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

The National Honor Society in Psychology

**eye**

on **PSI CHI**

# First Impressions in the Age of Online Profiles



It's Conference Time

2009 National  
Leadership Conference

Antisocial Behavior in  
Children and Adolescents

Leadership Development  
and Strategies

Undergraduate  
Research Assistantship  
Experience

Psi Chi Journal of  
Undergraduate Research



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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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**Lisa Mantooth**  
Executive Officer  
Chief Operations Officer

# Greetings! From the Editor

I am very excited about this issue because we have several topics that will interest everyone! I would like to urge you to take time to read Ken Weaver's article on Leadership Strategies (*page 26*) and a timely article about online profiles on websites such as Facebook® and My Space® (*page 22*). Also, please review the Convention Calendar section (*page 36*) on upcoming conferences—the Psi Chi programming at regional and national conferences are designed for you.

**Award/Grant Deadlines.** The award and grant program is a topic that is very important to me, and I would like to see every one of them given out each year. To achieve this goal, we need you to apply. Please take some time to review the awards and grants on our website at [www.psiichi.org/awards/completelist\\_awards.asp](http://www.psiichi.org/awards/completelist_awards.asp). May 1 is the upcoming deadline for the Allyn & Bacon, Erlbaum, Guilford, and Kay Wilson Leadership awards. There are numerous awards and grants available to Psi Chi members, and it is well worth the time and energy to apply.

**Psi Chi National Elections.** It is election time—not only for our Nation—but for Psi Chi. President-Elect, Southeastern Vice-President, Southwestern Vice-President, and Midwestern Vice-President are the positions on the ballot (*page 8*). It is extremely important that every chapter participates in the election. This is the second year that Psi Chi will utilize electronic ballots for the election. What does your chapter need to do to vote?

- Hold a meeting to discuss the candidates. Remember your chapter can only vote for the VP for the region in which your chapter is located. All chapters may vote for President-Elect.
- Determine which candidate(s) your chapter supports.
- Go to the Chapter Administration page at [www.psiichi.org/chapters/login.asp](http://www.psiichi.org/chapters/login.asp)
- Cast your vote!!!

Voting is that easy! Voting is open until March 15, 2008. Remember, every vote is important. You are deciding the leadership of your region and the future Psi Chi President!

**Regional Conferences.** Will you be attending a regional conference? Are you presenting a poster? Are you going to a conference to learn about different types of research or are you interested in meeting students and faculty with a similar interest? I personally enjoy the regional conferences! They give me the opportunity to talk to Psi Chi members and hear your thoughts and concerns about our organization.

Did you know that a member of the Psi Chi National Office will be attending each of the regional conferences? Please take the time to stop by and say hello during the Psi Chi programming. This is a good time to meet members of the National Office staff and to ask questions. Our staff members have a wealth of information about Psi Chi.

**Chapter Annual and Financial Reports.** It is extremely important that EVERY chapter file its Annual and Financial Reports with the Psi Chi National Office. Please, please, please designate an individual to file these reports. They are online and easy to complete at [www.psiichi.org/chapters/reports.asp](http://www.psiichi.org/chapters/reports.asp). Finally, please follow up to ensure these reports have been filed. It is imperative that the National Office has an account of your chapter activities for both internal and IRS reports.

As you begin the hectic time going into spring finals, please remember...

*"If we had no winter, the spring would not be so pleasant; if we did not sometimes taste of adversity, prosperity would not be so welcome."*—Anne Bradstreet

*Lisa Mantooth*

Lisa Mantooth

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Vincent Prohaska, PhD  
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# It's Conference Time!

If my timing is right, you are reading this at the start of “conference season” when most regional and national conferences in psychology take place. If you are lucky enough to be in Boston, Irvine, Boise, Charlotte, Kansas City, or Chicago, attending your regional conference should be easy—it’s in your backyard. Boston and Chicago are extra lucky this year as the international conferences of the American Psychological Association (Boston) and the Association for Psychological Science (Chicago) are meeting in those cities as well. If you are not among these lucky ones, there is still time for some quick fund-raisers to help offset the costs (if you were not already raising funds during the fall).

Why should you be spending your time and money to attend a conference? Several reasons:

- » Conferences are where the newest ideas and research findings are presented, often long before they appear in journals. If you are looking for ideas for research projects, there is no more concentrated source of cutting-edge research than a conference. Several of my own projects have been inspired by research I have seen and heard at past conferences.
- » Very often the invited speakers at conferences, such as the Psi Chi Distinguished Lecturers, are some of the most respected researchers and best presenters in psychology. These are the people other psychologists most want to hear. How do you know who they are? Look for the sessions with a single speaker talking for the entire hour.
- » Networking is what conferences are all about. You will have the opportunity to meet faculty and students from all over the region, the U.S., and even the world. This can be especially valuable if you are looking for graduate programs or for a researcher in whose laboratory you might want to spend a summer. Talking with faculty and students from another institution is a fabulous way to learn about that institution’s programs and entry requirements.
- » Most conferences also have programming specifically geared to student concerns, for example: panels on career opportunities, workshops on getting into graduate school, and sessions on conducting research and finding mentors.

Getting the most out of a conference requires some planning. If possible, preregister. Preregistering generally will enable you to skip the long registration lines and get right into the conference. Most conferences also send the program to preregistered attendees in advance. If you don’t or can’t preregister, check the conference website; many conferences are now putting their programs online. The advantage in having the program before the conference is huge—you can plan out your day and the sessions you want to attend. With so many sessions, conferences can quickly become overwhelming. Plan now or there’s a good chance you will miss precisely the session you most wanted to attend.

While at the conference, remember that you are at a professional meeting among professionals. Fortunately, that no longer means a high degree of formality (there is no truth to the rumor that while presenting posters men must wear tuxedos and women gowns). But conferences are not completely informal either (so pajamas and slippers are definitely out, no matter how comfortable they are; note to Californians: bathing suits are inappropriate too). In short, dress professionally and avoid extremely casual clothing choices. Resist the urge to yell to your friend who is down the hall and definitely turn off your cell phone during sessions. Remember, the person you accidentally bumped without saying “excuse me,” or whose conversation you interrupted rather rudely, or who asked you to be quiet during a talk, might turn out to be a member of the graduate admissions committee at your number one choice program, or even worse, the researcher you wanted to work with!

Attending a conference with other members of your chapter is a terrific idea, but try to resist the “herd mentality.” So none of your friends are interested in that talk on rat behavior, but you are. Go! You don’t all have to go to the same talks and sessions together. Meet up with them later. Don’t be afraid to split up.

Finally, talk to people you do not know. As I said earlier, networking is what conferences are about. Everyone is there to talk about research and ideas for future research and collaborations. Generally, if you are polite in approaching them, faculty won’t bite (we’ve been somewhat socialized!).

**So get out there and  
attend a conference!**



# Get Ready for the 2009 Psi Chi National Leadership Conference

**N**ow that the spring semester is underway, it is time to start thinking about the 2009 Psi Chi National Leadership Conference (NLC). Yes—the 2009 NLC is less than one year away! The second Psi Chi leadership conference will be held January 2–4, 2009, in Nashville, Tennessee. Members of the Psi Chi National Council and the NLC Program Committee are finalizing plans for this special event. The conference is shaping up to be another exciting opportunity for chapter officers and advisors to participate in workshops and interactive sessions designed to enhance their leadership skills.

The 2007 NLC was a big success and we received excellent suggestions from conference participants about how to make the next one even better. We are using this feedback to guide our plans for the 2009 conference. We will post details regarding the conference registration, criteria to receive funding from Psi Chi, and conference program on the Psi Chi website in the spring, but here is a brief overview of what to expect. The deadline for registration will be October 1, 2008. Psi Chi will again provide funds to cover most of the expenses for chapter presidents, presidents-elect, and chapter advisors on a first register, first funded basis. For the 2009 conference, we are increasing the number of participants funded by Psi Chi, accepting more registrations from participants who do not receive funding from Psi Chi, and opening up some of the non-funded slots to other chapter officers. Because Psi Chi cannot cover all expenses, even for funded participants, I encourage chapters to begin fundraising activities that will provide additional funds to offset the expenses of their representatives to the conference.

You might be asking yourself: “Why should I bother applying for the NLC?” or “Why should my chapter send a representative to the NLC?” To answer these questions, let me share some quotations from the evaluations completed by participants in the 2007 conference.

- » “I really benefited from coming here and sharing/learning from others. Thank you for this wonderful opportunity.”
- » “This was a wonderful experience. I’m very inspired.”
- » “It was energizing, enlightening, and fun.”
- » “My advisor and I had a great time and spent 3+ hours Saturday night after the conclusion of the conference talking about ideas that really struck us

for our chapter. It gave us a sense of pride and enthusiasm that we can bring back and share with our members.”

- » “I will continue reflecting on and applying all that I learned for quite a while. What an informative and pleasant experience!”
- » “It was truly energizing and rewarding.”
- » “It was a wonderful way to learn more about Psi Chi and really encouraged me to use my role as faculty advisor to help our chapter become active.”

These comments are typical of the feedback we received about the 2007 conference.

What was it about the conference that led to these glowing remarks? One unique aspect of the conference was that participants had the opportunity to meet and interact with members of the Psi Chi National Council and all of the staff members from the National Office as well as other chapter presidents and advisors. The interpersonal connections forged at the conference were an important element of the conference experience. Of course the focus of the conference was on developing leadership skills. From the formal presentations to the informal discussions around the lunch table or in the small group discussions, participants had opportunities to assess their own leadership style, discuss how to be a more effective leader, share ideas about how to deal with difficult situations in a chapter, develop strategies to mentor new officers, and implement successful transitions from one set of officers to the next. Reports from the small group discussions indicated that participants also heard new ideas for professional programming, service activities, fundraising activities, improving communication among chapter members, increasing members’ participation in the chapter, enhancing induction ceremonies, making better use of Psi Chi resources (e.g., grants and awards), increasing faculty involvement in the chapter, publicizing the chapter and its events, and much more. Participants left the conference with a notebook full of ideas they could implement in their own chapters.

We are making every effort to ensure participants in the 2009 conference will leave the conference with the same sense of inspiration, excitement, enthusiasm, and energy as well as many new ideas and strategies to help them in their leadership roles. Watch for more information about the 2009 NLC in the spring. We hope to see you in Nashville in January 2009!



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



Karyl Swartz, PhD



Peggy L. Fischer, PhD

# 2008 Psi Chi Regional & National

**March 6-9, 2008**  
**Southeastern**  
**Psychological Association**  
 Charlotte, North Carolina

**What Can We Learn About**  
**Cognition From Great Apes?**

**Karyl Swartz, PhD**  
 Great Ape Trust of Iowa

Dr. Karyl Swartz is a scientist at the Great Ape Trust of Iowa, an organization dedicated to cognitive research with great apes, great ape welfare, conservation, and promoting education about great apes. For three decades, Dr. Swartz has investigated aspects of memory, learning, attention, and mirror self-recognition in orangutans, chimpanzees, gorillas, and rhesus monkeys. She has conducted behavioral studies with orphaned wild orangutans in Indonesia and with captive wild-born chimpanzees and gorillas in Gabon, Africa. The former chair of the Department of Psychology at Lehman College, CUNY, Dr. Swartz has been affiliated academically with the Smithsonian's National Zoological Park in Washington, DC; Center International de Recherches Médicales de Franceville, Gabon, Africa; the Regional Primate Research Center at the University of Washington; and Purdue University (IN).

**March 13-16, 2008**  
**Eastern Psychological Association**  
 Boston, Massachusetts

**Can a Little Fabrication,**  
**Falsification or Plagiarism Really**  
**Ruin Your Day? Tales (and Lessons)**  
**From the Trenches**

**Peggy L. Fischer, PhD**  
 Associate Inspector General for  
 Investigations, National Science  
 Foundation

Dr. Peggy L. Fischer is currently the Associate Inspector General for Investigations for the National Science Foundation and in that capacity, she manages the integrity efforts for the Office of Inspector General. She has been with the Foundation for 10 years, and before her current appointment, she was a senior scientist in the Office of Inspector General where she managed the research misconduct investigative case effort for the office. Her previous experience includes serving as a senior program officer for the National Research Council's Board on Biology and as the director of Research and Development for a biotechnology company. She held two postdoctoral positions after receiving her doctorate in cell biology.

**April 3-5, 2008**  
**Southwestern**  
**Psychological Association**  
 Kansas City, Missouri

**The Power of Acceptance,**  
**Mindfulness, and Values**  
**Steven C. Hayes, PhD**

University of Nevada, Reno

Dr. Steven C. Hayes is the Nevada Foundation Professor at the Department of Psychology at the University of Nevada. An author of 30 books and nearly 400 scientific articles, his career has focused on an analysis of the nature of human language and cognition and the application of this to the understanding and alleviation of human suffering. In 1992, he was listed by the Institute for Scientific Information as the 30th "highest impact" psychologist in the world during 1986-1990. Dr. Hayes has been president of Division 25 of APA, of the American Association of Applied and Preventive Psychology, and of the Association for Behavioral and Cognitive Therapy. He was the first secretary-treasurer of APS, which he helped form. He served a 5-year term on the National Advisory Council on Drug Abuse in the National Institutes of Health (NIH), and has received the Don F. Hake Award for Exemplary Contributions to Basic Behavioral Research and Its Applications from Division 25, and was awarded the Impact of Science on Application award from the Society for the Advancement of Behavior Analysis.

**April 10-12, 2008**  
**Rocky Mountain**  
**Psychological Association**  
 Boise, Idaho

**Cultural Adaptation in the Era of**  
**Empirically Based Psychological**  
**Practice: How the Two Can Tango**  
**Guillermo Bernal, PhD**

University of Puerto Rico-UPR,  
 Rio Piedras Campus

Dr. Guillermo Bernal is a professor of psychology and director of the University Center for Psychological Services and Research at the University of Puerto Rico-UPR, Rio Piedras Campus. He received his doctorate in psychology (clinical) from the University of Massachusetts Amherst in 1978. His work has focused on training, research, and the development of mental health services responsive to ethnic minorities, first at UCSF and later at the UPR-RP. He has published over 100 journal articles and chapters on Latino mental health, family and marital therapy, and treatment outcome research. His current work is in efficacy of parent interventions in the treatment of depression in adolescents. Also, he directs mentoring programs supported by the NIMH, Minority Research Infrastructure Support Program and COR programs at UPR-RP focused on intervention and treatment research. His most recent books are *Theory and Practice of Psychotherapy in Puerto Rico* (2005) and *The Handbook of Racial and Ethnic Minority Psychology* published in 2003. He is the associate editor for *Research of Family Process*.





Steven C. Hayes, PhD



Guillermo Bernal, PhD



José Rubén Parra-Cardona, PhD

# Convention Distinguished Lecturers

**April 10-13, 2008**

**Western Psychological Association**  
Irvine, California (CA)

**Does When You Were Born Influence Your Personality?**

**Jean M. Twenge, PhD**  
San Diego State University

Jean M. Twenge, Associate Professor of Psychology at San Diego State University, is the author of more than 50 scientific publications and the book *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled—and More Miserable Than Ever Before*. Her research has appeared in *Time*, *Newsweek*, *USA Today*, *U.S. News and World Report*, and *The Washington Post*, and she has been featured on *Today*, *NBC Nightly News*, *Fox and Friends*, *Dateline NBC*, and several programs on National Public Radio. She holds a BA and MA from the University of Chicago and a PhD from the University of Michigan.

**May 1-3, 2008**

**Midwestern Psychological Association**  
Chicago, Illinois

**"I Felt Less Because I Was Different... Now I'm Proud for Being Brown": Embracing Cultural Diversity in Therapy**

**José Rubén Parra-Cardona, PhD**  
Michigan State University

Dr. Parra-Cardona is an assistant professor in the program of marriage and family therapy at Michigan State University. Dr. Parra-Cardona completed his dissertation on adolescent fathers of Mexican origin by designing, implementing, and evaluating a parenting program especially designed for this population. As a result of this study, Dr. Parra-Cardona was awarded a national dissertation award by the American Association for Marriage and Family Therapists (AAMFT). He is currently involved in research focused on the cultural adaptation of evidence-based parenting interventions for Latino populations. He serves on the editorial boards of three leading journals in the fields of family therapy and family studies (i.e., *Journal of Marital and Family Therapy*, *Family Process*, and *Family Relations*). He is currently affiliated with the program Alternatives to Domestic Aggression (ADA) of Washtenaw County Catholic Social Services in Michigan and cofacilitates group treatment for perpetrators of violence against women.

**May 22-25, 2008**

**20th Annual Convention of the Association for Psychological Science**  
Chicago, Illinois

**The Metamorphosis of a Counseling Psychologist Into an International Psychologist**

**Michael J. Stevens, PhD, DHC**  
Illinois State University

Michael J. Stevens is a professor of psychology at Illinois State University and licensed clinical psychologist. He is past-president of the APA's Division of International Psychology. He is a fellow of the division and received its Outstanding Mentor and Recognition awards. He is an honorary professor at the Lucian Blaga University in Romania, where he completed a Fulbright grant and received a Doctor Honoris Causa degree. He has been invited to speak in Argentina, China, Cyprus, Finland, Guatemala, Pakistan, Tajikistan, Uruguay, and Vietnam. Recent scholarship on international psychology includes the *Handbook of International Psychology* (2004) and *Toward a Global Psychology* (2007).

To learn more about upcoming Regional and National Conventions, visit the websites listed below.

**Southeastern Psychological Association**  
Web: [www.sepaonline.com](http://www.sepaonline.com)

**Eastern Psychological Association**  
Web: [www.easternpsychological.org](http://www.easternpsychological.org)

**Southwestern Psychological Association**  
Web: [www.swpsych.org](http://www.swpsych.org)

**Rocky Mountain Psychological Association**  
Web: [www.rockymountainpsych.org](http://www.rockymountainpsych.org)

**Western Psychological Association**  
Web: [www.westernpsych.org](http://www.westernpsych.org)

**Midwestern Psychological Association**  
Web: [www.midwesternpsych.org](http://www.midwesternpsych.org)

**Association for Psychological Science**  
Web: [www.psychologicalscience.org/convention/](http://www.psychologicalscience.org/convention/)

**American Psychological Association**  
Web: [www.apa.org/convention/](http://www.apa.org/convention/)



# 2008 Nominees for

## Why Vote?

It's not too late to get into the habit of voting! As part of the honor society, your chapter has an opportunity to determine who will hold the position to represent your region and influence decisions on a presidential level.

## Why Is It Important?

If your chapter actively votes each year, the chapter or its advisor becomes a candidate for the following Psi Chi awards:

Regional Faculty Advisor Award  
Denmark Award  
Regional Chapter Award  
Cousins Award  
Model Chapter Award

## Not Familiar With the Candidates?

Here are the nominees' position and biographical statements for your review. Remember, all chapters may vote for the President-Elect position, but only chapters in the Southwest, Southeast, and Midwest regions are eligible to vote for Vice-Presidents this year (next year, Vice-Presidents for Eastern, Rocky Mountain, and Western regions will be selected).

## C'mon. It's Easy!

Voting is now just a few clicks away. Your chapter received an email with a link to our online ballots. Go to [www.psichi.org/chapters/login.asp](http://www.psichi.org/chapters/login.asp) with the chapter administrator login and access voting through the new electronic ballots/voting section.

## Get Involved! GOTV by March 15!

### PRESIDENT-ELECT

**Richard A. Kasschau, PhD**  
University of Houston (TX)

#### POSITION STATEMENT

During my 4 years as Southwest Regional Vice-President of Psi Chi, our total membership has grown to over half a million members. Psi Chi is a large, effective, fiscally stable organization run by half-a-dozen sophisticated and adept individuals in the National Office. Psi Chi is the role model for many similar honor societies.

In the face of such success, a candidate should promise first to do no damage! Second, as President, I hope to achieve the goal of awarding 100% of the Awards/Grants each year, many that currently go unawarded. Third, I would like to continue forming mutually beneficial alliances with other organizations. Possible benefits include shared technology and processes and shared convention and chapter programs. Fourth, in our ever-expanding polycultural world, the potential for beneficial growth of Psi Chi's international stature should be critically evaluated and pursued, with an eye toward mutual increases in cooperation and understanding. These efforts, both national and international, should expand.

Finally, I ask for your trust and your vote for President. Above all, let's have fun!

#### BIOGRAPHICAL STATEMENT

After finishing my AB, MA, and PhD degrees at the Universities of Rochester, Iowa, and Tennessee (one each!), my first academic appointment was at the University of South Carolina. More recently, here at the University of Houston, I have served as the elected chapter advisor for over three decades. I also have been fortunate to earn three academic leaves, taken at the American Psychological Association, Stanford University, and the University of Missouri. I have been blessed with a rich and varied career. I am proud to say that I have had a long and continuing dedication to successful innovative teaching, which has earned me two "Teacher of the Year" awards from the University of Houston. I have been fortunate to have won two consecutive terms as Southwest Regional Vice-President. It would be an honor to serve as Psi Chi National President.

**Alvin Wang, PhD**  
University of Central Florida

#### POSITION STATEMENT

As President, I will vigorously pursue several opportunities for supporting Psi Chi members and enhancing its place within the discipline:

**For Students:** To assist Psi Chi students in their pursuit of excellence, I would enhance our grants and awards program by seeking expanded and new partnerships with other organizations as we have done with NSF and APA.

**For Faculty:** We should develop more online materials including a forum that would be of assistance to new (and veteran) advisors. Psi Chi should also find ways to give faculty advisors the support and recognition that would assist their progress toward tenure and promotion.

#### Enhancing Psi Chi's Place Within

**Psychology:** We should seek to establish ourselves as a leading organization in the discussion and promotion of effective pedagogy, student research, and faculty mentorship. To accomplish this, I would establish a new annual series of edited books and articles devoted to these issues.

#### BIOGRAPHICAL STATEMENT

Dr. Alvin Wang, professor of psychology at the University of Central Florida, received his BA from SUNY at Brockport, and his PhD in experimental psychology from SUNY at Stony Brook. He was faculty advisor for the UCF chapter of Psi Chi from 1990-94 and received the Florence Denmark National Faculty Advisor Award in 1993. He has served as installation officer for two new Psi Chi chapters: UCF-Brevard Campus (1997) and Embry-Riddle Aeronautical University (2003). From 2000-04, he served as Psi Chi Vice-President for the Southeastern region. While at UCF, Dr. Wang has received four awards for teaching excellence and another award for student advising. Dr. Wang notes that his involvement with Psi Chi was inevitable. His underlying philosophy has been to "expect excellence in my students as well as myself." Toward this end, "getting students involved with Psi Chi, and keeping myself active within Psi Chi is mutually beneficial for all of us." Currently, he serves as dean of the Burnett Honors College at UCF.

### SOUTHWESTERN VP

**Randall Osborne, PhD**  
Texas State University-San Marcos

#### POSITION STATEMENT

Being a member of Psi Chi should be perceived as a lifelong commitment to the ideals of excellence in teaching, service, and scholarship. As a student, this meant going beyond the expectations of the classroom and devoting time to serving others and scholarly inquiry. As an educator, I have always envisioned the three areas of my professional life (scholarship, service, and teaching) as intertwined. The paths mutually inform each other. Through service, I am a more compassionate teacher. Through teaching, I can demonstrate the importance of scholarship and service. Through scholarship I can do research that can be applied to real world issues. My position is one of empowerment, communication, active listening, and follow-through. As Vice-President for the Southwestern region, I would work: (1) to empower all chapters to add their voice to Psi Chi's future, (2) to communicate those voices forward to the national level, (3) to actively listen, without employing my own biases and filters, to what these chapters have to say and offer, and (4) to follow through on those communications so that the flow of information truly moves both ways.

#### BIOGRAPHICAL STATEMENT

Dr. Osborne received his PhD in social psychology from The University of Texas at Austin in 1990. He successfully defended his dissertation in the fall of 1989 while serving as a visiting assistant professor at Luther College in Decorah, IA. After serving two years as an assistant professor at Phillips University, he joined the faculty at Indiana University East in 1992 and was tenured and promoted to associate professor in 1997. In 2005, he received full professor status at Texas State. Dr. Osborne has served as chair of the Behavioral and Social Science Division at Indiana University East and the Psychology Department at Texas State. His colleagues describe him as endlessly enthusiastic. He himself lives by the motto, "take your job seriously and yourself lightly." Dr. Osborne has served as a regional coordinator for the Midwestern region and then president of the National Council of Teachers of Undergraduate Psychology. He has been a Psi Chi advisor for over 15 years and helped establish the Psi Chi Chapter at Indiana University East.



# Psi Chi National Council

## MIDWESTERN VICE-PRESIDENT

**Dan Corts, PhD**  
Augustana College (IL)

### POSITION STATEMENT

My primary goal stems from Psi Chi's National Leadership Conference. I hope to bring the national discussion to the Midwest to explore what our chapters can do to foster leadership. Psychology students have skills and interests that provide unique opportunities for service projects in their communities. Might your Psi Chi chapter take the lead in establishing service projects or service learning? And how can we promote and reward leadership at the regional level? Second, I hope to continue improving the submission and review process for MPA research presentations. My ultimate goal would be to extend the submission period to encourage more submissions. Finally, I would like to work with Midwestern chapters to ensure we are getting the most out of our time at MPA. Do we need a greater variety of programs related to research, careers, and graduate school? And is the current array of graduate and career-related programs effective?

### BIOGRAPHICAL STATEMENT

I have been coadvisor of the Augustana College chapter for almost 6 years. This is my third year on the Psi Chi Midwestern Steering Committee and my fifth year as a consulting editor of the *Psi Chi Journal of Undergraduate Research*. Last January, I attended the Psi Chi National Leadership Conference along with our chapter president, and for this academic year, I am a reviewer for two Psi Chi research grants. The regional and national committees and boards provide a glimpse of the interests and activities of Psi Chi members around the country and offer the privilege of contributing to the larger organization. However, working within my local chapter has been the most exciting and rewarding experience for me. We've collaborated on research, traveled to regional and national conferences, sponsored social activities (the famous Psi Chi cooking classes!), and raised funds to support student research in our department.

**Betsy Morgan, PhD**  
University of Wisconsin-La Crosse

### POSITION STATEMENT

I would like to serve another term as the MW VP because there is a steep learning curve, and I feel that I can serve in the position more effectively now. I would like to play a more active role in encouraging our chapters to utilize the resources of the Psi Chi National Office—both information and grants. It is exciting to be the VP of the Midwestern region because student involvement in research is vast and appears to be expanding. My goal is to continue to have the research presented at MPA represent high quality studies from the wide spectrum of public and private universities that we represent and to have undergraduate research be an integral component of MPA programming and services.

### BIOGRAPHICAL STATEMENT

I am a professor of psychology at the University of Wisconsin-La Crosse and am serving a 2-year term as the Midwestern Region Vice-President of Psi Chi 2006-08. My undergraduate university did not have a Psi Chi chapter, so I was inducted into the society when I became the faculty advisor for the University of Wisconsin-La Crosse's (UW-L) chapter. I have served as the faculty advisor for the chapter for over 10 years and on the Midwest steering committee for several years until elected VP. My doctorate is in social ecology—an applied social science program at the University of California-Irvine. I am the coordinator of the psychology honors program designed to have students conduct independent research projects at UW-L. Our honors students have presented widely, received several regional awards, and have published in the *Psi Chi Journal of Undergraduate Research*. My major research interests are in attitude measurement and career options for psychology majors. I'm excited that the 4th edition of my book with colleague Ann Korschgen, *Majoring in Psych?: Career Options for Psychology Undergraduates*, will come out in 2008.

## SOUTHEASTERN VICE-PRESIDENT

**Maria Lavooy, PhD**  
Univ of Central Florida-Daytona Beach

### POSITION STATEMENT

I became a member of Psi Chi during my undergraduate years. This marked the beginning of a long and gratifying affiliation with Psi Chi. I have been proud to serve as an installation officer and advisor at the institutions at which I have taught. With almost 20 years of experience serving as an advisor, I was asked to be a member of Psi Chi's Southeastern Regional Vice-President's steering committee. After 3 years in that capacity, I was appointed to serve as the Southeastern Regional Vice-President for the 2007-08 academic year. While in these positions, I have tried to give back to Psi Chi and its members, a little of what they have given me over the years. I ask that you help me continue my service to Psi Chi by electing me to serve as your Southeastern Regional Vice-President.

### BIOGRAPHICAL STATEMENT

Maria J. Lavooy was accepted as a member of Psi Chi in May 1978, while earning an undergraduate degree in biology, with a minor in psychology and honors in biopsychology. These interests led her to Miami University, OH, where she earned an MA and PhD in psychology. She was the installation officer and advisor of the College of St. Elizabeth's Psi Chi chapter where she taught for 7 years before coming to the University of Central Florida (UCF) in 1995. She is the recipient of UCF's Excellence in Undergraduate Teaching award, serves as the coordinator of the UCF Cocoa Campus Honors Program, and acts as their Psi Chi advisor. After serving on the Southeastern Regional Vice-President's (VP) steering committee for 3 years, she was appointed as VP for that region for the 2007-08 academic year.

**Christina Sinisi PhD**  
Charleston Southern University (SC)

### POSITION STATEMENT

Psi Chi has become an integral part of my career and my life. Advising our local chapter has been very fulfilling to me. I have acted as an advocate for Psi Chi at the state level, giving presentations to the South Carolina Psychological Association twice outlining what Psi Chi has to offer. I would love to take that advocacy to a broader level. Some of my ideas include: establishing a state-wide and perhaps a regional database of advisors. This database could be available as a chat group where advisors could offer and solicit advice. Also, I would like to establish a tradition of emailing the advisors on a more personal level at least twice a year. Another database for chapter presidents might also be recommended. Psi Chi has a very strong presence at the Southeastern Psychological Association Conference, and I would be honored to continue in that tradition.

### BIOGRAPHICAL STATEMENT

I became chapter advisor for Charleston Southern University in the fall of 1999. Since then, this small chapter has won Academic Club of the Year (or runner-up) here on campus four times. We have also won Regional Chapter of the Year in 2003 and the Ruth G. Hubbard Cousins Award in 2004. I personally received the Southeastern Advisor of the Year award in 2004 as well. Since receiving that award, I have served on the Southeastern Steering Committee. In doing so, I have assisted the Vice-President in selecting students to win research awards as well as running the hospitality suite and planning future events. This past spring, I attended the first Biennial Psi Chi Leadership Conference and led a discussion concerning the successful small chapter. Because of these experiences, I am familiar with the National Office and its leadership and would look forward to working with these wonderful people!

# 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 chapters 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 student research conferences. 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 reports 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 Undergraduate	SuperLab software Response pad	Two awards for conducting the best computer-based research.
Thelma Hunt Research Grants	October 1	Faculty, Graduate, Undergraduate	Three grants \$3,000 each	Enables members to complete empirical research on a question directly related to Psi Chi.
Undergraduate Psychology Research Conference Grants	October 1	Sponsor(s) of local and regional conference	Up to \$1,000 each (number varies)	Funding to defray cost of sponsoring local/regional undergraduate psychology conferences. Total grant money available is \$15,000.
Graduate Research Grants	November 1 February 1	Graduate	Up to \$1,500 each (number varies)	Funding to defray the cost of conducting a research project. Total grant money available is \$10,000.
Undergraduate Research Grants	November 1 February 1	Undergraduate	Up to \$1,500 each (number varies)	Funding to defray the cost of conducting a research project. Total grant money available is \$45,000.
Regional Research Awards	Deadlines Vary, Fall/Winter	Graduate Undergraduate	\$300 each (number varies)	Up to 78 awards presented for the best research papers submitted as Psi Chi posters for the regional conventions.
Denmark 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 Undergraduate	\$500 graduate \$300 undergraduate	Up to 16 awards (8 grad, 8 undergrad) presented for the best research papers submitted for APA/APS conventions.
Regional Chapter Awards	December 1	Chapter	Twelve \$500 awards + Plaque	Presented to two chapters in each of six regions that best achieve Psi Chi's purpose.
Regional Faculty Advisor Awards	December 1	Faculty Advisor (chapter nomination)	Six \$500 awards + Plaque	To six outstanding faculty advisors (one per region) who best achieve Psi Chi's purpose.
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 June 1	Graduate Undergraduate	Two grants, up to \$7,000 each	14-week unpaid FBI NCAVC internship to conduct research; grant covers living expenses
Bandura Graduate Research Award	February 1	Graduate	Travel expense to APS + Plaque + 3yr APS Membership	Student submitting best overall empirical study. Cosponsored by APS.
Cousins 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 2nd place—\$650 3rd place—\$350	Awards for the best overall empirical study submitted.
Erlbaum Awards in Cognitive Science	May 1	Graduate Undergraduate	1st—\$500 (Graduate) 1st—\$500 (Undergraduate)	Awards for the best empirical research in cognitive science.
Guilford Undergraduate Research Awards	May 1	Undergraduate	1st place—\$1,000 2nd place—\$650 3rd place—\$350	Awards for the overall best research papers submitted.
Faculty Advisor Research Grants	June 1	Faculty Advisor	Twelve \$2,000 grants	Awards for two faculty advisors per region to conduct empirical research.
Model Chapter Awards	June 30	Chapters	\$100 each chapter	All chapters meeting the five criteria will receive \$100.

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

### Psi Chi/FBI Grant

The Psi Chi Research Grants Committee is pleased to announce the winner of the Psi Chi/FBI National Center for the Analysis of Violent Crimes (NCAVC) Internship Grant. **Sarah Kunkel** of Marshall University (WV) was the grant recipient for the fall 2007 internship.

Psi Chi has formed a partnership with the NCAVC to provide grants for

NCAVC interns who are Psi Chi members. Up to two \$7,000 grants will be awarded annually to support living expenses for Psi Chi members who are selected for one of the 14-week unpaid NCAVC internship positions. One grant will be available for a qualified fall semester intern and one grant will be available for a qualified spring semester intern.

Applicants must follow the NCAVC application procedures described at [www.fbijobs.gov/232.asp](http://www.fbijobs.gov/232.asp). Staff members at the NCAVC will select interns each semester based on the regular FBI NCAVC selection process. There are no intern slots reserved for Psi Chi members. For full details, please visit Psi Chi's website, [www.psichi.org](http://www.psichi.org).

### 2006-07 Psi Chi/FBI Grant Winner's Experience by Sarah Kunkel (Fall 2007 Intern)

Interning with the National Center for the Analysis of Violent Crime (NCAVC) was one of the most remarkable experiences of my life. The opportunity offered me the chance to work alongside the seasoned investigators of the Behavioral Analysis Unit. These individuals came from such a variety of backgrounds ranging from clinical psychologist to park ranger to lawyer to, of course, police officer. Most of the investigators have been involved in some of the biggest criminal cases of my lifetime including the Unabomber, Susan Smith, and the DC Sniper.

The journey to the internship was a long and difficult one. A year before I began, I was carefully compiling all of my application materials while double- and triple-checking every word on each form. A month later, I was finally satisfied enough with my application to place it in the mail. Then, I received a call that they wanted to set up an interview. It was my first experience interviewing by video phone, and I thought it could be my last because of the difficulty interacting with a 5-second delay after every word. Nevertheless, I received another call a few weeks later offering me the internship. I'll admit I began to tear up when they told me the news. I had a few more hurdles to overcome, and then I began the arduous task of compiling a list of all the places I had lived and people that knew me throughout the years. Little did I know that this search through my past would be nothing compared to the nerve-racking polygraph I would undergo. Once the admission process was over, I was set to begin my internship.

Needless to say, on my first day I was very nervous not knowing what to expect from the special agents or my four fellow interns. For some, the title intern may render images of



Sarah Kunkel

making coffee or copying stacks of paper all day long. However at the NCAVC, the title intern should be replaced with associate. During the length of my experience working with agents, I felt more like a colleague than an intern. I was amazed at the amount of respect that everyone gave us and their willingness to listen to our advice and feedback regarding cases and research projects. In fact, it was humbling to have these seasoned FBI agents listen intently to me and actually take my suggestions into consideration.

The most fascinating part of the internship was case consultations where we observed a team of investigators assisting local police departments with suggestions for investigative techniques and interview strategies. All of the interns sat like eager students carefully pondering every detail the primary investigator fed to us. The group of investigators were amazing to observe as they brainstormed together combining years of knowledge and experience.

Fortunately, many of the agents and major case specialists were eager to share their experiences and expertise outside of the consultations through formal presentations. The

other interns and I would eagerly gather around a conference room table to spend the afternoon learning about previous cases, investigative techniques, criminal tendencies, as well as the mistakes that these investigators had made and the lessons learned from them. The presentations were unlike anything I had experienced in all my years at college. They were about real cases and real people. It was refreshing to concentrate less on theory and more on practicality.

Of course, there were perks outside of the office which also made this experience unforgettable, such as firearms training at the academy, National Academy classes, a day trip to the Baltimore Medical Examiner's Office to observe autopsies, and an invitation to the Australian Embassy. But these were just the icing on the cake for me. The knowledge and experience I have gained over the past 4 months have been extremely rewarding. The people that I met have helped me gain more confidence in my abilities, acquire new skills, and focus my interests. The NCAVC internship was a once in a lifetime opportunity for me, and I would gladly go through another polygraph for another chance like it...well, maybe!

*Sarah Kunkel was the fall 2007 recipient of the Psi Chi/FBI NCAVC Internship grant. She graduated cum laude from Case Western Reserve University (OH) in 2004 with her bachelor's degree in psychology, chemistry, and biology. She then went to Marshall University (WV) where she completed her master's degree in forensic science in 2006 and will be graduating in May 2008 with her second master's in psychology. She has been a member of Psi Chi since 2006. Currently, she is being considered for positions with the Department of Justice and the Federal Bureau of Prisons.*

### Undergraduate Psychology Research Conference Grants

Psi Chi is pleased to announce the recipients of the 2007-08 Undergraduate Psychology Research Conference Grants. The National Council allocated \$15,000 this year, which is intended to support local and regional undergraduate psychology research conferences that are sponsored by one or more schools. To be eligible for a grant, at least one of the schools sponsoring the conference must have a Psi Chi chapter. Grant recipients for this year (schools funded and the title of their conference) are listed below.

- Christian Brothers University (TN)**, Mid-South Psychology Conference
- Dominican College (NY)**, Hudson Valley Undergraduate Psychology Conference
- Drexel University (PA)**, Philadelphia Area Psi Chi Psychology Research Conference
- Embry-Riddle Aeronautical University (FL)**, 2008 Florida Student Conference for Human Factors and Applied Psychology
- Kutztown University (PA)**, 4th Annual Psychological Student Research Conference
- Mount Saint Mary College (NY)**, 2008 Mid-Hudson Undergraduate Psychology Research Conference
- Mount Union College (OH)**, The 7th Annual Interdisciplinary Conference for the Behavioral Sciences
- Oklahoma State University**, Psi Chi Poster Session at the 2nd Annual Oklahoma Network for Teaching of Psychology (ONTOP) Conference
- The Richard Stockton College of New Jersey**, Stockton Undergraduate Psychology Conference
- Saint Ambrose University (IA)**, ILLOWA 35th Annual Undergraduate Psychology Conference
- San Jose State University (CA)**, Spartan Psychological Association Research Conference (SPARC)
- Texas Lutheran University**, The Southwestern Students of Psychology: Ideas, Data Exchange, and Review (SW SPIDER)
- University of Wisconsin-Platteville**, 18th Annual Tri-State Undergraduate Psychology Conference
- Whittier College (CA)**, Whittier Undergraduate Research Conference
- Widener University (PA)**, Delaware Valley Psychology Research Conference
- Woodbury University (CA)**, Woodbury University Undergraduate Psychology Research Conference



## Psi Chi Research Grants

Thirteen undergraduate and four graduate Psi Chi members are recipients of Psi Chi Research Grants for the November 1 deadline. This grant program provides funds for Psi Chi

members to defray the cost of conducting a research project. The 2007-08 winners, along with their schools, research advisors, and project titles, are listed below.

### Undergraduate Research Grant Winners

#### Joseph Donohoe

Shippensburg University (PA)  
Dr. Adrian Tomer (research advisor)  
"The Role of Emotional Intelligence in the Influence of Positive Affect on Creativity and Inductive Reasoning"

#### Mehul Gandhi

University of Victoria (BC)  
Dr. Ronald Skelton (research advisor)  
"The Effect of Spatial Experience on Spatial Attention: A Study With Eye-Tracking in Virtual Reality"

#### Laura Girz

University of Michigan  
Dr. Patricia Deldin (research advisor)  
"Rumination as a Mediator of the Relationship Between Perfectionism and Depression"

#### Richard A. Griggs

Bradley University (IL)  
Dr. Timothy Koeltzow (research advisor)  
"The Effects of Continuous Versus Intermittent Methylphenidate Administration on Cocaine Self-Administration in a Rat Model of ADHD"

#### Kristin A. Kiel

James Madison University (VA)  
Dr. Sherry Serdikoff (research advisor)  
"Examining Immediate and Delayed Reinforcement in a Contingency Management Smoking Cessation Intervention for College Students"

#### Adam Kynaston

Utah State University  
Dr. Amy Odum (research advisor)  
"Environmental Factors Affecting the Development of Tolerance and Sensitization: Random-Ratio vs. Random-Interval Schedules of Food Delivery"

### Graduate Research Grant Winners

#### Abby Kyser

Cleveland State University (OH)  
Dr. Sherry Ball (research advisor)  
"Combined Pharmacotherapy and Traumatic Brain Injury: Rehabilitation and Recovery of Function Following Prefrontal Cortex Controlled Cortical Impact in Rats"

#### Jennifer E. Murray

University of Nebraska-Lincoln  
Dr. Rick A. Bevins (research advisor)  
"Can Nicotine Compete With a Light for Control of Behavior?"

#### Stephanie A. Maddox

University of South Carolina-Columbia  
Dr. Barbara Oswald (research advisor)  
"Effects of Damage to the Prefrontal Cortex on Trace Eyeblick Conditioning Following Amygdala Inactivation"

#### Emily Morales Mall

California State University, Stanislaus  
Dr. Dawn Strongin (research advisor)  
"Comparison of Neurobehavioral Assessment Techniques"

#### Peter Radu

Stanford University (CA)  
Dr. James Gross (research advisor)  
"Impulsiveness and Relapse in Cigarette Smokers: A Longitudinal Study"

#### Kartik Ramamoorthi

Rutgers University (NJ)  
Dr. Tim Otto (research advisor)  
"Gene Expression Changes in Ventral and Dorsal Hippocampus Induced by Trace Fear Conditioning"

#### Sarah Schwarz

Saint Michael's College (ME)  
Dr. Ari Kirshenbau (research advisor)  
"Chronic Nicotine Administration and Cue-Dependent Impulsivity"

#### Lauren Stewart

University of Victoria (BC)  
Dr. Ron Skelton (research advisor)  
"Eye Tracking as a Means of Distinguishing Between Allocentric and Egocentric Navigation"

#### Max Wu

Wesleyan University (CT)  
Dr. Steven Stemler (research advisor)  
"Resident Advisor Performance and Multiple Intelligences"

#### Aesha Ohelo

Pepperdine University (CA)  
Dr. Michael Tredinnick (research advisor)  
"The Relation Between Self-Concept, Unity, and Psychological Well-being Among Second Life Virtual World Residents"

#### Jessica M. Salerno

University of Illinois at Chicago  
Dr. Bette Bottoms (research advisor)  
"Can Jurors Identify Junk Science? Effects of Need for Cognition and Legal Safeguards on Jurors' Decisions"

## Thelma Hunt Grant Winner (2006-07)

### Kristina McDougal

Utah State University  
Coauthor: Melanie Domenech Rodríguez, PhD



Kristina McDougal

Kristina McDougal received her bachelor's degree in psychology with honors and a minor in human resources from Utah State University in June 2007. While at Utah State University, she was the Psi Chi's chapter president and served on the regional steering committee, worked at the University Counseling Center as a reach peer, and worked as a youth counselor at the Youth Track Club. As a reach peer, Ms. McDougal assisted clinicians in relaxation, stress management social skills, and assertiveness training interventions. As a youth counselor, she supervised adolescent male sex offenders and assisted in teaching the offenders skills that prepared them to be a contributing member of society.

### Psi Chi Member's Satisfaction With Research Opportunities: An In-Depth Exploration of Student Experiences, Faculty Advisor Leadership, and Chapter Characteristics

The data indicated lower satisfaction ratings for research in Psi Chi as compared to other chapter activities. Student involvement in research was lower than expected for Psi Chi members (57.1% currently involved); participation was particularly low for Psi Chi-sponsored research (9.8% of

the same) and those students reported lower satisfaction with research than students involved in general research activities. The majority of noninvolved students reported lack of participation because they were "too busy" with work or family obligations (65.1%) and did not know how to get involved (39.4%). Self-reported competence, opportunities for being mentored, knowledge about funding, and faculty advisor leadership characteristics were all significantly correlated with student ratings. Recommendations were offered for improving involvement and satisfaction.

*Ms. McDougal's research can be read in its entirety at Psi Chi's website at [www.psichi.org/awards/winners/hunt\\_win.asp](http://www.psichi.org/awards/winners/hunt_win.asp)*

## Thelma Hunt Grant Winners (2007-08)

Melanie Domenech Rodríguez, PhD, chair of the Psi Chi Research Grants Committee, has announced the winners of the 2007-08 Thelma Hunt Research Grants. The winners are as follows:

### Lauren Scharff, PhD

Stephen F. Austin State University (TX)  
"An Implementation and Evaluation of Online Geographical Maps of Psi Chi Chapters"

### Matthew J. Zagumny, PhD

Tennessee Technological University  
"High on Success? Alcohol and Drug Use as a Coping Strategy Among Honor Students"

Psi Chi congratulates the 2007-08 winners who each received up to

\$3,000 to conduct their research. The abstracts of their research findings will be published in an upcoming issue of *Eye on Psi Chi*.

The deadline for the Thelma Hunt Grant Proposals is October 1 of each year. Psi Chi students and faculty members are eligible to submit proposals for research that address questions directly related to Psi Chi. All Psi Chi members should consider submitting applications for this grant program. For further details and a cover sheet outlining the Hunt Grants, visit [www.psichi.org](http://www.psichi.org) or contact the National Office by telephone (423)756-2044 or email ([awards@psichi.org](mailto:awards@psichi.org)).

## in national organizations

## 2008 Psi Chi National Elections

For the first time, the call for nominations was done electronically through the Psi Chi website. On page 8, you will find biographical and position statements for regional (Midwestern, South-eastern, 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 no more than two nominees 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 **February 1**, election ballot information regarding the candidates for Psi Chi's National Council and how to vote online was 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, undergraduate members are encouraged to complete the online application on APS's website (see page 37 for promotional code).

► [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, 2008. 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)

## March 1 Deadline for Psi Chi/APS Summer Research Grants

Psi Chi is pleased to be partnering with the Association for Psychological Science (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 for the summer to conduct research. This list will be posted on Psi Chi's website at [www.psichi.org/awards/aps\\_spons](http://www.psichi.org/awards/aps_spons)

ors.asp. 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. Complete details can be obtained on Psi Chi's website at [www.psichi.org/awards](http://www.psichi.org/awards).

## Email Digests Provide Latest News, Helpful Tips

The Psi Chi Digest provides breaking news, reminders about deadlines, direct links to Psi Chi website resources, and the latest information about time-sensitive events such as registrations, elections, and chapter reports. Any Psi Chi member can subscribe to the Psi Chi Digest. If your chapter has not been receiving the Psi Chi Digest, contact the National Office and give us your chapter's

email address. If your chapter does not have a permanent email address, check with your school about obtaining one. With more than 1,000 chapters, it is very difficult to keep up with addresses that change from year to year. Permanent addresses ensure that chapters continue to receive information on a timely basis.

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



## 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, DC, each fall, spring, and summer. Interns spend four days a

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

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

For more information:

► [www.wiic.org](http://www.wiic.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>

► <http://brainweek.dana.org/>  
 ► <http://brainweek.dana.org/education.cfm>  
 ► <http://sfn.org/baw/>

**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. 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.

For more information:

► [www.apa.org/science/ebw.html](http://www.apa.org/science/ebw.html)

**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)

## 2008 calendar

**March 1 | Deadline**

- ☐ Summer Research Grants
- ☐ APS Summer Research Grants

**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

**June 30 | Deadline**

- ☐ Submissions to qualify for Model Chapter Awards
- ☐ Submit Chapter Annual and Financial Reports
- ☐ Inform Psi Chi National Office of paper or poster presentations for Psi Chi Certificate Recognition Program

**July 1 | Deadline**

- ☐ Fall 2008 *Eye on Psi Chi* submissions

**August 14–17 | APA Convention**

- ☐ Psi Chi/APA National Convention, Boston, MA

**September 4 | Anniversary**

- ☐ Psi Chi 79th Anniversary

**October 1 | Deadline**

- ☐ SuperLab Research Grants
- ☐ Thelma Hunt Research Grants
- ☐ Undergraduate Psychology Research Conference Grants

## My Path to Crisis Intervention



Lennis G. Echterling, PhD  
James Madison University (VA)

**A**s a psychologist, I have been working with individual, family, organizational, and community crises for over three decades, but I can still remember vividly the event that led to my involvement. When I was in college, someone in my fiancée's neighborhood killed himself with a shotgun. After the EMTs took away the body and while others comforted the grief-stricken widow, my future brother-in-law and I volunteered to clean the basement recreation room, the scene of the suicide. We were prepared for the blood, but not the skull fragments and bits of gray matter. Armed with rubber gloves, sponges, mops, buckets, and disinfectant, we steeled ourselves and began gathering together the scattered pieces of this puzzle that used to be a living, breathing human being. I decided then and there that I wanted to do whatever I could as a psychologist to prevent such a tragedy.

When I began my graduate work in clinical psychology at Purdue University (IN), I quickly gravitated to two professors, Don Hartsough and Tom Zarle, who founded a local crisis hotline. The work was intensive, but also deeply satisfying. Collaborating with our professors, my fellow students and I served as volunteer staff members, developed policies and procedures, designed training programs for new volunteers, and carried out research projects on telephone crisis intervention. In my formal psychological training at the Purdue clinic, I was involved in assessment, diagnosis, and treatment in a traditional setting with clients who had made appointments during regular office hours. In marked contrast, at the crisis hotline, my work often took place in the middle of the night with anonymous callers who were struggling with such issues as suicide, sexual assault, and bad LSD trips.

Near the end of my graduate training, a series of tornadoes struck communities throughout the Midwest, including a small town near Purdue University, where eight people were killed and many homes were damaged or destroyed. Instead of waiting for people to call the hotline, our professors led the crisis team in developing one of the first outreach programs that provided psychosocial services to the survivors of a natural disaster. We trained volunteers to go door-to-door, offering practical assistance, referral information, and emotional support.

Although I am now a full-time professor, I continue to be involved in crises as a volunteer, trainer, consultant, and intervener. I regularly meet with firefighters, EMTs, and other first responders after critical incidents. I train volunteers and professionals in crisis intervention skills. I consult with schools, agencies, and

organizations to implement psychosocial interventions following community-wide catastrophes. The work has been gut-wrenching, painful, and even heartbreaking at times, but I also have never found as much professional fulfillment and personal inspiration as I have in my encounters with fellow human beings whose courage, compassion, and hope continue to amaze me.

Of course, all clinical and counseling psychologists, no matter their area of specialization, will work with people in crisis. Therefore, your future training will necessarily include some attention to such concerns as suicide and trauma. However, if you want to specialize in emergency services, crisis intervention, or disaster work, then you will want to consider your career plans when you explore possible graduate schools. Look for programs that offer a concentration or emphasis in this area. See if any faculty members have practiced or published in crises and disasters. Most importantly, look at yourself. Carefully consider your tolerance for discomfort, ambiguity, distractions, and confusion. If you are willing to accommodate to these circumstances, then you may be a good match for providing psychological services in a "ground zero" environment.

I would like to end by offering you some unsolicited personal advice. As you contemplate a possible future in this field, keep in mind that you do not have to wait until you are a psychologist to be a valuable resource in a crisis situation. Right now, you can offer a supportive presence to someone who is struggling at a crucial point in life. You already can play a part in helping the victim of a crisis to become a survivor, who can then go on to thrive in life. So, seek out opportunities to make a positive difference in troubled times as a volunteer, mentor, friend, relative, and fellow human being. In an emergency, something new emerges. In fact, most people who have faced traumatic events later report that resolving these crises led to personal growth. Eventually, they discovered that they had emerged from the crisis with greater maturity, deeper relationships, and more meaningful lives. As you respond to the distress calls of others, you may discover your own professional calling.

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**Lennis Echterling, PhD**, is Professor and Director of Counseling Psychology at James Madison University (VA). He has more than 30 years of experience in crises and disasters, including Hurricane Katrina and the 9/11 attacks. More recently, he was a crisis counselor after the shootings at Virginia Tech University. His books include *Crisis Intervention: Promoting Resilience and Resolution in Troubled Times*, *Thriving! A Manual for Students in the Helping Professions*, and *Beyond Brief Counseling and Therapy*.



# Questions and Answers About Psi Chi Membership

**A**s Director of Membership Services, I am asked a variety of questions from members and faculty daily. After much deliberation, I thought the questions and answers listed below would be the most beneficial to be published in this issue of *Eye on Psi Chi*, right before the rush of spring inductions.

**Q** The Psi Chi National website has 3.0 listed as their minimum overall GPA requirement, so why does my chapter require a higher GPA to join?

**A** The Psi Chi national overall GPA requirement is not a 3.0; it is the top 35% of each class in general scholarship. Each chapter is responsible for calculating the cut-off for the top 35% of overall GPAs for sophomores, juniors, and seniors at its institution. In rare instances, if the cut-off for the top 35% falls below a 3.0 then, and only then, is the minimum 3.0 accepted.

**Example 1:** At John Doe University, the overall GPA cut-off for the top 35% of the sophomore class is 3.45. The cut-off for the top 35% of the junior class is 3.32 and the cut-off of the senior class is 3.66. Chapters have two options. The first option would be to use these cut-offs; any sophomore applying would have to meet the requirement of 3.45 whereas juniors would need to have at least 3.32, and seniors would need at least 3.66. The second option is probably the most practiced and in my opinion the easiest to manage. With this option you simply take the highest GPA of the three classes, in this example it would be the senior class with a 3.66 cut-off, and make that the required GPA across the board. To support this decision, you can refer to page 3 of the Psi Chi Chapter Handbook ([www.psichi.org/pdf/handbook.pdf](http://www.psichi.org/pdf/handbook.pdf)): “any chapter may establish minimum scholastic qualifications that are higher than those listed.” Whatever procedure your chapter uses should be documented in your chapter by-laws.

**Example 2:** At Joe Smith University, the overall GPA cut-offs for the top 35% are 2.93, 3.21, and 3.30 for sophomores, juniors, and seniors, respectively. In this case, sophomores applying for membership must have an overall GPA of at least 3.00, juniors must have at least 3.21, and seniors must have at least 3.30 (or all applicants must have at least 3.30).

Please keep in mind that I have addressed only ONE of the many requirements for membership because it is the most misinterpreted.

Now that your chapter has a better understanding of how the GPA should be determined, you might find that your chapter by-laws need to be adjusted. This leads me to my second question.

**Q** My chapter would like to establish higher academic requirements for new inductees. Is this allowed and if so, how do we implement the new requirements?

**A** Yes, raising the academic requirements is allowed. However, a vote must be held and a change in the by-laws is required. To implement a change in your chapter's by-laws (see pages 5–6, Officer Handbook at [www.psichi.org/pdf/guide.pdf](http://www.psichi.org/pdf/guide.pdf)) the change must be presented at a regular chapter meeting and receive two-thirds affirmative vote from those present at the meeting. If the suggested change does not receive two-thirds affirmative vote, then it cannot be implemented.

**Example:** Sara is the Psi Chi chapter president. She has been assisting the Psi Chi chapter faculty advisor in the process of inviting new members to join. They discover that for the past eight years, the cut-offs for the top 35% for sophomores, juniors, and seniors fluctuated between 3.25 and 3.42 and seem to be getting lower each year. These somewhat lower overall GPA requirements allow a large percent of the student population majoring in psychology to apply for Psi Chi. Sara and the advisor feel it would be more of an honor to be a member of Psi Chi if the standards for membership were higher. They decide they would like to raise the requirement to 3.50 for all classes. They present their idea at the next regular chapter meeting. The Psi Chi members who are present at the meeting have the right to vote. After Sarah's presentation, the members' votes exceed the mandatory two-thirds affirmative. Now it is up to the Psi Chi chapter officers and chapter advisor to work together to adjust the chapter by-laws. Once the by-laws have been changed, the chapter is allowed to implement the overall cut-off GPA of 3.50. The advisor should recalculate the 35% cut-offs for each class periodically to make sure 3.50 continues to be at or above the 35% cut-offs. Chapters would follow similar procedures for any type of change to their chapter by-laws.



**Amie Austin Hearn**  
Psi Chi Director of Membership Services





# Treatment of Antisocial Behavior in Children and Adolescents

Alan E. Kazdin, PhD | Yale University (CT)

**A**ntisocial behaviors in children refer to social rule violations and actions against others. Such behaviors as fighting, lying, and stealing are seen in varying degrees in many children over the course of development. The behaviors become clinically significant when they are frequent and intense, are not just isolated acts, and interfere with the child's functioning at home and at school (see Hill & Maughan, 2001; Rutter, Giller, & Hagell, 1998). Conduct disorder (CD) is the psychiatric diagnosis that encompasses antisocial behaviors including those already mentioned plus destroying property, bullying and threatening others, forcing sexual activity, setting fires, and being cruel to people or animals (see American Psychiatric Association, 1994). Parents, teachers, and others usually feel they cannot manage the child; often the child is dangerous (e.g., hitting or endangering siblings) and causes damage (e.g., destroying objects at home). As with many other psychiatric diagnoses, the cutoff criteria for defining the disorder is somewhat arbitrary; individuals who meet the criteria clearly have a significant clinical problem, but those who just miss or who flow in and out of the criteria may be significantly impaired as well.

The behaviors that comprise CD are among the most frequent bases of clinical referrals in child and adolescent treatment services and encompass from one-third to one-half of all referrals. Moreover, children with CD often traverse multiple social serv-

ices and systems in childhood, adolescence, and adulthood (e.g., special education, mental health, justice). This makes CD one of the most costly mental disorders in the United States. The estimated cost for a child with CD is \$10,000–\$15,000 (U.S.) per year for social services over the course of childhood and adolescence (Knapp, Scott, & Davies, 1999; Scott, Knapp, Henderson, & Maughan, 2001). These costs are 10 times greater than for a child without the diagnosis.

The core features of the problem (e.g., aggression, property destruction, firesetting) barely scratch the surface of what is presented clinically. More than 70% of children with CD usually meet criteria for more than one psychiatric disorder. Also, they show deficiencies in peer relations, cognitive deficits and distortions that contribute to their aggression, and poor academic functioning. Most children with CD (approximately 80%) continue with a psychiatric disorder and impairment in adulthood. Other long-term outcomes include criminal activity, lower occupational and educational status, and higher rates of serious physical disease (e.g., cancer, heart disease, and respiratory disease).

## How and Why Do Children Develop Conduct Disorder?

The diagnosis of CD is heterogeneous; children can show more than 32,000 combinations of symptoms and still meet the criteria of CD. It is unlikely there will be one

set of factors leading to “the” disorder. One line of research is to identify subgroups to delineate different types that might reveal patterns leading to one variation or another. For example, CD that emerges in childhood is more likely to be associated with very aggressive behavior and is more common among boys; CD that emerges in adolescence is more likely to include vandalism and property destruction and to be equally distributed among boys and girls (Moffitt & Caspi, 2005).

There is progress in understanding CD and how it may emerge. Some of the progress has come from abandoning traditional views which proposed that children were “acting out” internal conflicts or thwarted psychological development or that the children were expressing complex family dynamics (e.g., mixed roles and communications in the home). Advances in what we do know have helped move beyond these views.

CD encompasses a set of psychological, biological, social, and contextual influences that can converge in different ways (Rutter et al., 1998). This is suggested by the many predictors (also called risk factors) of CD. Risk factors refer to variables that precede and are correlated with the onset of CD. Many such factors have been identified (e.g., family history of aggressive behavior, difficult temperament, poor monitoring and supervision of the child, association of the child with other children who engage in antisocial behavior, parent's use of harsh punishment,

marital conflict, mother's alcohol abuse or cigarette smoking during pregnancy, and others). Corporal punishment is more than a correlate of antisocial behavior and may play a causal role. Harsh punishment is associated with aggressive behavior; also changing punishing practices in the home can reduce child aggression (Reid, Patterson, & Snyder, 2002). However, in most clinical referrals harsh punishment is not present and when it is present, many other untoward factors are likely to be involved.

There are promising leads that convey novel gene-environment interactions and have advanced our understanding. Individuals with a history of abuse and a particular genetic characteristic (polymorphism related to the metabolism of serotonin) are at much greater risk for antisocial behavior (Caspi et al., 2002). Among boys with the allele and maltreatment, 85% of them developed some form of antisocial behavior (by their mid 20s). It is the gene-environment combination that confers great risk, rather than either characteristic by itself. Replication and extension of these effects to family adversity have underscored the critical role of gene-environment interactions in antisocial outcomes (Foley et al., 2004; Jaffee et al., 2005). Nonhuman animal work (e.g., with rhesus monkeys) also has conveyed the importance of early environment and serotonin metabolism in relation to the emergence of aggressive behavior (e.g., Suomi, 2003). The scope of this work, well beyond the present discussion, conveys that progress is being made in understanding the emergence of and possible mechanisms underlying antisocial behavior.

## Treatment

**Progress in identifying treatments.** If we really do not understand what the causes of CD are, how can we make progress in treatment? It is important to keep separate, theories of etiology (what caused the condition) and theories of change (what can be done to ameliorate the condition). We always want to know the causes for purposes of prevention and treatment. Yet, there are many instances in medicine in which we have effective treatment where we are not at all clear what the cause is (e.g., headaches, many cancers). In psychology the situation is similar—many effective treatments (e.g., evidence-based treatments [EBTs]) where we have models that explain how the treatment might work but no real evidence about how

the problem came about (e.g., obsessive-compulsive disorder, panic attacks, unipolar depression). In relation to CD, several treatments now have solid evidence on their behalf and are listed in Table 1. These treatments have been applied with severely impaired cases including inpatient children, adjudicated violent and chronic juvenile offenders, and youths presenting for psychiatric emergencies, apart from outpatient referrals.

The work of our research group began on a children's psychiatric inpatient service. Children (ages 5-12) were being admitted primarily for severe conduct problems. We worked with two treatments: parent management training provided to the parent(s) and problem-solving skills training provided to the child. For many families, there was no parent who could participate because of severe impairment (e.g., psychiatric disorder, substance abuse, serving in prison), or we were about to remove the child permanently from the home (e.g., parent cruelty, criminal activity run out of the home). We began both treatments on an inpatient basis and continued after discharge. We expanded the

program to outpatient treatment and have continued outpatient work for the past 20+ years (Parenting Center and Child Conduct Clinic; <http://www.yale.edu/childconductclinic>). Both treatments focus on altering child functioning in everyday life. They are learning based and include extensive rehearsal, practice, and shaping of desired performance. Coaching and skill building take place in the treatment sessions, but much of the "therapy" is carried out in everyday life where the skills are practiced. Several treatment trials have shown that these treatments reduce aggressive and antisocial behavior and improve prosocial behaviors at home and at school; the changes are maintained at least up to 1-2 years later (Kazdin, 2003). The impact of treatment also is reflected on decreases in parent depression and stress and on improvements in family relations.

## Dissemination of Evidence-Based Treatments: The Major Challenge

The most common treatment delivered in outpatient services for aggressive and antisocial children tends to be a general

**TABLE 1 | Evidence-Based Treatments Currently Available for Oppositional, Aggressive, and Antisocial Behavior (Conduct Disorder)**

**Parent Management Training** is directed at altering parent-child interactions in the home, particularly those interactions related to child-rearing practices and coercive interchanges.

**Multisystemic Therapy** focuses on the individual, family, and extrafamilial systems and their interrelations as a way to reduce symptoms and to promote prosocial behavior.

**Multidimensional Treatment Foster Care Model** focuses on youth who are in placement and who are to return to their parents or more permanent foster care. Behavioral treatments in the placement and in the setting to which the child is returned are part of a comprehensive effort to integrate treatment and community life.

**Cognitive Problem-Solving Skills Training** focuses on cognitive processes that underlie social behavior and response repertoires in interpersonal situations.

**Anger Control Training** includes problem-solving skills training in the context of groups in the schools.

**Brief Strategic Family Therapy** focuses on the structure of the family and concrete strategies that can be used to promote improved patterns of interaction. This treatment has been developed with Hispanic children and adolescents and has integrated culturally pertinent issues to engage the families.

**Functional Family Therapy** utilizes principles of systems theory and behavior modification for altering interaction, communication patterns, and problem solving among family members.

Each of these treatments has multiple outcome studies and with clinic samples (see Kazdin, in press).



relationship, expressive therapy that includes efforts to understand and discuss why the child is aggressive and the need for improved communication in the home. EBTs have yet to become standard practice. Clearly, the major task is to disseminate effective treatments to mental health professionals (e.g., psychologists, psychiatrists, social workers, nurses) in training or currently in clinical practice. This is an enormous challenge.

There are resources that inform, list, and described EBTs (<http://ucoll.fdu.edu/apa/lnksinter.html>). Perhaps the most well known is the web-based resource by the Substance Abuse and Mental Health Services Administration ([www.nationalregistry.samhsa.gov](http://www.nationalregistry.samhsa.gov)). There are scores of treatment manuals, conferences and workshops, and continuing education experiences, each of which is very helpful in making people aware of treatments, showing what treatments look like, and promoting interest. These resources are quite different from training individuals to administer treatment competently, which is likely to require more intense training and some supervised experience. Graduate programs in clinical and school psychology occasionally discuss EBTs, but rarely provide practical training (e.g., Shernoff, Kratochwill, & Stoiber, 2003; Woody, Weisz, & McLean, 2005). Internship programs and practicum placements usually are not positioned to provide supervised training in EBTs; the supervising clinical faculty and staff are not likely to have training in the techniques.

Our model of intervention development and dissemination in the mental health professions is sharply contrasted with the model that governs the development and promotion of medications. Once research and development of new drugs are complete, the dissemination baton is passed to marketing staff (e.g., massive media blitz) and drug detailers (e.g., 85,000 to 100,000 individuals who visit physicians). Some of the mass marketing (e.g., TV and magazine pieces) leads consumers to request, demand, and occasionally pressure their physicians to provide the medication. Without a formal means of spreading psychological interventions, many of our treatments are all dressed up with no place to go. There are many issues to learn about current treatments, to make them better, and make sure they are relevant, culturally sensitive, feasible, and user friendly. At the same time, our profession has developed effective treatments and their delivery ought to be in everyone's interest. We need

mechanisms that allow this to happen more efficiently.

### Closing Comments

I have highlighted treatment of CD and some of the clinical issues involved. It is remarkable that we can help children who are significantly impaired. Moreover, current evidence suggests that helping children improves family relations and reduces stress in the home. There are children and families who desperately need our help. As we invariably say at the end of our research papers, much more work is needed to address unanswered questions and to pursue new leads. Here is a case where we have made palpable progress, and if we could extend what we know now, there would be a significant public benefit.

There are obstacles to dissemination of effective treatment well beyond those I have mentioned. Structures for reimbursing and funding treatment, lack of insurance coverage for any services for millions of children, and lack of access and barriers to treatment based on ethnicity, culture, and geography (rural areas) are strong forces that impede the delivery of any services, leaving aside for the moment those services based on our best evidence. Two or three decades ago, the major challenge in relation to CD was as follows: what can be done that is known to help children with severe aggressive and antisocial behavior? Years later, we now have several treatments with demonstrated impact. Our challenge now is to extend these treatments to the children and families in need.

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### Dr. Peter Giordano

(Psi Chi 2001–02 Past-President) was honored as Tennessee's Professor of the Year in November 2007 by the Council for Advancement and Support of Education (CASE). Congratulations to Dr. Giordano for 18 years of excellence in psychology and dedication to his students at Belmont University (TN).





# Researching First Impressions in the Age of Online Profiles

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A flurry of recent news articles has highlighted a new challenge faced by college students: giving the wrong impression about our personalities through our online profiles. Much of this interest can be attributed to the popularity of MySpace®, Facebook®, and other social-networking websites visited by over 10 million people each month (Nielsen/Netratings, 2007). The news articles often caution us about posting information that could disrupt others (particularly potential employers) from seeing us accurately (or at least as we see ourselves). But don't we want to avoid giving anyone an inaccurate impression of what we are like? How can psychological research help us with this issue?

Research on "social perception" is over 60-years old and has dominated the field of social psychology in recent decades, but it has concentrated largely on the perception that one *real* person forms about a *fictitious* target (often referred to as "vignettes"). Such studies can provide useful information on how people combine information about others when they form impressions but, because the targets of the perception are not real people, it is impossible to learn about the accuracy of the impressions. To assess accuracy, the target must be a real person. Such studies fall into the subfield "interpersonal perception" and are surprisingly rare (Funder, 1999; Kenny, 1994). But recently, interpersonal perception studies have enjoyed a resurgence in laboratories across the country as well in an ambitious online research project called YouJustGetMe.com (Evans, Gosling, & Carroll, 2007).

I know what you're wondering. People have been interacting since the beginning of

time. So why is research on the accuracy of first impressions so sparse?

Until recently, psychologists avoided this topic because of a criticism in an influential article by Cronbach (1955) on the way impression accuracy was measured. At that time, psychologists measured impression accuracy by taking the average difference between a perceiver's ratings and a target's self-ratings on a series of traits. For example, if you rated me a 7 on extraversion and I rated myself a 4, we would say you were not accurate, because there was a 3 point difference between your rating and mine. The problem with measuring accuracy this way is that it does not take into account differences in how people use scales; maybe you prefer to use points 5, 6, and 7 on the 7-point scale, whereas I prefer points 2, 3, and 4. If so, we may both be saying I am very extraverted by our typical standards, but the absolute difference would suggest we saw my extraversion

quite differently. To overcome Cronbach's criticism, researchers now use Pearson *r* correlations between impressions and self-ratings, which eliminates the problem by standardizing and zero-centering the ratings (Funder, 1999).

Another issue holding back research on accuracy was that psychologists in the past were uncertain whether they were gathering impressions of all personality domains or only some domains. The emergence of the Big Five personality model (McCrae & Costa, 1999), which was designed to measure a broad range of personality traits, reassured researchers that they were not leaving out anything important. The Big Five domains are broad dimensions of personality that consist of Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. (To remember them, think OCEAN.) Each domain consists of many related traits; for

**TABLE 1 | Source for an Accurate Impression**

Personality Domain	Website	Office	Bedroom	Long-Term Acquaintance
Openness	✓	✓	✓	✓
Conscientiousness	✓	✓	✓	✓
Extraversion		✓		✓
Agreeableness	✓		✓	✓
Neuroticism		✓	✓	✓

*Note.* Based on Vazire and Gosling (2004).

example, appreciation for art and imagination are both included under Openness.

With these improvements and the publication of Malcolm Gladwell's bestseller *Blink* in 2005, research in the area of first impressions is finally picking up again. Already we know a little about how acquaintanceship affects accuracy and about how different sources of input lead to accurate impressions on different personality domains.

Research by Kenny (1994) and others (Ambady & Rosenthal, 1992; Watson, 1989) has verified that, as expected, you have a more accurate impression about someone's personality after knowing the person for a long time compared to a zero-acquaintance interaction (e.g., a brief meeting with a complete stranger). More surprising is that zero-acquaintance impressions are not completely wrong. According to some studies, strangers' impressions of your Extraversion and Conscientiousness can be almost as accurate as the impressions your long-term acquaintances have of you (Kenny, 1994). So the person you meet in an interview understands your Conscientiousness level about as well as someone you have known since kindergarten!

We learn about other personality domains from other sources. For example, your Openness can be detected by snooping around your bedroom or office (Gosling, Ko, Mannarelli, & Morris, 2002). So although first impressions are not 100% accurate, they do give us a pretty good idea about certain aspects of someone's personality.

What does your online profile say about your personality? Vazire and Gosling (2004)

believe there are two different mechanisms that people use to determine your personality: your identity claims ("statements made by individuals about how they would like to be regarded," p. 124) and your behavioral residue ("physical traces of a person's behavior left unintentionally," p. 124). Online profiles, they believe, are dominated by identity claims and contain little behavioral residue, meaning they tend to convey what the profile owner wishes to convey rather than accidentally communicate about him or her. By contrast, bedrooms, offices, and face-to-face interactions convey information via both mechanisms. This makes online profiles ideal for answering the question "Do people form accurate impressions based on identity claims alone, or must they see behavioral evidence of personality to arrive at accurate conclusions?"

The results of Vazire and Gosling's (2004) study showed that visitors both agreed with each other about how they saw the webpage owner, and they agreed with the owner's self-ratings too. The findings suggest that a stranger's impressions of your Agreeableness, Conscientiousness, and Openness are just as accurate after visiting your webpage as the impressions your long-term acquaintances have of you. And your webpage tells people as much about your Extraversion and Openness as a visit to your office or bedroom.

One of the most interesting suggestions from this study is that you can form an accurate impression of someone's Agreeableness from a personal webpage. Most research has shown that zero-acquaintance strangers are typically clueless about each other's

Agreeableness (Watson, 1989). That explains why so many unfortunate people only learn that someone is a sweetheart or a jerk after dating the person for a while. Vazire and Gosling's (2004) study suggests that viewing someone's online profile may be a way to avoid this uncomfortable situation.

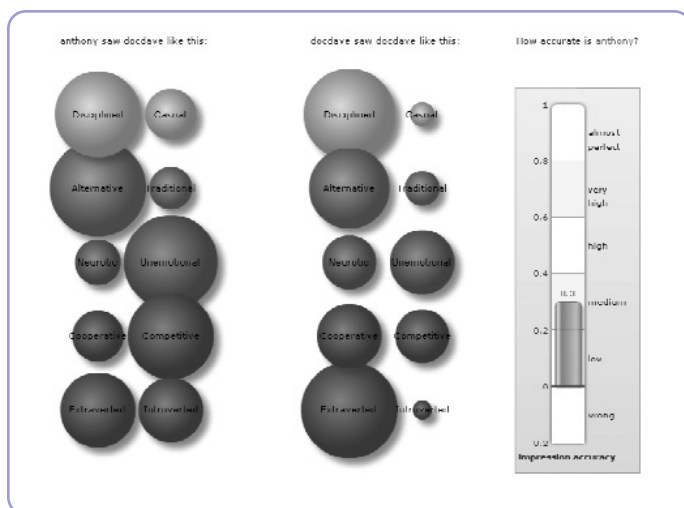
Are the results the same for Facebook profiles? Suspecting this to be the case, Gosling teamed up with social psychologist David Evans, formerly of Microsoft® and Classmates.com® to find

out. In November of 2007, they launched the YouJustGetMe application on the Facebook Platform, where over 6,300 students from over 150 universities have since formed almost 9,000 impressions of each other. They also launched the YouJustGetMe.com website so they could randomly assign people to rate each other and examine which pieces of information on your profile give others an accurate impression of your personality (e.g., through pictures, favorite films, embarrassing moments, political leanings, etc.) and which pieces do not.

On both the website and on Facebook, you first rate yourself on a 43-item Likert scale, 21 of which assess your personality on the Big Five domains while the remaining assess your preferences and attitudes. When you are done, you get to see your Big Five results and invite visitors to form impressions of you. The visitors' task is simple—they just try to rate you on the same 43 questions the way you rated yourself. YouJustGetMe immediately calculates the Pearson  $r$  "accuracy score" and displays it to both parties. It ranges from -1 (*wrong*) to 0 (*clueless*) to +1 (*perfect*). Thus, both parties learn what impression is given and whether the visitor is "reading" the profile owner correctly.

The Big Five results are shown with unique "bubble graphs" where the size of the bubbles indicate how strongly you demonstrate each trait. Evans and Gosling chose to modify the labels given to the Big Five domains because they wanted to use non-judgmental terms, avoid the confusion of telling people they are "low" or "high" on a trait, and label both poles of the Big Five domains. (Historically, personality researchers have agreed there are five personality domains but allowed for some flexibility in how they are named. See Goldberg, 1990.) Thus, YouJustGetMe reports whether you are *disciplined* vs. *casual*, *alternative* vs. *traditional*, *neurotic* vs. *unemotional*, *cooperative* vs. *competitive*, and *extraverted* vs. *introverted*, which represent Conscientiousness, Openness, Neuroticism, Agreeableness, and Extraversion, respectively.

Unpublished preliminary results of the YouJustGetMe project suggest that the methodology is comparable to past work (Gosling, Gaddis, & Vazire, 2007). The overall average accuracy correlation for randomly assigned dyads on the site is  $r = .29$ , which is comparable to the  $r = .27$  found by Vazire and Gosling (2004). On Facebook where the dyads are not randomly assigned (and thus



Note. Sample impression-accuracy results from YouJustGetMe.com. Reprinted with permission from Psychster, LLC.

more likely to know each other), the overall average accuracy correlation is somewhat higher at  $r = .42$ . Also consistent with Vazire and Gosling (2004), there appears to be a gender effect where women are more accurate at guessing others ( $r = .33$ ), and more easily guessed ( $r = .34$ ), compared to men (respective  $r_s = .25$  and  $.24$ ). These significant correlations suggest to Evans and Gosling that unlike the early days of the Internet when many people were trying on alternate identities, most people today tend to portray themselves consistent with their self-image.

Evans and Gosling also hope that the YouJustGetMe project will collect a large, diverse dataset for studying how impression accuracy differs across groups. A basic assumption of prejudice theory is that stereotypes distort people's perceptions of the members of stigmatized groups. This should lower the accuracy by which their personalities are perceived. On the Science page of the YouJustGetMe website, members can view a daily updated average of how well people read the personalities of members who self-identify as being of African, Asian, Latin, and Caucasian descent. Indeed, the mostly Caucasian membership (so far) is less accurate at reading the personalities of non-Caucasians than other Caucasians. With more careful analysis, the data should provide new insights into the ways that stereotypes impair our ability to see others as they see themselves.

So what courses would best prepare students interested in doing research on interpersonal perception? Traditionally, the topic has been studied in two somewhat distinct traditions: personality psychology, which tends to focus on factors that contribute to accurate perceptions of others, and social psychology, which tends to focus on factors that interfere with accurate perceptions of others. So courses in either (or both) of these fields would serve as good preparation for students interested in examining these topics. Recently researchers such as David Kenny at the University of Connecticut have taken an approach that explicitly stands at the intersection of personality and social psychology. So you might be lucky enough to find a course there dedicated to person perception that takes such an integrative stance. In addition, other useful courses would be those on research design that included material on online methodology, and those on ecological or environmental or cognitive psy-

chology that include material on Brunswikian approaches to judgment.

There are a few challenges and debates you should be aware of before you dive into research using the World Wide Web. First, there is an on-going debate about the ethics of online research. Some consider online behavior to be public behavior and therefore social scientists do not require informed consent of the participants to observe it as long as their anonymity is protected. Others argue that it must be treated like any other research using human subjects which would ensure that the procedures fulfill the principles of voluntary participation and informed consent, maintain the confidentiality of information obtained from or about human subjects, and adequately address possible risks to subjects including psychosocial stress. Second, online research is field research, which does not allow for much experimental control. This leads to high external validity but low internal validity, meaning the likelihood of the relationship happening outside the lab is high but we cannot conclude causality, only correlation. And third, a challenge that particularly affects personality research is determining accuracy criteria. Should people's personality be defined as how they see themselves or a consensus of how their peers see them? Finally, whether you put information online about yourself or you are running an online research lab, be cautious of the information you provide about yourself and your participants because it will be available to anyone with a computer. If you decide to conduct your own research in this area be sure to be aware of these issues.

As first-impression research finally resumes, there are so many interesting questions yet to be asked. Why don't long-term friends generally become perfect in their impressions of each other? Which tells people more about your personality—your proudest moment or your most embarrassing moment? And are Asians, for example, better than other ethnic groups at judging other Asians? Online labs like YouJustGetMe are pushing social psychology into a new and exciting future that hopes to determine how we interpret others' personalities.

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  - For additional labs visit [www.psych.wustl.edu/pal/links.html](http://www.psych.wustl.edu/pal/links.html)



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**Samuel D. Gosling, PhD**, is an associate professor of psychology at the University of Texas at Austin. He earned his PhD from Berkeley and actively publishes on online social dynamics and impression accuracy. Dr. Gosling was featured in Malcolm Gladwell's bestseller *Blink* and is currently working on a manuscript through Basic Books.





Figure 1.  
The Pyramid of Success.

## Being an active member

of an active Psi Chi chapter is one of the best methods for building leadership, nurturing student professional development, promoting the ideals of Psi Chi, sustaining the department's community, developing productive citizens, and producing loyal alumni. In the **Pyramid of Success model**, the first level, Officer and Faculty Advisor Leadership, undergirds chapter vitality, with opportunities for leadership and leadership development infused throughout all of the stages to increase student engagement. Psi Chi offers a wealth of resources to support chapters and their members, including *Eye on Psi Chi*, the Psi Chi website [www.psichi.org](http://www.psichi.org), and the *Chapter Activity Guide* ([www.psichi.org/chapters/ch\\_act\\_guide.asp](http://www.psichi.org/chapters/ch_act_guide.asp)).

# Leadership

## Development and Strategies for Engaging Students

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What a fine incubator for developing leadership skills is the Psi Chi chapter (Mathie, 2006b)! Promoting Psi Chi's purpose "to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology" requires chapter officers who can generate, deliver, and sustain a program of activities amid a generous array of challenges. Competent leadership increases student engagement and undergirds a chapter's viability and vitality. Psi Chi is committed to developing leadership qualities (e.g., Giordano & Voss, 2002; Sternberg, 2005; Styles, 2000; Youth, 2005) that are essential for maintaining strong chapters (e.g., Yost Hammer, 2003).

Jobe and Soye (2005) described the "Pyramid of Success" model depicted in Figure 1 to capture how the Emporia (KS) State University Psi Chi Chapter functions. Although the foundation of this model is Officer and Faculty Advisor Leadership, developing quality leadership permeates all five levels of the model to engage students and maintain a vibrant chapter. This article describes strategies that the Emporia State University chapter uses to implement the Pyramid of Success and also offers other suggestions that chapter leaders might find helpful to increase their chapter's vitality.

### Officer and Faculty Advisor Leadership

Good leadership is essential for a chapter to become vibrant and offer the level of professional development that inspires its members. Identifying good leaders is accomplished in several ways such as asking students and faculty whom they regard as potential leaders and finding out the leadership backgrounds of members. My favorite approach is seeing who faithfully attends chapter meetings and

participates in chapter activities. Offering members opportunities to lead by chairing a committee, inviting a speaker, coordinating a project, planning a fund-raiser, or undertaking some other activity provides members opportunities to demonstrate their skill, commitment, and leadership to the chapter and helps current leaders and the advisor identify and nurture future officers. This approach does not guarantee that a member will be a good leader, but an enthusiastic and hard-working member is evidence for a committed leader and good role model.

**Officer selection and election.** Good leadership requires a "goodness of fit" between the responsibilities of the office and the member. A member who might do an outstanding job seeing the "big picture" as President might struggle with the attentiveness to detail needed by the chapter's secretary. The chapter's Executive Committee (EC) can develop a slate matching potential candidates with the expectations of the offices. EC members can then meet face-to-face with each potential candidate to describe the responsibilities of the office, explain the rationale for the goodness of fit, and assure the potential candidate that the other leaders and the advisor will provide the support needed to be successful.

Two traditional approaches to electing officers are soliciting nominations during a meeting and offering a slate of nominees. A blended approach allows the chapter officers to present nominees who have demonstrated leadership potential and then request additional nominations. Competent leadership is essential for a quality chapter.

Does the chapter have its election in December for the calendar year or May for the academic year? Each approach has benefits and problems. For example, one

advantage of a December election is that experienced leaders will be in place during the summer to plan for the fall. However, the nominee pool lacks seniors, who graduate in the spring.

**Transitioning to the new leadership team.** A chapter can transition from outgoing to new officers almost seamlessly using three elements. First, position descriptions for all offices are the basis for effectively training new officers and ensuring continuity. Second, during the year, each officer maintains a notebook or CD describing in detail the role, responsibilities, tasks, activities, and expectations of the office and including electronic copies of all forms and form letters (e.g., new initiate notification). At Emporia State, the chapter has secure space on the university server for each officer to maintain a virtual notebook which is readily updated to reflect current practices and traditions of the chapter. Third, outgoing officers use the position descriptions and notebook or CD to orient their new counterparts to their positions. New officers become familiar with their positions efficiently, which in turn increases their competence.

Leadership training is often offered through one's student government or Student Affairs department. Psi Chi promotes and supports leadership through the National Leadership Conference, articles in *Eye on Psi Chi*, the extensive content on its web site ([www.psichi.org](http://www.psichi.org)), and programming at the regional and national conventions. In addition, the advisor, members of the Psi Chi National Council, and staff in the Psi Chi National Office are useful resources (Mathie, 2006b).

**Leadership philosophy.** A valuable exercise for both new and experienced Psi Chi officers and advisors is defining their leader-

ship philosophy. One method is using personal experience to answer questions designed to reveal their beliefs and behaviors about leadership. The Appendix contains a list of these questions. Officers evaluate the fit between their leadership beliefs and behaviors and then summarize their leadership philosophy in a couple of paragraphs to align those beliefs and behaviors more closely. An officer retreat offers the extended time needed to write and share philosophies and engage in a discussion of leadership. One's philosophy changes over time, so doing the exercise periodically (e.g., every 3 years) keeps it current.

**Executive Committee meetings.** With officers knowledgeable and confident about the expectations for their positions and an advisor supportive of the chapter leadership, what lively and productive meetings are possible when the EC meets to discuss the chapter's goals, activities, plans, and direction! In the best sense, the president and other officers "model the way" (Giordano & Voss, 2002, p. 4) and lead by example.

How frequently do the officers and advisor meet for planning and problem solving? A monthly meeting staggered every 2 weeks with a monthly chapter meeting allows the officers to plan and deliver effective programming while addressing the needs of the chapter. The atmosphere of the EC meetings should encourage open, honest, and frank discussion, especially when disagreeing. Rarely are ideas fully formed when first proposed; rather, they are honed through critical analysis and discussion. EC meetings also can include a time for discussing and reflecting about leadership and its challenges. A "minute for leadership" on the agenda puts leadership in the forefront of the chapter's priorities for developing students' professionalism.

**The faculty advisor's role.** The optimal relationship between the officers and faculty advisor emphasizes the balance the advisor maintains between too much intrusiveness and not enough involvement (Sleigh & Nelson, 2005). If too intrusive, the officers' leadership is undermined; if too aloof, the chapter's focus and initiative may diffuse and the activities may flounder. Sleigh and Nelson's (2005) outstanding article guides both new and experienced faculty advisors to greater effectiveness and stronger chapters.

Besides articulating their leadership philosophies, advisors should articulate their advising philosophies. What are the advisor's beliefs and behaviors about advising the offi-

cers and members of the chapter? What does the advisor do to modulate involvement in the chapter's business? Does the advisor include inspiring chapter officers as one of the advising responsibilities, and if so, what actions are inspirational?

The advisor's role is always important, but the role changes with the needs of the chapter. For a struggling chapter, the advisor's priority is to enlist a cadre of student leaders to provide several years of stability. For the stable chapter, on the other hand, the advisor ensures that traditions are maintained and encourages the leadership to develop new directions for the chapter.

### Leadership to Advance Membership Commitment and Dedication

**Welcoming new members.** How do leaders and members welcome new members and celebrate their accomplishments? A reception, initiation banquet, invited speaker, induction ceremony, or other ritual conveys to the new initiates and their guests that Psi Chi membership is an honor, and that membership comes with an expectation of commitment and dedication to the chapter.

**Rewarding active members.** Does the chapter provide perks to members for involvement in the chapter? For example, in the Emporia State chapter, members earn points for various activities and responsibilities such as meeting attendance, participating in service and fund-raising activities, or chairing a committee, which they can redeem for something special such as free Psi Chi honor cords or a travel subsidy to a convention.

**Building community.** Community includes a shared sense of belonging, an obligation toward fellow members, mutual respect, and a common physical space (Appleby, 2000). The chapter meeting is the core to community, but scheduling meeting times convenient for on campus and commuting undergraduate and graduate members is difficult. My department stopped scheduling classes on Tuesday and Thursday from 11:00 am to noon to use this time for student organization meetings, invited speakers, colloquia, and faculty meetings. Members attending classes in other departments or working at this time cannot attend, but meeting attendance has improved, strengthening the cohesiveness of the group and redirecting the effort expended to find a meeting time to other activities. This solution is not practical for all departments, but creative options exist for finding a meeting time.

Chapter communications is the glue that bonds the members. To augment chapter meetings, the secretary emails all members the minutes of the meetings, the calendar of events, and other chapter news. These items are also posted on the chapter's website. A newsletter is distributed to members periodically.

Programs that promote student academic and career success (Sanders, Basham, & Ansburg, 2006) elevate the chapter's stature. Invited speakers discussing their research or professions and fund-raisers supporting convention attendance foster chapter esprit and visibility.

Fun activities provide members with relaxation and socializing. A beginning-of-the-year picnic, end-of-the-semester potluck luncheon, weekly pizza, brown-bag luncheon, softball/bowling, movie, and game night are a few of the many ideas for having fun.

**Commitment to service.** Service projects expand the chapter's focus to the greater community beyond the institution. Psi Chi's national service projects include Adopt-a-Shelter, Archives of the History of American Psychology, Food Drives, Habitat for Humanity, and UNICEF. Mathie (2006a) listed a number of benefits to members, advisors, and chapters that accrue from service activities, including satisfaction about helping others in need, partnering with community agencies, knowledge application, and increased understanding of social problems.

### Leadership to Advance Effective Programming

Programming defines the chapter and encompasses all the chapter's activities. Meetings and fund-raisers require leadership for planning, implementing, and involving chapter members.

**Chapter meetings.** Regularly scheduled meetings allow the officers and members to attend to the chapter's business and provide opportunities for professional development. Agendas ensure that all business is covered in the allotted time. When posted in advance, agendas also advertise the meeting and encourage attendance.

Business meetings typically include committee reports, the calendar of events, reflection on recent activities, preparing for upcoming events, and discussion of future plans. The president moderates these meetings, and the faculty advisor prepares the president with pointers to invite all perspectives, synthesize the key points, work toward



# Questions to Guide Articulating One's Leadership Philosophy

## Developing Self-Awareness as a Leader

1. What characteristics about myself do I regard as promoting my leadership and leadership development?
2. What personal characteristics do I regard as hindering my leadership and leadership development?
3. What aspects of leadership am I most comfortable with?
4. What aspects of leadership am I least comfortable with?
5. What one change can I make to myself to become a better leader?
6. What are my three greatest strengths as chapter leader?
7. What are my three greatest areas of improvement as chapter leader?

## Promoting My Psi Chi Chapter Through My Leadership

1. What am I doing to promote a culture of "cooperation in the investigation and cultivation of the mind" (Psyche Cheires) in my chapter?
2. What am I doing to ensure that all members are active participants in the life of the chapter?
3. What variables define the environment in which my chapter operates and how does this environment facilitate and impair the professional growth of members?
4. What am I doing to nurture collaboration and collegiality among Psi Chi members?
5. How do I work with the other officers and the members to produce stimulating programming?
6. What am I doing to create opportunities for student professional development for Psi Chi members?
7. How am I accessible to the other Psi Chi leaders?
8. What am I doing to support the other Psi Chi leaders?
9. What do I think is the optimal frequency of meetings with the officers and faculty advisor to prepare for meetings and taking care of the chapter's business?
10. How does the chapter fit into the department and the department's mission?
11. What am I doing to build the department's support for the chapter?
12. What do I do to clearly articulate the benefits of being a part of Psi Chi?
13. What do I do to clearly articulate Psi Chi's importance in the department?
14. What steps do I take to prevent, manage, and resolve conflict in the chapter?
15. What specifically is occurring in the chapter to minimize conflict and what more (or less) can be done?
16. What behaviors indicate that I model appropriate ethical conduct as a leader?
17. What do I consider to be the most significant values undergirding a quality chapter, and what am I doing to instill and sustain those values?
18. What do I do to effectively communicate the chapter's needs, problems, goals, and accomplishments to the department chair, department faculty, and student government?
19. What am I doing to promote Psi Chi in the university and community? How effective am I in this promotion?
20. What am I doing to build collaborations with external constituencies such as other chapters, community agencies, and civic groups?
21. What am I doing to promote department, university, and community service in the chapter?
22. What is the evidence that addresses my effectiveness as a Psi Chi leader?

agreement, and keep the meeting running smoothly.

Most meetings feature a program of some kind. Invited speakers are popular, readily available, and willing to present. Psychology faculty, a local psychologist/psychiatrist, the president of the local/state psychological association, the president of the local/state counseling association, a local mental health center professional, a department of corrections officer or counselor, a police officer, a lie detector administrator, an FBI agent, a lawyer, an alumnus, a school psychologist, a human resources director, a sales representative, an executive of a non-profit organization (e.g., American Red Cross, Big Brothers/Big Sisters, Girl Scouts, Boy Scouts), and many others are good options for speakers.

Each issue of *Eye on Psi Chi* contains articles readily converted into presentations and discussions for dynamic chapter meetings. Members are enthused by such topics as analyzing their transcript (Appleby, 2003), writing a compelling personal statement (Bottoms & Nysse, 1999), being a savvy psychology major (Appleby, 2002), getting into graduate school (Arnold & Horrigan, 2002), and exploring careers (Morgan & Korschgen, 2001).

**Members like programs involving other students.** A panel of graduate students or recent alumni discussing how to get into graduate school or preparing for the Graduate Record Examination is always well received. Another popular program is majors who are international students presenting what psychology is in their native countries.

**Fund-raisers.** Fund-raisers require suggestion, selection, planning, and implementation phases. The selection phase works well during an EC meeting with officers debating the pros and cons of suggested fund-raisers. Once a fund-raiser is selected, the planning begins. The chapter might have an officer solely dedicated to planning fund-raisers, otherwise a committee or member plans and coordinates with the officers. Once the plan is honed, members volunteer for the tasks to implement the plan and have a successful fund-raiser.

Deciding what the chapter will do with the money before the fund-raiser tends to motivate members to participate. A lucrative fund-raiser easily becomes an annual tradition, and chapter health is advanced if a portion of a fund-raiser's proceeds is donated to a cause supported by the membership. Benjamin (2004), for example, encouraged chapters to donate some of the proceeds from

fund-raisers to the Archives of the History of American Psychology.

## Leadership to Advance Chapter Traditions

Starting a tradition requires only repeating an activity. Sustaining that tradition through changes of officers and advisors, however, takes commitment. For an active chapter, traditions do not interfere with new ideas and new projects.

Traditions reflect the chapter's dedication and benefit new officers with immediate goals for planning chapter programming. Sustaining and improving traditions provides valuable leadership experience. Traditions include rituals (a dinner with the induction ceremony), service projects (e.g., Habitat for Humanity), fund-raisers, or other causes (e.g., food drives).

A chapter portfolio, scrapbook, or website provides members, faculty, and the "world" a history of the chapter's traditions and accomplishments. Such documentation of activity can be useful when the chapter requests resources from the department, college, or university. A historian, photographer, or webmaster can chronicle the chapter's activities, involving more students in chapter leadership.

## Leadership to Advance Student Professional Development

Student professional development encompasses any activity that prepares students for getting a job or entering graduate school. The *Guidelines for the Undergraduate Psychology Major* (American Psychological Association, 2007) present 10 goals for undergraduate psychology majors: Knowledge Base of Psychology, Research Methods in Psychology, Critical Thinking Skills in Psychology, Application of Psychology, Values in Psychology, Information and Technological Literacy, Communication Skills, Sociocultural and International Awareness, Personal Development, and Career Planning and Development. Chapter activities that advance any of these 10 goals in turn advance professional development and promote engagement for both undergraduate and graduate students.

## Conclusion

A vibrant Psi Chi chapter results from good student and faculty leadership, expands the quality of the student experience, and contributes to recruitment and retention of both students and faculty. Leadership development is a Psi Chi priority. *Eye on Psi Chi* contains articles which support officer and chapter improvement. The

Psi Chi website ([www.psichi.org](http://www.psichi.org)) is rich with suggestions and resources for officers and advisors. The *Chapter Activity Guide* (page 31 or at [www.psichi.org/chapters/ch\\_act\\_guide.asp](http://www.psichi.org/chapters/ch_act_guide.asp)) is an excellent compilation of ideas for all areas of a chapter's operations.

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## Chapter Activity Guide

This guide is an attempt to "share the wealth" of creative and diverse activity exhibited by Psi Chi's active chapters. These are brief descriptions of many of the projects and activities that have been conducted by Psi Chi chapters around the country. Chapter officers, boards, chairpersons, and members are encouraged to browse these descriptions of projects that have been tried and proven by other chapters. Remember, it's not necessary to reinvent the wheel! Your chapter can surely benefit from the ideas and experiences of other chapters. (see [www.psiichi.org/chapters/ch\\_act\\_guide.asp](http://www.psiichi.org/chapters/ch_act_guide.asp) for entire list)

### Conferences and Conventions

#### Formats

- Research symposium
- Student research poster competition
- Special speaker series of monthly speakers in various areas of psychology
- Undergraduate psychology conference
- Sponsor/cosponsor an annual psychology convention in your chapter's area or create your own
- Psi Chi autumn paper reading
- Organize workshops, poster sessions, programs, a Psi Chi conversation hour at state/regional conventions.

### Membership Drives

#### Distributions

- Have chapter officers speak to psychology classes
- Psi Chi brochures (hand out in psychology classes)
- Fliers on campus (possible title: "What is Psi Chi?")
- Mail letters to students about Psi Chi
- Email all prospective members about Psi Chi
- Create membership application packets (containing information about Psi Chi, meeting & induction dates, invitation to membership form, registration card, application form, and a member survey form)
- Questionnaires (to determine member preferences on meetings, committees, special interests)

#### Ideas

- Point system (to encourage members to participate more actively in chapter activities)
- Establish a showcase in the student union
- Participate in Welcome Week with an information booth
- Update bylaws and induction ceremony to make membership more meaningful and to establish traditions to attract new members
- Assign current members as sponsors for prospective members

### Chapter Resources

- Create a Psi Chi bulletin board within the psychology department (to inform students about the existence and purpose of Psi Chi and to post notices about upcoming events)
- Exchange of information program (a running calendar of psychology events of interest in your chapter's regional area, such as conferences, presentations, speakers, programs)
- Develop a detailed calendar, a timeline sequence, and interdependent tasks for all members to increase involvement with Psi Chi
- Develop a career library
- Provide Strong-Campbell tests for future planning
- Fund and award a Psi Chi chapter scholarship to member of the school's junior class
- Establish a research presentation award/grant for a graduating (or other) student(s)
- Compile a chapter website

### Chapter Programs on Graduate Schools

#### Discussants

- Graduate students (include others from area schools)
- Faculty members
- Career counselors
- Admissions personnel

#### Topics

- The application process
- Taking the GRE (hold a mock GRE test)
- How to select a school
- Academic experiences
- Graduate school research projects
- Specific fields (e.g., clinical psychology)
- Program on the PsyD degree (advantages/disadvantages of which degree to pursue)
- Program on departmental honors
- Perspectives of women
- Types of graduate school programs
- Living arrangements
- Lifestyle changes, effects on family, hours of study
- Possible session titles:
  - "Blood, Sweat, and Tears"
  - "GREs: A Guide for Newcomers"
  - "Getting into Graduate School"
  - "Graduate School: Fact and Fiction, Fear and Frolicking"
  - "Is Graduate School for You?"
  - "PsyD Program"
  - "The Transition from Undergraduate to Graduate to Career"

#### Formats

- Graduate school information night
- Graduate student orientation day (with icebreakers, meeting and greeting time, group-building skills, and introduction to graduate program)
- Graduate information conference aimed toward sophomores and juniors (so that they can utilize information given and properly prepare for graduate school)
- Graduate school fair (with several graduate schools represented)
- Question-and-answer session
- Research roundtable (featuring faculty members' research)
- Workshop

#### Resources

- Compile a graduate school library and timeline for application to graduate school
- Make a resource file on graduate schools
- Mentoring program pairing 2nd-year graduate students with 1st-year students as a support network
- Host a mentoring program of graduate members matched to undergraduate members to assist with graduate school applications, research assistance, and volunteer/internship opportunities

### Chapter Programs on Careers in Psychology

#### Discussants

- Psi Chi alumni
- Faculty members
- Career planning counselor
- School psychologist

#### Topics

- Career planning
- Practicum opportunities
- Differences between clinical and research careers

#### Formats

- Career day (to inform all university students of various psychology careers)
- Symposium featuring speakers from as many as possible fields of psychology
- Career night colloquium
- "Ask the Doctor" series

### Chapter Publications

#### Formats

- Newsletter (monthly, quarterly, online)
- Scrapbook (mementos, pictures, officer duties, member guidelines, alumni address list)
- Psychology handbook/booklet

#### Subjects

- Chapter activities and meetings
- Research project opportunities available
- Faculty member profiles
- Research experience needed for graduate school
- Student research
- Interviews with professors
- Reviews from psychology journals
- A listing of psychology faculty members' professional affiliations

#### Objectives

- To give information on class descriptions, dates of classes, graduate school, career planning, etc.

### Chapter Service Projects

#### Ideas

- Volunteer to serve at a local veterans hospital
- Volunteer to serve in a soup kitchen
- Volunteer time to work at a local thrift shop
- Volunteer time at community events (festivals, fairs)
- Adopt individuals with mild disabilities and provide special treats/events for them
- Assist with public television's pledge campaign
- Assist high school students
- Members talk to area school children about drugs, alcohol, and other related issues
- Cohost a blood drive
- Sponsor a field day for children with various developmental abilities
- Conduct a canned food drive for the Hunger Coalition
- Walk-a-thon to benefit the Alzheimer's Association
- Collect aluminum cans to benefit a burn unit
- Collect and donate books for international universities
- Participate in fund-raisers for school and/or campuswide service projects (e.g., beautification)
- Paint faculty members' offices
- Pet therapy (gather puppies/kittens from a local humane shelter and take them to visit elderly tenants at a nursing home/retirement center)


#### Holiday Ideas

- Halloween (hold a party for special children, hold party/volleyball for inpatients at a psychiatric hospital)
- Thanksgiving (collect canned food for the needy, deliver food to the needy, adopt a family)
- Veterans Day (hold celebration featuring Vietnam veterans)
- Christmas (sponsor a needy child, sing carols at a nursing home, provide gifts/canned food to shelters, hold party for hospital patients)
- Easter (make Easter baskets for children at local hospitals)

#### Programs

- Adopt-A-Shelter
- Adopt-A-Highway, Adopt-A-Road
- Big Brother/Big Sister program
- Food for Families
- Habitat for Humanity
- Head Start (donate items to)
- Home for Boys
- Leukemia Society of America
- National Depression Screening Day
- Salvation Army
- Special Olympics
- Toys for Tots
- UNICEF
- Walktoberfest (American Diabetes Association)





# Evaluating the Undergraduate Research Assistantship Experience

R. Eric Landrum, PhD | Boise State University (ID)

If you are a frequent reader of *Eye on Psi Chi*, you already know the importance of the undergraduate research experience for students planning to attend graduate school. The importance of this experience has been chronicled not only in the literature (Keith-Spiegel, 1991; Keith-Spiegel & Wiederman, 2000; Landrum & Clark, 2005; Landrum, Jeglum, & Cashin, 1994), but also in the pages of *Eye on Psi Chi* (Kaiser, Kaiser, Richardson, & Fox, 2007; Slattery & Park, 2002; Sleigh & Ritzer, 2007). The tasks of the undergraduate research assistant have also been defined in numerous articles. Some of these articles include rankings of the importance of tasks (Bauer & Bennett, 2003; Kaiser, et al., 2007; Kardash, 2000; Landrum & Nelsen, 2002), and other articles provide general information on the tasks to be performed by undergraduate research assistants (Sleigh & Ritzer, 2007). It is clear from the data that different faculty may have different expectations for undergraduates involved in research. What are the specific expectations that faculty members have for their undergraduate researchers? Do faculty members communicate these expectations, and do these expectations form the basis of evaluative criteria for the undergraduate research experience?

Although instructors often provide detailed instructions in a course syllabus, instructors rarely provide detailed information about how undergraduate research experiences are to be evaluated. For instance, Slattery and Park (2002) reported that only 21.7% of faculty reported always giving

detailed descriptions of the expectations of students' research work. Luckily, faculty members are paying greater attention to this issue. Recently, Roig (2007) published a sample student-faculty research agreement that not only outlines a weekly schedule of tasks to-be-completed, but also provides evaluative criteria that are largely based on the requirement that student researchers produce a manuscript in the publication format of the American Psychological Association (APA). If a manuscript is the intended product of the undergraduate research assistantship, then Roig's evaluation system would work well. But in this article, my suggestion is that faculty members must individually determine the desired outcomes for their own undergraduate research assistants, and then communicate those desired outcomes to students (much like faculty members would distribute the paper grading rubric to students *before* the paper is due so that the students will know what is important).

How might a faculty member start this process? Like any good psychological question, start with a review of the literature. By looking at those items that have been identified as undergraduate research assistant tasks, a faculty member can begin to form his/her own rubric. For example, Sleigh and Ritzer (2007) presented a comprehensive listing of typical research tasks comprising 14 major categories and 132 individual tasks and skills. That many items would be overwhelming for evaluation purposes! Thus, faculty members

need to think about the most important tasks and skills for their students. This has been studied from a number of perspectives. For example, Kaiser et al. (2007) asked graduate admissions directors to rate the importance of 39 undergraduate research experiences, and Landrum and Nelsen (2002) asked undergraduate psychology educators to rate 40 potential benefits, skills, or abilities gained from the undergraduate research assistantship. Bauer and Bennett (2003) surveyed alumni about their perceptions of the undergraduate research experience, and Kardash (2000) asked both the undergraduate research assistants and their mentors to simultaneously rate different aspects of the undergraduate research experience, both at the beginning and the end of the research experience.

So where is the universal evaluation of undergraduate research experiences? There isn't one. The moral to this story is that each faculty member must determine the important aspects of the undergraduate research experience, and then develop an evaluative scale to meet those needs. There is not a one-size-fits-all evaluation, just as there is no universal teaching effectiveness evaluation. And I would take this one step further—a faculty member's goals for one undergraduate research assistant might actually be different from the goals for another assistant, depending on the research and on the student. Now is the moment for self-disclosure. I am particularly interested in this topic,

because I have not done a good job in evaluating my research assistants. I have worked with over 200 undergraduate students in my 19-year career, and I've never rigorously evaluated anyone based on pre-meditated evaluative criteria. But that is about to change. Based on my own review of the articles I have cited here, and in reflecting upon what I believe is important to my research assistants, I have developed a Research Assistant Evaluation Form (Table 1) that I will begin to use during the Spring 2008 semester. I have divided the goals into two major areas: (a) specific skills and abilities, and (b) interpersonal goals. I share that form with you here, in hopes that it might stimulate other faculty members to think about what is important for their undergraduate research assistants, and also for faculty to consider sharing their evaluation form openly with students, as I will.

As I developed this evaluative rubric, a couple of important ideas came to mind. First, I think my preference will be to use this as a pre-test/post-test type of instrument. It may be that growth in particular areas is more important than the eventual post-experience evaluation (e.g., excellent, good). Second, I need to realize that the undergraduate research experience, even as brilliantly as I design it, may not achieve these goals. In other words, a student's ability to achieve a score of "excellent" in increasing self-confidence can only occur if I provide opportunities to achieve this goal. Furthermore, if a student begins an undergraduate research assistantship with a high level of self-confidence, then the ceiling effect may prevent any significant improvement, regardless of how well designed the research experience may be. What I will take from this endeavor is the value of communicating with students, up front, what is expected of them and how they will be evaluated. This should alleviate many potential sources of confusion about progress towards research goals, and ultimately grade determinations by the faculty member. Ultimately, time will tell if this strategy works!

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**TABLE 1 | Research Assistance Evaluation Form**

SPECIFIC SKILLS AND ABILITIES	Excellent	Good	Fair	Poor
<b>Data Analysis Abilities</b>				
Use statistics	4	3	2	1
Familiarity with SPSS	4	3	2	1
Improved math skills	4	3	2	1
<b>Methodological Awareness</b>				
Generate clear research ideas	4	3	2	1
Choose appropriate measures	4	3	2	1
Develop surveys, questionnaires	4	3	2	1
Ask relevant research questions	4	3	2	1
Troubleshoot research project issues	4	3	2	1
<b>Communication Abilities</b>				
Manuscript preparation	4	3	2	1
Conference submission: oral, poster	4	3	2	1
Preparation of tables, graphs	4	3	2	1
Mastery of APA format	4	3	2	1
Conduct literature searches	4	3	2	1
<b>INTERPERSONAL GOALS</b>				
<b>Leadership Skills</b>				
Promotes teamwork	4	3	2	1
Ability to lead other students	4	3	2	1
<b>Responsibility</b>				
Apply ethical principles	4	3	2	1
Time management	4	3	2	1
Cope with deadlines	4	3	2	1
<b>Building Mentoring Relationship</b>				
Gets to know faculty member	4	3	2	1
Forms relationship for strong letter of recommendation	4	3	2	1
<b>Personal Goal-Setting</b>				
Improve communication skills	4	3	2	1
Increase self-confidence	4	3	2	1
Aid in graduate school decision-making	4	3	2	1

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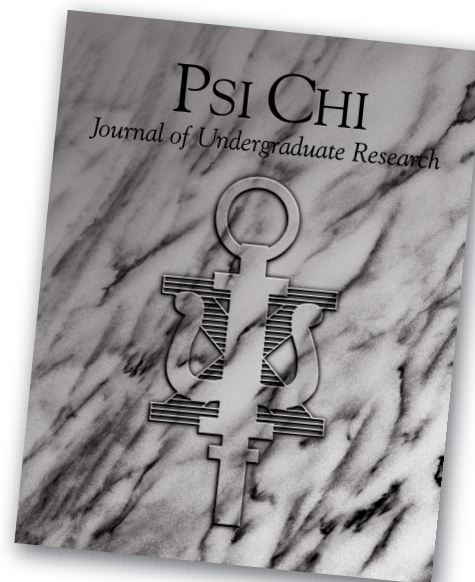


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# Uses of the Psi Chi Journal of Undergraduate Research

Christopher Koch, PhD  
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**T**he *Psi Chi Journal of Undergraduate Research* is a national, fully reviewed, quarterly journal dedicated to the publication of undergraduate student research with the purpose of fostering and rewarding the scholarly efforts of undergraduate psychology students as well as providing them with a valuable learning experience in the publication process. The articles primarily represent the work of the undergraduate student(s) although faculty supervisors deserving recognition can be co-authors. Stephen F. Davis, the first editor of the *Psi Chi Journal for Undergraduate Research*, commented that the journal “has succeeded in achieving its goal” and that through it “student professional development is enhanced” (Psi Chi, n.d.). Davis further noted that a strength of the journal is that it covers the breadth and diversity within psychology (Davis & Wertheimer, 2000). This breadth and diversity allows the *Psi Chi Journal* to be used in a variety of ways.

## ***Psi Chi Journal as a Venue for Student Publications***

The research process starts with making observations and developing questions. A research design is then created to assess the question. The study is piloted and modified as needed before being conducted. The data are analyzed and results interpreted in regard to the original research questions and theory. The final step in this process is to disseminate the findings so that others know about the research you have done and its importance (Dana & Yendol-Silva, 2003).

Since Psi Chi’s purpose is to “encourage, stimulate, and maintain excellence in scholarship” and part of its mission is to “advance the science and the profession of psychology,”

there are Psi Chi programs that address all aspects of the research process. For instance, grants are available to develop research ideas and conduct studies. The grants require an advisor so that a mentoring relationship is established between a student and faculty member. Paper and poster sessions at regional and national conferences provide one way to present research findings. Another way to disseminate research is through the *Psi Chi Journal of Undergraduate Research*. These research experiences and presentation and publication opportunities provide a context for a significant amount of learning to take place outside of the classroom to help better prepare student members to engage in the science and practice of psychology (cf., Giordano, 2002).

However, undergraduate journals provide more than an outlet for encouraging under-

graduate research. For instance, publishing in an undergraduate journal can improve an admission committee’s perception of an applicant to graduate school (Ferrari, Weyers, & Davis, 2002). Students also learn about the publication process by submitting research to an undergraduate journal and, as a result, tend to publish more than students who do not submit papers to an undergraduate journal (Koch, 2006). Publishing in an undergraduate journal can also highlight the use of a department’s facilities and the quality of learning experiences taking place outside of the classroom (e.g., Decker, 2001).

## ***Psi Chi Journal as a Teaching and Learning Tool***

The *Psi Chi Journal* can also be used as a tool for teaching and learning (cf., Suter & Frank, 1986), as noted in Table 1. In fact, some

**TABLE 1 | Possible Uses of the Journal in the Classroom**

### **Research Methods**

1. Read articles in the *Psi Chi Journal* to help generate ideas for psychological research
2. Critique articles to help improve writing skills
3. Submit a paper to the *Psi Chi Journal* to learn more about the publication process

### **History and Systems of Psychology**

1. Read interviews concentrating on the future of psychology and write a paper about how the discipline will look 10 years from now
2. Read interviews focusing on the academic lineage of psychologists making connections between their mentor’s specialties and beliefs and their own impact on the profession
3. Conduct and submit an interview with a prominent psychologist



professors require its use in research methods courses. Students can use the *PsiChi Journal* to get ideas for their own research. The *Journal* can also serve as a source of encouragement—"other students have published their research, so can I." Submission to the *PsiChi Journal* can be a stated goal for independent study or special research courses.

### Interviews as Teaching and Learning Tools

While these course uses are extremely valuable and match the intended purpose of the *PsiChi Journal*, we (Psi Chi) are always looking for new ways to expand the use of the *Journal*. Consequently, a new section will be added to the *PsiChi Journal* starting in the Spring 2008 issue (volume 13). This section will include one or two interviews with prominent psychologists. The goal of the interviews is to let readers know more about key figures in the discipline, their development as students, and their opinions about the future of psychological research. The hope is that these interviews will not only be interesting and inspiring to our readers but eventually become useful for teachers of the history of psychology. Although upcoming interviews in volume 13 of the *Journal* have been conducted by the editor, another goal for this section is to have student members conduct and submit interviews. In Table 2, I have included some sample questions to use in the interview. There are many ways to conduct an interview. However, an excellent way to conduct an interview and utilize several Psi Chi programs is to attend a regional or national psychology conference, attend the corresponding Psi Chi program, and interview a psychologist who is presenting an invited address or other type of research presentation.

A personal connection between a faculty member at your school and a prominent psychologist (maybe your advisor's mentor) can serve as an avenue for conducting an interview as well.

The questions you ask in an interview can be tailored to your interests and the specialty area of your interviewee but must be professional in nature. In order to maximize the use of the interviews in psychology courses, I suggest that interviewers include questions about academic lineage in all interviews. To prevent an individual from being asked multiple times for an interview, a list of psychologists included in this section of the *PsiChi Journal* is available on the Psi Chi website under "Past

**TABLE 2 | Potential Questions**

- 1. How did you become interested in psychology?**
- 2. Who was your mentor?**
  - a. What did he or she do that was particularly meaningful for your development as a psychologist?
  - b. How much of your academic lineage or "family tree" do you know?
  - c. Do you have any advice for maximizing one's graduate school experience?
- 3. What is your source or inspiration for research ideas?**
- 4. Do you have any tips for developing a successful research program?**
- 5. What is psychology's biggest problem today?**
- 6. Where is psychology as field headed?**
  - a. What will be the most important areas of psychological research in the future?
  - b. What is the biggest area(s) of application for the psychology?
  - c. Are there any social issues that psychology should address?

Issues." The suggested length of the interview is approximately 1,000 words.

### Summary

The *PsiChi Journal* serves an important role in developing professional skills among undergraduates since it provides an outlet for their research and an avenue for learning more about the publishing process—the journal is also a valuable learning tool. Whether articles are used to help design, conduct, and present research or to provide supplemental material in a class, the *Psi Chi Journal* can be used in a variety of ways to enhance learning. Therefore, continue to use this resource by reading it, submitting research articles to it, and submitting interviews to it as well. Be creative in how you incorporate it into your learning experience and feel free to share how you use the *Journal* through the National Office or future *Eye on Psi Chi* articles.

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**Chris Koch, PhD**, received a BS in psychology with honors from Pennsylvania State University, a MS in experimental psychology, and a PhD in cognitive-experimental from the University of Georgia. He is currently in his 12th year at George Fox University (OR) where he has served as Director of Undergraduate Studies

in Psychology, Director of External Scholarship, and headed University Assessment. During that time, he has also promoted research in psychology by planning a biannual undergraduate research conference, editing the *Journal of Undergraduate Research in Psychology*, and working with youth organizations and local high school classes on psychologically-based research projects. He has served as a councilor for the Psychology Division of the Council on Undergraduate Research and the President and Western Region Vice-President of Psi Chi, the National Honor Society in Psychology. He has held a fellowship from the National Endowment for the Humanities at the University of Virginia, was a Fulbright Scholar to Russia, and is a fellow of the Western Psychological Association. His primary research interests focus on the interaction between attention and cognitive and perceptual processes.

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 (such as poster presentations) about Psi Chi programs at regional psychological association conventions, contact the Psi Chi regional vice-president for that region (see page 2), or refer to the "Regional Conventions" section online at

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

## Student Conferences

To recommend a student convention, meeting, or program for inclusion in the Convention Calendar, you may enter that information online at

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

The information you enter will also be provided on the "Conventions" section at

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

## 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: [mpa@bsu.edu](mailto:mpa@bsu.edu)  
Web: [www.midwesternpsych.org](http://www.midwesternpsych.org)

## OTHER MEETINGS

**February 20-23, 2008**

**Society for Cross-Cultural Research Annual Conference**

New Orleans, Louisiana

For information:  
Web: [www.seer.org](http://www.seer.org)

**February 21-23, 2008**

**Society for Consumer Psychology Annual Conference**

New Orleans, Louisiana

For information:  
Web: [www.chilleesys.com/scp/Public/index.aspx](http://www.chilleesys.com/scp/Public/index.aspx)

**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: [www.kennesaw.edu/ceti/conferences/setop/2008/setop.html](http://www.kennesaw.edu/ceti/conferences/setop/2008/setop.html)

**February 28-March 2, 2008**

**Society of Psychologists in Management**

San Antonio, Texas  
Web: [www.spim.org](http://www.spim.org)

**March 6-8, 2008**

**7th International Conference on Occupational Stress & Health**

Washington, DC

Web: [www.apa.org/pi/work/wsh.html](http://www.apa.org/pi/work/wsh.html)

**March 6-9, 2008**

**Annual Conference of the Anxiety Disorders Association of America**

Savannah, Georgia

Web: [www.adaa.org](http://www.adaa.org)

**March 6-9, 2008**

**Society for Research on Adolescence**

Chicago, Illinois

Web: [www.s-r-a.org/meeting.htm](http://www.s-r-a.org/meeting.htm)

**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/psycnf](http://www.farmingdale.edu/psycnf)

**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  
Telephone: (858) 534-3987  
Email: [cathompson@ucsd.edu](mailto:cathompson@ucsd.edu)  
Dr. Oliva M. Espin  
Telephone: (619) 594-3739  
Email: [oespin@mail.sdsu.edu](mailto:oespin@mail.sdsu.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)

**March 24-28, 2008**

**American Educational Research Association**

New York, NY

Web: [www.aera.net/meetings/Default.aspx?menu\\_id=342&id=2936](http://www.aera.net/meetings/Default.aspx?menu_id=342&id=2936)

**March 25-29, 2008**

**Society of Behavioral Medicine**

San Diego, California

Web: [www.sbm.org](http://www.sbm.org)

**May 13-18, 2008**

**Association for Applied Psychophysiology and Biofeedback**  
Daytona Beach, Florida  
Web: [www.aapb.org](http://www.aapb.org)

**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)

### INTERNATIONAL CONFERENCES

**March 6-9, 2008**

**International Counseling Psychology Conference**  
Chicago, IL, USA  
web:[www.icpc2008.org](http://www.icpc2008.org)

**March 14-17, 2008**

**4th Biennial Conference of the International Society for Affective Disorders (ISAD)**  
Cape Town, South Africa  
Web: [www.isad.org.uk/conference.asp](http://www.isad.org.uk/conference.asp)

**March 18-19, 2008**

**1st Biennial Conference of the International Family Aggression Society**  
Preston, Lancashire, United Kingdom  
Web: [www.preventionaction.org/event/first-biennial-conference-international-family-aggression-society](http://www.preventionaction.org/event/first-biennial-conference-international-family-aggression-society)

**March 26-29, 2008**

**International Conference on Infant Studies**  
Vancouver, British Columbia, Canada  
Web: [www.isisweb.org](http://www.isisweb.org)

**March 26-29, 2008**

**16th World Family Therapy Congress**  
Porto, Portugal  
Web: <http://paragon-conventions.com/ifta2008/>

**May 23-27, 2008**

**Chicago, IL, USA**  
**Association for Behavior Analysis international**  
Web: [www.abainternational.org](http://www.abainternational.org)

**March 24-26, 2008**

**18th Annual Rotman Research Institute Conference: Neuroimaging in Dementia**  
Toronto, Ontario, Canada  
[www.rotman-baycrest.on.ca](http://www.rotman-baycrest.on.ca)

**May 25, 2008**

**Geneva Health Forum: Towards Global Access to Health**  
Geneva, Switzerland  
Web: <http://genevahealthforum.hug-ge.ch/>

**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)

**August 19-22, 2008**

**20th Annual Congress of the International Association of Empirical Aesthetics**  
Chicago, IL, USA  
Web: <http://users.ipfw.edu/bordens/IAEA08/IAEAcall.pdf>

**August 31-Sept 4, 2008**


**4th International Conference on Traffic & Transport Psychology (ICTTP)**  
Washington, DC, USA  
Web: [www.icttp.com](http://www.icttp.com)

**September 3-6, 2008**

**Paris, France**  
**International Association for Research in Economic Psychology (IAREP) Annual Conference**  
Web: <http://www.luiss.it/iarep2008/>

**September 8-13, 2008**

**14th World Congress of Psychophysiology: The Olympics of the Brain - IOP2008**  
St. Petersburg, Russia  
web: <http://www.world-psychophysiology.org/iop2008>



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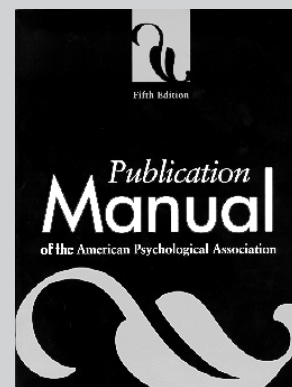
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## American Psychological Association 2008 Student Affiliate Offer

Join the American Psychological Association before December 31, 2008, and receive an APA Publication Manual.

Offer is limited to NEW students. Offer deadline is **December 31, 2008.**

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)





# New Officers, Advisors, Chapters, Name Change, & Members

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.psichi.org/chapters/reports\\_oa.asp](http://www.psichi.org/chapters/reports_oa.asp)

faculty advisors

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

new members

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

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

► [www.psichi.org/pdf/webguide.pdf](http://www.psichi.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

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Public Relations Sara Behbehani  
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Jackee Gadson  
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Lindsey Hoelzel  
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Kristen Hannigan  
Marissa Howard  
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### College of Saint Elizabeth (NJ)

Thomas Barrett

### Gallaudet University (NE)

Deborah McCaw

### Gwynedd-Mercy College (PA)

Mary Reilly

### Iona College (NY)

John Theodore  
Elaine Bow (COADVISOR)

### Norfolk State University (VA)

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### Penn State University

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Gina Brelsford

### Queens College, CUNY

Susan Croll-Kalish

### Rockford College (IL)

Joel Lynch

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Robin Campus (IL)

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Mike Helford (COADVISOR)

### Southwest Minnesota State University

Scott Peterson (COADVISOR)

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### University of Alaska Fairbanks

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Ayelet Meron Ruscio

### University of West Florida

Laura Koppes

### Western Carolina University

Mickey Randolph  
Winford Gordon (COADVISOR)

## New Chapters

Grinnell College (IA) # 1074; Dr. Janet Gibson; October 9, 2007  
Campbellsville University (KY) # 1075; Dr. Craig Rogers; October 11, 2007  
Greater Allegheny-Penn State Univ # 1076; Dr. Elizabeth Mazur; October 22, 2007  
University of Arkansas at Pine Bluff # 1077; Dr. Kami Mays Hunt; November 8, 2007  
Adams State College (CO) # 1078; Dr. Leslie Cramblat Alvarez; November 28, 2007  
University of Connecticut at Stamford # 1079; Dr. Jerome Sehulster; December 3, 2007

## Chapter Name Change

Bethune-Cookman College is now Bethune-Cookman University (FL)  
McKendree College is now McKendree University (IL)  
Utica College of Syracuse University is now Utica College (NY)

Jessica Morris  
Meghan Ray  
Jennifer Satkowski  
Holly Elizabeth Schroth  
Justine M. Sekelsky  
Kara Snyder-Gerardi  
Ashley Catherine Sullivan  
Sharaya Testa  
Laura Tyler

**Auburn University (AL)**  
Roy E. Acuff  
Brandi Marie Albert  
Erin Lea Carroll  
Christopher C. Cordon  
Craig Walter Cummings  
Rachel Diane Dawkins  
Virginia Patrice Dawson  
Margaret Ansley Evans  
Stephen T. Everett  
Heather E. Gant  
Hillary Brooke Hanson  
Jennifer M. Johnson  
Brian Ellis Kemppainen  
Pete Roy Liles  
Christen Nichole Lockamy  
Lawanda E. McCants  
Thomas B. McDonald  
William D. Michal  
Kelly N. Mize  
Ashley Kathleen Norwood  
Konwini Chioma Onugha  
Jessica Lauren Royster  
Mary Christine Skokel  
Sarah Elizabeth Teague  
Carlie Brooke Terry  
Natalie Michelle Thompson

**Auburn University at Montgomery (AL)**  
Jason A. Bobyarchick  
James Christopher Chapman  
Kelly D. Cromer  
Danielle George  
Cory Allen Giddens  
Stefanie Elise Holman  
Ashley Nicole Warrick

**Aurora University (IL)**  
Jennifer Anderson  
Konstadina Andriopoulos  
Jason Beers  
Diana N. Billeter  
Meghan Brown  
Marianne Chrisos  
Brandon Chuman  
Elizabeth M. Cibura  
Ashley Dzielawa  
Stephanie Fletcher  
Jennifer L. Gara  
Maritza Garcia  
Chelsea Hathon  
Laura Ann Hayes  
Kelly L. Hoppensteadt  
Sonette Danielle Keltner  
Michele M. Lesak  
Joy M. Litton  
Melissa A. Lose  
Jamie L. Martinez  
June M. Martinez  
Lindsey Neuman  
Amanda D. Prather  
Kristen Renninger  
Moniek Richardson  
Melissa Sanders  
Hannah Sandquist  
Jessica A. Shanyfelt  
Heather A. Skeen  
Leanne J. Sorg  
Allison Sperling  
Kim Velestin  
Megan Whalen  
Melissa Winters  
Tom Wojcik  
Shelby Wride

**Azusa Pacific University (CA)**  
Amanda Arnett  
Roseanne Baker  
Scott Ballinger  
Donna Battaglia  
Brittany Benson  
Elisabeth Birkholz  
Kristen Black  
Stacey Bry  
Allyson Buice  
Marie Paulyn Canamaso  
Brent Castro  
Lauren Whitney Douglas  
Casey Dressel  
Christina Goss  
Jackie Graf  
Jennifer Ann Greiner  
Brianna A. Huff  
Janelle Klafter  
Nolan Job E. Marsala  
Steven May  
Danielle Moreno  
Christopher Morrison  
Matthew Parker  
Tori Pike  
McKenna Pratt  
Elizabeth Reisler  
Gabriella Rivas  
Angela Robusto  
Ryan Roemer  
Shannon Selander  
Kristin Shier  
Jessica Sloan  
Jessica Tobin  
Bethany Vaudrey  
Raymond Walters  
Katie Welch  
Kimberly Wilson

**Baldwin-Wallace College (OH)**  
Gregory E. Ross  
**Benedictine College (KS)**  
Liz A. Schlickbernd  
Cory Allen Giddens  
Stefanie Elise Holman  
Alysha R. Wetzel  
**Berea College (KY)**  
Erinn Bixby  
John Damron  
Danielle Pelenkahu  
Tonya Purdy  
James D. Rittmann  
**Bethune-Cookman University (FL)**  
Robyn A. Borders  
Christina Y. Johnson  
Chánye A. Lowery  
Ashley N. Macon  
David Alexander Parker  
Michelle S. Pickering  
Shardelle Renee Taylor

**Biola University (CA)**  
Lisa Marie Asbill  
Rachel S. Borders  
Catherine Sarah Chan  
Sabrina Marie Ferris  
Dylan Michael Firsick  
Whitney Diane Goebel  
Sarah Rae Jensen  
Maiji K. Karkkainen  
Jonathan David Perez  
Tiffany M. Shader  
Whitney Nicole Sturdy  
**Bloomsburg University (PA)**  
Rebecca Jean Doan  
Ashley Marie Nelson  
Ashli Jean Rosasco  
Tabatha L. Taft

**Boise State University (ID)**  
Christina D. Abbott  
Kat Bowen

Rebecca A. Dickinson  
Diana Duran  
Lynsey N. Gates  
Whitney K. Godsill  
Gary Lee Grogan  
Connie Ann Kreizenbeck  
Meghan R. Maggini  
Kristen Mather  
Flavia A. Pitman  
James V. Pitman  
April Nichole Sanders  
Lauren Kelsey Smith  
Julie Stuck  
Alaina Sutherlin  
Chris Marie Zukowski

**Boston College (MA)**  
Kristin Hricko  
Larissa Jones  
Bonnie Corita Lords  
Alyssa Mellor  
Yen Hae Suh  
Elizabeth Sweitzer  
Katherine Wu  
**Brigham Young University (UT)**  
Bethany Jean Anderson  
Jason Christopher Basinger  
Mary R. Black  
Chauncy Thomas Brinton  
Joshua D. Cazier  
Jonathan R. Clement  
Jodi Lynn Cowles  
Stephanie Lynne Deverich  
Mykenzie DeWolf  
Aaron Adriell Duke  
Heidi Marie Engh  
Jacob Kent Farnsworth  
Shea M. Gibbons  
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Kacy Nicole Graham  
Leah Gunter  
Laurie Hamer  
Brian P. Hansen  
Paul R. Hanson  
Tabitha A. Harper  
Hayley M. Jensen  
Marsha A. Johnson  
Cassandra Danielle Lawyer  
Megan M. Linn  
Whitney F. Maxwell  
Rebecca M. McOmber  
Christopher B. Nielson  
Marisa Leigh Pantuso  
James William Phillips  
Tristin A. Roney  
Tyler Roland Sasser  
Brent William Seman  
Johann Paul Simonds  
Alicia Ann Sorensen  
Wade J. Stewart  
Douglas Jason Stromberg  
Mark Mason Taylor  
Kat Tumblin  
Carol Cheyenne Vermillion  
Katherine Wheatley

**Bucknell University (PA)**  
Kathleen Elizabeth Corwin  
Jessica Mary Cressen  
Katherine M. Culver  
Amanda Jade Gallina  
Jillian Craig Harvey  
Kate M. Hazelton  
Michelle Rose Kanga  
Brian Jeffrey Lucas  
Sabrina L. Morello  
Kristine Dana Rees  
Ashley E. Renick  
Lauren A. Rutter  
Laura Everard Stalker  
Lauren Christine Thomas  
**Buena Vista University (IA)**  
Angela A. Eischeid  
Jacob Allen Flaws

**Cal State Polytechnic Univ**  
Sara Behbehani  
Manuel Diaz  
Ruben Hoyos  
Lynda Lee  
Sandra Llamas  
Matthew Hae-Un Park

**Cal State University, Bakersfield**  
Allan D. Avila  
Sharon Bateman  
Mark Anthony Booc  
Jordan Leigh Brown  
Denisa Burns  
James L. Davis  
Yasmine Donaldson  
Michelle B. Kyles  
Bonnie Corita Lords  
Carla M. McClain  
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Janet M. Millar  
Jessica Ann Milliken  
Teresa Moreno  
Laura Elizabeth O'Neal  
Michelle R. Palmer  
Christine R. Pollock  
Felicia Ponce  
Sandra Vega Quinones  
Erika Nichole Rosales  
Stacy Ann Teeters  
Jaclyn Rose Tovestad  
Sarah C. Warner  
Jason Ryan Watkins

**Cal State University, Chico**  
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Christopher Boyle  
Cullen Breuer-Herberts  
Jesse Bucey  
Emily Cosin  
Kate M. Cox  
Michelle Dann  
Megan Dias  
Natalie Egan  
Karen Eley  
Alexis Fraser  
Whitney Kabinoff  
Andrea Kane  
Lauren Kaufman  
Dan Ladwieg  
Ré ka Lassu  
Phuong Luu  
Eric L. Markey  
Carol A. Mitchell  
Sheila Mollaghan  
Raquel Monterrey  
Kelsey Olson  
Ashley Osburn  
Darshika Patel  
Lauren Pickhartz  
Judithann Prigmore  
Katie Reed  
Denni Rollins  
Vikki Rominger  
Danielle Schneider  
Wade Serrian  
Holly Shouse  
Shaneika Smith  
Megan Spooner  
Kellie Stoecken  
Eric Stratton  
Mariel Venhuizen  
Milkaela Vicini  
Heidi Ward  
Samantha Weber

**Cal State Univ, East Bay**  
Heather M. Barrett  
Lori Buder  
Jessica Lynn Heaton  
Kristine Shum

**Cal State Univ, Fullerton**  
Gabrielle Alexander  
Bonifacio Cortes Arrieta

Safia Baig  
Michael Allen Bailes  
Jordan Blankenship  
Rose Clark  
Jacob Clemens  
Joyce Ann Fatemi  
Amy Yu-ting Fu  
Esther Gonzalez  
Aaron Dominic Jasso  
Heather Johnson  
Debby Kwok  
Michel Marie Madruga  
Caitlin Jeanne McHale  
Barbara Monaghan  
Susan Moses  
Dale Oi  
Allison Nicole Rego  
Sheilesa Renise Willis  
Kelly Nicole Workman  
Kristin Yoke  
Jaclyn Ann Santos Yuson  
Amanda Katherine Zwish

**Cal State University, Long Beach**  
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Christina Barajas  
Camille Basilio  
Rachel Cuevas  
Meredith Leigh Dennis  
John C. Dosta  
Elio Paolo Fiorentini  
Kasey Auson Fong  
Frederick Harold Fowler II  
Kevin David Goodman  
Beau Alphonso Krebsbach  
Christina N. Leslie  
Cherise N. Mathias  
Nhien N. Nguyen  
Jon Lyle G. Nieva  
Chiamaka Julie Okwu  
Chrystal Pary Rahmani  
Lorena L. Reyes  
Erica Valesca Roca  
Carlos R. Salas  
Patricia Y. Singim  
Erik David Storholm  
Tess Suzanne Strote  
Robert J. Tomaka

**Cal State University, Northridge**  
Julie Ahleson  
Germine Babakhanyan  
Arnold Bae  
Antoine Barton  
Alexander Blum  
Christopher Blum  
Francesca Buenafior  
Jennifer Carias  
Richard Casale  
Eidit Choochage  
Monika Choudhry  
Wendy Davis  
Mary Escobedo  
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Maria Garcia  
Ani Garibyan  
Margarine Harris  
Carol Hartoonians  
Armine Harutyunyan  
Janine Julien  
Alagh Jyoti  
Leah Kinder  
Tracy King  
Ophir Klainman  
Amber Leigh  
Danielle Libby  
Sheri Lindsey  
Karen Markarian  
Mayra Martinez  
Nicole Martinez  
Brenda Miranda  
Shadi Molina  
Magdalena Mustafa Kanaan

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Hiroko Okunishi  
Araceli Orozco-Acosta  
Luis Parra  
Gabrielle Ponaman  
Cecilia Ramos  
Laura Ratsch  
Berenice Rosillo  
Shully Salman  
Neda Senehi  
Marnie Shapiro  
Stephanie Singer  
Jennifer Slotnick  
Edana Smith  
Robin Temple  
Dale Oi  
Margarita Vokhlis  
Tsz Chun Wan  
Marcelina Willis  
Shauna Woodard  
Wendy Wright

**Cal State University, Sacramento**  
Kristen N. Arata  
Justin Bela Banathy  
Erika Renée Call  
Stefanie L. Cassoday  
Nassiba Cherif  
Tracy A. Crane  
Diane D. Dela Cruz  
Jonathan K. Fernand  
Gabriel J. Grier  
Gayle Griffith  
Tinki T. Hardy Castillo  
Victoria R. Harr  
Maia Jackson  
Barbara C. Morgan  
Chanel Nicole Murphy  
Micaela Leigh Neal  
Becky Penrod  
Cassandra A. Perryman  
Brenda Zulem Quintero-Gonzalez  
Jessica M. Sarabia  
Jennifer Lynn Schuler  
Caitlin C. Shelton  
Kathleen Carol Slattery  
Veronica Sue Smith  
Kathryn Anne Spurr  
Michele K. Steiner  
Ruxandra Turcu  
Mauricio E. Verdusco  
Alexis Coleen Vieira-Potter  
Kristin M. Wooten  
Olivia D. Wright

**Cal State University, San Bernardino**  
Valerie A. Alderete  
Faiza Furqan  
Kelly Anne Palaniuk  
Elizabeth M. Skrzynecky  
Cheryl Anne Stebbings  
Guadalupe Valdiria  
**Campbell University (NC)**  
Caitlin A. Baker  
Jeffrey R. Barnes  
Sarah E. Buck  
Sarah J. Burgin  
Lori S. Cable  
Ryan S. Chriscoe  
Dusty M. Creech  
Faith E. Crockett  
Hannah DeBord  
Christina M. Demers  
Jessica B. Gainey  
Kelly L. Gregory  
Adam D. Hicks  
Jennifer A. Loffert  
Taryn R. McMahon  
William E. Mottley  
Ashley M. Pate  
Christopher M. Quance

Jutta M. Street  
Stacie N. Sweet  
**Carnegie Mellon University (PA)**  
Rebecca Jo Ascher  
Lauren M. Burakowski  
Wing-Kit Chu  
Samantha R. Creighan  
Karen Melissa Doersch  
Katherine Christine Farnier  
Allison Anne Gallant  
Emily Nicole Garbinsky  
Ran Liu  
Lauren Jewel Lorenzi  
Andrew Lee Maas  
Neha S. Mehta  
Ashleigh Renee Molz  
Emily K. Newman  
Kimberly Deborah Lauren Parks  
Jeffrey S. Sander  
Anjali Shah  
Neetika Srivastava

**Carroll College (WI)**  
Marianna V. Druzhenina  
Kathleen A. Kostuck  
Janet Lynn Lombard  
Tamara Lynn Morris  
Stephanie M. Scheerer  
Danielle Rose Shotola  
Kelly A. Wulff Plumb

**Case Western Reserve University (OH)**  
Diane Lui  
Case Malekovic  
Megan McNally  
Emily Newman  
Rachael Volokhov  
Bethany Weiss  
**Castleton State College (VT)**  
Samuel Ducharme  
Armand J. Gerstenberger  
Janet Gillett  
Alden D. Gregory  
Matthew S. Hetrick  
Melissa A. Hyjek  
Autumn L. Judd  
Mikaela C. McKee  
Ian G. Paradee  
Haley A. Paris  
Carolyn M. Sanborn  
Sara M. Scull  
Kaitlin Shepard  
Jennifer N. Tripp

**Catawba College (NC)**  
Lauren Jill Whitley

**Catholic Univ of America (DC)**  
Michael Reilly Beard  
Caitlin Elizabeth Brown  
Rachel Anne Curry  
Thomas James Garrigan  
Anne P. George  
Kristen E. Guid  
Kristen M. Kivlen  
Tara Lynn Kraft  
Allison Monet Letkiewicz  
Meghan E. Lynch  
Craig Sterling Mariconti  
Jennifer M. Miles  
Meaghan Elizabeth Molineaux  
Jill Lynn Patania  
Mary Margaret Shashaty  
Lesly Renee Shoupe

**Centenary College of Louisiana**  
Maegan Daigle  
Amanda W. Hammad  
Bradley R. Kraemer  
David W. McElroy  
**Central College (IA)**  
Jennifer L. Baier  
Sean G. Boyce

Ashley D. Lang  
Brittany N. Van Hemert  
**Central Michigan University**  
John Jacob Brogren  
Annette Michelle Castoro  
Katherine Lynn Cowen  
Laura M. Daniels  
Tammi Kay DeWitt  
Ashley Lynn Draves  
Carl Lawrence Fraser  
Christopher David Grupp  
Maureen A. Harke  
Erin Elizabeth Hillard  
Heather Megan Lacy  
Jonathan Ryan Lee  
Tyler James Leitow  
Morgan Annette Monte  
Rebecca Patricia Patrona  
Sarah Nicole Paulin  
Alissa Katherine Radawski  
Jessica Rames  
Cassandra Rosas  
Brooklyn Sherwood  
William Donald Sterzik  
Laura A. Sulda  
Ashley Sullivan  
Lauren Taraski  
William Thomas  
Melissa Lynn Tollefson

**Centre College (KY)**  
Adam R. Boyer  
Emily C. Boyle  
Elizabeth A. Huss  
Jillian F. Kenyon  
Sarah Dixon Marrin

**Chaminade University of Honolulu (HI)**  
Noelani A. Rogers  
Rod K. N. Sueko  
Jenny W. M. Wong  
Russell C. K. Wong

**Chapman University (CA)**  
Gabrielle Bashist  
Danielle E. Cosme  
Alicia Diane Covett  
Dana L. Grossi  
Linda Mai Nguyen  
Christopher K. Norton  
Katrina Marie Parks  
Nicole Christina Porter  
Maja Magdalena Szachniewk  
Jackie Mae Vigeant  
Carly M. Wilson

**Charleston Southern University (SC)**  
Christian Danielle Alexander  
Lori Avant  
Sarah Marie Croft  
Danielle Crowe  
Tyler W. Eisenhart  
Dionne Gibson  
Robert Dawson Griffin  
Julia Grimm  
Amanda Hibbard  
Emma Mattsson  
Lindsay Nanna  
Kanisha Pitt  
Tiffany A. Reid  
Jeannette Seabrook  
Kari Seay  
Jonathan Torres  
Jessica Ware

**Chatham University (PA)**  
Rachel Fly-Pingree  
Candace Hall  
Tamara Hill  
Emma Hooper  
Carmen Jones  
Anne Marie Kuchera

# New Members

Linh Luu  
Molly Mitchell  
Jamie Sarkis  
Jessica Shipani  
Kelly Kathleen Thornton  
Susan Trenbath  
Stephanie Waggel

**Chowan University (NC)**  
Lisa Goodson  
Faith Lawrence  
Myesha L. Simmons  
Ashley Whitehead  
Erin Wilson

**Christopher Newport University (VA)**  
Kayla Renee Adams  
Johanna H. Faroe  
SaraLynn Joy Glessner  
Kathryn N. Hoyer  
Maureen Jean Huthman  
Erin Rebecca Lewis  
Anne K. Maurer  
Erin Elizabeth Meisel

**Citadel, The (SC)**  
Hallie Clark  
Timothy Clayton, Jr.  
Cadie Comeaux  
Laura Maddox  
John Daniel Mallory IV  
Treg Ogborn  
Carrie Strunsky

**Clarkson University (NY)**  
Karyn L. Blake  
David N. Hammack  
Kimberly N. Loucks  
Michael J. Richards  
Courtney E. Riley  
Noël M. Sequin

**Clayton State University (GA)**  
Mayra S. Beltran  
Juanita M. Bentley  
Arnita Patrice Burton  
Robert Anthony Case  
LaQeata L. Cephas-Turpin  
Mehul S. Gandhi  
Pamela T. Graves  
Christine N. Hamrick  
Neketa S. Jordan  
Sasha M. McCrear  
Tiffany N. Miller  
Latasha Saffo  
Tanesha A. Smith  
Megan Kathleen Stone  
Frenchie Sherriel Williams  
Keri Paige Williams  
Samantha J. Williams  
Schkredia J. Woods  
Kristal A. Young

**Clemson University (SC)**  
Sheila R. Anthony  
Elizabeth Allison Boals  
Jaimi Lauren Donald  
Lindsey Arlene Hammond  
Nicholas Stanton Hannon  
Lesley Anne Osborn  
Samantha Laurie Poss  
Alison Christine Raetzke  
Eric B. Schrandt  
Kelly A. Scott  
Kelly N. Simpson  
Ashley Taylor Salesbee  
Steven C. Sweat

**Cleveland State University (OH)**  
Theodore R. Austin  
Lisa M. Barto  
John M. Blunk  
Jaime L. Cohen  
Amanda K. Cooper  
Naomi L. Feigenbaum

Melissa E. Hughes  
Jessica L. Huismann  
Ivana Kilsanin  
Jessica M. Komisar  
Igor Lezaja  
Teresa A. Markis  
Ernest S. Park  
Arthena L. Shareef  
Trudy Wilson-Simmons  
Melissa M. Zerby  
Morgan T. Zuiderveld

**Coastal Carolina Univ (SC)**  
Nicolas J. Bishop  
Courtney N. Breland  
Cassandra P. Brown  
Jessamyn A. Carroll  
Brittanie E. Cornell  
Ashley E. Grass  
Ashley Jordan  
Lauren E. King  
Amanda Storey Lane  
Sue Ann Lee  
Britney J. Morris  
Megan E. Nemeteyer  
April Michelle Rabon  
James Westley Rowe  
Michelle M. Schottinger  
Krystal G. Souther  
Gail S. Steinmetz

**Coe College (IA)**  
Christa M. Burdick  
Bryan Andrew Clark  
Andrew R. Decker  
Alison M. Eilers  
Denise R. Esslinger  
Laura C. Foster  
Colleen M. Fowler  
Ashlie A. Rueber  
Jennifer Sue Taylor  
Willetta May Waisath  
Kelly M. Weston  
Nicole Lee Wood

**College of Charleston (SC)**  
Jordan Leigh Brown  
Jaclyn Marie Buelow  
Ashley Michelle Charlebois  
Kathryn Alexandra Conrad  
Katherine Taylor Cottle  
Caroline J. Davidson  
Jacquelyn Marie Dittmore  
Heyward H. Duffy  
Rebecca Riley Duke  
Heather L. Hagler  
Christopher Mihouss Hollings  
Darby Suzannah Harroun  
Jarrett  
Rebecca M. Kastner  
Elizabeth Claire LaScala  
Siobhan Marie Leahy  
Kimberly Anne Lemasters  
Chase Lacy Montagnet  
Elizabeth Bouchelle Pyeatt  
Erica Nicole Scheldt  
Angela Marie Shepherd  
Sarah Marie Smith  
S. Adam Tadlock II  
Jeanmarie Tankersley  
Alison Dru Vrooman  
Christopher Robert Weaver  
Colleen M. White  
Mary Caroline Wilkinson  
Keri L. Young

**College of Notre Dame of MD**  
Michelle Ellis  
Sophia Huynh  
Jane Jacob  
Kathleen Weber  
Cassandra Weir  
**College of Saint Elizabeth (NJ)**  
Thomas C. Barrett, PhD

**College of the Holy Cross (MA)**  
Katherine Jean Amato  
Julia Griffin Amrhein  
Lynn M. Barowski  
Jessica Ashley Blau  
Christine E. Collins  
Ashley Diane Constantine  
Molly A. Cook  
Michael J. Dean Jr.  
Katelyn E. Donohue  
Jessica Donovan  
Kristen M. Foley  
Kayleigh Ann Fraccacio  
Katherine Ann Gapsinski  
AnnMae C. Javier  
Kristin M. Rajala  
Melissa Rubes  
Kristen Elizabeth Ryan  
Angelo A. Sica  
Colleen Grace Spilka

**College of the Ozarks (MO)**  
Becky A. Flannery  
Britney J. Harrison  
Amy M. Herbst  
David Marshall

**College of William and Mary (VA)**  
Kathleen Adams  
Kayla Elizabeth Anders  
Jessica Barak  
Lisa Paige Bateman  
Amanda Blair  
Kendall Elizabeth Bullock  
Janice Chan Yuet Ning  
Denise R. Cutright  
Meghann S. Dailey  
Amy Dorsey  
Amber Loren Forehand  
Amanda K. Fuller  
Jennifer Gimbirt  
Andrew D. Hale  
Ashley Hampton  
Lauren Hum  
Alyson Lorenz  
Andrew Lupo  
Brittany Montalvo  
Anuarite Mubang  
Eric V. Muirhead  
Suein Park  
Amy Pastva  
Emma Peworwaik  
Gabriela Rascati  
Jennifer Seckel  
Jennifer Sonnenberg  
Kristina Surface  
Sarah Thompson  
Elena Torok  
Lisa Tullio  
Bethany Wilson  
Jacqueline Woods

**Creighton University (NE)**  
Elizabeth Anne Beverlin  
Candace Noël Darden  
Kathleen M. McKillip  
Ashley Ann Moeller  
Bennett Jon Poss  
Kristin A. Roth  
Riki Rachele Topp  
**Culver-Stockton College (MO)**  
Kasey Marie Augspurg  
Emily Anne Benjamin  
Kathryn Elizabeth Hanus  
Alicia Katherine Mullen  
Janae Michelle Pearce  
Alysa Nicole Platt  
Ashleea Janea Platt  
Sara Dawn Rhum  
Michelle Lee Schwanke  
Katie Anne Zimmerman

**Davidson College (NC)**  
Patrick P. Brady  
Patricia A. Brooks  
Christopher T. Childs  
Ann-Marie Felice  
Christian T. Kirkland  
Danielle V. Lokaj  
Tracy C. McCausland  
Caroline A. Sanker  
Benjamin P. Van Dyke  
Matthew D. Webb

**Davis & Elkins College (WV)**  
Angie Boville  
Taylor L. Curtis

Kristopher A. Koonse  
Kacey Bette Miller  
Lindsey R. Moore  
Sarah Elizabeth Reiff  
Kathleen Kristian Williams

**Columbus State University (GA)**  
Amanda L. Kitw  
Allison Martin  
Rachel L. Tice

**Concordia College (MN)**  
Megan M. Busch  
Chelsea N. Evenstad  
Justin L. Kavie  
Adrienne L. Lubbert  
Mikel L. Olson

**Connecticut College**  
Daniel Paul Bassett  
Alyssa L. Faro  
Joshua L. Haight  
Rachel Hess  
Hana Kolbiarova  
Karen E. Ladr  
Jesse V. Meadow  
Jane Elissa Oliveri  
Heather A. Stanish

**Coppin State University (MD)**  
Erica Akotia  
Thornton Armstead  
Kyana D. Beckles  
Sonia Brown  
Romina Diane Campbell  
Carla Coleman-Jones  
Davyd Collins  
Starshia Octavia Davison  
Danielle Deshields  
Maxwell Graham  
Edwin Gregory  
Aisha Harris  
Dana Hill  
Ronald L. Howell  
Christina Nora Huntley  
Regina Jackson  
Brandy Laury  
Arnel Redfern  
Wanda T. Thompson  
Denise T. Williams  
Laticia Williams

**Creighton University (NE)**  
Elizabeth Anne Beverlin  
Candace Noël Darden  
Kathleen M. McKillip  
Ashley Ann Moeller  
Bennett Jon Poss  
Kristin A. Roth  
Riki Rachele Topp

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Judith Rignal  
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Traci Talbot  
Kelisa Underwood  
Brianna Whitesell

**Western Illinois University**  
Laura L. Booth  
Dean Edward Picone  
Ashley E. Schuster  
Colin T. Clark  
Sara Charline Glass  
Rosanna Ibarra  
Kathryn M. Keleher  
Dale R. Korinek  
Christina I. Lopez  
John Henry Lurquin  
Christopher Allen Pearce  
Jamie L. Peeters  
Alyssa Ashley Pelszynski

**Wichita State University (KS)**  
Celesta J. Bainbridge  
Christopher C. Brown  
Christina Eaves  
William Graves  
Kelsey Karnopp  
Teajai Kimsley  
Yee Shuang Lee  
Mikki Phan

Sara Anne Smeltzer  
Laura Marie Sprock  
Spencer Ryan Swartzbaugh  
Kayla Mae Thompson  
Kendra Leigh Toomey  
Jennifer Lynn Weber

**Western Kentucky Univ**  
Crystal Bonneau-Kaya  
Whitney L. Greenwell  
Erin K. Massey  
Daniel Sean McBride  
Andrew Murray  
Angel M. Piper  
Ashley Smith  
Kayla Smith  
Wendy Stephens  
Daniel Super  
Kyla Surdyka  
Diana Valdivia-Rivera  
Andrea Zirkelbach

**Western Michigan Univ**  
Miles K. Bennett  
Jennifer S. Brewer  
Heather R. Kellogg  
Julie A. Lavender  
Noelle C. Lynch  
Tialha M. Nover  
Hillary P. Rawlings  
Lindsay B. Scott  
Geoffrey A. Shafto  
Tiffany M. Smieciniski  
Leont' J. Smith  
Tasha N. Turner  
Michelle M. Zerbi

**Western New England College**  
Kristin A. Abbe  
Jill M. Bleyl  
Maria A. Consiglio  
Laura J. Creanza  
Melissa D. DaCruz  
Nicole D. Freed  
Kristen J. Graboski  
Danielle E. Hallenbeck  
Meghan K. Hill  
Amber L. McEachron  
Christa M. Melillo  
Christina D. Pedro  
Keith B. Radcliffe  
Annemarie Sharkey  
Lauren M. Sokol  
Kellie F. Stanchak  
Nicole A. Ste. Marie  
Steven C. Tolles  
Lila E. West  
Kara M. White  
Amanda A. Zebrowski

**Western Oregon University**  
Kristin Marie Andree  
Christina M. Martinez  
Peter McDill  
Adam C. Reichold  
Joshua J. Sizemore  
Stephanie Williams

**Westmont College (CA)**  
Carissa N. Balderas  
Lindsey Nichole Chandler  
Sonja K. Egeland  
Karina Ruth Marsh  
Dean Edward Picone  
Ashley E. Schuster  
Jessica Ann Vergini

**Wichita State University (KS)**  
Celesta J. Bainbridge  
Christopher C. Brown  
Christina Eaves  
William Graves  
Kelsey Karnopp  
Teajai Kimsley  
Yee Shuang Lee  
Mikki Phan

**Widener University (PA)**  
Lauren M. Davidson  
Allison C. Frassoni  
Abbee K. Fry  
Vanessa R. Kershaw  
Sophia J. McNew  
**Wilkes University (PA)**  
Corey Hahn  
Erin E. Kotchik  
Dwayne S. Lutz  
Kelly A. Patchell  
Laura M. Sheddlock  
**Williams Baptist College (AR)**  
Julie Ann Bishop  
Jonathan Collin Carter  
Leighanna R. Fulton  
Hollie Kathryn Gentry  
Alyssa L. Johnson  
Kyle D. Keenen  
Brandi LaShaye Lipsmeyer  
Ashlee Nichole Pearson  
Lauren Abigail Sawyer

**Winston-Salem State University (NC)**  
Chantal Bell  
Nydia K. Givens  
Sarisha Holloway  
Kayla A. Huntley  
Jordan Nivens  
Cory D. Welch  
Deann M. Wheeler

**Winthrop University (SC)**  
Risa S. Faulks  
Ashlie L. Harder  
Selina Brielle Hunt-Augustine  
Casey L. McGuire  
Tracy Diane Morton  
Sara Rebecca Neese  
Lisa Marie Sickman  
Allison Brittany Smith  
Amanda Marie Tootill

**Youngstown State University (OH)**  
Melissa K. Bucci  
Tara M. Buxton  
Brandon W. Coleman  
Lisa M. Ferrando  
Vernon F. Haynes  
Adrienne E. Hudak  
Julie Lynn Iudiciani  
Francesca Marie Kostek  
Jennifer Moorhead  
Ryan J. Murcko  
Jennifer L. Ramsey  
Carrie L. Snyder  
Angela M. Speed  
Eric S. Wagner

### 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.

## 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
- 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.

Melissa Strickland  
Psi Chi's Director of Finance/Awards  
[melissa@psichi.org](mailto:melissa@psichi.org)

## Eastern

### Dowling College (NY)

Psi Chi faculty advisors Drs. Robert Youth and Mitchell Laube of Dowling College supervised the delivery of over 2,000 pounds of food to the St. Vincent de Paul Society which helped approximately 105 needy families meet some of their nutrition needs. This is the seventh consecutive year that the Psi Chi chapter has conducted a Thanksgiving Food Drive for individuals in the North Bellport area of Long Island, NY. This year's effort produced a record number of food donations filling 67 boxes.

### Southern Connecticut State University

The fall semester began with three speakers from the Psychology Department at Southern Connecticut University. Dr. Colwell discussed forensic psychology—his experiences along with what is involved and how to get there. Dr. Carroll held a panel about writing an honors thesis. Dr. Hauselt gave an informational meeting about the IRB (Institutional Review Board) for students interested in research.

Dr. Michael Pantalone (Yale University School of Medicine, CT) presented "A Brief Adaptation of Motivational Interviewing for Use in Clinical Practice: Extending Research Findings to the 'Real World'". He discussed motivational interviewing (MI) and the various ways he has worked on MI from a training and career development perspective. Dr. Grey (Yale University) discussed "Emotional Intelligence Predicts Individual Differences in Social Exchange Reasoning."

Dr. Cheryl Norton (president of the university) was invited to talk at one of the meetings. She discussed her experiences with psychology and life in general. The chapter was honored to have Dr. Norton speak at one of its meetings.

The chapter hosted a Halloween party and invited all students interested in learning more about Psi Chi or the Psychology Club. The chapter decided to converge Psi Chi and Psychology Club together to make a "Psychology Alliance." A successful luncheon was held at the end of the semester to inform guests about the alliance and allow a question and answer session.

## Midwest

### Roosevelt University, Chicago Campus (IL)

The chapter of Psi Chi had a productive start to the 2007-08 school year. In August, four officers and one member obtained \$2,800 in university funding for airfare and lodging at the APA conference in San Francisco, CA. In addition, the chapter also implemented two continuous fund-raising measures. One of the fund-raising activities was a \$15 chapter fee for new and transferring members with \$420 raised and the other one involved Psi Chi graduation regalia with \$49 raised.

In September, the chapter sponsored RU Psyched at the 2007 National Alliance on Mental Illness (NAMI) Walks 5K. The group, representing Roosevelt University (RU) and Psi Chi, included the chapter president, one member, and six friends. With just two weeks notice, they raised awareness and \$300 to support the NAMI of Greater Chicago. In October, the chapter hosted its first Research Matchmaker to connect students to volunteer research assistant positions in campus psychology labs.

November saw the successful launch of the first ever Chicago Area Psi Chi/Psi Beta Meet & Greet! The networking social attracted over 60 students, faculty, and administrators (from 15 city and suburban colleges/universities) along with licensed psychologists (from several agencies and private practices). A Contact Book containing interviews and contact information was created to help attendees keep in touch, and \$84 was raised.

In December, the chapter inducted 27 members and held the first Graduate Recognition Ceremony/Party to congratulate the fall semester psychology graduates. The chapter turned a grand 60 years of age on December 14!

### Southeast Missouri State University

The chapter had frequent officer meetings in an attempt to renew student interest in Psi Chi. Flyers for meetings were redesigned for visual appeal. Additionally, the chapter requested faculty support to encourage students to attend meetings with efforts having a mild success. In October, a panel discussion was held on the topic of "Social Work vs. Psychology" with a significant increase in attendance compared to usual meeting attendance. A holiday bowling party was held in December with students competing against faculty.

### Southwest Baptist University (MO)

The chapter of Psi Chi was very active during the semester with many items on the agenda that involved a lot of work from the officers. Some of the activities in which the chapter took part were: a campus-wide GRE prep course for all students, a fundraiser to support an organization that helps victims of domestic violence, and a coffee and game social focused on taking a break and relaxing for the evening. The GRE prep course was held over two weekends and required a large amount of support from the professors at Southwest Baptist University. This event was focused on providing lectures for each section of the GRE, and a practice test that evaluated the student's current test scores. The fund-raiser/service project that the chapter hosted for the semester was focused on providing "comfort kits" to people who have been hospitalized because of domestic abuse. These kits included things like necessary toiletries, journals and pens, blankets, and other various items that might aid the victims during their tough times. The focal point of the se-

master for the chapter was the honor of holding the Midwest Psychology Conference at Southwest Baptist University. The conference took place in December 2007 and featured many surrounding schools presenting research and communicating with graduate schools' representatives. Overall, the semester was busy, but it was also a very productive time.

### University of Wisconsin-Stout

The chapter held a food drive and collected 246 food items and 64 hygiene items for a total of 300 items.

## Southeastern

### Belmont University (TN)

The Belmont Psi Chi Chapter kicked off the semester with their fourth annual cookout for new majors/minors and faculty. The event was shortly followed by a series of fund-raising and community service events including holding a car wash, serving food at the Nashville Rescue Mission, holding a bake sale, helping with a Special Olympics fund-raiser, and helping with Ghouls at Grassmere at the local zoo. Additionally, members participated in the School of Sciences Cookout, held a depression screening, and hosted informative discussions on both depression and graduate school applications. The chapter ended the semester by celebrating National Cotton Candy Day by passing out free cotton candy around campus, holding an all night movie night for majors/minors, and collecting back packs for the homeless.

### Davidson College (NC)

In October, the Psi Chi chapter sponsored a service event at the Pines, a continuing care retirement community near Davidson's college campus. Fifteen psychology students enjoyed decorating and eating Halloween cookies with the elderly residents.

### Fayetteville State University (NC)

The Psi Chi chapter held its fall 2007 induction ceremony at the School of Business and Economics, Shaw Auditorium, on November 30, 2007. It was a wonderful induction with 22 new members, five graduating Psi Chi members receiving honor cords, and two graduating Psi Chi members receiving stoles. The speaker was Dr. Vivian Dzokoto—a faculty member at FSU and a licensed clinical psychologist.

### Northern Kentucky University

"The Secret Lives of PhDs" was the kickoff meeting for the chapter's fall 2007 semester. Ten psychology faculty members told three truths and one lie about themselves, and the audience guessed which statement was false. Students learned many interesting tidbits about their professors and discovered that several were darn good liars! Other fall speakers (presumably more truthful!) included Dr. David Ryder (Western Australia) reporting on his country's approach to

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.psiichi.org/chapters/reports.asp](http://www.psiichi.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@psiichi.org](mailto:eye@psiichi.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 [psiichi@psiichi.org](mailto:psiichi@psiichi.org). For digital photos, email only **high-quality resolution images** (600K) 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



Drs. Robert Youth and Mitchell Laube of **Dowling College (NY)** with record setting food donation of 67 boxes collected by their chapter.



The **University of Scranton (PA)** Chapter welcomed 21 new members during its annual induction ceremony. Dr. Ann A. Pang-White (front row, far right) gave an address entitled "The Dao of Psychology."



Psi Chi members of the **California State Polytechnic University, Pomona** Chapter at a Christmas party for children participating in the after-school program.

drug treatment; Dr. Martin Strouse (Northern Kentucky Youth Development Center) discussing Kentucky's juvenile justice system; and Dr. Susan Scheper (Brighton Center) presenting the community agency with over 30 different programs for children and families. Drs. Strouse and Shepherd both described volunteer, internship, and work opportunities within their organizations. In addition, Christina Brown (Miami University) spoke about applying to graduate school, and Dr. Heather Hatchett (chapter coadvisor) discussed studying strategies and test-taking tips. The chapter's community service projects included preparing a Thanksgiving dinner for gifted-but-at-risk 5th and 6th graders who do not always have a traditional holiday meal and conducting a "Drop Your Drawers" drive where members collected underwear for Mental Health America to distribute to the needy. Members also registered attendees at a department-sponsored I/O psychology conference and staffed a booth at the university's Major and Minor Fair. Further fall highlights were selling T-shirts saying, "Psychologists do it APA style," holding a Halloween party with a "Best Imitation of a Faculty Member" costume contest; and inducting 21 new members.

### **Univ of Central Florida–Daytona Beach**

The chapter had a busy holiday schedule. To inspire the Christmas "spirit of giving," the chapter sponsored a toy drive for the children of migrant farm workers. These families are underprivileged and through the toy drive, the chapter was able to provide many children with toys and games for Christmas.

In addition, the chapter visited the local VA nursing home and entertained the veterans by singing Christmas carols. The event included the chapter member's family, so not only was it a great way to pay homage to the veterans, but it was also a great opportunity to teach children the true meaning of Christmas. Through these events, the chapter was able to reach its goal of filling the needs of the community during a season where many people can feel lonely and forgotten.

### **University of Mary Washington (VA)**

The Psi Chi chapter had another busy fall semester. In early October, the chapter inducted 23 new members with a dramatic rendition of the Platonic Myth. Dr. Thomas Moeller, who plans to retire in the spring of 2008, was the guest speaker at inductions. He gave an excellent speech about the history of the Psychology Department at the University of Mary Washington (UMW). In late October, the chapter officers participated in a program review of the psychology department, and the review will help plan the next 10 years of the department. The chapter officers also designed T-shirts displaying the Psi Chi logo. During the Thanksgiving season, members volunteered at the Fredericksburg Food Bank

packing 1,050 boxes and sorting over 4,900 pounds of food for members of the surrounding community. The chapter sponsored a series of GRE workshops throughout November. Sessions focused on the psychology subject test, verbal section, math section, and a session on overall test taking strategies. Sessions focusing on the math and verbal sections featured test prep professionals from Griffin Test Prep.

### **University of South Carolina**

In November, the chapter celebrated its 55th anniversary and inducted 27 new members. In October, the chapter hosted a Graduate Student Panel consisting of 10 graduate students representing different graduate programs. The students discussed life in graduate school and provided some advice on applications and in making the transition to graduate school. Also in October, the chapter helped with the psychology department's annual Chili Cook-off. The chapter held a movie-night in November showing the film *Office Space* that was immediately followed by an I/O psychology analysis conducted by Dr. David C. Clement. The semester ended with a nice close as the chapter helped stuff Christmas stockings for the local Salvation Army and collected soda-pop tabs for the Ronald McDonald House.

## Southwestern

### **Stephen F. Austin State University (TX)**

The chapter stayed active throughout the semester with many activities. There were biweekly meetings where officers and members discussed upcoming events, fund-raising, and research. At each meeting, the chapter held activities where members played games to get to know one another. In September, Dr. Laura Ten Eyck, a former student, gave a Psi Chi hosted open invitation talk about her research at Children's Medical Center in Dallas, which was followed by pizza and conversation with the members. The community service activity for the semester involved visiting the Nacogdoches Boys Ranch and helping the boys carve pumpkins. Several members and the advisor also participated in a ropes course at the YMCA in Conroe. The VP of GRE and Graduate School Preparation coordinated a series of five workshops during the semester that reviewed tips for completing the application process, information about career opportunities in the field of psychology, and allowed the attending members to ask other graduate students and faculty about the application process. During the course of the semester, the chapter had three fund-raising activities—a bake sale, a carhop fund-raiser at Sonic, and a fall semester garage sale. To wrap up the semester, the chapter held the induction of new members at a local restaurant with several psychology faculty and the Provost of its school in attendance.





Psi Chi officers of the **University of Mary Washington (VA)** with the Volunteer Coordinator of the Fredericksburg Food Bank.



Above: Chapter officers Ryan Sinclair and Hannah Sizemore of the **Northern Kentucky University Chapter** vie for "Best Imitation of a Faculty Member (Dr. David Hogan)" at the Halloween party.

Right: Chapter officers of the **Northern Kentucky University Chapter** attended a dessert meeting at the home of advisor, Dr. Angela Lipsitz, to plan the fall semester. Pictured from left are Nikki West, Stacey Firsich, Sara Austin, Hannah Powers, Ryan Sinclair, and Hannah Sizemore.



New members of the **University of Mary Washington** during the fall 2007 induction ceremony.







New Psi Chi members of the **University of La Verne (CA)** on November 30, 2007, at their induction ceremony.

### **University of Houston–Clear Lake (TX)**

The chapter started a team to participate in the Walk Now For Autism event that was held October 27, 2007, in Houston, TX. Members participated in a 3K walk and raised money benefiting Autism research with over \$750 raised from the event.

### **University of Saint Thomas–Texas**

The Psi Chi chapter was very active in various fund-raising activities during the fall semester. The chapter had great participation from chapter members, the university, and staff. The semester started off with a raffle with proceeds sent to The Archives of the American History of Psychology (AHAP). The winning prize was a video iPod, as well as an iPod Shuffle for the top ticket seller. There were a large number of ticket sales that resulted in a generous donation to the organization. During the month of October, the chapter was involved in Trick-or-Treat for UNICEF. Various members carried donation boxes and went "trick-or-treating" for the organization. With the money raised, the group was able to help children in need of food, water, immunizations, and school supplies.

The UST chapter closed the semester by helping out patients at a local hospital as well as children who were in need of gifts for the holiday season. Christmas cards were made for inpatients of the psychiatric ward of a local hospital. Members arranged a meeting in which they listened to Christmas music while making cards for the patients. The cards were donated to the

group in an effort to wish them a joyous holiday season. The chapter also donated toys to the children receiving therapy at the Children's Assessment Center. The toys that were bought were donated to the organization's Toy Shoppe.

The chapter is happy to have had the opportunity to help others in the local community as well as psychology organizations. The chapter would like to extend its gratitude to those who made the activities and semester a success.

## Western

### **California State Polytechnic University, Pomona**

The chapter had a busy quarter book-ended by community service events. In the second week of school, they supported and participated in Matt's Run, a 5K to honor the death of a fellow student and raise money for scholarships. The quarter ended with the annual toy-drive and holiday party at the Ennis W. Cosby Friendmobile in Downtown Pomona. Chapter members made ornaments, played games, and gave away toys to the children who participate in the after-school program and counseling center. The quarter also included a Halloween party, a Dr. Phil taping, and a free GRE practice test on campus.

The majority of regular meetings were dedicated to information for those preparing for graduate school. Advisor Dr. Bettina Casad presented a talk on getting letters of

recommendation and how to write a curriculum vita. Officers Alian Kasabian and Ariana Robinson gave a presentation on choosing a graduate school and writing a statement of purpose. Dr. Frank Torres (McNair Scholars) spoke about the benefits of the program, and the first Cal Poly McNair scholar to achieve a PhD, Bridgette Cheeks, spoke about her experiences in higher education and applied psychology. Student representatives of the different research labs on campus spoke about their work, and the benefits they receive from the experience.

Last, and certainly not least, six prospective members applied for national membership and were happily accepted. Overall, it was a very active and fruitful 10 weeks, and a great start to the New Year.

### **Hawaii Pacific University**

The chapter is proud to announce the formal induction of 11 new members into the honor society on November 14, 2007, as part of the fourth Psychology Program Symposium Series event of the semester. The students inducted in the fall were Megan Ann Blaine, Carolina Castillo, Lindsay Joy Clements, Kristena LaNee Gordon, Natalie P. Hayes, Kathryn Sachiko Kato, Darrel Madriaga Molina, Alexandra H. Mun, Roxane Marie Quindara, Elin Marie Sandberg Soto-Thompson, and Brendan Kyle West. Caitlin Macy (president) conducted the ceremony assisted by Bryce Ishikawa (vice-president) and Drs. Brian

Metcalf and Vincent Tsushima (faculty coadvisors).

An induction ceremony for new members was also part of the Fall Honors Brunch, which took place on November 4. New members Darrell Molina and Kristena Gordon were able to attend this event.

Thanks to the initiative and hard work of Caitlin Macy (president), along with her fellow officers (Bryce Ishikawa, Lauren Kagami, and Kimberly Nolan), the chapter started a Peer Tutoring Program and was successful in getting volunteers and "clients." Ms. Macy took the lead in getting the Peer Support Program up and running again after a brief hiatus. She and the other officers worked closely with the psychology program faculty in organizing and assisting at the popular monthly (and now even more frequent!) Psychology Program Symposium guest speaker events, which regularly attract 70-150 attendees. These officers also helped to plan an end of the year daylong Psychology Program Conference and Awards Dinner Banquet, and they worked closely with the Psychology Club officers on all of their events and activities.

### **Southern Oregon University**

The Psi Chi chapter was pleased to announce the names of its officers for the 2007-08 academic year: Chera Sabankaya (president), Jeffrey Proulx (vice-president), and Cassandra Cole (secretary). The chapter's faculty advisor, Dr. Kimberley Cox, received the Psi Chi Faculty Advisor Research Grant for the Western region.





#### University of La Verne (CA)

During the fall of 2007, the chapter was very involved with on-campus activities in order to help spread the word about Psi Chi and to show community spirit. The chapter hosted a Homecoming Booth in October with a Winter Olympics theme and challenged guests to participate in some "Winter Games" with a ring toss. Also, the chapter hosted a commuter fair booth in November, celebrating commuter students with Psi Chi winning first place and \$100

for its booth's design. The fall semester was also very busy with guest speakers ranging in topics from graduate school information from Claremont Graduate University, "Relationship 101" advice from an adjunct instructor in the master's program, and doctoral students discussing their experiences in graduate school. In addition, the chapter sent care packages to the troops in Afghanistan. On November 30, the chapter inducted 19 new members to Psi Chi.

### Chapter Reminder: Registering New Members

The National Office recommends that your chapter mail its new member registration materials at least **3 weeks** before your spring induction ceremony. Doing so will enable your chapter to receive its new member certificates, cards, and lapel pins in time for new member inductions and **avoid paying rush fees**.

Prepare and mail these three items to the National Office at least 3 weeks before the planned induction ceremony:

1. **Registration Form.** Include induction date on the front and attach a list of all new members' names in the correct format.
2. **Registration Cards** (one for each member).
3. **One Check or Money Order** for all new members' national registration fees (individual students' checks will not be accepted).

Chapter administrators may now register new members, enter registration card information, and pay for **new members online**.



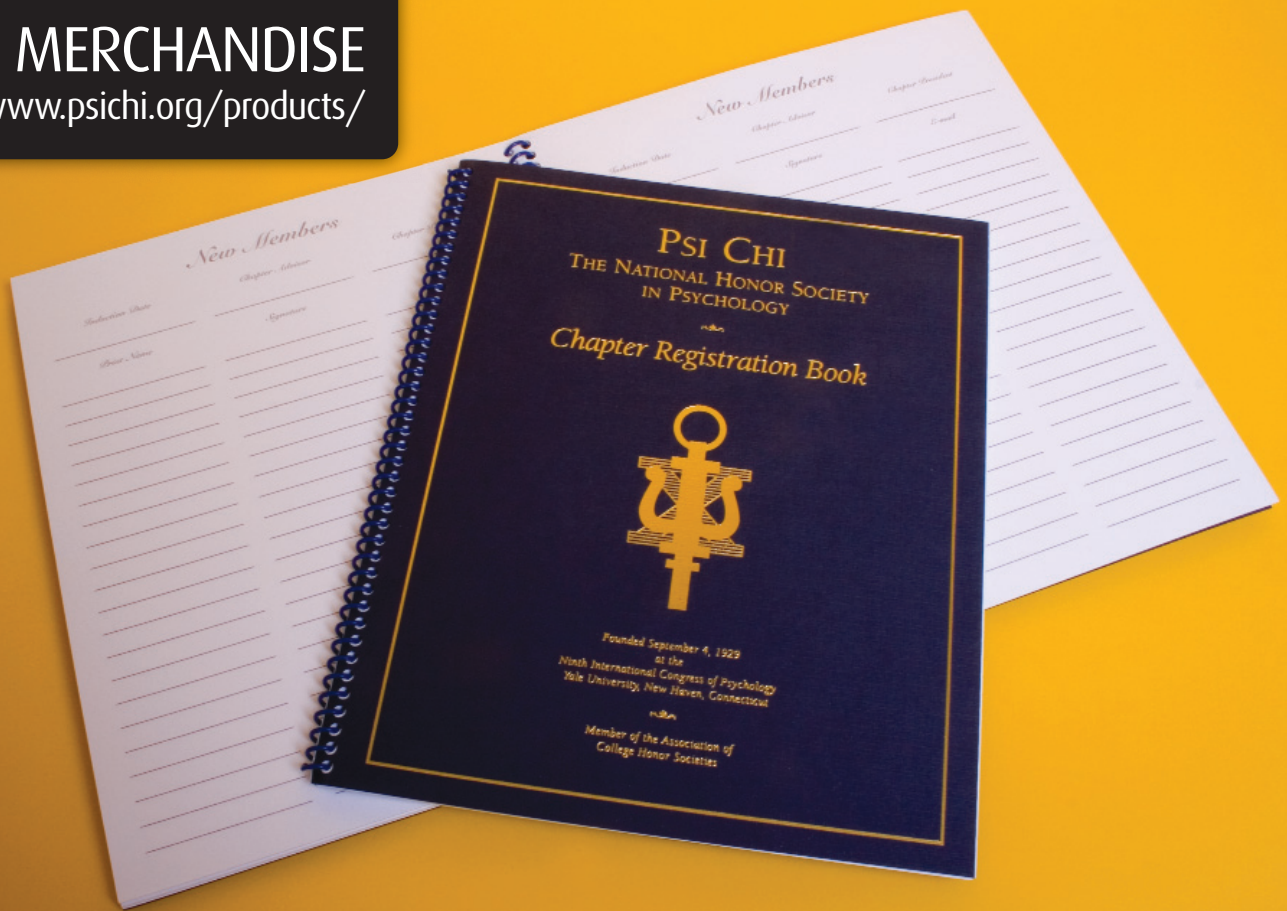
*Above, top:* The fall 2007 induction ceremony of the **Hawaii Pacific University**.  
*From left to right:* Brenden West, Megan Blain, Lindsay Clements, Carolina Castillo, Vincent Tushima (coadvisor), Bryce Ishikawa (vice-president), Caitlin Macy (president), Dr. Brian Metcalf (coadvisor), Dr. Trish Ellerson, Dr. Howard Markowitz, Elin Sandberg Soto-Thompson, Diana Fries, and Nicole Benton.

*Above:* Darrel Molina and Kristena Gordon were inducted at the fall 2007 Honors Brunch for **Hawaii Pacific University**.



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