 APA Convention program "What Can I do as a Counseling Psychologist?" Beyond this, she works as the director/therapist at a rape crisis center in Racine, Wisconsin.



# Teaching High School Psychology as a Career Pathway

**Debra Park**  
West Deptford High School (NJ)

**Amy Fineburg**  
Spain Park High School (AL)

Each year, in more than 5,000 high schools across the United States, introductory psychology courses are offered to high school students. Many people, psychologists included, are often unaware that psychology is taught at the high school level, but psychology is one of the fastest growing elective courses in the high school curriculum. In the high school psychology class, students are introduced to an exciting scientific discipline that is directly relevant to their daily lives—and to everything they do. Psychology has a lot to teach young students, and students are eager to learn. As undergraduate psychology students know, psychology addresses societal concerns that include reducing prejudice and discrimination and improving education. What better subject for teenagers to learn?

The focus of many undergraduate programs in psychology is to prepare students for advanced training in psychology that might lead to an academic career, usually in a college or university setting, but few undergraduate programs focus on preparing their students to teach high school psychology. This article focuses on the teaching of high school psychology as a possible career path by discussing the popularity of the high school course, what it is like to teach high school psychology, things to consider as one pursues high school teaching, and the professional resources available to teachers. If you have enjoyed your psychology courses and have ever considered teaching in a classroom, becoming a high school psychology teacher is something you may want to consider.

### Psychology as a Popular High School Course

Psychology has been taught in high schools in the United States since the mid-1800's (Benjamin, 2001) and has evolved from a course that emphasized personal mental health and wellness to a course that teaches psychology as a scientific discipline, mirroring introductory psychology courses in college. Over the last 15 years, high school psychology's popularity has grown exponentially (APA, 2007). In 1992, the first Advanced Placement (AP) Psychology exams were given by the College Board. That year, just over 4,000 exams were graded. In May of 2007, over 118,000 high school students took the AP Psychology exam, making it one of the fastest growing, and one of the most popular, AP courses. High school students can receive dual credit for their introductory psychology course if they are

concurrently enrolled at a local community college. The popularity of the introductory psychology course is obvious, especially since the excitement of the students and their teachers is contagious. Teaching psychology is fun and rewarding, and psychology courses are an important part of the high school curriculum.

Teaching high school psychology has rewards beyond the joy of teaching a popular course. Just imagine—students stopping by your classroom in May to ask, “When are we going to get our textbooks and summer homework assignments?” While most students are counting the days before school ends, incoming psychology students are anticipating the beginning of a new school year, excited to start learning about the discipline (a science!) and motivated by the stories they have heard from their peers about the class activities and topics. Their expectations are high and, for many, it will become the most anticipated and memorable class of their high school years. One of our psychology teacher colleagues, at a recent meeting, commented that he has had students who have told him that if it wasn't for their psychology class, they would not be coming to school.

### Important Considerations for Teaching High School Psychology

As with any career, some aspects of teaching high school psychology are wonderful and others are challenging. Here are some important considerations to take in to account if you want to pursue a career as a high school psychology teacher:

**1. Determine your state's certification requirements.** Many teachers find themselves teaching introductory psychology because no one else in the social studies or science departments in their schools is prepared to teach the course. Often, psychology majors decide very late in their undergraduate or graduate careers that they might want to teach in high schools. However, students who are majoring in psychology with an interest in teaching can become certified teachers (granted, with a bit of extra work). In fact, many high school psychology teachers have earned bachelor's degrees or master's degrees in psychology, and some are even pursuing doctoral degrees in the field as they continue to teach at the secondary level. *Table 1* outlines the traditional route to getting a certification to teach psychology by taking courses in education and becoming a certified teacher.

Many states offer alternative certification routes for those who have not taken the tradi-

tional route to certification. These alternative certification routes typically offer a conditional certificate while the teacher takes education courses needed to obtain regular certification. This route is especially helpful for those who may have come to the end of their academic career and feel the desire to teach in a high school. Contact your institution's School of Education or your state's Department of Education certification office to determine the appropriate coursework and procedures to follow to get certified. Ask about alternative certification routes in addition to traditional ones. (Be aware that people working in the School of Education or the state Department of Education may not be cognizant of psychology as a high school course. They may say that psychology is not taught in high schools, or they may give certification information for school psychology, which is a more clinically-based field serving students in precollege educational settings. Check the state's Department of Education website or find a local high school psychology teacher who can give more detailed information about certification routes.)

**2. Be willing to teach courses other than psychology.** States will often require certification in multiple areas. The certification combinations shouldn't be limited to social studies, however. Depending on the state's requirements, students can earn certification in psychology and any other area, including English, math, science, foreign language, and physical education. This type of flexibility in what courses one can teach helps makes the

TABLE 1

The traditional route to certification usually requires you to enroll in an education program where you will take courses that are required by the state to obtain a teaching license.

- Enroll in an education program with the specific goal to become a high school teacher (subject specific programs such as English, Social Studies, Science, Math)
- Most psychology teachers have a social studies secondary education certification
- Some states offer psychology certifications but require you have another certification first
- NCLB federal legislation requires at least 30 hours of coursework to be considered a “highly qualified teacher” in the subject you plan to teach and praxis tests must be taken as well in that subject area
- A minor in psychology would be a good way to obtain 30 hours in psychology but check with the state in which you plan to teach to find out if there are any specific psychology courses required to be eligible for a certification

candidate more marketable. In addition, if a psychology program does not exist at your school of choice, you can often establish a psychology course while teaching another course for a year or two.

**3. Teaching high school psychology is not the only assignment you will have as a high school psychology teacher.** Similar to teaching at the university level, teaching at the high school level involves committee work, extracurricular duties, and significant lesson preparation. New teachers are often given difficult students and courses to teach that no one else wants to teach. New teachers are also called upon to sponsor clubs or teams in addition to their regular duties and responsibilities. Some school systems provide strong support networks for new teachers while others provide very little support. The first two years of teaching are often the most difficult because teachers are working “from scratch” to create lesson plans, perform extra duties, organize parent conferences, and address classroom management issues. New teachers should build a support network of fellow teachers who can help the new teacher navigate the world of high school.

### Professional Resources for High School Psychology Teachers

Fifteen years ago, the American Psychological Association’s (APA) Committee of Teachers of Psychology in Secondary Schools (TOPSS) was formed. APA, through TOPSS, is an organization that supports high school teachers, providing teachers with resources to help teach the science of psychology to students. Sixteen unit lesson plans have been developed that outline content and activities teachers can use in such areas as the history of psychology, research methods and statistics, biological bases of behavior, memory, learning, and social psychology, to name a few. APA and TOPSS offer numerous workshops for teacher professional development during the school year and in the summer. TOPSS offers a mentoring service for new teachers and a Speakers Bureau of volunteer psychologists so that high school teachers can find and contact guest speakers to visit their high school classrooms. APA resources for high school teacher affiliates include materials on careers in psychology and publications like the *APA Monitor on Psychology* (see <http://www.apa.org/monitor/>) and the *Psychology Teacher Network* newsletter (see <http://www.apa.org/topss/homepage.html>). APA has developed the *National Standards for High School Psychology Curricula* (APA, 2005);

a document that outlines the course content teachers should follow as they develop and teach their high school psychology course. The support that teachers have, through TOPSS and the networking that has developed since its inception, has made the teaching of psychology a very successful career choice for many individuals. For more information on TOPSS and teaching high school psychology, students and faculty can contact any member of the TOPSS Committee. A list of the current committee members can be found at the TOPSS website, at <http://www.apa.org/topss/homepage.html>.

Other organizations also offer support to high school psychology teachers. The Psychology Learning Community of the National Council for the Social Studies (NCSS) meets annually at the group’s national convention to network and share ideas. Advanced Placement psychology teachers have the support and resources provided by the College Board via content outlines, sample syllabi shared by other teachers, resource evaluations, released exams and exam questions, and teaching tips. The Society for Teaching Psychology (APA’s Division 2; STP) provides membership to high school teachers, and both STP and the APA Psychology Teachers at Community Colleges (PT@CC) provide materials and networking opportunities for teachers. It is common for high school teachers to attend regional and national conferences and participate in workshops along with college professors and psychologists from many different fields within the discipline. The quality of the friendships that have developed from these networking opportunities across all levels of psychology educators is unparalleled by any group of academic professionals.

### Conclusion

To be a high school psychology teacher, you should be ready and willing to share your love and knowledge of psychology with others. Yes, you will work long hours, grade papers, and have to follow a schedule that others might dictate—but if you love psychology and want to influence young students, it is an excellent career path. When students graduate from high school and pursue careers in psychology, teachers have the satisfaction of knowing that they have helped to develop the minds of future leaders in the field. Just stop and think about how you became interested in what you are doing right now—and you will want to thank a teacher. To be that person is a very rewarding accomplishment.

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**Debra Park** has taught at West Deptford High School in Westville NJ, for 31 years and is currently the Social Studies Department chairperson. She is past-chair of APA’s TOPSS, has served on the Coalition for Psychology in Schools and Education, and is currently on APA’s National Standards Working Group. Ms. Park was selected Gloucester County Teacher of the Year (1999-2000), was Rutgers University Public School Educator of the Year (2004), and received the APA Award for Excellence in Teaching Psychology (2006). In August of 2007, she was the recipient of the Moffett Memorial Teaching Excellence Award for High School Psychology given by APA’s Division 2 Society for the Teaching of Psychology. Professor Park teaches *Methods and Issues in Teaching Social Studies* as a part-time lecturer at The State University of NJ Rutgers-Camden campus in the Teacher Preparation Program.



**Amy C. Fineburg** is the Social Studies Department chair and teaches AP and regular psychology at Spain Park High School in Hoover, AL. She is the author of several publications and is a frequent workshop presenter about teaching psychology and positive psychology in high schools. Amy has served as chair of TOPSS and was named the 2006 Moffett Memorial Award winner by the Society for the Teaching of Psychology and the 2005 Hoover City Schools’ Secondary Teacher of the Year. Amy enjoys spending her precious down time with her husband Ben and son Micah.

### Psi Chi Congratulates APA Teachers of Psychology in Secondary Schools on Its 15th Anniversary

Teachers of Psychology in Secondary Schools (TOPSS), the APA’s high school teacher affiliate organization, celebrated its 15th anniversary in August 2007. TOPSS provides resources, workshops, and support to high school psychology teachers; recognizes outstanding high school psychology students and teachers through its awards program; and promotes the science of psychology in high school psychology courses. With approximately 2,000 high school psychology teacher members, TOPSS is a key player in enhancing the quality of psychology education. Psi Chi thanks and congratulates TOPSS on 15 years of exceptional service to high school psychology teachers, high school students, and the psychology community.

# Beyond Chapter Advising: Faculty Involvement in Psi Chi

Merry J. Sleigh, PhD  
Winthrop University (SC)

**A**lthough students are the heart of Psi Chi, one might argue that faculty are the backbone of the organization, providing structure and support at the local and national level. Perhaps the most familiar role that faculty members play is to serve as chapter advisors. However, there may be several reasons why a particular faculty member is unable to fill that role.

Sabbaticals, teaching abroad, research programs, or course assignments may reduce a person's availability. Departmental issues may also impact advisors. New faculty may be offered leadership of Psi Chi as an ideal vehicle for incorporating them into student life and bringing a fresh perspective to the organization. Some departments opt to rotate chapter advisors in order to keep all departmental faculty actively engaged with their top students.

Fortunately, being a chapter advisor is not the only way for a faculty member to contribute to Psi Chi. Here are some ideas for other ways faculty members can stay involved, beyond the role of chapter advisor.

## Department Activities:

- Become a coadvisor by sharing advising duties with another faculty member.
- Take on advising responsibility for a particular Psi Chi function or event (e.g., webmaster, recruitment and membership, fundraising advisor).
- Assume responsibility for alumni relations, maintaining contact with former members.
- Mentor a new chapter advisor.
- Provide training sessions for incoming chapter officers.
- Attend and actively participate in Psi Chi events. (Faculty presence can be a powerful motivating factor in student participation.)
- Lend expertise to help create a Psi Chi project or event. For example, a faculty

member with strong writing skills may lead a session on writing personal statements for graduate school.

- Advertise Psi Chi events (national and local) in class. A simple way is to wear Psi Chi merchandise—available at [www.psichi.org/products/categories/category1.asp](http://www.psichi.org/products/categories/category1.asp).
- Recognize Psi Chi members, member achievements, and organizational accomplishments in class.
- Target Psi Chi students for research collaboration or other professional experiences.
- Nominate or help nominate outstanding advisors, officers, or chapters for Psi Chi national awards ([www.psichi.org/awards/completelist\\_awards.asp](http://www.psichi.org/awards/completelist_awards.asp)).
- Serve as a liaison between the local Psi Chi chapter and other student groups with which you are affiliated in order to facilitate collaboration on service projects or social activities.

## Professional Activities:

- Encourage Psi Chi students to attend and/or submit their work to professional conferences.
- Ensure that Psi Chi student coauthors participate in awards programs at professional conferences.
- Volunteer to assist with Psi Chi events (e.g., the hospitality room) at professional conferences.
- Help students submit research to the *Psi Chi Journal of Undergraduate Research* ([www.psichi.org/pubs/journal/submissions.asp](http://www.psichi.org/pubs/journal/submissions.asp)).
- Serve as a reviewer for the *Psi Chi Journal of Undergraduate Research*

(contact Dr. Christopher Koch, Editor, at [journal@psichi.org](mailto:journal@psichi.org)).

- Submit, or encourage students to submit articles to *Eye on Psi Chi* ([www.psichi.org/pubs/eye/submit.asp](http://www.psichi.org/pubs/eye/submit.asp)).
- Conduct research directly related to the betterment of Psi Chi (e.g., recruiting techniques, member expectations, leadership, group cohesion).
- Contact the Psi Chi Regional Vice-President in your region and offer to serve on your region's Psi Chi Regional Steering Committee.
- Consider being a candidate for the Psi Chi Regional Vice-President in your region.
- Help start a chapter where one does not currently exist.
- Consider making a financial contribution at the local or national level (e.g., sponsoring a scholarship, establishing an award endowment, funding an event).

Psi Chi offers faculty members an avenue to serve their students, department, honor society, and field. Any contribution is appreciated. Whether the time commitment is minimal or extensive, the rewards will be great.



**Merry Sleigh** earned her BA in psychology and English from James Madison University (VA). In 1996, she received her PhD in developmental psychology from Virginia Tech, with a specialization in prenatal and infant development. She first served as faculty advisor to Psi Chi at George Mason University (VA), where she received the Regional Faculty Advisor Award in 2003. Dr. Sleigh currently teaches at Winthrop University. She serves as the Psi Chi faculty advisor and as a reviewer for the *Psi Chi Journal of Undergraduate Research*.



Making the Transition From  
**Undergraduate**  
to **Graduate Student:**  
**Insights** From Successful  
Graduate Students

Brennan D. Cox, Kristin L. Cullen, & William Buskist, PhD  
Auburn University (AL)

**H**ave you ever wondered what it might be like to leave the safety and comfort of your undergraduate institution and begin graduate school? Have you ever wondered just how difficult that first year in graduate school might be?

If you've considered these questions, you are probably well aware that there are numerous "advice" books and essays published that will help you prepare for graduate study in psychology (e.g., Buskist, 2001; Buskist & Burke, 2007; Kuther, 2003; Kuther & Morgan, 2004). This literature represents the accumulated wisdom of faculty who are deeply interested in helping qualified students successfully navigate the admissions process and become competent graduate students. Nonetheless, for many faculty members the fond experience of the undergraduate to graduate school transition may be a distant, foggy memory. For this reason, graduate students are apt to provide a more accurate and current perspective on making this transition successfully.

To learn more about the graduate perspective, we surveyed all of the psychology doctoral students at Auburn University regarding their undergraduate to graduate student transition experience. We received feedback from 31 students in their first year and beyond of graduate school. The respondents represented Auburn's three graduate programs: clinical, experimental, and industrial/organizational psychology. These students provided insight into their preconceptions of graduate school and how their preconceptions changed during their first year. They also offered ample advice for achieving success during the first year of graduate school.

### Preconceptions of Graduate Life

As undergraduates, they had mixed feelings toward graduate school. Some respondents believed that graduate school would simply be an extension of their undergraduate education, that most undergraduates go to graduate school, and that those who do well as undergraduates would perform equally well as graduate students. Others were less optimistic. These respondents assumed that graduate school was only for the best undergraduate students. They also predicted that graduate school would be more difficult, would demand more time, and required higher standards and more hands-on experience than undergraduate education. These respondents had particular reservations regarding the amount of reading, writing, and memorization required for surviving in such a rigorous intellectual environment.

The most common preconceptions were that graduate students are smart, hardworking, and dedicated to learning. After all, they voluntarily spend four or more years in school beyond their bachelor's degree. For a substantial portion of this time, graduate students are constantly busy, stressed, and caffeine-infused. How else could they complete their infinite string of assignments? These preconceived notions left our sample with the overall impression that graduate school does not permit a social life of any kind. Indeed, nearly all respondents perceived graduate school as a full-time job.

### Surprises

After beginning their graduate careers, our respondents discovered that only some of their preconceptions were accurate and others were not. Much to their surprise, respondents discovered it was possible to have a social life in graduate school. Nonetheless, out-of-school activities for graduates differed from those of typical undergraduates. As one respondent commented: "There is still some time to do fun things on weekends, but this time comes at a price—consistently doing fun activities every weekend means that you are behind in some other area (e.g., class work, research, or thesis)."

Another unanticipated aspect of graduate school is the lack of emphasis placed on class work. "Courses are a side-bar and in some cases almost an afterthought," one graduate student noted. Unbeknownst to many undergraduate students, completing research, not coursework, becomes the driving force behind success in graduate school. Depending on one's research area, this news could become discouraging as 4 to 5 years in graduate school can quickly become 5 to 7 years (and for some graduate students, even longer).

Another graduate student noted, "Most of what you learn will come through experience and self-guided inquiry." In other words, how you develop as a young professional about to enter the field is truly *your* responsibility.

Graduate students in our sample were largely unaware of the highly autonomous nature of graduate life before they entered graduate school. They did not anticipate that professors who served as their major advisors would refuse to hold their hands. In graduate school, students must learn to use their professors as resources. With time, many graduate students became colleagues with faculty and developed close working relationships with them. They became genuine collaborators in research, teaching, and professional develop-

ment. For others, establishing a working relationship with a faculty member remained a challenge to overcome. Either way, the data suggest that if graduate students want a professor's guidance, they must seek it themselves.

Somewhat unexpectedly, graduate students also varied in terms of work ethic. Some students still procrastinated, partied, and crammed for exams. However, respondents reported that such habits often took a toll by affecting their ability to complete coursework, earn good grades, and maintain a productive research program. In many graduate programs (such as Auburn's) a "C" is a failing grade and a "B" is not much better! Thus, although some students may adopt a work-hard/play-hard approach to graduate school, it is important that they know the potential consequences of their actions.

Interestingly, our sample of graduate students found that they did not have to be the best undergraduate students or the smartest in their class to succeed in graduate school, but they did have to embrace the path they chose. They had to learn to work harder and longer than they ever had during their undergraduate days. Thus, *graduate school is a lifestyle*—a sentiment that all of our respondents uniformly expressed.

Our graduate students also agreed that "there are many hats to wear in graduate school." They are students, researchers, teachers, and colleagues inhabiting a tightly knit academic environment. As the first year of graduate school progressed, graduate students learned to define themselves using multiple terms. For example, many graduate students became teaching assistants during their first year of graduate school. These students were transformed instantly by this experience—although they had recently been undergraduates sitting in a classroom, now they were "teachers" standing on the other side of the podium leading discussion, preparing students for examinations, and offering advice to undergraduates on how they, too, can prepare for graduate study in psychology.

One survey response in particular summarized this shared sentiment among our sample: "Graduate school isn't hard, it's hard work. There is not a day that passes by that I think I am faced with a task I don't know how to do, but there are days when I wonder how I will get it all done."

For our respondents, the most difficult aspects of becoming a graduate student included the increased need for time-management skills, the ability to balance a variety of academic responsibilities, and the courage to do

so alone. For most new graduate students, the multiple demands placed on them required an entirely new approach to education. There are few preset timelines in graduate school. You must manage your own priorities, but there always seems to be other people (e.g., professors, students, peers) who need your time or want you to become involved in their projects. New graduate students often struggle to escape from the stereotypic undergraduate mentality of approaching college casually. As graduate students, they now *have* to attend class; they *have* to read; they *have* to study; they *have* to conduct research; and they *have* to write original papers (and lots of them)! However, no one is looking over their shoulders or holding a gun to their heads to force them to get the work done. They must go it alone. As one student explained, “No one is going to get you out of here. You have to do it yourself.”

One of the most pleasant aspects of making the transition from undergraduate to graduate student is getting to know your new peers. Graduate students in our sample enjoyed the opportunity to meet other graduate students and faculty with whom they shared similar interests. As one of our graduate students noted, “In graduate school, everything becomes about psychology. Breadth of study is now defined within psychology instead of outside of it.” Outside of class, graduate students actually talk shop without feeling nerdy. Everyone with whom they interacted shared the same love for the field.

Our graduate students were also pleasantly surprised by the rapport they experienced with their professors, the luxury of working in their own laboratories, and working on articles that might one day be published. They also enjoyed attending professional conferences and getting to meet some of the people who have made major contributions to psychology in the past several decades.

### Advice on Preparing for Graduate School

If you are curious about graduate school, you need to know the truth about graduate life. For instance, you should know that there are multiple hurdles required to complete a graduate program, including coursework, a thesis, a dissertation, and sometimes qualifying exams, major area papers, grants, and internships. Success as a graduate student requires increased self-discipline. Most importantly, it requires a Herculean time commitment.

Of course, you must first get into a graduate program before you ever encounter the complexities of graduate school. Here are

some wise words of advice from our graduate students when applying to graduate school.

- Make absolutely certain that a PhD is required for the career you seek. Know, however, that having a *need* for graduate school is insufficient to make it through graduate school—you must *want* to be there as well.
- If graduate school is the path for you, make sure you start the application process early. Be aware that this process takes a lot of time and money. You should begin preparing at least a year before your first application deadline.
- Get help from your professors and graduate students when writing your cover letter, your academic vita, and the rest of your application materials. If you don't know any professors or graduate students, you should! Try to get involved in the ongoing research at your institution. By becoming a research assistant, you will not only expand your knowledge of psychology, but you may also obtain meaningful letters of recommendation.
- Carefully research the graduate programs to which you may apply. Target and apply to multiple programs. If possible, select schools that have several professors with whom you would like to work. This way, if something does not work out with your initial choice for an advisor, you can just switch mentors rather than change schools.
- Finally, search for “fit.” Contact (e.g., call, e-mail, or visit) graduate students currently enrolled at schools in which you are interested to find out if their work environments sound like places in which you would feel comfortable showing up to every day (e.g., level of competitiveness, social environment, research expectation,

etc.). You will be spending a lot of time on campus and in collaboration with others, so make sure you are joining a group to which you feel you will belong. If you don't fit in, your graduate school experience will be more difficult.

### Final Thoughts

Transitioning from an undergraduate to a graduate student can be a difficult, but truly rewarding process. According to one graduate student, it is a “transformative experience.” In all likelihood, graduate school should change you: You should not only become smarter, but you should also develop a greater appreciation for the amount of commitment and hard work required to accomplish worthwhile goals.

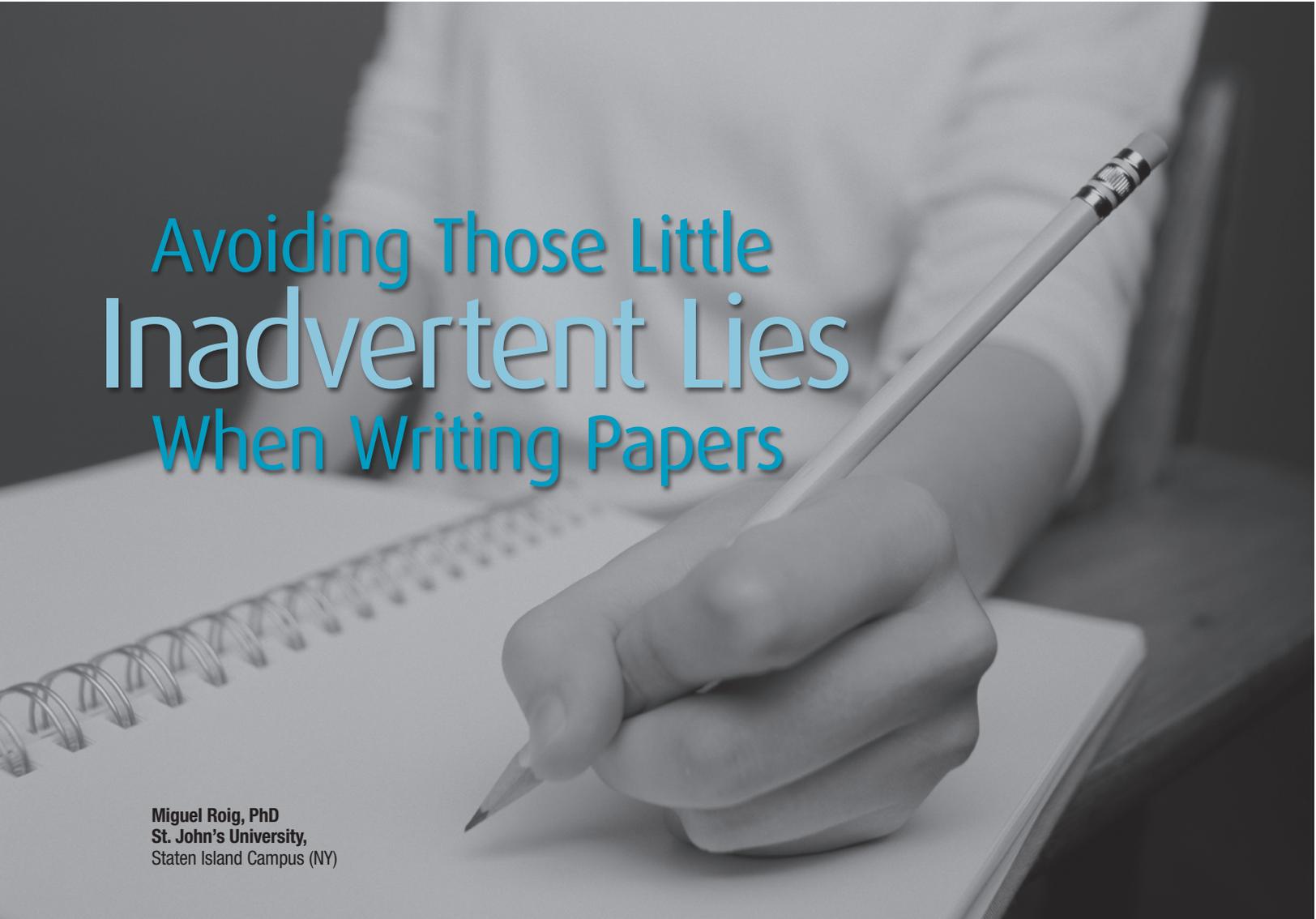
Graduate school prepares you to be a professional in the field. “As an undergraduate, you learn a lot of ‘facts’ about psychology. Graduate school pulls the curtain back and tells you about the science of psychology.” Although there is a lot of reading in graduate school, there is also increased opportunity to practice your learning. For this reason, you actually *have* to remember what you study. You should be prepared to make a life-changing commitment and expect each and every day to be challenging. However, you will likely experience great pride in each obstacle you overcome. Thus, in and of itself, graduate education is rewarding. You should approach the process as the first major step towards your professional career as a psychologist. As one respondent aptly noted, “It's for real now.”

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# Avoiding Those Little Inadvertent Lies When Writing Papers

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**A**s a college professor with over 20 years of teaching experience, I have come to appreciate the value of good writing. Unfortunately for me, writing has always been a somewhat aversive task for it takes me a considerable amount of time and effort to produce a good written product. I know the same applies to a number of my colleagues and many students. Because of the many competing demands on our time, some of us often procrastinate when faced with the task of writing. When students wait until the very last minute to write a paper, the end result is likely to be a poor academic product that fails to represent the best of their abilities. This situation is exacerbated if these types of assignments are viewed as arbitrary, instructor-imposed hurdles to be overcome in the most expedient and economical way possible. Such an attitude is incompatible with what is expected of an aspiring professional and must be replaced by a different attitude, one in which such assignments represent an opportunity to acquire an in-depth understanding of some aspect of the course or to broaden knowledge in a specific

area. Writing a research paper also allows students to learn how to synthesize findings from one or more areas of research into a coherent whole. It can also help in the development of new insights about interesting psychological phenomena. Perhaps most important of all, writing papers allows students the opportunity to further enhance their reading, writing, and critical thinking skills—skills highly sought after by employers and graduate admissions committees.

One of the most serious consequences of poor writing is that sometimes it may lead to inadvertently deceptive practices. For example, students may engage in inappropriate paraphrasing or may fail to credit sources. Both of these lapses are potentially serious offenses as they could result in a charge of plagiarism. Or, in an effort to make their case, students may exaggerate the importance of the phenomenon under review or the extent to which the existing literature supports their point of view. As psychologists-in-training within the scientist/practitioner model, and particularly as members of the honor society in psychology,

we have an ethical obligation to be faithful to the pursuit of truth. Consequently, students must make every effort to avoid these inappropriate writing practices and always strive for excellence.

One approach that I have found useful in this regard is to introduce the concept of ethical writing (e.g., Kolin, 2001, pp. 24-31). This notion refers to an implicit contract between the reader and the writer whereby the reader assumes, unless otherwise clearly noted in the paper, that (a) the material presented is original, that is, the individual listed as the author is the one who wrote the paper; (b) facts and figures presented are accurate; and (c) the written product is new and has not been submitted elsewhere. With these assumptions in mind, let's review some common student writing practices that violate these basic principles.

## **Paraphrasing, Summarizing, and Plagiarism**

I cannot imagine a student who in this day and age is not familiar with the concept of plagiarism. Yet, I have read too many student papers in which the authors have either come

very close to or have (unknowingly, I hope) committed outright plagiarism because they did not know how to properly paraphrase or summarize from sources. In some cases, students mistakenly feel that as long as a citation is provided, it is acceptable to take portions of text verbatim from another source, or that as long as they change a few words, minor modifications constitute an acceptable paraphrase. Some students even believe that if the material is taken from the Internet, it can be recycled word-for-word without the need for a citation. These practices are unacceptable, as they constitute plagiarism. Material taken from another source, whether it is a book, a journal, a magazine, an Internet site, or a lecture, can either be enclosed in quotation marks, summarized, or paraphrased. A citation must be included in each of these instances. For example, let's suppose you are writing a paper on astrology and you find the following material from Coon (1995) useful and want to include it in your paper:

If you have ever had your astrological chart done, you may have been impressed with its seeming accuracy. Careful reading shows many such charts to be made up of mostly flattering traits. Naturally, when your personality is described in desirable terms, it is hard to deny that the description has the 'ring of truth' (p. 29).

*You could copy the entire segment, enclose it in quotation marks, and provide a reference citation as follows:*

If you have ever had your astrological chart done, you may have been impressed with its seeming accuracy. Careful reading shows many such charts to be made up of mostly flattering traits. Naturally, when your personality is described in desirable terms, it is hard to deny that the description has the 'ring of truth' (Coon, 1995, p. 29).

*Or you could summarize it as follows:*

Because astrological charts are mostly positive, people are more inclined to accept them and thus believe in their accuracy (Coon, 1995).

*Or you could paraphrase it as follows:*

According to Coon (1995), astrological charts are primarily composed of complimentary attributes. He noted that when we are described with positive, laudable traits, we are more inclined to accept these flatter-

ing portraits of ourselves. Thus, it is no surprise to Coon that individuals who have had their charts done tend to be swayed by their apparent precision.

*Notice how most of the words and the sentence structure in these new versions have been substantially modified. Now consider an inappropriately paraphrased version:*

According to Coon (1995), if you ever have had your astrological chart done, you were probably impressed by how accurate it seemed. A careful reading indicates many such charts to be made up of mainly flattering traits. Of course, it is hard to deny that the description has the 'ring of truth' when your personality is described in desirable terms.

Why is the above version inappropriately paraphrased? Because even though the author provided a citation, the author misappropriated significant portions of verbatim text (i.e., italicized text) from the original. Such paraphrasing is not acceptable and is viewed as plagiarism.

In sum, when we *paraphrase*, we have to reproduce the meaning of the other author's ideas using our own words and sentence structure. However, you should not rely primarily on paraphrasing others' material. In fact, your professors are more likely to expect that you summarize the important points from the sources you consult for your paper and the process of summarizing is a little different. When we *summarize*, we condense, in our own words, a substantial amount of material into a short paragraph or perhaps even into a sentence. To properly paraphrase and/or summarize text, the writer must have a *thorough* conceptual understanding of the material and the proper command of the terminology employed in that knowledge domain. Because it is likely that when you write a paper some or most of the material will be new to you, a good dictionary of terms used in psychology can be very helpful. Also, if you have Internet access, sites of secondary sources such as Wikipedia can be excellent resources to help you understand unfamiliar information that you uncover from your research of the primary literature (i.e., journal articles).

### Self-Plagiarism (Double Dipping)

A related unethical writing practice is the concept of self-plagiarism, which occurs when students submit academic work that had been previously submitted to another course. Many

students do not consider this practice as a form of cheating. But what about reusing half of a previously submitted paper or a quarter of a paper? On very rare occasions, I have actually allowed students to submit portions of a paper previously submitted for another course that I had taught, as long as the material in the resubmitted version was substantially revised and enhanced. For example, a student in one of my classes who had submitted a research proposal (literature review and methods section) as part of the requirements for one course was allowed to carry out the actual study described in the proposal. For the more advanced course, I let her submit a longer version of the paper, which included an expanded literature review and the old methods section, plus new results and discussion sections. A professor may determine that such resubmission of previously graded work may be appropriate in cases such as the one described above. However, in those cases, instructors in both courses must be fully informed of the intended reuse of the academic product and both should approve the reuse. Again, be mindful of the reader-writer contract. If any portion of an old paper is to be reused in a new paper, the author has an ethical obligation to inform the reader (i.e., the instructor) of the extent of such reuse.

### Issues With Citations

**Citing articles that were not read.** Over the years I have seen too many cases of (inadvertently?) deceptive citation practices. A common transgression occurs when a student finds an article that summarizes the pertinent literature and in her paper cites various studies reviewed in the article. However, the student never actually read any of those studies! This is a deceptive practice that must be avoided. When an article is listed in the reference section of a paper, the reader (e.g., the instructor) assumes the student has read that article. It is true that there may be times when a study cited in a review article has been published in a journal that may be difficult to locate. After all, no one should expect that their college or university library carry a subscription to every one of the nearly 30,000 scholarly scientific journals now available. In such cases, it is acceptable to cite that study as long as we inform the reader of the fact that the information cited is derived from a secondary source. In fact, the APA's *Publication Manual* (2001) provides a specific format and an example for such situations. In the APA example, if the article read by the student was authored by

Colheart, Curtis, Atkins, and Haller in 1993, and the difficult-to-locate article was authored by Seidenber and McClelland, the citation would appear as follows in the student paper

“A study by Seidenber and McClelland (as cited in Colheart, Curtis, Atkins, & Haller, 1993) demonstrates that . . .”

Only the Colheart et al. reference would appear in the reference section of the paper. Typically, the expectation is that students will consult primary sources; therefore, I recommend that this type of strategy only be used under exceptional circumstances.

**Listing the full citation instead of the abstract.** A situation related to the above scenario occurs when students locate abstracts from journal articles that are relevant to their paper. They cite material from the abstract in the body of their paper, but cite the actual paper without indicating that the material had been derived from the abstract. Consistent with the principles of ethical writing, the APA manual requires that authors identify the citation as an abstract, rather than the actual article, as follows:

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#### Other Questionable Writing Practices

**Selective reporting.** Scientific truth and responsible scholarship entail the highest degree of objectivity in reporting the results of our research. As aspiring professionals, we have an ethical obligation to present relevant points of view in a fair and balanced manner. Unfortunately, for a variety of reasons we sometimes lose our objectivity, and the result can be a paper that is slanted favorably towards the particular position we hold with a negative bias against those positions we argue against. Such biases can be very pernicious and manifest themselves in a variety of ways. For example, in reviewing the literature, authors may downplay or be unfairly dismissive of evidence that is contrary to their hypotheses or theories while at the same time exaggerate the importance of supporting evidence. In other instances, authors may fail to report results of analyses that are not consistent with their hypothesis. In sum, ethical writing demands complete fairness and objectivity.

**Acknowledging others' assistance.** It is common for professors to have one of their colleagues review their papers before submit-

ting them for publication. Having someone review our work will often result in the detection of problems that managed to escape our scrutiny. Likewise, students may have a sibling or peer review their work. In both instances, the authors have an ethical obligation to acknowledge the nature and extent of any assistance received. This is typically done with a short footnote (i.e., author note in APA style) at the end of the paper. Identifying the nature of assistance received from others allows your instructor to determine the extent to which the academic product is the result of your own individual efforts and abilities. This is an important step in obtaining a fair assessment of your academic products.

**Using an excess amount of quoted material.** Perhaps as a result of inadequate writing skills or possibly academic laziness, students sometimes include an excessive amount of quoted text from one or more sources. With some exceptions (e.g., the use of a technical term or phrase, or in book reviews), the inclusion of quoted portions of text from other sources is not a common occurrence in published journal articles and the same expectation applies to student papers. However, some student authors tend to abuse this legitimate mechanism of conveying information by including several portions of quoted text. In the eyes of most instructors, such excessive use of quotations reflects poorly on the student. Quotes from other sources should only be used in exceptional circumstances, such as when even the best paraphrase fails to convey the elegance of the original.

#### The Causes of Unethical Writing

On many occasions, I find that cases of plagiarism and other unethical writing practices occur because students procrastinate to the point of being unwilling or unable to invest the necessary time and intellectual resources to create a good academic product. Academic procrastination has been recognized as a significant factor in poor student performance and many universities' counseling centers offer students tips for minimizing its effects (see, for example, SUNY at Buffalo's web site: <http://ub-counseling.buffalo.edu/stressprocrast.shtml> or Cal Poly's site: <http://www.sas.calpoly.edu/asc/ssl/procrastination.html>). For a more detailed review of the latest counseling methods designed to tackle the problem of academic procrastination, see the work of Schowuenburg, Lay, Pychyl, and Ferrari (2004).

In other instances unethical writing practices are the result of inexperience and/or ignorance of proper scholarly conventions. To address this gap in students' knowledge, an increasing number of university libraries have developed tutorials on plagiarism and proper citation practices. For example, see Rutgers' very entertaining video tutorial at <http://library.camden.rutgers.edu/EducationalModule/Plagiarism/>. For a more comprehensive treatment of these issues written specifically for advanced science students and beginning professionals, see my on-line instructional resource on ethical writing at <http://facpub.stjohns.edu/~roigm/plagiarism/>.

#### The Importance of Ethical Writing

In closing, I wish to emphasize, again, how important it is for students to develop good writing skills. Clear and effective writing is critical to academic success, and it is one of the most valued skills in the modern workplace. However, whether it is being used for academic or professional purposes, writing must not only be mechanically sound, clear, and persuasive, it must also be accurate and, above all, honest. I note that these principles of ethical writing are also relevant to other facets of personal and professional life. Because our discipline requires a life-long dedication to ethical, professional conduct, our writing must also exemplify that same level of moral commitment.

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# On the Lighter Side: Advances in Textbook Publishing

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**W**e are disheartened these days to find that students have such strong and widespread feelings of entitlement and are becoming more and more self-centered. We find it a sad commentary on today's society and a gloomy predictor of tomorrow that students are more concerned about the prices of textbooks than about the truly important issues of the day—such as low professor salaries and exploitative indirect cost recovery (ICR) policies.

One thing students and faculty can agree upon, however, is that the publishing industry needs to change and change fast. We are here just in the nick of time before Mother Nature hits the delete button on publishing. Prices are indeed going up and technological advances have made it difficult to do business as it has been. For example, delivery systems for information—many of them in alternative media—are proliferating, student reading patterns are changing, and faculty are experimenting with creative assignments, courses, and curricula.

Because we are so concerned about these issues, and because we can't continue our research until ICR rates go up, we thought we'd enlighten you about how publishing houses are tackling the problems. During our last summer vacation (while the legislature was out of session and we weren't lobbying for

higher salaries), we visited a number of top publishing houses to get the scoop about innovative ideas in the textbook industry. The bad news was that it was a short trip, because all the major publishing houses (both of them) have merged, so it took us an afternoon in New Jersey to conduct all the interviews we needed. The good news was that many creative ideas should keep us all excited about teaching and learning for many years to come. In this article, we touch on some of them. If we get stuck for ideas for our next column, we'll do a Part II.

The first order of business is to make textbooks more accessible to students. For example, publishers will soon insist that authors write their texts in the current quasi-English that is more in tune with today's fast-paced world. Every sentence will be packed with the sophisticated symbols of our evolving language.

*"Like, you know, man, you know, like." Here's a short excerpt from a new introductory psychology textbook, called "I-Psy": "So, like, Milgram was all, like, give the shock, man! You know? And the teacher was, like, no way, dude! Way! said Milgram. So, like, the teacher gives the shock, and the learner goes, Ow! Let me out of here, dude! My heart is starting to bother me!..."*

To match students' (and faculty's) decreasing attention span, recent books have gone to a "modular" format, with traditional chapters split into shorter units that can be digested in one sitting. New texts have now been designed not just by modules, but by paragraphs. This new approach to texts is called "paragraph-oriented organizational rubrics," or POOR.

In POOR textbooks, each paragraph will be preceded by one "learning objective," to give students a preview of what they will be reading. For example, "Learn what unconditioned is." (We can't think of a better way to inspire students to want to know what a "stimulus," is!) Following the learning objective will be a question to really get students thinking, such as, "What do you think unconditioned means?" The paragraph comes next, followed by a short summary of the paragraph, a list of key terms (in boldface, of course) that appeared in the paragraph, 12 multiple-choice review questions (titled "Ya gotta know"), and a "rehearse, reflect, relax, and reflux" section (Part of the elegant SQ4R7B6 r2 study method). Are students going to digest this information, or what? Sticking with the technology theme, every text will have a special icon to direct readers to key links on Google and YouTube. After all, this is where our students spend their time

anyway; what better way to introduce them to the global community of online learning.

The astute reader will notice that these modifications, while clearly leading to more student learning, might put a strain on textbook length. Publishers are compensating for the additional length of POOR texts in a number of ways. For example, we all know that professors can already order custom books, with chapters that they do not cover taken out. In the next generation of textbooks, they'll be able to take out individual sentences or facts that they don't want to teach. For example, a professor who wants to focus on positive psychology can take out negative reinforcement, negative punishment, negative correlation, and even neutral stimuli. A professor disturbed by his/her fixation at a particular Freudian stage of psychosexual development can have that stage deleted from the chapter.

How many of us have noticed that all introductory textbooks are basically the same—same chapters, same order, same, same, same. But the new generation of texts will be different (at least at first). For example, text chapters will be reorganized so that the first six chapters are devoted to Abnormal Psychology (or as students would say, “Like, the real psychology”). The all important section on History will be streamlined to start with Phil Zimbardo and go all the way up to Dr. Phil. All sections dealing with the brain and nervous system will be deleted as they are just too hard and really don't lend themselves to critical thinking. Of course, there will be an extended section on sexual behavior, complete with a “Try it” section.

Another way to shorten books will be to remove from the references any empirical study that has not been replicated. This means that reference sections for many courses will be cut by up to 99%. In addition, all references by the authors of the book will be shortened to “AR” for “author reference.” This will cut the references by an average of 35%. Another 15% of references can be shortened by using small symbols to refer to the psychologists previously known as Skinner, Watson, and Milgram.

The use of symbols and abbreviations like AR is likely to catch on because books will be formatted for small computer, iPod, and even cell phone screens. Therefore, we'd better get used to symbols such as these:

- **MRN** – More research is needed.
- **SI** – Recent research has found that serotonin is implicated in this.

- **CBTR** – The most (or only) effective treatment for this condition is cognitive-behavioral therapy.
- **ETH** – There are ethical issues involved which we need not go into until you are out of graduate school.
- **CCOG** – The traditional conditioning explanation for this phenomenon is no longer accepted. Recent evidence shows a cognitive explanation is more accurate.
- **PP** – This is the symbol that will be used throughout the text to indicate that the particular problem can be treated by Prescribing Prozac. We expect that this symbol will be used thousands of times in the next 7 years (i.e., the next seven editions of any text).
- The word “**bio-psycho-social**” will be replaced by the symbol formerly known as the symbol formerly known as Prince.

All these format changes will likely make students happy by bringing prices down. But authors, do not despair! The publishers are sensitive to your #1 concern: The used book market that diminishes your revenue. One remedy for this problem is to make books entirely electronic. Thus, students would have to buy a password to get into their books. These passwords would expire after one semester. What about, you might say, students who print out the books for their friends who will take the course the next semester? Good question! Two possible solutions: First, the material would be encrypted in such a way that it would be impossible to print, or a notice would go right to the registrar of the student's home institution, where the cost of the book would be automatically added to next semester's tuition (If the students are in their last semester, the cap and gown rental fee would be increased).

The second solution would be for the book to customize itself each semester. For example, in one version the False Positives would be in the upper left corner of the table, and in the next version they would be in the lower right. For printed books, the ultimate solution to the used book problem is a pretty low-tech one: Books will be published in disappearing ink. The ink will start fading after about a year; 6 months for the smaller books that are used in first semester classes. Some have argued that the technology is imperfect, and that a high percentage of books might actually start fading much sooner than expected. Thus, some students might buy a book and have it fade half-way through the semester. To this criti-

cism, some professors have argued, “What's your point?” Indeed, in the markets where these books have been test-marketed, there have been no reports from students of unreadable books. Although, three students have asked where the cartoons have gone. . . .

Not all improvements and innovations will make texts shorter. Newer intro books will have an added appendix. Yes, we know that students don't read them, but publishers want this new section for marketing purposes, for faculty that actually read texts before adopting them. This section will be devoted to completely discredited ideas that we keep putting in texts because everyone else does and because students need to know the history of our discipline. Consequently, this will be the longest section in the text. Here you will find an extensive section on Freud (encompassing everything he ever said), a revision of Erikson's stages (demonstrating that adolescence now stretches from age 8 to 62), an updated version of Maslow's hierarchy (which now has a level just for the need to check email every 10 minutes and to text message during class).

We are sure you will agree that the future of textbook publishing is brighter than at any time since our early ancestors carved three-color graphs and boxes into the prehistoric text-slabs that have been found deep under the libraries of Midwestern universities with such ancient untranslatable symbols as “ALLPORT,” “THORNDIKE,” and “JAMES.” Please let us know if you have other ideas for how to make textbooks more affordable for students, lucrative for authors, and useful for all of us who are interested in, like, you know, teaching and, you know, Man, like, learning.

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**Joseph J. Palladino, PhD**, is professor of psychology and chair of psychology at the University of Southern Indiana. He earned a PhD in general-theoretical psychology from Fordham University (NY). In 1989, he was elected to the status of fellow of APA. He has served in Division 2 of APA as president (1991-1992), editor of the Methods and Techniques section of *Teaching of Psychology*, and chairperson of the Program Committee. In 2000, he was elected Midwestern Vice-President of Psi Chi.

**Mitch Handelsman** received his PhD in clinical psychology from the University of Kansas in 1981. He is currently professor of psychology and a CU President's Teaching Scholar at the University of Colorado Denver. He served for a year (1989-1990) in Washington DC as an APA Congressional Science Fellow. He has won numerous teaching awards, including the 1992 CASE (Council for the Advancement and Support of Education) Colorado Professor of the Year Award, and APA's Division 2 Excellence in Teaching Award in 1995. He has published several book chapters and over 50 articles in journals ranging from the *Professional Psychology: Research and Practice* to the *Journal of Polymorphous Perversity*.

# Annual Report

## of the Executive Officer (2006-07)

Lisa Mantooh | Psi Chi Executive Officer/Chief Operations Officer

The 2006–07 year under the leadership of Psi Chi National President, John Davis and the National Council has been a year focusing on leadership, change, and an eye for the future of Psi Chi. Leadership was a major focus of the National Council as the first National Leadership Conference was held in January 2007. Change was another important focus as the National Council led the search for a new Executive Officer and a new editor for the *Psi Chi Journal of Undergraduate Research*. With an eye toward the future of our organization, the National Council worked to create new partnerships with organizations whose missions parallel Psi Chi's.

The 2006–07 year began with the resignation of Psi Chi Executive Officer Paula Miller who relocated with her husband to North Carolina. Mrs. Miller was honored with a tribute by her colleagues and friends in the Winter 2007 *Eye on Psi Chi* and by the National Council at the 2007 National Leadership Conference meeting in January.

Psi Chi National President Davis led the search committee to hire a new Executive Officer. On March 1, Lisa Mantooh began the position as Executive Officer. Dr. Susan Krauss Whitbourne coordinated the search for a new editor for the *Psi Chi Journal of Undergraduate Research*. Dr. Warren Jones (University of Tennessee at Knoxville) retired after 6 years serving in the position as editor. Dr. Christopher Koch (George Fox University, OR; Psi Chi Past-President) has been named incoming editor.

The first National Leadership Conference (NLC) was held in Atlanta, GA, on January 5–7, 2007. The NLC was held at the Crowne Plaza Atlanta Perimeter NW Hotel. The first NLC was a success with 92 people in attendance—74 were participants (39 presidents and 35 faculty advisors).

All six regions were represented with a total of 53 chapters from across the nation. Planning has already begun on the second NLC to be held in January 2009.

Psi Chi has continued to be a leader among academic honor societies. The partnerships Psi Chi formed for the benefit of its members continued to be an emphasis of the National Council.

Psi Chi continued its pattern of growth with 10 new charter installations and 23,252 new members during 2006–07. Psi Chi has inducted a total of 537,202 members since the founding of Psi Chi on September 4, 1929.

### Psi Chi National Council (2006–07)

The Psi Chi National Council members for the 2006–07 year were:

President: John Davis, PhD

President-Elect: Vincent Prohaska, PhD

Past-President: Robert Youth, PhD

Eastern Vice-President: Susan Krauss Whitbourne, PhD

Midwestern Vice-President: Betsy L. Morgan, PhD

Rocky Mountain Vice-President: Melanie Domenech Rodríguez, PhD

Southeastern Vice-President: Michael Newlin, PhD

Southwestern Vice-President: Richard Kasschau, PhD

Western Vice-President: Deana Julka, PhD

Executive Director: Virginia Andreoli Mathie, PhD

Outgoing Executive Officer/Chief Operations Officer:

Paula Miller

Executive Officer/Chief Operations Officer: Lisa Mantooh

### Committees

The 2006–07 Psi Chi Committee members and chairs (c) appointed by President John Davis were:

Executive Committee/Finance: Davis (c), Prohaska, Youth, Mathie, Mantooh

Nomination/Election: Youth (c), Morgan, Kathryn Kelly, Carla Reyes, Ronald Taylor

Research Grants Committee: Domenech Rodríguez (c), Whitbourne, Kasschau

Research Awards Committee: Newlin (c), Morgan, Julka

Regional Psi Chi Awards: National Office Staff

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

Program Committee: Davis (c), Prohaska, Youth, Whitbourne, Julka

External Affairs: Morgan (c), Whitbourne, Julka

Internal Affairs: Kasschau (c), Youth, Morgan

Diversity Task Force: Prohaska (c), Newlin, Lori Barker-Hackett, Joe Horvat, Carla Reyes

International Task Force: Davis (c), Whitbourne, Domenech Rodríguez, Newlin

National Leadership Conference Task Force: Youth (co), Mathie (co), Davis

Grants/Awards Assessment Task Force: Prohaska (c), Newlin, Mathie

Journal Editor Search Task Force: Whitbourne (c), Prohaska, Youth

### National Elections

The Psi Chi Nomination/Election Committee received nominations from chapters for the positions of President-Elect and Vice-Presidents and provided ballots to the chapters for a national election.

Dr. Robert Youth, (Dowling College, NY), served as the Nominations/Election Committee Chair. Vice-Presidents' terms of office began on July 1, 2007, while the President-Elect's term of office began immediately after the 2007 Psi Chi National Council Meeting in August. Elected to serve were **Dr. Scott VanderStoep** (Hope College, MI) as President-Elect; **Dr. Jason Young** (Hunter College, CUNY) as Eastern Vice-President; **Dr. Melanie Domenech Rodríguez** (Utah State University) as Rocky Mountain Vice-President; and **Dr. Ngoc Bui** (University of La Verne, CA) as Western Vice-President. Psi Chi appreciates the commitment each member of the National Council has given to support our organization. Psi Chi is blessed to have distinguished professionals furthering the mission of Psi Chi.

### Chapters & Members

The 2006-07 year was one of continued growth for Psi Chi in both members and chapters. While the installation of new chapters are declining, Psi Chi did acquire 10 new chapters for the year.

### Certificates

Psi Chi continued its service of providing certificates of recognition and appreciation for its members and chapters. During the 2006-07 year, Certificates of Appreciation were awarded to 192 chapter offers and 50 faculty advisors; Service Award Certificates were presented to 10 worthy chapter members. Certificates of Recognition for scholarly contributions were presented to Psi Chi members who presented papers at conventions during the 2006-07 year. In addition, 60 Name Change Certificates, 293 Replacement Certificates, and 111 Transfer Certificates were mailed.

## 2007 National Leadership Conference

The goal of the NLC was to provide workshops, keynote speakers, and interactive sessions that help chapter presidents develop skills to be effective leaders of their chapter and in the profession. In addition, the conference helped chapter advisors enhance their leadership skills and expand their impact on psychology education.

On Friday evening, a reception was held to welcome participants to the NLC. This was a time for the participants to get to know each other and begin forging relationships for the future success of Psi Chi.

Following breakfast on Saturday morning, participants had the opportunity to hear from Dr. Alan Kraut, Executive Director of APS, who spoke on "Leading by Example: APS and National Policy in Psychology." The remainder of the morning participants adjourned to breakout sessions designed to guide the chapter presidents and faculty advisors in specific leadership areas such as ethics, leaders as mentors, and other effective leader strategies.

Diane F. Halpern, PhD, of the Berger Institute for Work, Family, and Children (director) and Claremont McKenna College (professor of psychology) began the afternoon session with a presentation on "When Follow the Leader is No Longer a Children's Game." By all accounts, the 2007 NLC was a success for all participants, and the planning for the 2009 NLC has begun.

## 2006–07 Award/Grant Winners

Psi Chi designated \$300,550 for awards and grants during the 2006–07 year of which \$183,673.52 was awarded to members.

### APA Science Directorate Internship Grant

See page 18 of the Awards section.

### APS Albert Bandura Graduate Research Award

This year's award recipient was **Deah Lawson** of the University of Alabama in Huntsville. The award for her paper entitled "The Mitigating Effects of Suspicion on Post-Identification Feedback" was presented during the 2007 APS National Convention in Washington DC. As the recipient of the Bandura award, Ms. Lawson received expenses for the trip, a plaque for herself and one to place in her honor at her university.

### Alynn & Bacon Research Awards

See page 10 of the Awards section.

### Cousins Award

Psi Chi's Ruth Hubbard Cousins National Chapter Award for the outstanding 2006–07 Chapter was presented to the **Stephen F. Austin University (TX)** Chapter for the excellence of its total program. The award was presented during the Psi Chi Award Ceremony at the 2007 APA National Convention. Following the award presentation, the winning essay was presented by the chapter president. The winning chapter received a \$3,500 check, expenses for an officer to attend the convention, and a plaque to be displayed in the chapter's psychology department.

### Denmark Award

Psi Chi's Florence L. Denmark National Faculty Advisor Award for the outstanding 2006–07 faculty advisor was presented to **Lauren Scharff, PhD** (Stephen F. Austin University, TX) for her commitment to her students and Psi Chi. She has served in the capacity of faculty advisor to the chapter guiding her students for future success within the university and beyond. The Denmark winner receives a trip to the APA Convention where the award is presented to the recipient at the Psi Chi Award Ceremony.

### Erlbaum Award

See page 17 of the Awards section.

### Faculty Advisor Research Grants

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

Jonna Kwiatkowski, Emmanuel College (MA, Eastern Region)  
Fang Zhang, Assumption College (MA, Eastern Region)  
Matthew Kelley, Lake Forest College (IL, Midwestern Region)  
Carla J. Reyes, University of Utah (Rocky Mountain Region)  
Jonathan F. Bassett, Lander University (SC, Southeastern Region)  
Chris Koch, George Fox University (OR, Western Region)  
Kimberly A. Cox, Southern Oregon University (Western Region)

### FBI National Center for the Analysis of Violent Crimes Internship Grants

This is the second year that the FBI and Psi Chi have partnered to offer this grant. The purpose of the grant is to further the goals of Psi Chi by providing funds for undergraduate or graduate Psi Chi members to conduct research at the FBI National Center for the Analysis of Violent Crimes (NCAVC). Two Psi Chi members who were selected for one of the 14-week unpaid NCAVC internship positions were awarded living expenses up to \$7,000. The winners for the 2006–07 year were **K. Chandler Yonge** (Mississippi State University) and **Sarah Kunkel** (Marshall University, WV).

### Guilford Award

See page 11 of the Awards section.

### Graduate Research Grants

Students winning the 2006–07 Graduate Research Grants were:

Nicholas Aramovich, University of Illinois at Chicago  
Lillian Chen, University of Michigan  
Ryan Fehr, University of Maryland, College Park  
Molly M. Jameson, Ball State University (IN)  
Angela Kelling, Georgia Institute of Technology  
Stephanie M. LaMattina, University of Maine  
Cynthia J. Najdowski, University of Illinois at Chicago  
Ana Amelia L. Baumann Neves, Utah State University  
Elizabeth J. Rahn, University of Georgia  
Leah H. Rubin, University of Illinois at Chicago  
Jenny Snyder, University of Nebraska at Omaha  
Melissa Surawski, University of New Hampshire  
Ryan D. Ward, Utah State University  
Susan Wenze, American University (DC)

## Psi Chi Growth Statistics, 1981–2007

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

*Schools closed:* Fairleigh Dickinson University, Rutherford (NJ); Forest Institute of Professional Psychology-Alabama; Michigan State University, Graduate School; Nasson College (ME); Parsons College (IA); Phillips University (OK); Rollins College, Brevard Campus (FL); Saint Meinrad College (IN); Tarkio College (MO); Trinity College (VT); Upsala College (NJ); Westmar University (IA); and William Woods University (MO).

*Schools merged:* Douglass College (NJ); Edgecliff College (OH); Long Island University, Southampton College (NY); Mundelein College (IL); New York University-University Heights; and University of Detroit Mercy-Nichols (MI).

**Intel ISEF Awards**

This is the first year Psi Chi has partnered with the Intel International Science and Engineering Fair to offer awards to high school students based on behavioral science projects presented at this competition. Michael Newlin, PhD, chair of the Psi Chi Research Awards Committee, was pleased to announce the first set of winners. The 2006–07 award winners of the Intel ISEF competition are:

- Annie Minoff, Yorktown High School (VA)
- Mark A. Vitale, duPont Manual High School (KY)
- Reed Falkner, Taylor McGraw, and Bradley Shields, Oxford High School (MS)

**Kay Wilson Leadership Award for Outstanding Chapter President**

The Psi Chi/Kay Wilson Leadership Award was established to honor the late Kay Wilson, Executive Director of Psi Chi from 1991–2003. The award is presented annually to one chapter president who demonstrates excellence in leadership of the local chapter. This year's recipient was **Ashley Dawn Powell** of Southeastern Oklahoma State University.

**Lewis Distinguished Lecturer**

**Alan Kazdin, PhD** (Yale University, CT), was selected as Psi Chi's 16th Frederick Howell Lewis Distinguished Lecture at the 2007 Psi Chi/APA National Convention in San Francisco, CA. Psi Chi provides a \$1,000 honorarium, in addition to paying the travel expenses, to the person selected for this honor.

**Model Chapter Awards**

The Model Chapter Awards were developed to recognize those chapters that meet the basic criteria of submitting annual/financial reports, submitting chapter activities/officer reports for the magazine, voting in national elections, holding inductions each year, participating in at least one service project, participating in a regional or undergraduate research convention, participating in the Psi Chi awards program, and owing no debt to the national office. All chapters meeting the criteria receive \$100 and a certificate recognizing them as a model chapter. No submissions are needed. Chapters receiving this designation for the 2006–07 year were:

- Belmont University (TN)
- Davidson College (NC)
- Dowling College (NY)
- Drury University (MO)
- Emporia State University (KS)
- Friends University (KS)
- Hope College (MI)
- Mesa State College (CO)
- Millersville University of Pennsylvania (PA)
- Milligan College (TN)
- Morningside College (IA)
- Mount Olive College (NC)
- Rogers State University (OK)
- Saint Vincent College (PA)
- Stephen F. Austin State University (TX)
- University of Central Missouri (MO)
- University of Illinois at Chicago (IL)
- University of La Verne (CA)

- University of Mary Washington (VA)
- University of Pittsburgh (PA)
- University of Victoria (BC)
- University of Wisconsin – Milwaukee
- Utah State University
- Winthrop University (SC)

**National Convention Research Awards**

Each year up to 16 (8 undergraduate and 8 graduate) awards are available to Psi Chi members submitting the best research papers for presentation during the Psi Chi paper/poster sessions at the APA and APS National Conventions. For the 2006–07 year, the winners for the APA convention were:

- Donald Nathanson, Georgetown University (DC); "Childhood Pet Attachment and Anxiety in College Students"
- Kristena M. Kops, Weber State University (UT); "Controlled Exposure to Light Therapy on Melatonin Suppression and Fatigue"
- Christopher M. Boeding, University of Central Missouri; "Distinguishing Between Scientific and Nonscientific Psychology Books"
- Nick J. Richardson, St. Ambrose University (IA); "Undergraduate Student Research Experiences: Are All Research Experiences Rated Equally."
- Stephanie S. Smolinski, Pepperdine University (CA); "Out of Touch: Touch's Roles in Development, Healing, Culture, and Psychotherapy"
- Guadalupe Espinoza, San Diego State University (CA); "Patriarchal Beliefs and Parenting Factors in Relation to Teen Relationship Violence in Mexican Adolescents"

For the 2006–07 year, the winners for the APS convention were:

- Leila Ostad-Hashemi, Rutgers University–New Brunswick (NJ); "Examining the Modulation of the Serotonin Transporter by Interleukin-4"
- Elizabeth Wieland, Alma College (MI); "Music-Dependant Memory: The Effect of Key and Memory Recall"

**Newman Award**

The winner of the 2006–07 Psi Chi/APA Edwin B. Newman Graduate Research Award, **Darby Saxbe** (University of California, Los Angeles), received expenses for the trip to San Francisco, CA, in addition to a plaque for herself and a plaque to be displayed in the university's department. Drs. Michael Newlin and Betsy L. Morgan served as the Psi Chi judges for this year's award. Drs. Thomas D. Oakland and Cathy Epkins served as the APA judges.

**NSF/REU Grants**

See page 18 of the Awards section.

**Regional Faculty Advisor Awards**

This is the tenth anniversary of Psi Chi providing these awards for two outstanding faculty advisors in each of the six regions. Each recipient receives \$500. The 2006–07 winners were:

- Dr. Barbara Kucinski, University of Pittsburgh (PA)
- Daniel W. McNeil, West Virginia University
- Dr. Cynthia Bane, Wartburg College (IA)

**Regional Chapter Awards**

Psi Chi has been providing these awards for 10 years. The 2006–07 winners are:

- Colorado State University
- Saint Vincent College (PA)
- Towson University (MD)
- West Virginia University

**Regional Research Award Winners**

*Eastern Regional Research Award winners (14):*

- Jillian M. Roth, Albright College (PA)
- Kimberly McClure, Le Moyne College (NY)
- William G. Danahy, Hampden-Sydney College (VA)
- David Scarisbrick, Wilkes University (PA)
- Jennifer E. Lynons, College of Saint Rose (NY)
- David Polsinelli, Villa Julie College (MD)
- Eileen Todd, College of Saint Rose (NY)
- Kelly E. Jones, Elizabethtown College (PA)
- Brandi Klein, Saint Vincent College (PA)
- Lindsey A. Riley, Washington College (MD)
- Megan E. Guffin, Middlebury College (VT)
- Natale R. Sciolino, Buffalo State College, SUNY
- Jolie Baumann, Ithaca College (NY)
- Shelby Cochran, Ursinus College (PA)
- Natalie Nardone, Monmouth University (NJ)

*Midwestern Regional Research Award winners (19):*

- Wendy N. Young, Southern Illinois University Carbondale
- Lynn Clure, Rockhurst University (MO)
- Alyssa Williams, John Carroll University (OH)
- Brianne Nillisen and Caitlin Young, University of Wisconsin–La Crosse
- Sarah Olbrantz and Megan Peterson, University of Wisconsin–La Crosse
- Nathaniel DeYoung and Alicia Hofelich, Hope College (MI)
- Lindsey D. Matson, University of Kansas
- Tiffany Everdeing, Simpson College (IA)
- Stacy Myers and Lauren Chorney, Kent State University (OH)
- Jessica M. Keel, Erica L. Breitenbach, and Christina Winebrenner, Northern Kentucky University
- Jacquelyn N. Giem and Cecilia F. Montano, Andrews University (MI)
- Rachel Mirecki, Marquette University (WI)
- Brandilyn R. Shipler, Morningside College (IA)
- Sherrisse Mayo, Karin Olson, Brianne Brink, and Vida Murphy, Minnesota State University Moorhead
- Megan McCall, Scripps College (CA)

*Rocky Mountain Regional Research Award winners (4):*

- Katie M. Coombs, Montana State University; Mike Kavanaugh, COBR Center for Structural & Functional Neurosciences
- Patricia Gonzales, Matt Jaramillo, and Monica Rosales, Colorado State University
- Mary Elizabeth Skyler Staats, Southern Utah University
- Elizabeth M. Goetter, Regis University (CO)

*Southeastern Regional Research Award winners (14):*

- Matthew R. Calamia, Louisiana State University
- Elizabeth A. Williams, Winthrop University (SC)
- M. Catherine Park, The Citadel (SC)
- Justine N. Rossi and Courtney M. Mitchell, Winthrop University (SC)
- Jessica J. Hudgins and Hallie A. Farmer, Winthrop University (SC)
- Julie M. Gamble and Ashley M. Stripling, University of Florida
- Caleb J. Dispenza, The Citadel (SC)
- Matthew F. Lazenka, East Tennessee State University
- Jennifer L. Thill, Tennessee Technological University
- Kathleen A. Blake, Catawba College (NC)

Shalena L. Heard, Spelman College (GA); Brandi Cage, Howard University Department of Psychology (DC), John Hopkins (MD)  
 Sarah B. Brooksbank and Kari S. Harper, Emory & Henry College (VA)  
 Rebecca A. Madill, Emory & Henry University (VA)  
 Katharine R. O'Brien, AgnesScott College (GA)

#### *Southwestern Regional Research Award winners (12):*

Lindsey R. Eason, Texas Tech University  
 Emily L. Johnson, St. Edwards University (TX)  
 Christine D. Poliquit, University of Texas-Pan American  
 Maranda M. Leonared, University of Central Arkansas  
 Kevin J. Smith, University of St. Thomas (TX)  
 Shelly Tang, Southwestern University (TX)  
 Lauren E. Huffman, Stephen F. Austin State University (TX)  
 Jennifer K. McGinty, Stephen F. Austin State University (TX)  
 Susan L. Lopas, University of Houston (TX)  
 Nathan C. Prihoda, University of St. Thomas (TX)  
 Mirna A. Alvarado, University of Houston (TX)

#### *Western Regional Research Award winners (12):*

Eureka Kasthuri, San Diego State University (CA)  
 Pricilla Miranda, Pacific Union College (CA)  
 Amanda C. Potoczak, University of San Diego (CA)  
 Natlaie C. Bruce, Biola University (CA)  
 Michelle Lowe, Pepperdine University, Seaver College (CA)  
 Marisa Luna, San Diego State University (CA)  
 Ashley Williamson, California State University, East Bay  
 Brandon A. Yabko, San Diego State University (CA)  
 Adriana J. Nevado, University of California, Berkeley  
 Elide S. Flores, University of La Verne (CA)  
 Samantha J. Simmons, California State University, Northridge  
 Ayesha R. Brookshier, Western Washington University.

#### **Summer Research Grants**

See page 15 of the Awards section.

#### **SuperLab Research Grants**

This is the fourth year that Cedrus® has sponsored the Psi Chi/SuperLab Research Grant. Each year, one undergraduate and one graduate Psi Chi member receive a copy of the SuperLab experimental lab software and a response pad from Cedrus. The grant is intended to introduce students to the process of applying for a research grant. This year's winner was **Eileen Marks** of Belmont University (TN).

#### **Thelma Hunt Grant**

Psi Chi's Thelma Hunt Grants are presented annually to enable members to complete empirical research that addresses a question directly related to Psi Chi as posed by either the Psi Chi National Council or the research submitting a proposal. The Hunt Grants focus on research directly related to the mission of Psi Chi. The winners of the 2006–07 Hunt Grants were **Christopher Koch** (George Fox University, OR), "Assessing Skills and Attitudes of Award Winners and Psi Chi Journal Author," and **Kristina McDougal**, Utah State University, "Psi Chi Member's Satisfaction and Involvement With Research."

#### **Undergraduate Psychology Research Conference Grants**

These grants were initiated to provide funding to support local/regional undergraduate psychology

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

Georgia Southern University  
 Kutztown University (PA)  
 Molloy College (NY)  
 University of Texas at Arlington  
 California State University, San Marcos  
 Friends University (KS)  
 Culver-Stockton College (MO)  
 Mount Union College (OH)  
 Calvin College (MI)  
 State University of New York at New Paltz  
 Ohio Northern University  
 University of Pennsylvania  
 Our Lady of the Lake University (TX)  
 Concordia College (MN)  
 San Jose State University (CA)  
 Texas Lutheran University  
 Rockford College (IL)  
 University of Victoria (BC)

#### **Undergraduate Research Grants**

Students winning the 2006–07 Undergraduate Research Grants were as follows:

Chak Fu Lam, Middlebury College (VT)  
 Megan Mull, Butler University (IN)  
 Sharon Burkitt, Ohio Dominican University  
 Megan Murphy, St. Michael's College (IN)  
 Kyle Mathewson, University of Victoria (BC)  
 Ashley A. Smigelski, Canisius College (NY)  
 Kathryn J. Guess, Metropolitan State College of Denver (CO)  
 Natalie Nardone, Monmouth University (NJ)  
 Ny Thi Tran, Georgia Southern University  
 Jacquelyn McGill, St. Mary's College of Maryland  
 Leigh Mingle, Southwestern University (TX)  
 Julianne Doyen, Texas State University – San Marcos  
 Caroline Cragwall, Wake Forest University (NC)  
 Sandhya A. Kishore, Pomona College (CA)  
 Timothy Schoenfeld, Pepperdine University (CA)  
 Alanna Joy Raines, Monmouth University (NJ)

#### **Website Awards**

In its sixth year, these awards are presented to Psi Chi chapters that create the best websites. Three awards of \$200 each were presented to:

California State University, Fresno  
[psych.csufresno.edu/psichi/](http://psych.csufresno.edu/psichi/)  
 University of Victoria (BC)  
[web.uvic.ca/~psichi/](http://web.uvic.ca/~psichi/)  
 University of Wisconsin-Green Bay  
[www.uwgb.edu/psychology/psichi/](http://www.uwgb.edu/psychology/psichi/)

#### **Conventions**

##### **2006–07 National Conventions**

##### **Psi Chi 2006 Psi Chi National Convention at APA**

The 77th National Convention of Psi Chi was held from August 10–13, 2006, in New Orleans, LA, in

conjunction with the 114th APA National Convention. Program highlights included the following:

##### **Thursday, August 10, 2006**

- Psi Chi Discussion Hour: "An Informal Talk with Gerald Koocher, APA President"
- Psi Chi/STP Pedagogical Debate: "Should Psychology Adopt a Theory of Multiple Intelligences?"
- Psi Chi National Honor Society Annual Reports & Open Forum
- Psi Chi/Frederick Howell Lewis Distinguished Lecture: "The 10 Commandments of Helping Students Distinguish Science From Pseudoscience in Psychology," Scott O. Lilienfeld, Emory University (GA)

##### **Friday, August 11, 2006**

- Psi Chi Poster Session
- Psi Chi Innovative Career Paths in Psychology: "Integrating Career Paths: Catholic Priest and Forensic Psychologist"
- Psi Chi Research Award Presentations and Awards Ceremony
- Psi Chi Social Hour: "Psi Beta Anniversary/Carol Tracy Retirement Toast"

##### **Psi Chi National Convention at APS**

A Psi Chi program was presented during the 19th annual APS Convention held in Washington, DC, on May 25–26, 2007. The events were as follows:

##### **Friday, May 25, 2007**

- Psi Chi Distinguished Speaker: "Assessing the Validity of Implicit Association Test (IAT) Measures," Anthony G. Greenwald, University of Washington

##### **Saturday, May 26, 2007**

- Psi Chi Poster Session (Poster Session V)
- Psi Chi Teaching Workshop: "The Influence of Grades on Teaching Effectiveness Ratings"
- Psi Chi Symposium: "Resources Available to Support Undergraduate Psychology Research Projects"
  - An Overview of the Psi Chi Grant and Awards Programs. Virginia Andreoli Mathie (Psi Chi National Office, Psi Chi Executive Director)
  - A Discussion of Advanced Leadership Training; Robert A. Youth, Dowling College (NY)
  - An Overview of Opportunities That Exist for Research at the FBI National Center for the Analysis of Violent Crime; Cynthia Lent, FBI Social Behavioral Science Research

##### **2007 Regional Conventions**

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

##### **Psi Chi NEPA Regional Convention**

Coordinated by Psi Chi Eastern Vice-President Susan Whitbourne, it was held October 20–21, 2006, in Southern New Hampshire University in Manchester, NH.

##### **Saturday, October 21, 2006**

- Psi Chi Workshop: "How to Get Into Graduate School"

- Psi Chi Exchange
- Psi Chi Distinguished Speaker: "What Makes Departments Great?"
- Psi Chi Reception & Awards Ceremony

## Psi Chi Southeastern Regional Convention

Coordinated by Psi Chi Southeastern Vice-President Michael H. Newlin, it was held February 21–24, 2007 at the Sheraton New Orleans Hotel in New Orleans, LA.

### Thursday, February 22, 2007

- Orientation: "Everything You Need to Know About Attending SEPA"
- CEPO/Psi Chi Undergraduate Research Program
- Psi Chi Faculty Advisor Appreciation Luncheon
- Psi Chi/SEPA Invited Address: "Cyber-Stalking Happened to Me," Jayne A. Hitchcock, University of Maryland University College and President of WHOA (Working to Halt Online Abuse)

### Friday, February 23, 2007

- CEPO/Psi Chi Undergraduate Research Program
- Psi Chi Panel Discussion: "Preparing for Graduate School I: Preparation Strategies"
- Psi Chi Panel Discussion: "Preparing for Graduate School II: The Application Process"

## Psi Chi Eastern Regional Convention

Coordinated by Psi Chi Eastern Vice-President Susan Whitbourne, it was held March 22–25, 2007, at the Sheraton Philadelphia City Center Hotel in Philadelphia, PA.

### Friday, March 23, 2007

- Psi Chi Symposium: "Applying to Graduate School in Psychology: A Mini-Workshop"
  - Preparing for Graduate School: GPAs, GREs, Admission Criteria, and Acceptance Rates.
  - Identifying and Targeting Compatible Graduate Programs. Selling It: Personal Statements and Admission Interviews.
- Psi Chi Distinguished Speaker: "The Paradox of Choice: Why More is Less," Barry Schwartz, Swarthmore College (PA)
- Psi Chi Session: "Feedback From the National Leadership Conference"
- Psi Chi Session: "The Little Inadvertent Lies and Deceptions in Student Papers"
- Psi Chi Session: "Penn Graduate School of Education Information Session"

### Saturday, March 24, 2007

- Psi Chi Faculty Advisor/Chapter President Breakfast
- Careers in Psychology for the 21st Century
- Psi Chi Awards Ceremony

## Psi Chi Southwestern Regional Convention

Coordinated by Southwestern Vice-President, Richard Kasschau, it was held April 5–7, 2007 at the Renaissance Worthington Hotel in Ft. Worth, TX.

### Thursday, April 5, 2007

- Psi Chi Workshop: Chapter Presidents Reveal the Inside Story: The BEST Thing Our Chapter Does
- Psi Chi Conversation Hour With Alice Eagly
- SWPA Social Hour

### Friday, April 6, 2007

- Psi Chi Paper Session I
- Psi Chi Faculty Advisors Luncheon

- Psi Chi Invited Address: "Nature's Powerful Tutors: The Educational Value of Free Play and Exploration," Peter Gray, Boston College (MA)
- Psi Chi Poster Session
- Psi Chi Conversation Hour With Peter Gray
- Psi Chi Awards Ceremony

### Saturday, April 7, 2007

- Psi Chi Paper Session II

## Psi Chi Rocky Mountain Regional Convention

Coordinated by Rocky Mountain Vice-President Melanie Domenech Rodríguez, it was held April 12–14, 2007, at the Sheraton Denver Tech Center Hotel in Greenwood Village, CO.

### Friday, April 13, 2007

- Psi Chi Symposium: "Calling All Psi Chi Members: Strengthening Your Psi Chi Chapter"
- Psi Chi Question & Answer Session: "Calling All Psi Chi Faculty Advisors: Strengthening Your Local Chapter"
- Psi Chi Faculty Advisor Appreciation Lunch
- Psi Chi Symposium: "Myth Busters: The Academic Edition"
- Psi Chi Roundtable: "Staying Awake for the Punch Line: On Surviving and Making the Most of Your Didactic Classes"
- Psi Chi Poster Session
- Psi Chi Awards Ceremony & Social Hour

### Saturday, April 14, 2007

- Psi Chi Oral Paper Session
- Psi Chi Distinguished Lecture: "Acceptance and Commitment Therapy: Model, Data, and Implications," Steven C. Hayes, University of Nevada, Reno
- Psi Chi Conversation Hour With Distinguished Speaker Steven Hayes
- Psi Chi Symposium: "How to Tackle the IRB"
- Psi Chi Symposium: "Effective Chapter Leadership: Tips From the Psi Chi National Leadership Conference"
- Psi Chi Symposium: "Riding the Research Rocket: How to Write Grants, Conduct Research, and Get Published"

## Psi Chi Western Regional Convention

Coordinated by Western Vice-President Deana Julka, it was held May 3–6, 2007, at the Hyatt Regency Vancouver, Vancouver, BC.

### Thursday, May 3, 2007

- Psi Chi/CUPP Symposium: "Challenges to Undergraduate Research and Solutions for Them"

### Friday, May 4, 2007

- Psi Chi Poster Session
- Psi Chi Distinguished Lecture: "Family Lessons in Attachment and Aggression: Research Findings and Intervention Strategies," Marlene M. Moretti, Simon Fraser University (BC)
- Psi Chi Graduate School Exchange

### Saturday, May 5, 2007

- Psi Chi Advisor Appreciation Breakfast
- Psi Chi Symposium: "Preparing Yourself for Your Future in Psychology"
- Psi Chi Chapter Exchange and Social Hour

## Psi Chi Midwestern Regional Convention

Coordinated by Midwestern Vice-President Betsy L. Morgan, it was held in Chicago, IL, at the Palmer House Hilton, May 3–5, 2007.

### Thursday, May 3, 2007

- Psi Chi Poster Session I
- Psi Chi Poster Session II
- Psi Chi Poster Session III
- Psi Chi Distinguished Lecture: "The 10 Commandments of Helping Students Distinguish Science From Pseudoscience in Psychology," Scott O. Lilienfeld, Emory University (GA)
- Conversation Hour With Dr. Lilienfeld

### Friday, May 4, 2007

- Psi Chi Symposium: "Tips for Getting Into Graduate School"
- Psi Chi Poster Session: Midwestern Regional Research Award Winners
- Psi Chi Chapter Exchange: "Ideas for Improving Your Chapter"
- Psi Chi Advisor Statistical Workshop: "Overseeing Undergraduate Research: Refresher Tips on Using ANOVA in SPSS"
- Psi Chi Awards Presentation and Reception

## National Office

National Office staff for the 2006–07 year included the following people:

### Virginia Andreoli Mathie, PhD

Executive Director; Associate Editor, *Eye on Psi Chi*

### Paula Miller

Outgoing Executive Officer/Chief Operations Officer; Editor, *Eye on Psi Chi*

### Lisa Mantooth

Executive Officer/Chief Operations Officer; Editor, *Eye on Psi Chi* (effective March 1, 2007)

### Scott Gast

Information Systems Manager; Contributing Editor, *Eye on Psi Chi*

### Amie Austin Hearn

Director of Membership Services

### Susan Iles

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

### Melissa Strickland

Director of Finance/Awards

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

## Financial Report

Psi Chi's financial status is secure with revenue from investments offsetting increasing expenses. Fees from chartering of new chapters are down, but that

is expected as Psi Chi has chapters in over 1,073 colleges and universities in the U.S. and Canada. Psi Chi membership is also slightly down over previous years' totals. Psi Chi's awards and grants program is an under utilized resource that is available to all members. Of the \$300,550 designated for awards and grants, \$183,673.52 was awarded to members in 2006–07.

### Summary

One of the most important aspects of the 2006–07 year was the implementation of the first National Leadership Conference (NLC). The NLC gives our members the opportunity to build leadership skills and stronger chapters. The attendees have the opportunity to hear from prominent psychologists, leaders of Psi Chi, and successful chapters. It is a wonderful opportunity to network with other chapter presidents and faculty advisors. It is a venture that will continue and grow with each new conference.

Psi Chi has seen changes in the National Office and the National Council during this year. While Psi Chi will miss the contributions of Paula Miller (Outgoing Executive Officer) and retiring National Council members Deana Julka, Susan Krauss Whitbourne, and Robert Youth, Psi Chi is a better organization because of their dedication. It is from their efforts, as well as the efforts of the Psi Chi National Office staff, and the rest of the Psi Chi National Council that the annual success of Psi Chi meets and is driven by our purpose:

“Psi Chi is a national honor society whose purpose shall be to encourage, stimulate and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology.”

**Do you know a college or university without a Psi Chi chapter?**  
**If so, please encourage them to start one!**

For information on the charter application process and to request a charter application, please email the Psi Chi National Office ([charter@psichi.org](mailto:charter@psichi.org)).

## PSI CHI, INC. Statement of Financial Activities for the Year Ending June 30, 2007 *(with comparative totals for 2005 & 2006)*

| Revenues, Gains, and Other Support            | 2006-07          | 2005-06          | 2004-05          |
|-----------------------------------------------|------------------|------------------|------------------|
| Membership and Chapter Fees                   | 817,511          | 816,877          | 803,805          |
| Auxiliary Activities                          | 292,297          | 272,780          | 259,440          |
| Interest Income                               | 25,998           | 18,438           | 12,905           |
| <b>Net Earnings on Investments</b>            | <b>694,709</b>   | <b>394,761</b>   | <b>263,831</b>   |
| <b>Total Revenue, Gains and Other Support</b> | <b>1,830,515</b> | <b>1,108,489</b> | <b>1,339,981</b> |
| <b>Expenses</b>                               |                  |                  |                  |
| Programs and Meetings                         | 598,514          | 525,153          | 558,876          |
| Publications                                  | 210,928          | 221,133          | 211,202          |
| Chapters                                      | 284,187          | 303,924          | 246,948          |
| Management and General                        | 84,119           | 61,342           | 60,211           |
| <b>Total Expenses</b>                         | <b>1,177,748</b> | <b>1,111,552</b> | <b>1,077,237</b> |
| Change in Net Assets                          | 652,767          | 391,304          | 262,744          |
| <b>Net Assets, Beginning of Year</b>          | <b>4,879,142</b> | <b>4,487,707</b> | <b>4,224,963</b> |
| <b>Net Assets, End of Year</b>                | <b>5,531,909</b> | <b>4,879,011</b> | <b>4,487,707</b> |

The above numbers have been excerpted from Psi Chi's June 30, 2007, unaudited financial statements. A copy of the complete audit report is available upon request from the Psi Chi National Office.

## Financial Analysis Worksheet 2006–07

|                                    | Budget<br>FY2006 | Audit<br>FY2006 | Budget<br>FY2007 | Preaudit<br>FY2007 | Budget<br>FY2008 |
|------------------------------------|------------------|-----------------|------------------|--------------------|------------------|
| TOTAL REVENUE                      | 1,041,000        | 1,502,987       | 1,043,000        | 1,830,515          | 1,043,000        |
| EXPENSES                           | 775,000          | 816,877         | 775,000          | 817,511            | 775,000          |
|                                    | 256,000          | 272,780         | 256,000          | 292,297            | 256,000          |
|                                    | 10,000           | 18,569          | 12,000           | 25,998             | 12,000           |
| EXCESS REVENUE OVER EXPENSES       | 0                | 394,761         | 0                | 694,709            | 0                |
|                                    | 1,041,000        | 1,502,987       | 1,043,000        | 1,830,515          | 1,043,000        |
| UNRESTRICTED NET ASSETS (RESERVES) | 1,185,021        | 1,111,552       | 1,396,471        | 1,177,748          | 1,431,319        |
| RESERVES AS A PERCENT OF: REVENUE  | -144,021         | 391,435         | -353,471         | 652,767            | -388,319         |
| EXPENSES                           |                  | <b>392,899</b>  |                  | <b>1,045,589</b>   | <b>4,487,707</b> |

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

### National Conventions

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

▶ [www.psichi.org/conventions](http://www.psichi.org/conventions)

### Regional Conventions

For additional information about Psi Chi programs at regional psychological association conventions (such as submissions and participants), contact the Psi Chi regional vice-president for that region (see page 3), or refer to the "Regional Conventions" section online at

▶ [www.psichi.org/conventions](http://www.psichi.org/conventions)

### Student Conferences

To recommend a student conference or other meeting for the Convention Calendar, you may enter that information at

▶ [www.psichi.org/conventions/addnew.asp](http://www.psichi.org/conventions/addnew.asp)

## PSI CHI NATIONAL CONVENTIONS

**May 22-25, 2008**

**20th Annual Convention of the Association for Psychological Science**  
Sheraton Chicago Hotel & Towers  
Chicago, Illinois

For information:  
Association for Psychological Science  
Telephone: (202) 783-2077  
Email: [convention@psychologicalscience.org](mailto:convention@psychologicalscience.org)  
Web: [www.psychologicalscience.org/convention/](http://www.psychologicalscience.org/convention/)

**August 14-17, 2008**

**116th Annual Convention of the American Psychological Association**  
Boston, Massachusetts

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

**August 14-17, 2008**

**79th Annual Psi Chi National Convention**  
Boston, Massachusetts

For information:  
Psi Chi National Office  
Telephone: (423) 756-2044  
Email: [conventions@psichi.org](mailto:conventions@psichi.org)  
Web: [www.psichi.org/conventions](http://www.psichi.org/conventions)

## PSI CHI REGIONAL CONVENTIONS

**March 6-9, 2008**

**Southeastern Psychological Association**

The Westin Charlotte  
Charlotte, North Carolina  
For information:  
Rosemary Hays-Thomas, PhD  
Telephone: (850) 474-2070  
Email: [sepa@uwf.edu](mailto:sepa@uwf.edu)  
Web: [www.sepaonline.com](http://www.sepaonline.com)

**March 13-16, 2008**

**Eastern Psychological Association**

Boston Park Plaza Hotel  
Boston, Massachusetts  
For information:  
Arnold L. Glass, PhD  
Telephone: (732) 445-4637  
Email: [epaexec@rci.rutgers.edu](mailto:epaexec@rci.rutgers.edu)  
Web: [www.easternpsychological.org](http://www.easternpsychological.org)

**April 3-5, 2008**

**Southwestern Psychological Association**

Westin Crown Center  
Kansas City, Missouri  
For information:  
Dr. Raymond Russin  
Telephone: (402) 426-7202  
Email: [russinr@sbcglobal.net](mailto:russinr@sbcglobal.net)  
Web: [www.swpsych.org](http://www.swpsych.org)

**April 10-12, 2008**

**Rocky Mountain Psychological Association**  
The Grove Hotel

Boise, Idaho  
For information:  
Diane Martichuski, PhD  
Telephone: (303) 492-4246  
Email: [diane.martichuski@colorado.edu](mailto:diane.martichuski@colorado.edu)  
Web: [www.rockymountainpsych.org](http://www.rockymountainpsych.org)

**April 10-13, 2008**

**Western Psychological Association**  
Hyatt Regency Irvine  
Irvine, California

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

**May 1-3, 2008**

**Midwestern Psychological Association**

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

## OTHER MEETINGS

**January 3-6, 2008**

**30th Annual National Institute on the Teaching of Psychology (NITOP)**  
TradeWinds Island Grand Hotel  
St. Petersburg Beach, Florida

For information:  
Joanne Feltzner  
Email: [jfeltzner@uiuc.edu](mailto:jfeltzner@uiuc.edu)  
Web: [www.nitop.org](http://www.nitop.org)

**February 6-9, 2008**

**40th Annual National Association of School Psychologists (NASP) Convention**

New Orleans Marriott Hotel  
New Orleans, Louisiana  
For information:  
Glenn Reighart, Director, Meetings & Conventions  
Email: [greighart@naspweb.org](mailto:greighart@naspweb.org)  
Web: [www.nasponline.org/conventions](http://www.nasponline.org/conventions)

**February 28-March 1, 2008**

**20th Southeastern Conference on the Teaching of Psychology (SETOP)**  
Crowne Plaza Atlanta-Perimeter  
NW Hotel

Atlanta, Georgia  
For information:  
Dr. Bill Hill  
Telephone: (770) 423-6410  
Email: [bhill@kennesaw.edu](mailto:bhill@kennesaw.edu)  
Web: <http://ksuweb.kennesaw.edu/~bhill/setop>

**March 7-8, 2008**

**22nd Annual Conference on Undergraduate Teaching of Psychology: "Ideas & Innovations"**

Crowne Plaza White Plains  
White Plains, New York  
For information:  
Dr. Judith Levine  
Email: [levinejr@farmingdale.edu](mailto:levinejr@farmingdale.edu)  
Web: [www.farmingdale.edu/psyconf](http://www.farmingdale.edu/psyconf)

**March 13-16, 2008**

**33rd Annual Conference of the Association for Women in Psychology (AWP)**

Hilton San Diego Mission Valley Hotel  
San Diego, California  
For information:  
Dr. Cathy A. Thompson  
Email: [cathompson@ucsd.edu](mailto:cathompson@ucsd.edu)  
Web: [www.awpsych.org](http://www.awpsych.org)

**March 20-22, 2008**

**Southern Society for Philosophy and Psychology Annual Meeting**

Hotel Monteleone  
New Orleans, Louisiana  
For information:  
Prof. Lori Schmied  
Email: [lori.schmied@maryvillecollege.edu](mailto:lori.schmied@maryvillecollege.edu)  
Web: [www.niu.edu/sspp](http://www.niu.edu/sspp)

**June 22-27, 2008**

**National Conference on Undergraduate Education in Psychology: "Blueprint for the Discipline's Future"**

University of Puget Sound  
Tacoma, Washington  
For information:  
Martha Boenau  
Email: [mboenau@apa.org](mailto:mboenau@apa.org)  
Web: [www.apa.org/ed](http://www.apa.org/ed)

**July 12-16, 2008**

**3rd International Conference on Teaching of Psychology**

St. Petersburg, Russia  
For information:  
Email: [info@ictp-2008.spb.ru](mailto:info@ictp-2008.spb.ru)  
Web: [www.ictp-2008.spb.ru](http://www.ictp-2008.spb.ru)

**July 20-25, 2008**

**29th International Congress of Psychology**

Berlin, Germany  
For information:  
Email: [info@icp2008.org](mailto:info@icp2008.org)  
Web: [www.icp2008.de](http://www.icp2008.de)

### Third International Conference on the Teaching of Psychology

The Third International Conference on Teaching of Psychology will be held July 12–16, 2008 in St. Petersburg, Russia. The conference is designed for teachers of psychology in all educational settings, including high schools, undergraduate colleges and universities, and graduate programs. The ICTP 2008 will provide an international forum for teachers to discuss issues, theories, techniques, and resources related to teaching and to explore new ideas to enhance and broaden their teaching skills. The conference will provide formal presentations, informal exchanges, networking, and professional development in an atmosphere that supports individual involvement and group interaction. English will be the official language of the conference. The deadline for program proposals is January 15, 2008. The Call for Abstracts instructions and form are available at the ICTP 2008 website:

[www.ictp-2008.spb.ru/](http://www.ictp-2008.spb.ru/)

### ACHS A Matter of Ethics

The Psi Chi National Council encourages chapters to participate in the Association of College Honor Societies' (ACHS) initiative "A Matter of Ethics." The initiative promotes and fosters ethical behavior. ACHS encourages member societies to collaborate with one another and take a leadership role in promoting discussions about ethical standards, increasing students' awareness of ethical standards, advocating for a strong commitment to ethical standards, and modeling ethical behavior. ACHS provides ([www.achsnatl.org/ethics/index.asp](http://www.achsnatl.org/ethics/index.asp)) resources and program activities that address the initiative's objectives.

### APA Exploring Behavior Week

If your Psi Chi chapter is looking for a way to reach out to your local community and share your excitement about the science of psychology, consider participating in the American Psychological Association's (APA) program "Exploring Behavior Week" (EBW). EBW recruits college faculty and students to conduct 45- to 60-minute presentations in middle and high schools. APA has an instruction booklet, PowerPoint presentation, and lecture notes you can use for your presentation (see [www.apa.org/science/ebw.html](http://www.apa.org/science/ebw.html)). You can also add your own research interests to the presentation. The APA website also provides information about how to contact and present the idea to a local school and how to use the APA materials to prepare an engaging and scientifically-based presentation.



**Access**

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- a network of psychology students and professionals
- award and grant opportunities

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

Use your Psi Chi promotional code: **PSCH08**  
Join now and your membership is valid through 12/31/08!  
Offer valid for new memberships only

**Membership includes:**

- Subscriptions to APS's four prestigious journals and the monthly *Observer*
- Discount rates for the APS annual convention
- Access to employment listings
- Opportunities for awards and grants
- An effective voice in Washington for psychological science research and training

ASSOCIATION FOR PSYCHOLOGICAL SCIENCE • 1010 VERMONT AVENUE, NW • 11TH FLOOR • WASHINGTON, DC 20005-4918 • Tel: 202.783.2077 • Fax: 202.783.2083

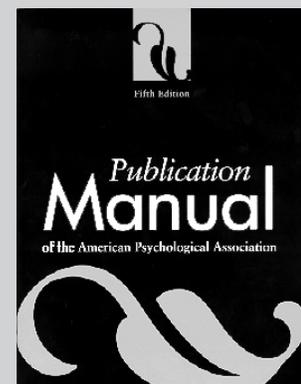
### American Psychological Association 2008 Student Affiliate Offer

Join the American Psychological Association before December 31, 2007, and receive an APA Publication Manual.

Offer is limited to NEW students. Offer deadline is **December 31, 2007.**

Faculty: contact APA Membership to request a faculty membership application.

To learn more about this offer, please go to [www.psichi.org/pdf/APAapp07.pdf](http://www.psichi.org/pdf/APAapp07.pdf)





apsgrant [10/07]

**Psi Chi/APS Summer Research Grants**

**Deadline: March 1**

email inquiries [[awards@psichi.org](mailto:awards@psichi.org)]

**Grant Description**

The purpose of this program is to further the goals of Psi Chi by providing funds for undergraduate Psi Chi members to conduct summer research under the supervision of members of the Association for Psychological Science (APS). Research may begin any time after the grant funds are received. Most projects will last for 10 weeks. All research must be completed by August 20 of the year in which the grant is awarded.

Each of the six \$5,000 grants to be awarded annually in the program will provide a stipend of \$3,500 to the Psi Chi student applicant plus \$1,500 to the sponsoring APS faculty member who supervises the research. Grant recipients will also receive a free one-year APS student membership.

**Eligibility Criteria**

Applicants for these grants must be undergraduate Psi Chi members who will not have graduated before the grant-sponsored summer research is conducted. Undergraduate members from all institutions are eligible. Ideally applicants will apply to work with mentors in institutions outside of their own institution. Preference will be given to projects that are spearheaded by the grant applicant, encompass all aspects of the research process, and might result in a first-authored publication or presentation by the applicant. However, other projects may be accepted, including proposals for projects in which students would be involved in one or more of the following activities: quantitative or qualitative data collection; data analyses and interpretation; meta-analysis; and grant proposal development. Grants funded by a Psi Chi APS/Summer Research Grant cannot receive concurrent funding from a Psi Chi/Summer Research Grant.

**Style/Standards**

1. An electronic document which conforms strictly to the instructions in the *Publication Manual of the American Psychological Association* (APA).
2. The application (including supporting letters and documents) should not exceed 10 pages in 12-point font (double-spaced).
3. Applications are not masked.

**Application Procedure**

1. APS has provided a list of APS members who are willing to sponsor Psi Chi members for this grant program and supervise students' research. The list is posted on the Psi Chi website. The individuals on this list have agreed to supervise Psi Chi members on a summer research project. The applicant is responsible for contacting potential sponsors who are conducting research in areas in which the applicant is interested. Applicants should contact potential sponsors in the early spring to allow sufficient time to discuss potential research experiences.
2. A letter of support from the sponsoring faculty member and the Faculty Sponsor Support Letter Cover Page must accompany the student's application. This letter should briefly describe the research project and indicate the faculty member's willingness to mentor the applicant for the summer research project.
3. The student applicant should submit the proposal online at [www.psichi.org](http://www.psichi.org) under the AWARDS/GRANTS section. The link for submissions is available at least one month prior to the submission deadline.

4. Submissions are accepted online until midnight local time on March 1. Late submissions cannot be accepted.

5. Faculty may sponsor only one Psi Chi/APS Summer Research Grant or Psi Chi/Summer Research Grant recipient per summer.

**Submission Elements**

1. **Submission Form.** A submission form that contains the information shown to the right.
2. **Narrative.** A narrative describing:
  - a. the project and the goals of the research (300–600 words), and
  - b. the applicant's career goals, the anticipated impact of this research experience, and the applicant's research experiences to this point (up to 750 words).
3. **Statement of Funding.** Proposal will include a disclosure of other sources of funding (e.g., if the project is being funded by other sources). Multiple sources of funding are allowable, however, in these cases the student applicant will be required to include an explanation for the need for multiple sources of funding. Grants funded by a Psi Chi/APS Summer Research Grant cannot receive concurrent funding from a Psi Chi/ Summer Research Grant.
4. **Letter of Recommendation.** A letter of recommendation from a faculty member at the applicant's school describing the applicant's academic ability, motivation, and readiness for the research to be conducted.
5. **Letter of Support from Sponsoring Faculty.** The sponsoring APS faculty member needs to complete the Faculty Sponsor Support Letter Cover Page and a letter. The letter of support from the sponsoring faculty member should briefly describe the research project and what the student will be doing and confirm the faculty sponsor's willingness to mentor the applicant for the summer research project. This letter should include a statement that the sponsor has read the applicant's narrative description of the proposed research (see above) and concurs with its accuracy.
6. **Transcript.** An official transcript documenting the student's coursework.
7. **Pledge.** Include a pledge to complete the research, as outlined in the proposal, and fulfill all winner responsibilities for this grant.

**Winner Responsibilities**

1. Any changes in the proposed research content and/or activities must be reported, in writing, to the Psi Chi National Office.
2. The applicant agrees that failure to complete the research project and close out the grant as required will result in repayment of some or all of the grant funds as determined by Psi Chi.
3. By October 1 the winners will provide the Psi Chi National Office with the items listed below.
  - a. A complete report that conforms to APA's *Publication Manual*.
  - b. Submissions to *Eye on Psi Chi and APS Observer*:
    - a 120-word APA-style abstract,
    - a 150-word biography (third person), and
    - a digital photo (600KB file size).

These items should be submitted via email to [awards@psichi.org](mailto:awards@psichi.org).

| Psi Chi/APS<br>Summer Research Grants                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Please complete this form online by midnight local time on<br><b>March 1</b> at <a href="http://www.psichi.org/awards/award_25.asp">www.psichi.org/awards/award_25.asp</a>                                                                                                                                                                                                                                                                                                  |       |
| Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |
| Psi Chi member ID number                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |
| University or college currently attended                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |
| Current mailing address   Street or PO Box                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |
| City   State   Zip                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |
| Phone                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Email |
| Name of school where inducted into Psi Chi                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |
| Date [approximate] of induction                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |
| Exact name used to register at Psi Chi National Office                                                                                                                                                                                                                                                                                                                                                                                                                      |       |
| Name of faculty research advisor                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |
| Mailing address   Street or PO Box                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |
| City   State   Zip                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |
| Phone                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Email |
| <p><b>Acceptance of Grant Conditions:</b> If a Psi Chi/APS Summer Research Grant is awarded, I hereby agree to its conditions, which are to complete the project by August 20 and to submit a final report, an abstract of 120 words, a biography, and a photo by the deadline by October 1. If for any reason I cannot begin or complete the project, I will notify Psi Chi immediately and be prepared to repay all or some of the grant money that has been awarded.</p> |       |
| Signature   Date                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |
| Enter online at <a href="http://www.psichi.org">www.psichi.org</a> under AWARDS/GRANTS                                                                                                                                                                                                                                                                                                                                                                                      |       |


**PSI CHI** THE NATIONAL HONOR SOCIETY IN PSYCHOLOGY

apsgrant [10/07]

**Psi Chi/APS Summer Research Grants | Faculty Sponsor Support Letter Cover Page**

| Faculty contact information        |     |
|------------------------------------|-----|
| Name                               |     |
| Title                              |     |
| Institution                        |     |
| Mailing address   Street or PO Box |     |
| City   State   Zip                 |     |
| Phone                              | Fax |
| Email                              |     |

| Faculty membership                                                         |
|----------------------------------------------------------------------------|
| APS Membership number                                                      |
| Psi Chi member<br><input type="checkbox"/> Yes <input type="checkbox"/> No |
| If yes, Psi Chi Membership ID number                                       |
| School where inducted                                                      |
| Approximate date of induction                                              |

| Student mentee |
|----------------|
| Name           |
| Institution    |

**Please check each of the following:**

- I am willing to serve as mentor for the above named student.
- I have read the Psi Chi/APS Summer Research Grants cover sheet and understand all its content.
- I have read the students' proposal and agree to provide the student with the support needed to engage in the activities proposed and complete the project outlined.
- I understand that if there are major changes to the project, I or my mentee should notify the Psi Chi National Office Director of Finance/Awards.
- Should my mentee not complete the project in a timely manner (as specified in the proposal cover sheet), both of us may be asked to return the grant award.

|                                                                                     |
|-------------------------------------------------------------------------------------|
| In the event the project is funded, please make my \$1,500 sponsor award payable to |
| The check should be mailed to                                                       |
| Mailing address   Street or PO Box                                                  |
| City   State   Zip                                                                  |
| Sponsoring faculty member signature                                                 |
| Date                                                                                |
| Sponsoring faculty member name (print)                                              |

## New Officers, Advisors, & Name Change

Listed here are changes and additions to the National Office's list of Psi Chi officers, faculty advisors, school names, and new members. Please go to the Psi Chi website to make the following submissions:

chapter officers

▶ [www.psiichi.org/chapters/reports\\_oa.asp](http://www.psiichi.org/chapters/reports_oa.asp)

faculty advisors

▶ [www.psiichi.org/chapters/reports\\_na.asp](http://www.psiichi.org/chapters/reports_na.asp)

new members

▶ [www.psiichi.org/chapters/members.asp](http://www.psiichi.org/chapters/members.asp)

For additional help entering information online, download "Using the Psi Chi Website"

▶ [www.psiichi.org/pdf/webguide.pdf](http://www.psiichi.org/pdf/webguide.pdf)

### Submission deadlines\*

Fall: July 1

Winter: October 1

Spring: December 15

Summer: March 15

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

## New Officers

### Cal State Univ, Fresno

President Stephanie A. VanArsdall  
Vice Pres David Lewis  
Secretary Janet Saenz  
Treasurer Regina E. Bates

### Canisius College (NY)

President Kelli A. Gardner  
Vice Pres Kasey Scott  
Secretary Kristen L. Hamm  
Treasurer Carrie Lynn Burke  
Recruitment Coordinator Erin Marie Klein  
Co-Vice Pres Rachael A. Smith

### Davidson College (NC)

President David Cyr Kerns  
Vice Pres Rebecca Anne Speiser  
Treasurer Suzanne Elizabeth Guarino

### DePaul University (IL)

President Sandra Sorani  
Vice Pres Amy Kupec  
Secretary Cassandra Esposito  
Treasurer Bethany Quinn  
Web Designer Echo Ashley Becker

### Harding University (AR)

President Morgan L. McCubbin  
Vice Pres Alia Smith  
Secretary Kylie K. Walker  
Treasurer Ashlee Keener  
Historian Kristen C. Finn

### Lake Forest College (IL)

Co-President Julia Hogan  
Co-President Jessica Jester  
Vice Pres Leland W. Humbertson  
Secretary Rachel Gottlieb  
Treasurer Emily Ruth Venheim

### Marian College (IN)

President Kristen Kathleen Kaminski  
Vice Pres Emily D. Schroeder  
Sec/Treasurer Sarah Elizabeth Kreicker

### Morehead State Univ (KY)

President Cynthia Noel Martin  
Vice Pres Courtney Lynn Brown  
Secretary Trista Elizabeth Stark  
Treasurer Amanda K. Pieratt

### Northern Kentucky Univ

President Sara N. Austin  
Vice Pres Ryan T. Sinclair  
Secretary Nikki Lynn West  
Treasurer Hannah Elisa Sizemore  
Publicist Hannah Powers Clinkinbeard  
Webmaster Stacey M. Firsich  
Officer at Large Zachary L. Ross

### Oglethorpe University (GA)

President Jessica Anne Granger  
Vice Pres Sara Anne Cross  
Sec/Treasurer Charlotte Kilbourn  
Comembership Manager Charlotte Eliscu  
Comembership Manager Cliff Moore  
Events Planner Jessica A. Nilson

### Prairie View A & M Univ (TX)

Vice Pres Rebecca Huechtker  
Secretary Ashanti D. Brown  
Officer Nedra Helene Francis  
Officer Floyd Henderson II

### Slippery Rock Univ (PA)

President Jessica L. Varner  
Vice Pres Ashley Cushey  
Secretary Ashley Nicole Edwards  
Treasurer Christina Belle Hoffman

### Southern Arkansas Univ

President Crystal N. Manning  
Vice Pres Keri Humphries

### Univ of Houston (TX)

President Clarence Edward Davis  
Vice Pres Susan Lynn Lopas  
Secretary Kimberley Ann Maggio  
Treasurer Emily Christine White  
Historian Mirna A. Alvarado  
Graduate Prep Gregory Vogt

### Univ of Pittsburgh (PA)

President Abigail Ludwig  
Vice Pres Jonathan Kurss  
Secretary Christia Turingan  
Social Events Anne Su

### Univ of St. Thomas (TX)

President Kayleigh White  
Vice Pres Gina Shaw  
Treasurer Christen Sistrunk  
Officer Morgan Burton

## New Advisors

### Cabrini College (PA)

Melissa Terlecki (coadvisor)

### Campbell University (NC)

Jutta Street

### California State Univ, Bakersfield

Jess Deegan

### California State Univ, East Bay

Cynthia Barkley (coadvisor)

### California State Univ, Fresno

Martin Shapiro

### Cameron University (OK)

Ralph Alexander (coadvisor)

### Carson-Newman College (TN)

Laura Wadlington

### Case Western Reserve University (OH)

Holly Long (coadvisor)

### Charleston Southern University (SC)

Rachel Walker (coadvisor)

### Cleveland State University (OH)

Ernest Park

Conor McLennan

### College of William and Mary (VA)

Jeanine Stefanucci

### Concordia College (MN)

Mike Olson (coadvisor)

### Hamilton College (NY)

Tara McKee

### Houston Baptist University (TX)

Anne Owen (coadvisor)

### Huntingdon College (AL)

Ann Phillips (coadvisor)

### Illinois Wesleyan University

Jason Themanson

### Jamestown College (ND)

Mary Devitt

### Minnesota State Univ

### Mankato

Jeffrey Buchanan

Dawn Albertson (coadvisor)

### Nebraska Wesleyan University

Mary Beth Ahlum

### Northeastern University (MA)

Nancy Kim

### Northwest Missouri State University

Alisha Francis

### Quachita Baptist University (AR)

Cuyla Davis

### Pepperdine University (CA)

Lisa Bauer

### Regis University (CO)

Mark Basham (coadvisor)

### Saint Francis College (NY)

Renée Goodstein

### San Jose State University (CA)

Jennifer Gregg

Steven Del Chiaro (coadvisor)

### Southern University of New Orleans (LA)

Christopher Linn

G. Leary (coadvisor)

Joseph Coleman (coadvisor)

### Southern Utah University

Steve Barney

Jennifer Hedrick (coadvisor)

### Spring Hill College (AL)

Murry Mutchnick (coadvisor)

### Sweet Briar College (VA)

Susan Beers

### Texas A & M International University

Nathan Gonyea

### Texas Tech University

Joaquin Borrego, Jr.

### Tulane University (LA)

Thomas Hebert

### University of Alabama at Birmingham

Maria Hopkins

Christopher Robinson (coadvisor)

### University of Central Missouri

David Kreiner

Steven Schuetz (coadvisor)

### University of Dayton (OH)

Keri Brown Kirschman (coadvisor)

### University of Hawaii - West Oahu

Roger Likewise

### University of Nebraska at Omaha

Michael Cortese

### University of Pennsylvania

Robert Seyfarth

### University of Richmond (VA)

Cindy Bukach

### University of the Cumberlands (KY)

Eric Stephens

### University of Wisconsin, Oshkosh

James Koch

### University of Wyoming

Brett Deacon

### Woodbury University (CA)

Mary Collins

## Chapter Name Change

Franklin Pierce College is now Franklin Pierce University (NH)  
Chatham College is now Chatham University (PA)

## New Members

**Abilene Christian Univ (TX)**

Meagan Hoekstra  
Emily Pierce  
Emily Plemons

**Adler School of Prof Psych (IL)**

Erick David Argüello  
Sahar Bhaloo  
Catherine M. Buksar  
Herbert Goodman  
Brian R. Humphrey  
Dianna L. Kucera  
Wanda Leung  
Kimberly Marie Martin  
Valerie A. Maty  
Michael R. Meager  
Rosanna M. Velat

**Agnes Scott College (GA)**

Rachel Carson Castleberry  
Ayla Jaryn Hutcheson  
Sarah Lyn Jones  
Emily D. Kessler  
Christen Peepel L. McDonald  
Ashley A. Mengwasser  
Catherine Ann S. Secrest  
Laura P. Shaver  
Abbey Rebecca Stackhouse  
Bria Renee Washington

**Angelo State Univ (TX)**

Mari Sykes

**Augusta State Univ (GA)**

Tanga Arthur  
Scott Bearens  
Michael David Boykin  
Chad W. Carrick  
Elijah Lee Carter  
Julia Quentin Davis  
Montana Foss  
Georgina S. Hammock  
Susan L. Hannah  
Shalon Howard  
Jennifer M. Mansell  
Marcel Payne  
Nicole Rossi  
Bre Anna Savelkoul  
Amy M. Smith  
Robert K. Smith

**Barry University (FL)**

Nevada Basdeo  
Meridith Rebecca Bean  
Michael Edwards  
Irina Fredericks  
Hans Saint-Eloi Cadely  
Megan Lindsey Vincent  
Jessica Neil  
Bevin O'Neil  
Caryn Elizabeth Penn  
Asheley E. Powell  
Jennifer M. Pruitt  
Erin Elizabeth Robbins  
Rebecca C. Roberts  
Tyler Sasser-Cook  
Jacob C. Stidham  
Jessica Vaughan  
John Paul Wilson

**Bridgewater College (VA)**

Dawn Marie Burtner  
Danita L. Evans  
Ashley Mae Gordon  
Mackenzie E. Grimes

Whitney Charnae Hobson  
Kelsey Elizabeth Jackson  
Sarah Elizabeth Munday  
Kathryn A. Taylor  
Patti Ann Thornton  
Jeramey Brayden Ward  
Madalyn Chanteé Woodward  
Julia Bishop Zirpoli

**Butler University (IN)**

Jessica Lauren Bertram  
Laura M. Cobb  
Lyndsay Mychelle Davis  
Nicole A. Dellaria  
Krista Suzanne Hopper  
Stephanie Christine Howell  
Kaitlyn A. Kaesebier  
Christopher Frederick Ketcham  
Kaitlin M. Kiburz  
Coty L. Nicolson  
Kathleen Marie O'Brien  
Kenneth Aaron Shaw  
Danielle Leigh Stair  
Michaela K. Warnsley  
Laura Suzanne Wojcik

**Cal State Univ, East Bay**

Aimee Louise Beck  
Clarisse Ramos Cruz  
Raymond Michael DeCastro  
Michelle Lorraine Hiscox  
Vy Kim Ly  
Janice Leigh Maurer  
Tabassum L. Nagpurwala

**Cal State Univ, Northridge**

Maria Castillo-Hager

**Campbellsville Univ (KY)**

Adrienne Rose Allen  
Jillian Nichole Carter  
Kristina L. Cooper  
Josh D. Houk  
Daniela N. Johnston  
Kerri A. Nottingham  
Elizabeth Suzanne Page  
Kaci J. Payne  
Fumie Marie Probus  
Andrea Renee Reynolds  
Dustin Thomas Snyder  
Christian W. Whitmer

**Carson-Newman College (TN)**

Rachael E. Caldwell  
Amy L. Coffman  
Lauren K. Goff  
Etta L. Green  
Andrea J. Hendricks  
Tyler C. Jennings  
Paige E. Keisler  
Alexandra C. Kohlman  
Jenna E. Mason  
Heidi E. Maxwell  
Carrie E. Parcell  
Laura R. Wadlington  
Ashley R. Weaver  
Andrew S. Yost

**Chaminade University of Honolulu (HI)**

Andre P. Chatman  
Susan Choi  
Alison Hunter  
Joachim Kaahue  
Monica M. Kakazu  
Jan Kamano  
William T. Sette  
Leona LeoiKaahumanu  
Mei-Fung Tafuna  
Sheri K. Takeya

**Cleveland State Univ (OH)**

Paula E. Chan  
Amy E. Chmielewski  
Jennifer L. Dipolletti

**Cristina Gianfagna**

Erika L. Hansen  
Thomas M. Kreutzberg  
Rachel A. Sullivan

**Covenant College (GA)**

Sarah Ruth Brown  
Claudia Grace Canales  
Nanshelmun Ruth Dashan  
Liam Barton Hesterberg  
Katie Jane Klukow

**Delaware State Univ**

Tanisha Leneé Baker  
Lisa R. Grimm  
Katherine Guica  
Matthew L. Hochstein

**Eastern Michigan Univ**

Christina Maria Borcea

**Florida Atlantic University**

Rich Blake  
Sussane R. Mealer  
Elise Naimo  
Yanellis Ortega  
Paula Patino  
Claudia Rodrigues  
Gloria Santana  
Jarett Singer  
Renzo Torrenza

**Fordham Univ at Lincoln Center (NY)**

Ada Wai Jar Chan  
Erica Leigh D'Aquila  
Daphne Stuart McCampbell  
Stella A. Meirfeld  
Rebecca N. van den Honert  
Rachel Lynn Walberg  
Samantha Worzalla

**Hamilton College (NY)**

Rebecca Ashby  
Dana K. Canelli  
Abigail Crimmins  
Mikel Etcheagaray  
Rita Fisher  
Jennifer Franco  
Nicole Goldberg  
Rebecca L. Griffin  
Laura Halvorsen  
Sarah Leviton  
David Paul Marcotte, SJ, PhD  
Hallie Frances McGrath  
Leo Baez Waterston

**Fort Lewis College (CO)**

Rebecca Lynn Bachinski  
Caitlin E. Bodelson  
Molly Ann Dwyer  
Josh Lau  
Matthew C. Maday  
Alexander Marshall  
Victoria J. McKinley  
William Moomaw  
Kymbra Marie Potter  
Sherry Procell  
Erica A. Ramon  
Jessica Rucker  
Elizabeth Smith  
Kelley Squires

**Georgetown University (DC)**

Nadeem Sohail Arshad  
Michael Edward Billington  
Sarah Magnier Boxx  
Keisha L. Browne  
Christopher Francis Burke  
Colleen Mary Carr  
Ryan M. Goldstein  
Michelle Paula Hamilton  
Michelle C. Hess  
Alison Elizabeth Lenet  
David Alan Praet  
Brett Jean Robinson  
Gary M. Romaka  
Erica Rachel Rudd  
Talia E. Sandwick  
Courtney L. Schmidt  
Rebecca Lynn Shapiro  
Brittany L. Sonnichsen  
Jessica M. Stone

**Hawaii Pacific University**

Kimberly J. Nolan

**Henderson State University (AR)**

Callie Carson  
Susan A. Whitten

**Greenville College (IL)**

Nathan Ray Cooper

**Grinnell Ctg (IA)**

Jordan Allison  
Jacquelyn Barrett  
Emily Bullitt  
Anna W. Cesa  
Clayton J. Chamberlain  
Lindsay C. Dennis  
Rachel Etzkorn  
Karen Gados  
Janet M. Gibson  
Lisa R. Grimm  
Katherine Guica  
Matthew L. Hochstein  
Katherine Mary Ingram  
Lorelei M. Kelly  
Whitney J. Knopf  
Paul F. Kramer  
Molly Medley Kratz  
Ulrika Krishnamurti  
Stacy McCarthy  
Jessica McLaughlin  
Nicole Arias  
Iliana Radneva  
Robyn A. Repko  
Stevie Scarlett Schein  
Clara Thelen  
Rebecca N. van den Honert  
Rachel Lynn Walberg  
Samantha Worzalla

**Hamilton College (NY)**

Rebecca Ashby  
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Abigail Crimmins  
Mikel Etcheagaray  
Rita Fisher  
Jennifer Franco  
Nicole Goldberg  
Rebecca L. Griffin  
Laura Halvorsen  
Sarah Leviton  
David Paul Marcotte, SJ, PhD  
Hallie Frances McGrath  
Leo Baez Waterston

**Harding University (AR)**

Kathrine R. Baggett  
Lauren E. Cox  
Ashley L. Davis  
Andrew M. Fraser  
Jordan K. Harguess  
Alyssa J. Hepburn  
Nathaniel C. Hopkins  
Elise D. Laguna  
JonMark B. Lane  
Alexandra E. Lean  
Nicholas J. May  
Allison Nicole Miller  
William M. Skelton  
Taren M. Swindle  
Christi A. Winstead

**Hastings College (NE)**

Joshua Philip Berns  
Colleen Mary Carr  
Ryan M. Goldstein  
Michelle Paula Hamilton  
Michelle C. Hess  
Alison Elizabeth Lenet  
David Alan Praet  
Brett Jean Robinson  
Gary M. Romaka  
Erica Rachel Rudd  
Talia E. Sandwick  
Courtney L. Schmidt  
Rebecca Lynn Shapiro  
Brittany L. Sonnichsen  
Jessica M. Stone

**Hawaii Pacific University**

Kimberly J. Nolan

**Henderson State University (AR)**

Callie Carson  
Susan A. Whitten

**IUPUI-Fort Wayne (IN)**

Nicole Marie Affolter  
Megan E. Ayres  
MaryFarn Blair  
Gregory Scott Carson  
Dawn Michelle Dice  
Jenna M. Harmon  
Rachel N. Kiser  
Kyle M. Knerr  
Carly A. Landgraff  
Melissa A. Leslie  
Janelle A. Nannini  
Colleen D'Brien  
Desiree Danielle Skinner  
Lisa Michelle Smazenko  
Joel G. Sprunger  
Brian James Tannehill

**Jamestown College (ND)**

Cori A. Doubek  
Elise Hocking  
Larissa Kaiser  
Melissa A. Ketter  
Brenda Ross  
Nicole Zerr

**Johns Hopkins Univ (MD)**

Layla Bararpour  
Whitney Elizabeth Davis  
Kathleen Elizabeth Doherty  
Chelsea Weis Dunne  
Rachel Lynn Hauss  
Joshua Andrew Lachewitz  
Jill E. Lasak  
Jennifer Erin Maldarelli  
Julienne Bokor Markel  
Michael Brandon Moore  
Elizabeth R. Romanow  
Jared Meyer Saltin  
Anita Sivaraman  
Tyler John Stevenson  
Neri Samantha Turk  
Umesh Meyyappan Venkatesan

**Kansas State University**

Sarah Berger  
Rachel Bloom  
Omar Branch  
Alexandra Chandler  
Jonathan Collum  
Sarah Dissinger  
Brandon Dooley  
Thanh Hampton  
Maki Kashiwaya  
Leschia McElhaneey  
Alyssa Miller  
Andrew Miranda  
James Monk  
Whitney Pollock  
Jared Richards  
Christine Sibilla  
Alicia Staats-Murray  
Amanda Stanford  
Kellen Whaley  
Rachel Witham  
Danielle Zanotti

**Keene State College (NH)**

Karen A. Couture  
Amy Elizabeth Hartline  
Jessica Lynn Kosnicki  
Samantha J. Richstein  
Jennifer Lynn Roche  
Jacqueline Paige Smith  
Michelle Renae Smith  
Jamie Lee Williams

**Keene State College (NH)**

Joshua Philip Berns  
Colleen Mary Carr  
Ryan M. Goldstein  
Michelle Paula Hamilton  
Michelle C. Hess  
Alison Elizabeth Lenet  
David Alan Praet  
Brett Jean Robinson  
Gary M. Romaka  
Erica Rachel Rudd  
Talia E. Sandwick  
Courtney L. Schmidt  
Rebecca Lynn Shapiro  
Brittany L. Sonnichsen  
Jessica M. Stone

**Kennesaw State Univ (GA)**

Mitzi Rogers Ballard  
Jonathan Campbell  
Susan Freed  
Anne-Marie French  
Emma Greene  
Celeste Houed  
Natalie Jones  
Marlo Keenan  
Evelyn Knottnerus  
Jessica Christina Knowles  
Ashley Nicole Parker  
Michele Price  
Michelle Raggott

Lisa Navas Samples  
Shelley Sisson  
Tammy Skaggs  
Diana Swantek  
Jennifer Taylor  
Charles Trippi  
Sarah White  
Alonzo Whyte

**Lake Forest College (IL)**

Megan E. Black  
Karen Christine Cone  
Caroline Christine Fitz  
Brian J. Kinsman  
Krista Ann Miller  
Mia Tamara Newlands  
Jessica F. Parr  
Stacey Ella Parrott  
Claire Lourdes Smith  
Gretchen Carey Yehl

**Lincoln Memorial Univ (TN)**

Jennifer Campbell  
Scott Cassidy  
Allison Henry  
Erin Robison  
Jase Stanton  
Kristina Turley  
Joanna White  
Laura Williams  
Caleb Wood

**Lincoln University (PA)**

Kerrie Adelle Brewster  
Charnita Vahnae Walker  
Anna Marie Altieri  
Tiffany Michele Borchick  
Michelle Lynn Houde  
Kristin S. Kohler  
Lisa Joan Kuhnley  
Jennifer L. LaPlante  
Maia A. McUlty  
Meredith Elizabeth Mason  
Poley  
Lee Yoder Sikes  
Bethany Nicole Woodard

**Lynchburg College (VA)**

Anna Marie Altieri  
Tiffany Michele Borchick  
Michelle Lynn Houde  
Kristin S. Kohler  
Lisa Joan Kuhnley  
Jennifer L. LaPlante  
Maia A. McUlty  
Meredith Elizabeth Mason  
Poley  
Lee Yoder Sikes  
Bethany Nicole Woodard

**Mercy College (NY)**

Marilyn Aguilar  
Lindsey Ann Astor  
Jeny Melanie Ayala  
Emira Balidemaj  
Evelyn R. Barabash  
Nigel K. Bennett-Donagan  
Laura Christine Bernard  
Maura Blute  
Tanya Sue Brennan  
Santa M. Cabral  
Patrice Marie Carey  
Christine Anne Colon  
Arlene Cordero  
Christopher J. Daly  
Eleanor B. Davis  
Heather C. Efferen  
Curtis M. Festa  
Cristine R. Figueroa  
Maria A. Finelli  
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Rebecca A. Ortega  
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Dawn R. Pollack

**Mercy College (NY)**

Marilyn Aguilar  
Lindsey Ann Astor  
Jeny Melanie Ayala  
Emira Balidemaj  
Evelyn R. Barabash  
Nigel K. Bennett-Donagan  
Laura Christine Bernard  
Maura Blute  
Tanya Sue Brennan  
Santa M. Cabral  
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Christopher J. Daly  
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Jessica D. Viera  
Jose A. Vilanova  
Sheryl M. Whibly  
Keyla N. Williams  
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Ninette Ayala-Brown  
Krista Cassandra Barney  
Danna Lea Engelberg  
Michelle Crystal Franzman  
Lori R. Garner  
Regina Gatlin  
Elexsia Danielle Hood  
Adam Michael Joy  
Michelle Melissa Kamrava  
Elizabeth Autumn Kryms  
Rebecca Nicole Lips  
Erin Nicole McGinnis  
Margaret Mae Minnis  
Kenji Christian Miyamoto  
Serafina Moushel  
Brenda M. Niedert  
Maria J. Qureshi  
Scott A. Revlin  
Naryne Sahagian  
Bethlehem Z. Tamerat  
Rebecca I. Yfante

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Brenda M. Niedert  
Maria J. Qureshi  
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Bethlehem Z. Tamerat  
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Kylie M. Smith

**Queens College, CUNY (NY)**

Vayola Abraham  
Rumana Ashraf  
Theodore Banakos  
Jill Calderon  
Angelica Cruells  
Theodora Fotodimitraki  
Olivia Glinka  
Adina Gold  
Aura Gomez  
Alicia Johnson  
Sara Kornbluth  
Kristin Korsak  
Rebecca Krieger  
Shu Chen Liao  
Sidney Mandel  
Rachel Devarah Nayberg  
Leah Orbach  
Angela Ortiz  
Alexis Sofia Podhaski  
Maria Probst  
Neelam Rashad  
Deena Rendel  
Christopher Schroeder

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Leah Orbach  
Angela Ortiz  
Alexis Sofia Podhaski  
Maria Probst  
Neelam Rashad  
Deena Rendel  
Christopher Schroeder

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Joy Collie  
Kendall Collins  
Kenneth C. Davis  
Miranda Frederick  
Kendra James  
Yolanda Johnson  
Stephanie Kelly  
Samiyah Kilgore  
Shaekerrah Lawrence  
Joshua Lockett

Chava Schuler  
 Michal Shichi (Freier)  
 Jennifer Silberstein  
 Kesta Sinnette  
 Samantha Sykes  
 Alyssa Weinblatt  
 Jonathon Weinreb

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 Andrea Dawson

**Rider University (NJ)**  
 Paul M. Grumelli

**Rowan University (NJ)**  
 Maegan Joffe  
 Jacqueline Wolf

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 Kelli Barton  
 Katherine Grace Fabrizio  
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 Rachel Horwood  
 David Nicolas LeFevre  
 Robert Mixa  
 Andrea Pizzolato  
 Alexandra Caitlin Roth  
 Margaret Ellen Stretch  
 Stephanie Elise Tucker

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 Jessica L. Bragg  
 Daniel Bulisma  
 Robert D. Dvorak

Tanya R. Erickson  
 Angela L. Geiver  
 Suzie K. Heffernan  
 Cynthia M. Johanson  
 Andrea L. Lacompte  
 Lauren A. Leischner  
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 Christie Jean Madsen  
 Matthew Alan McArthur  
 Mandy R. Orth  
 Brandon Thomas Rausch  
 Sarah J. Roghair  
 Jacqueline Ann Sandreal  
 Nicole Marie Spry  
 Matthew J. Stensrud  
 Mallory Ann Stonehill  
 Heidi M. Strobusch  
 Kayla S. Tweet  
 Jennifer L. Wieseler  
 Shannon Benz Wilson

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**State University**  
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 David R. Bedwell  
 Tony M. Muffo

**Southern New Hampshire Univ**

Timothy Howard Weaver

**Southern University at**

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 Joseph Coleman

Cheryl A. Dupre  
 Gekeita A. Green  
 Alicia A. Hawkins  
 Tahtia Jones-Thomas  
 Christopher Linn  
 Martha P. Neal  
 Mildred Walker

**Southern Utah Univ**

Steve T. Barney  
 Jessica Bess  
 Andrew Brazier  
 Bridget Crane  
 Paul Cunningham  
 Marsha Garber  
 Jennifer L. Hedrick  
 Katina Hughes  
 Robyn LaLumia  
 Casi-Jo Richins  
 Brett Shumway  
 Brooks Wiley

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 Adrienne N. Jahnke  
 Sarah M. Mason

**SUNY College at Brockport**

Jennifer Michels

**SUNY College at Cortland**

Katherine B. Warden

**SUNY Institute of Technology**

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 Brandi Campanaro  
 Nick Gorsch

Scott Martin  
 Kassie Schuler

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 Angie Canfield  
 Jana R. Castellanos  
 Michael R. Howard

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 Kevin Howard Bridgmon  
 Kelly Callen  
 Brandi Renee Duran  
 Ashley Fomby  
 Brianna Galvin  
 Whitney Harvey  
 Jamie Nichole Keeton  
 April Wright

**Univ of Central Florida-Daytona**

Arian R. Lomer

**Univ of Charleston (WV)**

Roslyn N. Adams  
 Bailey Christina Bryant  
 AmyJane Dill  
 Jae Roy Howard Kinison  
 Jaime Nicole Richmond  
 Tamara D. Russell  
 Katy Marie Skelley

**Univ of Colorado at Denver**

Ashley Marin Davis  
 Jason B. Roth

**University of Houston-Downtown (TX)**

Leif Carl Behmer  
 Julian Betancourt  
 Jewlina Coleman  
 Krysinda Day  
 Kim-Hue Dinh  
 Tiffini Jones  
 Lakesha Leavell  
 Anita Moore  
 Betty Uti  
**University of Louisville (KY)**  
 Matthew Lucas Hamilton  
 Jeanie Kreydik  
 Felicia R. Patty

**University of Mary**

**Hardin-Baylor (TX)**  
 Anna Catherine Bonner  
 Maria-Christina Santos Bright  
 Katy L. Butler  
 Celeste V. Cardin  
 Taylor June Davis  
 Kimberly R. Hembry  
 Kelly Michelle Jones  
 Matthew Steven Kelly  
 Jenna Marie Pergande  
 Clayton Phun  
 April T. Sterling

**University of Massachusetts**

**Amherst**  
 Brittany LeBlanc

**University of Tennessee at Chattanooga**

Derek P. Gamble

**Univ of Texas at Arlington**

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 Brad L. Cardinal  
 Theresalyn E. Chennault  
 John E. Kretzer  
 Satin L. Martin  
 Trent J. McGee  
 Julia A. Paeglis  
 Claudia Paz Bedoya  
 Angela K. Rosenbaum  
 Susanna A. Starks  
 Eilen L. Terry  
 Lok Hin Karis Wong

**Univ of Texas Pan American**

Noel Caceres  
 Reynaldo Garcia, Jr.

**Univ of Texas Pan American**

Valerie N. Moreno  
 Sarah E. Renaud  
 Jillian R. Wessling  
 Ruby A. Wiley

**Univ of Utah**

Benjamin J. Adam  
 Kuan-Yueh Chen  
 Michael S. Douglass  
 David S. Dunn  
 Lara L. Nash

**Univ of Wyoming**

Erica K. Allen

Jared Holbrook

**Utah State Univ**

Angie LoAnn Dahl

**Vanderbilt University (TN)**

Christy M. Cleveland  
 Cassandra M. Cohen  
 Claire L. Earll  
 Agata G. Grzeszczak  
 Bjorn P. Hubert-Wallander  
 Daniel J. Israel  
 Madeleine E. Jackson  
 Ekta M. Kumar  
 Allison L. Miller  
 Kelly E. Wade

**Virginia Commonwealth Univ**

Megan Baird  
 Katerina Calapodas  
 Nicole Constance  
 Kristen Hesler  
 Jennifer A. Linthicum  
 Scott Mates  
 Yasmin Omar  
 Daniel Ubl

**Virginia State Univ**

Kimberly S. Goodrich  
 Byron Greenberg  
 Chrishona Janá Henry  
 Nicketa V. Holmes  
 Essence Lynée Hunter  
 Robert Michael-Louis Lyles  
 Denise L. Miller  
 George R. Montgomery  
 Antonette Omolara Odubiyi

Edrian P. Pinder  
 Larry L. Robinson  
 Roxann Lachelle Robinson  
 Dzigbodi Ama Sewardor  
 Ashley Danielle Simpson  
 Dhymys Z. Vixamar  
 Danielle Shadae Williams

**Walden University (MN)**

Amber F. Martin

**Washburn University of**

**Topeka (KS)**

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 Heather D. Blanton  
 Jessica N. Fray  
 Amanda L. Guffey  
 Eric C. Joens  
 Elizabeth M. Lusk  
 Sri Venkata Uppalapati  
 Amber L. Whitney

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 Julianna Petshot  
 Stephanie A. Strauser

**Xavier University (OH)**

Christian M. End

**York College, CUNY (NY)**

Nadia Abdul Aziz  
 Camella Dalris Ballantyne  
 Yolanda Patricia Christie  
 Kelly Anne McFarlane  
 Sharon Turnage

# Online Payments: Credit Cards



In response to the requests of chapters and members, Psi Chi has updated its website to accept credit card payments. Online payments may now be placed one of two ways:

## Credit/Debit Cards

Payments may be made directly on the Psi Chi website using any of the four major credit cards (American Express, Discover, MasterCard, Visa). Transactions using a debit card are also acceptable provided the debit card has either a MasterCard or Visa logo on it.

## PayPal

Payments may be made using a PayPal account. If you choose this payment option, it is highly recommended if you do not already have a PayPal account, that you set one up *prior to placing your order* on the Psi Chi website. All *checking account payments* must now be done through a PayPal account which must have a minimum of two funding sources set up (one checking account, one credit card). You may set up a PayPal account at [www.paypal.com](http://www.paypal.com)\*.

\* Note: Since PayPal is an external site, Psi Chi cannot provide technical support for setting up a PayPal account or when placing an order using the PayPal payment link on Step 1 of the online payment process. For PayPal customer service, please visit the PayPal website.

## East

### Slippery Rock University (PA)

The Slippery Rock University Chapter of Psi Chi was busy planning a fun and productive year. A Welcome Back party was held so that the new members who joined during the semester would have an opportunity to get to know the current members. Chapter meetings for the semester focused on several fund-raisers. The fund-raisers included a bake sale, asking for donations outside Wal-Mart, and assisting with a teacher's job fair on campus. In addition, members volunteered their time at the local Crisis Pregnancy Center to assist the organization in their day-to-day needs. On October 23, the chapter hosted a graduate school talk with faculty advising psychology majors about prospects of admission into graduate school. Also included during the fall season was a Halloween Bash.

### University of Maryland University College

On May 6, 2007, the University of Maryland University College (UMUC) Psi Chi Chapter announced the installation of new members. On this memorable occasion, distinguished guests, family, and friends witnessed the induction of 23 new members—11 students, 7 alumni, and 5 faculty.

Dr. Thomas Bailey (director of the Psychology Department) presided as the installation officer for the chapter installation ritual. Opening remarks were presented by Dr. Gregory von Lehman (interim dean of the School of Undergraduate Studies at UMUC). Distinguished guests included Dr. Cynthia Davis (associate dean of the School of Undergraduate Studies at UMUC) and Ms. Bryanna Shanefelter (president of Psi Chi Chapter at the University of Baltimore). Induction of chapter officers included Ms. Elizabeth Pulliam (president), Ms. Catherine Njiru (vice-president), Ms. Amy Longo (treasurer), and Ms. Catherine Youhouse (secretary). Dr. Steven Kronheim was designated as chapter sponsor and faculty advisor. The photographer was Dr. Stephen Holowenzak (special projects manager in the Faculty Services & Communication at UMUC).

## Midwest

### Lake Forest College (IL)

The chapter of Psi Chi sponsored its second annual CAP Colloquia Series, which highlighted current advances in psychological research. The fall 2006 schedule included Dennis Molfese (University of Louisville (KY)); Dyslexia and the Brain), Astrida Kaugars (Marquette University, WI; Emotion Regulation), and Robert Hessling (University of Wisconsin—Milwaukee; Health and Possible Selves). The spring 2007 schedule included James Nairne (Purdue University, IN; Adaptive Memory), David Gallo (University of Chicago, IL; False Memory), Roya

Ayman (Illinois Institute of Technology; Women and Leadership), and Jessica Choplin (DePaul University, IL; Decision Making). Over 500 students, faculty, and members of the community attended the series.

### Southeast Missouri State University

During the fall semester, the chapter was highly involved in recruitment and renewing interest in Psi Chi. The chapter had frequent officer meetings to discuss future meetings and plans. Initial preparations for the spring 16th Annual Student Research Conference took place during the fall semester. One induction was held on September 26, with five new members being inducted. In addition, the 2007-08 chapter officers were elected. The chapter held several meetings in October and November discussing topics such as social work versus psychology, building a resume, and interview skills. The chapter also provided tutoring services for students enrolled in lower-level psychology courses.

## Southeast

### Davidson College (NC)

On September 20, the chapter of Psi Chi sponsored an ice cream social on campus. All current psychology majors were invited, and the Psi Chi officers were present to answer questions about course planning, thesis projects, and upcoming conferences.

### Randolph College (VA)

On April 19, 2007, the chapter held a ceremony to induct five new members: Nada Maryam Abdullhaqq, Kara Allison Clissold, Ashley Elizabeth Crippen, Stacy Catherine Lantz, and Cassandra J. Powell. Included in the induction ceremony was the annual Distinguished Speaker Series. Dr. Alisha Marciano (assistant professor of psychology at Lynchburg College, VA) discussed "The Impact of Cyber Harassment on the Lives of College Student."

### University of Mary Washington (VA)

During the fall, the chapter created a book-mark to distribute to all members and faculty with the dates for all fall and spring events. The chapter hosted their first all member meeting and encouraged participation in upcoming events and fall service projects.

Psi Chi participated in the Graduate in Residence event with Lorrina Eastman, which was hosted by the psychology department. There was a great turnout, and students were exposed to careers in the industrial/organizational field.

The chapter hosted a Graduate School Forum on September 25. The successful event gave students the opportunity to ask a panel of six faculty members important questions regarding the graduate school application process. Other events included the fall induction ceremony in October followed by a service project in November.

## Southwest

### Prairie View A & M University (TX)

The Psi Chi chapter stayed very active during the fall semester. A candy sale fundraiser was held for the Craig Washington Scholarship. Members were ambassadors for the opening ceremony of the new College of Juvenile Justice and Psychology building. The chapter hosted seminars entitled "The Application Process" on graduate school preparation, "Where Do We Start?" on the research process, and a "Careers in Psychology" seminar. A mental health fair was held at the Franklin Health Center.

A meet and greet on interviewing featured Dr. Morgan, and a book discussion with Dr. Wade Noble was held during the fall semester.

### University of Saint Thomas-Texas

On September 20, the Psi Chi Chapter at the University of St. Thomas (UST) cosponsored "Careers in Psychology Night" with the psychology department. The purpose of the event was to inform current and potential psychology majors of the many areas and ways in which one could use a psychology degree. The invitation was extended to local universities and colleges.

A wide variety of speakers from the local community volunteered their time to share information about their job in relation to the field of psychology. The speakers included a clinical psychologist, a counselor, a cognitive psychologist, a developmental psychologist, a researcher, a medical doctor, a career counselor, and a lawyer. Each of the guests provided students with valuable information and personal experiences to help the students understand more about the possibilities open to them once they graduate from UST. The evening was divided into multiple sessions in order to give each guest plenty of time to speak about their field of work.

The closing session of the evening was an informative discussion about graduate school attendance and what students need to do to accomplish their goal of attending graduate school. The UST's Department of Career Counseling provided a wealth of information for students, advised them of important deadlines, and suggested ways that they could help students achieve their goals.

The evening was a great success. The UST Psi Chi chapter would like to extend their thanks to the guest speakers, students, and faculty who helped make the evening a success.

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

### Submission deadlines\*

Fall: July 1

Winter: October 1

Spring: December 15

Summer: March 15

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

[www.psichi.org/chapters/reports.asp](http://www.psichi.org/chapters/reports.asp)

### Submission specifications

- Only activities that have already occurred and are submitted in paragraph form will be published. Do not send future plans, calendars, or summarized lists.
- Limit reports to 250 words. If you wish to report more extensively on a special activity, series of programs, etc., contact the National Office at [eye@psichi.org](mailto:eye@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 [psichi@psichi.org](mailto:psichi@psichi.org). For digital photos, email only *high-quality resolution images* (600KB) using a 3-or-higher megapixel camera. *Do not send digital printouts from a photo quality printer.*

### Abbreviations:

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

## Chapter Activities



Psi Chi chapter installation ritual for the students of **University of Maryland University College**.



In Remembrance of Diane Elizabeth Kriemelmeyer (12/06/58–6/15/07)  
**University of Maryland University College**  
 "An Inspiration to All Who Knew Her"



Psi Chi members of the **Montana State University** Chapter attend the RMPA in April 2007. Members include, from left: Kelli Paull, Nate Cook, Shannon Brady, Karyn Lewis, and Brett Carter



Psi Chi students from **Dowling College (NY)** participated in a mini golf tournament during the fall semester.



**Thomas More College (KY)** Psi Chi officers with alumnus guest speaker Dr. Matthew Neltner (Psychiatry Resident at University of Kentucky). Shown, *from left*, are: Christine Egan, Kara Millenior, Matthew Neltner, MD (Psychology/Biology, 2001), Michael Turner, and Brandy Lockard.



**Thomas More College** Psychology Bowl Team were state runners-up in the academic competition at University of Kentucky in March 2007; *from left*: Michael Turner, Loren Droege, Christine Egan, Emily Eismann, and Nick Carpinello.



Thirteen **Thomas More College** students and two faculty attended and presented at the Mid-America Undergraduate Psychology Research Conference (MAUPRC) at Eastern Illinois University, April 13-14, 2007. *Back row, left to right*: Dr. Maria McLean, Andrew Grussing, Christine Egan, Emily Eismann, Mike Turner, Alex Gee, Laura McDonald, Jessica Whittle, and Dr. Larry Boehm. *Front row, left to right*: Tommy Hansman, Nick Carpinello, Melissa Swartz, Patti Turner, Laura Pedersen, and Amy Welch.



The **Randolph College (VA)** Chapter held an induction ceremony to welcome five new members.

# 2007 Psi Chi APA National Convention

**A** Dr. Alan E. Kazdin (Yale University, CT), Psi Chi Frederick Howell Lewis Distinguished Lecturer and President-Elect of the American Psychological Association, with Dr. John Davis (Texas State University-San Marcos; Psi Chi National Past-President), following Dr. Kazdin's lecture on "Child and Adolescent Psychotherapy: Strengths and Limitations of Clinical Approaches."

**B** From right: Dr. Vincent Prohaska (Lehman College, CUNY; Psi Chi National President) and Dr. Lauren Scharff (Stephen F. Austin State University, TX) talking with students in the Psi Chi hospitality suite.

**C** Drs. John Davis and Vincent Prohaska join Ashley Dawn Powell (Southeastern Oklahoma State University) to honor her as the 2007 winner of the Kay Wilson Leadership Award for Outstanding Chapter Presidents.

**D** Psi Chi members stop by the hospitality suite to meet faculty and students from other chapters attending the convention.

**E** Marcie McDaniel and Brandon Scott, representing the Stephen F. Austin State University (TX) chapter, accept the Psi Chi Ruth Hubbard Cousins National Chapter Award. Dr. Lauren F.V. Scharff (right) is chapter advisor at Stephen F. Austin State University (TX) and the 2007 winner of the Psi Chi Florence L. Denmark National Faculty Advisor Award.

**F** Rhea M. Watson, Psi Chi member and doctoral student at the University of Nevada, talking with Dr. John Davis in the Psi Chi hospitality suite.

**G** Dr. John D. Hogan (St. John's University, NY) gave a tribute to Ruth Cousins, Psi Chi Executive Director (1958-1991), at the Psi Chi Awards Ceremony.

**H** Winners of the Psi Chi National Research Awards were honored at the Psi Chi Awards Ceremony at the APA convention: Christopher M. Boeding (University of Central Missouri), Stephanie S. Smolinski (Pepperdine University, GSEP, CA), Kristena M. Kons (Weber State University, UT), Guadalupe Espinoza (San Diego State University), and Donald Nathanson (Georgetown University, DC).





# 2007 Psi Chi NEPA Regional Convention

As seems to follow tradition, there was plenty of rain for the annual conference of the New England Psychological Association (NEPA) held from October 19-20, 2007, at Western Connecticut State University in Danbury, CT. But the well-attended conference kept participants warm and dry with a variety of sessions including the perennially popular workshop on “Getting Into Graduate School” that was conducted by Professors Michael Spiegler (Providence College, RI), Carlos Escoto (Eastern Connecticut State University) and Jason Young (Psi Chi Eastern Regional Vice-President, Hunter College, CUNY).

The 2007 Psi Chi Distinguished Speaker was Dr. Mark Snyder, (professor of social psychology at the University of Minnesota and current recipient of the international Kurt Lewin Award for Outstanding Contributions to the Development and Integration of Psychological Research and Social Action). Dr. Snyder’s talk examined “Who Volunteers and Why? The Psychology of Volunteerism.” A very crowded Chapter Exchange was conducted by Dr. Norine Jalbert (Western Connecticut State University, and onsite coordinator of this year’s NEPA), which allowed officers and members from different chapters to compare notes on successful (and less successful) strategies and events. The stimulating day concluded with a festive awards ceremony (and reception with lots of food and drink at which Psi Chi student researchers were presented official Certificates of Recognition for their NEPA poster presentations.

**A** The line-up (literally) for the morning workshop “Getting into Graduate School” included (from left) Dr. Michael Spiegler (Providence College), Dr. Jason Young (Psi Chi Eastern Regional Vice-President, Hunter College, CUNY), and Dr. Carlos Escoto, Eastern Connecticut State University.

**B** Dr. Deborah A. Carroll (left) and Elena Georgescu (Southern Connecticut State University) present their poster on “The Effects of Modeling on Positive Behavior.”

**C** At day’s end, Dr. Jason Young (left), joined Psi Chi members who were recognized for their poster presentations at NEPA.

**D** Dr. John Kulig and Christina Brown (Plymouth State University, NH) present their poster on “False Uniqueness Effects for Nicknames.”

**E** Dr. Mark Snyder, University of Minnesota (left), was Psi Chi’s 2007 Distinguished Speaker and was introduced by Dr. Jason Young.

**F** Poster presenter Haley Paris of Castleton State College (VT) presented “Influences of Parental Monitoring on Later Adolescent Drinking.”



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

With more than 570,000 members inducted since its founding in 1929, Psi Chi is the largest student psychological organization in the world. Find out today how you can become a part of Psi Chi.

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

### Undergraduate

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

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

### Graduate

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

### Faculty

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

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

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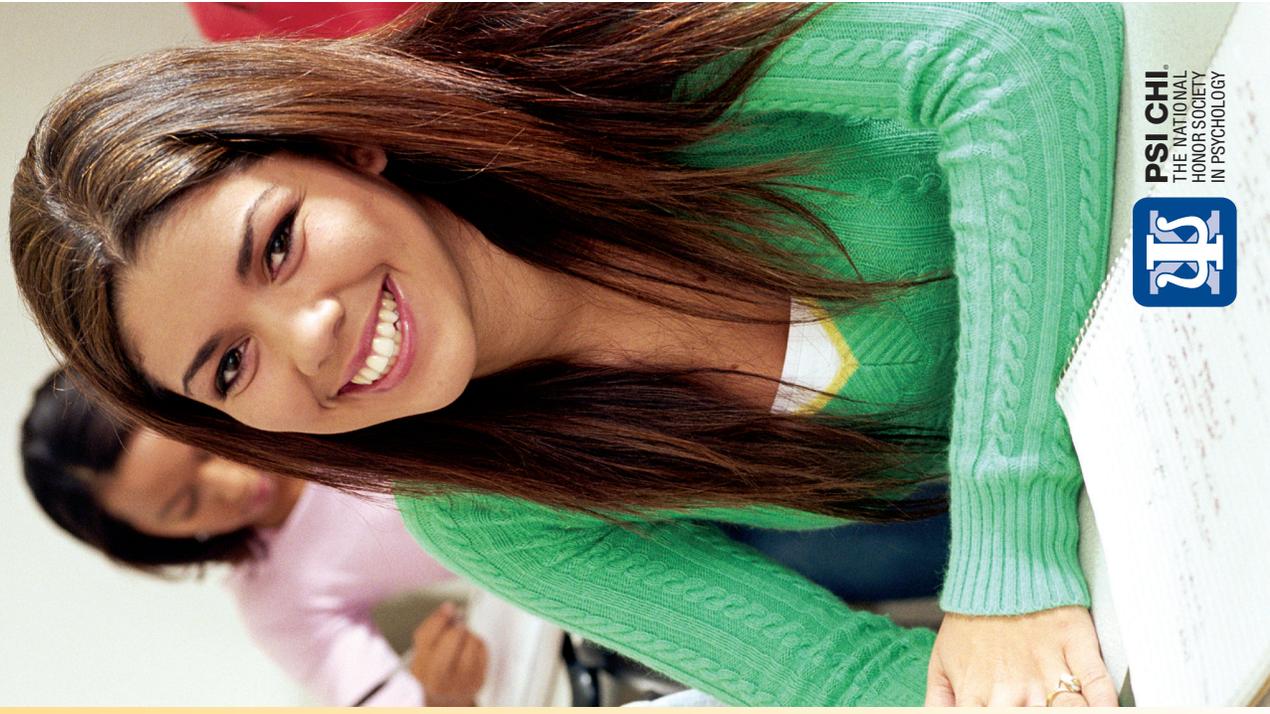
Local chapter contact information

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City, State, Zip \_\_\_\_\_  
Phone \_\_\_\_\_  
Email \_\_\_\_\_  
Student ID number \_\_\_\_\_  
Estimated date of graduation \_\_\_\_\_  
 2nd sem Sophomore  Junior  Senior  Graduate Student  Faculty

For additional reading about Psi Chi opportunities, please see the following:

- Appleby, D. C., Keenan, J., & Mauer, B. (1999, Spring). Applicant characteristics valued by graduate programs in psychology. *Eye on Psi Chi*, 3(3), 39. Retrieved August 24, 2007, from [http://www.psichi.org/pubs/articles/article\\_108.asp](http://www.psichi.org/pubs/articles/article_108.asp)
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- Koch, C. (2007, Spring). Utilizing Psi Chi's programs to maximize leadership skills. *Eye on Psi Chi*, 11(3), 22-23. Retrieved August 24, 2007, from [http://www.psichi.org/pubs/articles/article\\_614.asp](http://www.psichi.org/pubs/articles/article_614.asp)
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- National Center for Education Statistics. (2006). *Digest of education statistics, 2006*. [http://nces.ed.gov/ipeds/data/digest/digest/d06/tables/dt06\\_254.asp](http://nces.ed.gov/ipeds/data/digest/digest/d06/tables/dt06_254.asp)

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## Career

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

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

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

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

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

### **excel in scholarship**

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



# Build a distinctive resume with Psi Chi

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

## Leadership

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

—Kristina M. Korns  
2005-06 Wilson Leadership Award winner

How can you acquire experience as a leader while still an undergraduate? As an officer in your local Psi Chi chapter, you will develop leadership skills by making decisions that help your chapter and community. Opportunities to organize service projects, research conferences, or your chapter website are other ways Psi Chi can help you acquire valuable skills to add to your resume (Koch, 2007). In addition, as a chapter president, you may have the opportunity to expand your leadership skills at the Psi Chi National Leadership Conference (Mahrle, 2006).

## Internship Work Experience

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

—Jason Keller  
2005-06 Psi Chi/FBI NCAVC Internship Grant winner

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

## Research

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

—Christina Bruno  
2005-06 Summer Research Grant winner

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

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

—Psi Chi funds undergraduate summer research experiences (\$100,000 available annually)

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

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

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

## Networking

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

—Belmont University (TN)  
Chapter Activities Report  
(fall 2007)

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

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

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

—Join national organizations as student affiliates and receive special discounts

*Along with these advantages, remember with Psi Chi*

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

—you receive a membership certificate, lapel pin, and membership card; and

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

