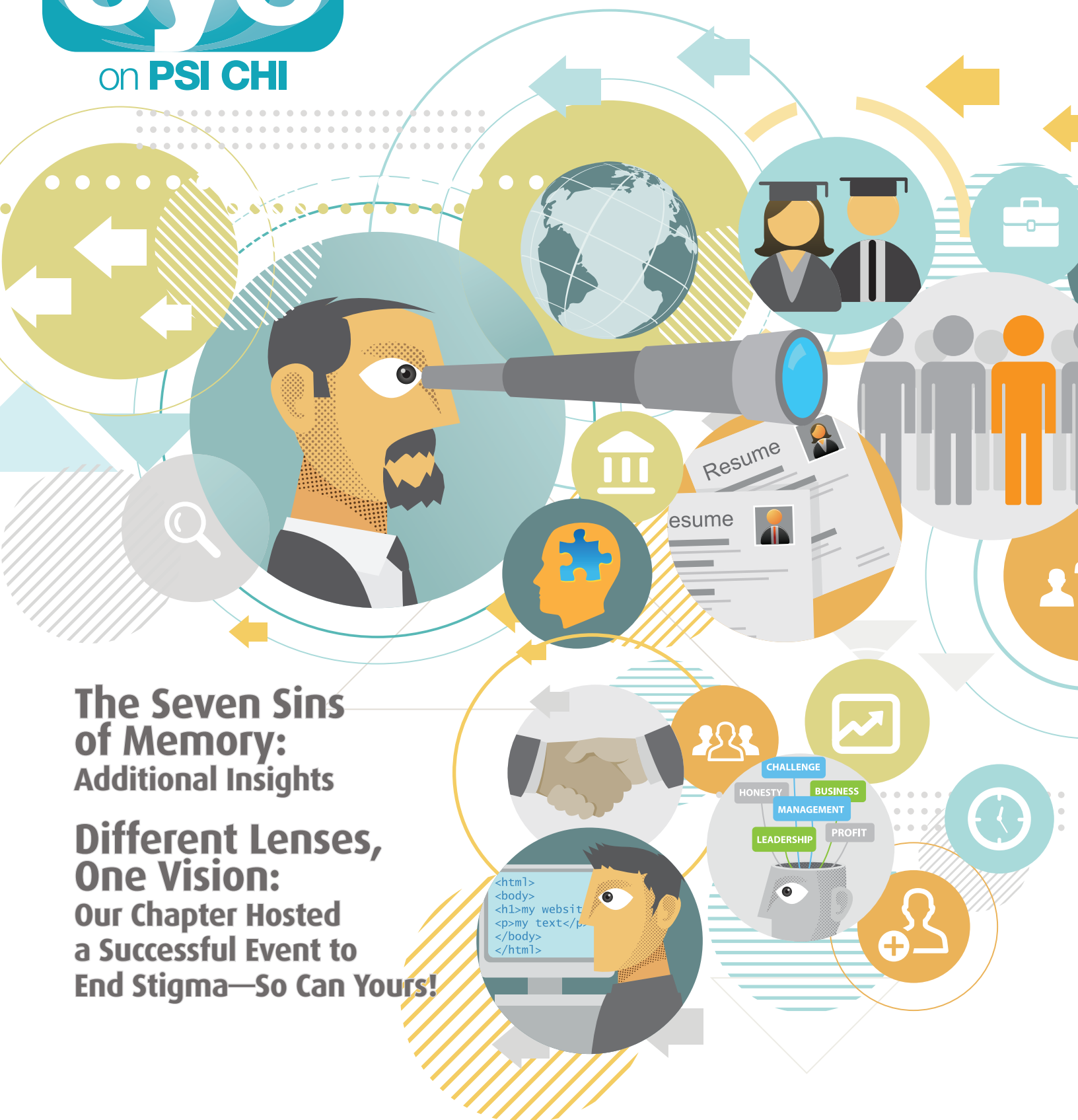


on **PSI CHI**

What Psychology Students Learn: 10 Skills That Any Employer Will Appreciate



1929–2014 85th ANNIVERSARY

Contents | FALL 2014

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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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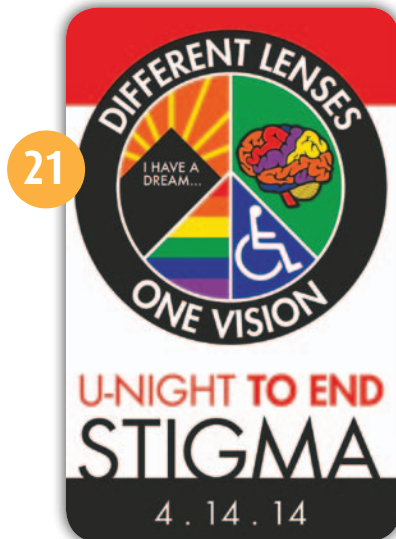
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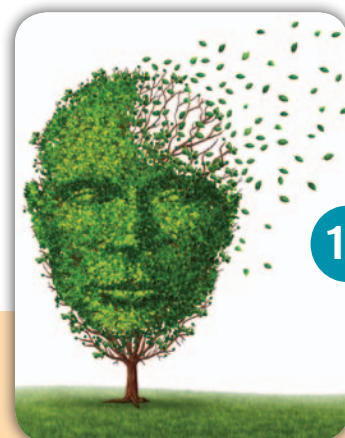
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In This Issue

To commemorate Psi Chi's 85th Anniversary, we will reprint some past messages from the Psi Chi Newsletter. In 1969, Psi Chi founder Frederick Howell Lewis, wrote the following:

Message from the First Historian of Psi Chi*

Frederick Howell Lewis, Scarsdale, New York

To All My Psychological "Grandchildren:"

Just as my 1928 letter to the chairmen of college and university psychology departments was a first, so is this message to you a first.

As I indicated in my 25th anniversary Psi Chi talk to you, this 22 year old graduate student had the nerve in the spring of 1928 to address an inquiry to all the moguls of psychology—names I saw in gold lettering on the covers of formidable tomes on the library shelves. That letter was really more than an inquiry as to whether they (1) had a psychology club at their institution and (2) whether they didn't think that a national honor society in our field might be desirable. The clear assumption of this unknown upstart was that such a society was unquestionably desirable, and not just because practically every other academic discipline on campus already enjoyed this privilege.

With all the mathematical and statistical developments since I departed the campus in 1940, I suspect that the Gaussian curve of distribution may have gone down the drain along with short haircuts, college grades, and an awe of professors. But the responses were bell-shaped, or in the language of that ancient day, operational. A few replied "Great"—a few said "Nuts"—and most were lukewarm.

Undaunted, as kids are, Eddie Newman and I were undismayed by the massive and enthusiastic indifference. We tried out the idea that May at the Midwestern Psychological gathering in Madison, Wisconsin, and called a meeting on the then unruffled Christmastime campus of Columbia University at the 1928 APA Convention (psychologists preferred earmuffs to air conditioning for their national gatherings in those days).

Come the New Haven ... [Ninth] International Congress of Psychology on the Yale campus in 1929, we were ready to deliver the baby after about 16 months of gestation. And after all the promotion and persuasion, only eleven institutions showed up for the delivery. Charter members, no less!

So the magical age of 40 for Psi Chi has arrived and I do wonder what Eddie Newman will be alleging as he assesses "psychology and psychologists forty years later."

As I think about "psychology and psychologists forty years later," I am impressed by how much we still don't know about Homo sapiens. *The Psychological Review*, *The American Journal of Psychology*, *The*

Journal of Experimental Psychology, et al...and let's include that highly profitable publishing venture *Psychology Today*—have markedly swelled the periodical literature since I departed the halls of learning. One must assume that their pages over a thirty year period have shed some light on the ways of man.

As I recall the kind of research problems that absorbed the attention of psychologists during my graduate school days, I am appalled at the triviality of many of them. To be sure, psychology was struggling toward the same status as a science enjoyed by physics and chemistry—and unless a problem could be so prescribed so as to lead the prediction and control, it was avoided.

The effect of this timidity was to discourage imagination and to limit innovation, yet the paralyzing fear of making a mistake in the conceiving of a research project—as in most areas of human endeavor—is the greatest mistake of all if psychology is to progress as an academic discipline and to justify its existence as a member of society.

From my vantage point, it appears that the whole area of concern for life in the urban ghetto has received scant attention from psychology. What is being done seems to come from the sociologists, anthropologists and most everybody else.

Reading the above, I apparently have forgotten in this recital that this is supposed to be a "Happy Birthday message." And indeed it really is, for I am proud of the good health and vigor of Psi Chi, and the increasing role it is assuming in so many campuses in drawing faculty and students together, and in inspiring psychology majors toward excellence in their field. The birthday will be a happier one though, if the look is a forward one, frankly assessing the present and the future possibilities for psychology and psychologists to combine their analytical skills and research techniques with a sense of commitment and concern for the problems of human relationships which become more complex and more urgent every year.

And speaking of years, I hope to be lucky enough to be present when Psi Chi cuts the 50th birthday cake. Who can predict what the next decade will be like—for the world, the nation, the campus, Psi Chi? The speed of change seems ever to quicken. Our hope and aim as an honor society must be to keep pace.

From "Message from the First Historian of Psi Chi," by Frederick Howell Lewis, Psi Chi Newsletter, 1969, Fall, p. 7. Copyright 2014 by Psi Chi, the International Honor Society in Psychology. Reprinted with permission.

*Read by the National President of Psi Chi, Dr. Francis A. Young, in introducing the first National President of Psi Chi, Dr. Edwin B. Newman, who delivered Psi Chi's Fortieth Anniversary Address.



Betsy Morgan, PhD
Psi Chi Society President
University of Wisconsin-La Crosse

Truth or Dare? I Take Truth

I'm a wonk, which means that I really like policy. As I also tend to be an extraverted person, it often surprises my colleagues when I get excited about policy documents such as guidelines and bylaws. I'm bringing this wonkishness to my Psi Chi presidency this year to recommend some major changes to the Organization's Constitution. The Constitution is the backbone of our Organization in terms of mission and structure; that's why I believe keeping it up-to-date and concise is crucial to improving our Society.

The Constitution changes are aimed to accomplish three central goals. *First*, the Constitution is comprised of articles and headings, which we reorganized and renamed to give readers a better sense of the Society as a whole. *Second*, we wanted the Constitution to be more streamlined. The Central Office and Board of Directors attend to the detail of the organization, and the Constitution exists to communicate Psi Chi's basic structure and to protect the integrity of the mission of the organization. So, we removed much of the verbiage that was directed toward smaller details such as the type and scope of committees needed for the Board of Directors. *Third*, we wanted to clarify the expectations for admission to an honor society. Therefore, we have made the language regarding undergraduate criteria easier to follow, and we have added additional detail to the criteria for graduate student qualifications. We hope that all of this will make the document more user-friendly, and we hope that it will result in a document that will not need to be altered for several years.

Have you ever read a textbook where the content

is really well-written and easy to follow, and then it feels like someone tacked on a few new sentences or paragraphs? Those of us who have written textbooks know this process well. We write a good structure that works and then, in new editions, we refresh and augment the ideas with new research in the field. However, every "X" number of editions, we have to set out the structure again from the start, much like when some of us clean out the pantry or a sock drawer. Sometimes we can't just add more stuff. Sometimes old socks need to be thrown out. A Constitution is a similar project. Every few years, a tweaking is needed. However, this time, it is an overhaul of the structure. We really culled through the verbiage to make sure that only the sturdy and warm socks remained.

How did I become a wonk? As an undergraduate, when I was drawn to social psychology due to its clear relationship to real-world problems, I was also taken with how important policy has been to the advancement of a variety of social issues. Think about the issues of desegregation, work-life policy, and same-sex marriage—each of these social issues has been strongly influenced and advanced by legislations and policy. I won't begin to argue that the Psi Chi Constitution is important at the level of national policy! However, I will argue that clear policy helps lead to a society that is fair to its members. **You will hear more about the Constitution in the coming months.** You will be asked for feedback and eventually your chapter will be asked to vote on a ratification of the changes. I hope you tune in to the wonkish part of your personalities and give the process your attention.

Taking Care of (Chapter) Business

Psi Chi's Constitution is the overarching document that guides all Society business and chapter functioning. With Constitutional amendments on the horizon (see President Betsy Morgan's column), now is a good time to take care of Psi Chi business on your campus by reviewing and updating your current chapter bylaws.

I strongly encourage each chapter to discuss and adopt its own chapter bylaws. The process of approving (or updating) chapter bylaws is a good one for officers and members to work on together, and it creates an important task for at least one Executive Committee meeting and two chapter meetings (discuss it during one or more chapter meetings, vote on it at the next). The entire chapter should be invited to vote on accepting the bylaws at a publicized chapter meeting.

Your Society provides a Chapter Bylaws Template to make customizing your own bylaws easy. Advisors and officers (if advisors have updated the names of current officers online) can view and download the Chapter Bylaws Template upon logging in to the Psi Chi website. Simply log in to the website and select your Faculty Advisor or Officer role, and you will see Chapter Bylaws Template under the orange Chapter Materials heading. You may also notice a link to the Constitution, located under Chapter Materials for your convenience.

There are several important reasons for making sure that your chapter has current bylaws in place, many of which I wrote about in a previous column (Zlokovich, 2009). These include optional changes such as increasing academic requirements for eligibility, specifying how many of the nine hours of psychology must be completed on your campus, specifying eligibility of students in other undergraduate departments (e.g., neuropsychology majors) or graduate departments (e.g., marriage and family therapy master's program), and allowing transfer students to join before completing 12 hours of coursework on your campus. In addition, your chapter may wish to specify whether course credits earned by methods such as AP or CLEP exams may be counted toward the minimum of nine psychology credits needed for membership eligibility.

Changes since 2009 add to these reasons, including Psi Chi having become international. All chapter documents, websites, social media, logos, T-shirts, etc. should now refer to Psi Chi, the *International Honor Society in Psychology*. If you still have old references to the *National Honor Society* in your current Chapter Bylaws or anywhere else, please update them!

Another change is that the current template includes a two-step process for the removal of officers. It would be a good idea to have this process approved before there are

any problems with an officer. This will make coping with an unfortunate situation easier and provides a method of treating everyone involved fairly. The old bylaws template did not include a process for officer removal.

Some aspects of the bylaws template cannot be changed (displayed in blue text in the document). For example, all inductees must have established a GPA at the new campus. Thus, before writing any bylaw addressing transfer student eligibility, psychology hours, or psychology or cumulative GPA requirements, your faculty advisor should check with the registrar to determine whether transfer students establish a GPA when they begin classes or after completing their first semester.

There are also many aspects for which your chapter must make a choice as outlined below. Chapters may add anything they wish to the bylaws, provided it does not conflict with the Constitution. For example, I recommend that details about chapter dues, if any, be specified. However, it is not necessary to add anything new. **If your chapter decides to accept the basic template, officers will need to**

1. remove the optional academic requirements for the undergraduates paragraph,
2. choose Option 1 or 2 for transfer student eligibility,
3. remove the optional academic requirements for the graduate students paragraph,
4. specify when officer elections will be held,
5. enter the term of office,
6. enter the number of members required to call an Executive Committee meeting, and
7. enter the number of faculty coadvisors.

After your chapter votes to accept new chapter bylaws or update existing ones, upload the document on the Chapter Admin webpage by selecting "View or upload your Bylaws here" under Chapter Bylaws Template. This will make it easy for next year's officers, future advisors, and Psi Chi staff to find them.

The current Chapter Bylaws Template is based on the current Constitution. If Constitutional amendments proposed by the Board of Directors are adopted next spring, this bylaws template and your chapter's bylaws will need to be updated to reflect those changes. Updating next year will be much easier if your chapter has reviewed and approved Chapter Bylaws this year, and your chapter's functioning will be improved now.

Reference

Zlokovich, M. S. (2009, Summer). Why are chapter bylaws important? *Eye on Psi Chi*, 13(4), 5. Retrieved from <https://www.psiichi.org/?134EyeSum09dZlokovi>



Martha S. Zlokovich, PhD
Psi Chi Executive Director



Maria Lavooy, PhD
Psi Chi Society Past-President
Florida Institute of Technology

Where Did the Year Go?

As I write this article, another year is coming to an end, and I am hearing that old familiar phrase: “Where did the year go?” That is certainly how I feel about my year as President. In fact, all of my years serving on the Psi Chi Board of Directors have flown by. I wish I could say I’m glad they are almost over, but I can’t.

Although the position of President involves a great time commitment over three years, I cannot say I have found anything more valuable to do with my professional time. Organizing and attending conventions, planning Psi Chi policy and procedures, presenting at and attending workshops, representing Psi Chi at the International Science and Engineering Fair, meeting faculty and students from all over the world, and forging friendships have all contributed to some of the best years of my career. With that said, I don’t want to convey the notion that this message is all about how much the Board members give. Although the focus is often on how we, the Board, can change the lives of our members for their betterment, these positions change us for our benefit, too.

There have been great strides made on behalf of our members over the past few years. These have resulted in positive changes, which include a move to become an international organization. To date, our membership includes 15 international chapters. It also resulted in a completely overhauled website in terms of look and function. I am sure members and advisors, alike, appreciate the new online application process as well as a frequently updating display of our chapter member and alumni accomplishments. Our increase in travel grants has

helped a number of our members travel to regional and national conventions and conferences. But, perhaps one of our most welcome and exciting additions to the many benefits we offer our members is our new scholarship program. This is the member benefit I am most proud to have associated with my term. Although still in the beginning stages of fund-raising, through forged partnerships and the generous donations of alumni, advisors, and Board members, we are off to a very strong start.

Your Board of Directors and the Central Office staff continually work to improve all aspects of Psi Chi membership, and I hope you find your association with Psi Chi as rewarding as I have found mine. My experience as a Board Member has been an amazing one, and I am loath to say good-bye to the many official positions I have held on behalf of Psi Chi. I have had the privilege and honor to work with some truly amazing people including Psi Chi Central Office staff and Board members, as well as the many incredible Psi Chi chapter advisors, officers, and members.

Although my official elected positions with Psi Chi are coming to an end, that doesn’t mean my tenure with Psi Chi is over. Psi Chi has been a part of my life at a number of levels for 36 years, and I know there are many ways I can stay connected with the Organization, the advisors, the students, and the many friends I have made over the years.

So, rather than say good-bye, I am ready to welcome the next adventure in my Psi Chi journey.

I know too well how good-bye can steal more than just the future. —Talía Vance

Returning Adult Students Turning to New Careers

Who Are Returning Adult Students? (And Why Traditional Age Students Should Know)

During my early years of teaching, students 24 years of age but mostly older were called *continuing education*, *nontraditional*, or *returning adult students*. Although there weren't many returning adult students at my small college, many traditional age students envied and even feared their motivation, maturity, and intense focus on coursework. Age generally remains the variable that college administrators use to recognize the past learning experiences, particular educational needs, and circumstances of this subpopulation of college students. Implied in *returning adult* is not only age, but also recognition that these students generally possess some level of life-learning experiences derived from jobs, raising a family, military service, community involvement, or a combination of these and other experiences that most younger students do not have. However, because the distinction between the two categories of students has become blurred with respect to age, traditional students will also benefit from the insights and advice offered by the contributors to this column.

The cutoff age separating traditional from returning adult students is changing for some professionals. In an e-mail interview, Camille Helkowski, MEd, NCC (National Certified Counselor), LCPC (Licensed Clinical Professional Counselor), associate director of Loyola University Chicago's Career Development Center and counselor in private practice, generally does not view anyone under 30 as a returning adult student unless the individual is a veteran. She also recognizes the age-related issues that people over 50 encounter when they change careers, depending on the field they choose. For example, "Counseling and social work are fields that lend themselves to older career changers and thus are more open to hiring an older versus traditional age graduate employee with little direct experience."

Similarly, Mary Allen, EdD, senior business development manager at The Salem Group (a recruiting and staff augmentation firm) and adjunct professor of psychology and social science at College of Lake County (IL), says she encounters a diverse age range among Salem's clients and her students. She also regards returning adult students as those who are 30 and older. Regardless of how the term *returning adult* is defined by age, students classified as such sometimes enter the workplace with certain advantages and challenges.

Advantages, But Also Challenges

Jon Keil, BA, Director of Operations at the Salem Group, believes that returning adults with psychology or social science degrees enter the workforce with:

a great deal of structure, understanding of behavior, and

human interaction skills that many students with other degrees may not have. These attributes lend well to transitioning to new opportunities. Many have often continued working through their education, so transition is a natural progression as opposed to a cold reentry, as viewed by employers. Nontraditional students bring with them life experiences and many other transferable skills such as people management, multitasking abilities, and structure that they learned in previous roles as well as the benefits of continued education.

Their pursuit of a degree "demonstrates their personal drive and capabilities. I have found that nontraditional students can be highly creative, reliable, and extremely productive additions to any organization." Some have earned another degree or certification, performed internships, or have updated or achieved new skillsets. However, he cautions, a major obstacle that many individuals face when they reenter the workforce after completing school or raising children is reduced compensation, depending on the person's age and occupation. Although some persons reentering the workforce are willing to trade a lower salary for less stressful responsibilities or more time for family, many others do not want or have those options. The Salem Group has a strong commitment to diversity not only because of the organization's social responsibility, but also because diversity strengthens the organization and its clients. In addition, The Salem Group created a Seniority Advantage program, which rewards senior employees with benefits that ease their transition to the workplace.

Experience and the skills that meaningful experiences establish is crucial. Camille Helkowski encourages returning adults to:

consider their prior experience as a value-added piece they bring to a potential employer. Individuals need to consider the functional skills they acquired in their former jobs/careers and translate those skills, making them relevant to their new career choice. This is a critical component of their resume construction and interview preparation. They should take advantage of their career centers in this regard. Career counselors are typically well-versed in assisting returning students with their re-entry into the work force.

In many of her returning adult clients, Mary Allen has observed a lack of work experience in their field of interest. "They have content knowledge and know theories, names, dates, etc. but have little understanding specific to needs, assessment, application, and personality structure," which impacts how one perceives his or her and others' work environment. She emphasizes that experience in one's chosen field is an area where improvement and development is strongly recommended. Mary continues, "What they may lack in the area of applied practices and experiences within their psychology or social science major, they do bring with them the

skill of having greater insight in the ability to think creatively and objectively from multiple perspectives.” They also bring with them “a general understanding of their intrinsic drives and motives which serve as a strength.”

Skills Employers Seek

During my years of teaching returning adult students, I observed that many tend to underestimate the abilities and skills they have developed while serving as a homemaker, volunteer, part-time employee, or in a similar capacity. The types of skills and attributes required for successful performance of these activities are similar to many skillsets employers seek in candidates. For example, according to *Job Outlook 2014*, a survey conducted by the National Association of Colleges and Employers, between 58% and 77% of the employer respondents indicated that they look for the following attributes on an applicant’s resume (ranked from highest to lowest): Written communication skills, leadership, analytical/quantitative skills, strong work ethic, ability to work in a team, problem-solving skills, verbal communication skills, initiative, detail-oriented, computer-skills, technical skills, flexibility/adaptability, and interpersonal skills (NACE, 2014). Most returning adult students bring many of these skillsets, often well-established, to the workplace. They typically possess additional attributes in various levels that are not contained on the NACE list such as emotional maturity, self-confidence, and self-efficacy.

Advice for Returning Adult Students

Jon Keil advises nontraditional students returning to the workforce to:

investigate career options including all standard academic programs as well as professional certifications and how a degree, both undergraduate or graduate, can assist them in their identified field. The added benefit of such research can help them transition to new positions or new career fields a bit easier. Gathering information in advance will aid them in their career search by allowing them to target specific companies, organizations, etc. Many fields are very competitive, and securing employment can be a challenge. By doing your research in advance and investigating an industry or certain companies, you gain an advantage in knowing more about what those organizations look for in their hires.

In short, create a career plan while you are still in school.

It is critical for students to take advantage of every experiential opportunity available to gain transferable marketable skills according to Camille Helkowski. She explains:

Graduate programs in social work, psychology, and counseling typically require this experience as a function of obtaining the degree. Direct experience is the best way for individuals to (a) be clear about what is the right career choice for them and (b) market themselves. They may also need to dissuade themselves of the idea that the only thing that counts as experience is paid full-time employment. Experience can take the form of volunteer opportunities, part-time work, internships, and memberships in organizations. The benefits of someone with previous work experience is that they

already know how to work. The soft skills that are necessary in day-to-day employment and the life adjustments of being a full-time employee won’t be a shock to them. However, if someone has not looked for a job in the last 10 years, they may not understand how the job search has changed. Access to a computer as well as basic computer skills are required simply to apply for jobs. Networking is the top skill of the job search, and it has to be mastered to search effectively. Knowing how to use social media, LinkedIn® in particular, is essential.

Emphasizing earlier remarks, Mary Allen advises:

The greatest guidance I would offer is for returning adults to apply their learning and gain experiential knowledge. One can have all their knowledge from psychology and social sciences, but if they are not taught how to use it and to understand the knowledge they possess, they cannot apply it and, thus, they fail to take it into the workforce.

A Mental Health Organization Example: Thresholds

The preceding comments apply to numerous positions and organizations in which a returning adult psychology or social science baccalaureate graduate could work. Because many psychology majors seek a career in the mental health field, I asked the same questions to Sarah Hertsted, BA, PHR (Professional in Human Resources), benefits and compensation analyst at Thresholds (www.thresholds.org). Thresholds is a Chicago area mental health organization that provides healthcare, housing, and hope for thousands of persons with mental illness each year. Thresholds is similar to many mental health organizations in its holistic approach to mental health services, support, and treatment but different from several others in its commitment to serving those with serious and persistent mental illness, which other organizations may not accept.

New employee challenges. Sarah did not identify unique challenges for the returning adult graduate, but she acknowledged one task that is faced by all new employees, namely travel. Employees in clinical positions can expect to travel daily (regardless of weather) about 60 to 70% of the time, connecting to members and clients who may reside in specific city neighborhoods or in surrounding counties. In addition, specific state documentation requirements compel these employees to balance the time they devote to direct service to an individual with entering notes in the electronic health records. Being organized, knowing how to write notes that address specific insurance billing requirements, and being computer savvy are requirements. Another challenge may be the employee’s ability to align with Thresholds’ philosophy of serving its members. According to Sarah:

Our goal is not to decide or do things for members but instead to help them set their own specific short-term goals and objectives. Sometimes this might mean an employee can personally disagree with a choice made by a member. You have to be OK with that and not allow it to interfere with your relationship and the work you do in collaboration with members.

Advantages some graduates may have. A variety of ordinary life experiences and skills, especially those which can be taught to

Paul Hettich, PhD, Professor Emeritus at DePaul University (IL), was an Army personnel psychologist, program evaluator in an education R&D lab, and a corporate applied scientist—positions that created a “real world” foundation for his career in college teaching and administration. He was inspired to write about college-to-workplace readiness issues by graduates and employers who revealed a major disconnect between university and workplace expectations, cultures, and practices.



You can contact Paul at
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others, are advantageous for employment at Thresholds and service to its members: shopping on a budget, building a support network of friends, healthy eating and living habits, knowing how to find low-cost or free activities in the community, and job search and interview skills. Prior experience in customer service or sales is also helpful because some employees work as employment specialists to support members’ efforts to seek and maintain jobs; employees may also work with area employers to place members in jobs. Finally, the experiences and skills of veterans are in demand to help Thresholds members who are also veterans.

Advice to students. Sarah’s first recommendation is to be open to experience.

In the mental health industry, your major in college and your internships do count. Make sure to include your internship on your resume. Hiring managers want to see that experience! Include your volunteer work as well, especially if it speaks to the mission of the organization to which you are applying. This is an exciting time for mental health and for Thresholds. Thresholds, along with many other organizations, continues to experience great expansion. However, we are still a nonprofit organization, and you won’t get rich working in this field. If your long-term goal is to be a therapist or director, you still need to first gain some experience as a new graduate in an entry level position. Wherever you obtain a position, if you are working toward a license like LCPC, make sure the organization offers supervision hours as we do at Thresholds. It can be hard at times working in the mental health field. Self-care is really important! Make it a priority in your life as you enter the workforce. You can’t help other people if you aren’t first taking care of yourself. Keeping up with your own health, maintaining perspective and having a positive attitude should be a priority in anyone’s life. It can be of special value in being an effective Thresholds employee.

Coincidentally, while this article was in preparation, Thresholds hired a baccalaureate psychology graduate who is also a member of Psi Chi, one of several Psi Chi members employed there.

Jobs Outside of the Mental Health Sector

Unfortunately, some students believe that nearly all jobs available for psychology majors are in the mental health field. Not true! In a survey of diverse organizations that included for-profit (66%), nonprofit (17%), government (9%), educational (6%), and health service (2%), Chan and Gardner (2013) asked employer respondents about the types of work assignments for *Arts and Sciences graduates*. Of the 27 categories of work assignments that the researchers listed, employers identified eight in which 20% to 41% of the graduates were assigned: **administrative services** (41%), **customer services** (34%), **business services** (28%), **marketing** (26%), **media and communication** (25%), **information management** (25%), **human**

resources (20%), and **computer services** (20%).

The authors noted that some of the most frequently mentioned positions may seem uninspiring to applicants. However, these jobs require persons who can:

quickly grasp the organization as a whole; pull together diverse information and make it meaningful to upper management or clients; quickly solve problems; and interact effectively with diverse colleagues and functional units . . . For many A&S graduates, such positions are stepping stones and accelerators into an organization and a career (Chan & Gardner, 2013, p. 4).

The authors added that a graduate does not have to have a business or commerce degree to work in these positions. However, many employers recommend that liberal arts graduates should have completed courses in economics, management, marketing, and even accounting. I encourage all students to review the list of skills employers seek, compare them with skills developed in your psychology program and with your own personal experiences. Many returning adults have probably held full- or part-time assignments similar to those mentioned by Chan and Gardner, and already possess some of the skillsets, perhaps well-established, that these positions require.

Finally, did you notice the mention of professional certification and licensing in this article? It is common for many baccalaureate graduates, once they have spent time in a particular occupation, to seek further, in-depth training and education from professional organizations or graduate programs that recognize and enhance their knowledge, skills, and experiences. In closing, the insights and counsel of our contributing experts, along with the studies cited, should generate confidence in returning adult students and help guide their decisions. Similarly, traditional age students should be aware of the similarities and differences (to the extent they may exist) that they have with their returning adult classmates and recognize that many of the remarks above also pertain to them. All students should recognize that differences between traditional and nontraditional students are not always clear-cut in terms of perceived advantages and disadvantages, and that the advice for how to prepare for the workplace is the same in most respects. Regardless of age and prior experiences, all students seek to acquire knowledge, skills, attitudes, and wisdom from their study of psychology, and integrate it into their identity and goals. As for age itself, consider the words of 19th century English novelist George Eliot (Mary Ann Evans): “It is never too late to be what you might have been.”

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Psi Chi: 85 Years Old, Stronger Than Ever—and Increasingly International!



As many members are aware, the charter for Psi Chi was signed September 4, 1929, at Yale University (CT) during the meeting of the Ninth International Congress of Psychology. With that signing, the organization was formally created, although there are no contemporary records at Yale recording the event. It is safe to assume that the founders had no idea of the extraordinary history that would follow. In the 85 years since that day, the Society has gone through tremendous growth, not only in numbers but also in function. From a simple record-keeping association, it was transformed into a vital force in American psychology. Now, in its latest re-creation, it has become an international organization, engaged in an outreach that was undreamed of by its founders and yet one that is perfectly consistent with its beginnings.

The Congress at Yale in 1929 was a watershed event for American psychology as well as for Psi Chi. When modern psychology began, its center was in Europe—mostly in Germany, France, and England. The strongest European center was the laboratory of Wilhelm Wundt and his psychology program at the University of Leipzig (Germany). It is estimated that he participated in the doctoral preparation of at least 187 students, a group of whom later became leaders of American psychology. Through his American students and their fertile home climate, psychology in the United States prospered. By the late 1920s, the United States was becoming the world center for psychology, a distinction it holds to this day.

The fact that the Ninth International Congress was held at Yale in 1929 was an outward sign of the new U.S. stature. And what an extraordinary Congress it was! The American Psychological Association (APA) cancelled its annual meeting in favor of the international meeting, the only time since its founding in 1892 that it did not hold an annual meeting. Almost three quarters of the

APA membership attended the Congress as well as more than one hundred international visitors. Ivan Pavlov, the famed physiologist and psychologist, was one of the keynote speakers. He spoke in Russian with an interpreter at his side. All of the founders of Gestalt psychology—Max Wertheimer, Kurt Koffka, and Wolfgang Köhler—were in attendance. Even a young Jean Piaget came from Switzerland to New Haven for the convention.

It was in that environment that the Psi Chi charter was signed, an event that was long in planning. Edwin Newman and Frederick Lewis had been students at the University of Kansas in 1927 when they conceived the idea of a national honor society in psychology. It took two years of meetings and letter-writing to bring their idea to fruition. Fourteen colleges and universities signed the original charter, several by proxy. Others were allowed to join in the months that followed. In the end, 21 colleges and universities were granted charter status. With Edwin Newman as the first president, the association was off to a good start.

As effective as the Society was, it did not begin to achieve its potential until 1959 when Ruth H. Cousins began her leadership of the organization. Ruth agreed to the position as a favor to one of her graduate school teachers and planned to stay with Psi Chi for only a year. She ended up staying for 33! With the help of her husband, who had a background in accounting, she established a stable financial foundation for the organization. Under her direction, Psi Chi assumed a greater presence at both the annual APA meetings and regional meetings. Grant programs were created. Publications were initiated. And with her considerable personal charm, Ruth made friends with the most important psychologists in the United States, many of whom were more than willing to speak at Psi Chi sponsored events.

John D. Hogan, PhD, is a professor at St. John's University in New York. He is a past moderator of his local chapter, past Eastern Vice-President, and was the keynote speaker at Yale University (CT) for three events celebrating the 70th, 75th, and 80th anniversaries of the founding of Psi Chi. His doctorate is from Ohio State University in developmental psychology. Recently, his work has focused on the history of psychology and international psychology. His most recent book, coauthored with Dennis Thompson and Philip Clark, is *Developmental Psychology in Historical Perspective* (2012) published by Wiley/Blackwell.



The organization continued to prosper after Ruth's retirement, but it could not ignore how the climate for students around the world was changing. More and more U.S. students completed at least part of their studies abroad, and the number of international students increased at U.S. universities. Modern society demanded a more global outlook for its graduates. In 2009, with a two-thirds majority, the chapters of Psi Chi voted to modify their constitution and become an international organization. It was a bold move, but one that was facilitated by the increased ease of world-wide communication as well as the push within psychology to develop a more global outlook.

The transition has not been without problems. Academic cultures are different in different parts of the world. And not all Board members were enthusiastic about the new direction. Drs. John Davis (Psi Chi President 2006–07) and Virginia Andreoli Mathie (Executive Director, 2004–08) were particularly important players in the efforts to work through the differences and achieve a change in the Constitution. Dr. Davis initiated a task force to study the implications of an international direction for Psi Chi, and established a formal relationship between Psi Chi and the APA Committee on International Relations (CIRP). In his four presidential columns in *Eye on Psi Chi*, he wrote about the importance of becoming more international. His efforts were rewarded with the final vote in 2009.

Today, Psi Chi has 15 chapters in 10 non-U.S. countries, with more on the way. Now its leaders routinely travel to international conventions to advertise the activities and goals of Psi Chi. When the 30th International Congress of Psychology was held in Capetown, South Africa, in 2012, Psi Chi was there in the presence of Psi Chi Executive Director Martha S. Zlokovich. The leaders of



Top photo: First National Meeting, held on September 4, 1929, at the Ninth International Congress of Psychology at Yale University. Representatives of 11 departments of psychology signed the charter to establish Psi Chi. Three others departments were added by proxy, bring the total to 14 chapters.

Above: Frederick Howell Lewis (Psi Chi founder), Ruth Cousins, and Edwin B. Newman (Psi Chi founder).

Psi Chi continue to spread the word about the international nature of Psi Chi and hope that its student members will do so as well.

In the end, the goal of Psi Chi remains the same—to provide the best opportunities for students. Today those opportunities involve a worldview including attempts not only to provide contacts for international research and co-operation, but also to internationalize the curriculum in psychology.

Psi Chi Coadvising: Sharing the Commitment and Vision

Looking Back: Carrol S. Perrino, PhD

Our Psi Chi chapter at Morgan State University¹ (MSU) was founded May 23, 1958, and is the second Historically Black College University (HBCU) to earn that distinction. Following “much discussion” between Dr. John Richardson III (MSU psychology professor) and Meredith Marks (Psi Chi Executive Secretary, 1056–58), Dr. Richardson succeeded in establishing the chapter and becoming its first advisor. Dr. Richardson wanted MSU students to have access to an organization that gave them professional honors status. I became the advisor not long after arriving at MSU in 1968 and have continued in this role to the present.

The criteria for membership in Psi Chi supported the department’s goals of increasing levels of student scholarly activities including strengthening their preparation for graduate studies and participation in service to the college and Baltimore community. As the advisor, I felt my role was to support the members’ choice of speakers, projects, and conference attendance. However, this philosophy has its limitations because members’ choices are dictated by current popular trends and levels of engagement particularly of the chapter officers.

In 2002, I welcomed my first coadvisor, Dr. Pamela Scott-Johnson, who moved our chapter in an entirely new direction. To make sure that students knew and appreciated the legacy of scholarship and leadership in psychology, as well as to help students showcase their own activities, Dr. Scott-Johnson submitted a proposal for the Psi Chi Undergraduate Research Conference Grant. Our chapter was awarded \$1,000 to enhance and memorialize Mae P. Claytor, a previous chapter advisor, and Martin D. Jenkins, a psychologist and MSU’s former president, in the department’s undergraduate year-end symposium. The newly titled Mae P. Claytor/Martin D. Jenkins Behavioral Science Undergraduate Research Conference provided a venue for MSU’s Psi Chi seniors, all graduating psychology seniors, and other students from nearby colleges and universities, especially those from Maryland and other HBCUs, to display posters in a professional manner similar to those at the national meetings. Underclass students from across the campus were encouraged to attend and ask questions about the individual projects. Psychology graduate programs in Maryland sent representatives to talk to potential graduate students and distribute written information. Dr. James Jones, a renowned cultural and social psychologist, and Dr. James Outtz, a National Academies recognized industrial/organizational psychologist, were our first speakers to lead what became the feature of the senior luncheon. Awards and recognitions were supported by John Wiley and Sons Publishers. This event has been replicated over the years with an enthusiasm and level of engagement that promises sustainability.

Envisioning the Future: Natasha Otto, MA

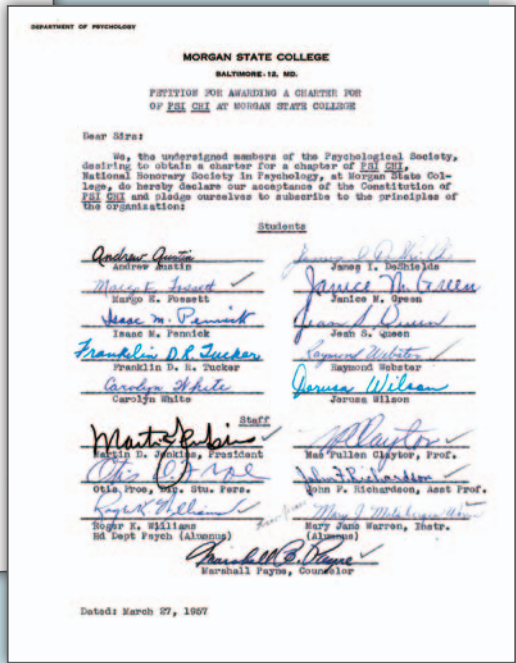
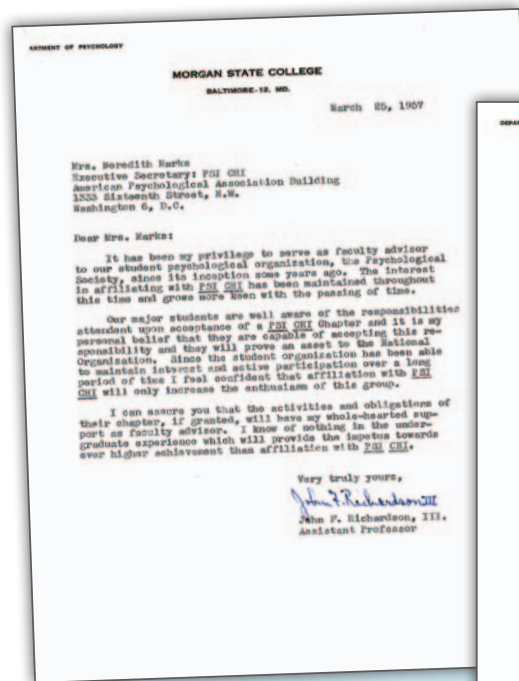
In 2012, I volunteered to be the new coadvisor to help infuse new energy into our Psi Chi chapter. We needed to move in new directions, especially in finding new ways to sustain high levels of membership participation. We also needed to be focused on helping students develop leadership skills. With a team of enthusiastic and passionate Psi Chi officers, we have encouraged and supported their development of an innovative tutoring service for psychology majors and other students enrolled in psychology courses. Other activities have included more vibrant community outreach initiative programs such as participating in the National Alliance on Mental Illness awareness walk, volunteering with the university’s peer tutoring and peer counseling programs, and sponsoring bimonthly speakers to discuss psychological issues critical to the community. Finally, we are sponsoring a graduate school readiness workshop in which students learn the craft of writing graduate-school statements, requesting letters of recommendations, and applying to graduate and professional programs. This year, we will connect for the first time with our own graduate students in our psychometrics program as a joint effort to show how test construction and evaluation plays such a critical role in our multicultural/multiethnic society.

Our vision as advisors is to develop and cultivate the next generation of scholars in psychology who come from diverse ethnic, educational, and experiential backgrounds. Our objectives are to create programs and activities that help our students realize their dreams of participating in the psychology of the future. The expansion of the Mae P. Claytor/Martin D. Jenkins Behavioral Science Undergraduate Research Conference to a regional conference will open doors to undergraduate scholars across the mid-Atlantic. Our leadership conference expansion and leadership training will also support our goals of having the MSU chapter be recognized as a model honor society here on MSU’s campus.

Sixty-Five Years and Beyond: Carrol S. Perrino, PhD

This year represents the 65th anniversary of the MSU Psychology Department. Our theme for this anniversary is “Embracing the Past, Engaging the Present, and Empowering the Future.” With over 40 years of service as the advisor to Psi Chi at MSU, I have witnessed the marvelous metamorphosis of young African American psychology majors into clinicians, academicians, lawyers, and other accomplished professionals. Their membership in Psi Chi has provided a vital element in their choices and to their successes. My colleagues, who have played their roles as coadvisors, have supported my own commitment and vision for our students, have helped me shape their leadership, and have added the spark of originality that makes Psi Chi membership as vital today as it was when I first set foot on MSU’s campus 46 years ago.

¹ Note: Morgan State University was formerly recognized as Morgan State College until 1975.



Carol Perrino, PhD, has been an associate professor in the MSU Psychology Department since 1973 and served as chair of the department from 1985 through 1994. Dr. Perrino is an experimental psychologist who

has pursued the ever-changing role of statistics and methodology in applied research, allowing her to explore a wide range of topics including substance abuse, transportation safety, sexual harassment, and institutional research. Dr. Perrino holds a bachelor's in psychology from Syracuse University (NY), and a master's and a doctorate in experimental psychology from Northwestern University (IL). Her current research focuses on the impact of integrating developmental courses (e.g., English, history, and reading) on enhancing writing skills of entering first-year students.



Natasha Otto is a lecturer in the Department of Psychology at MSU. She earned her master's in educational and developmental psychology with an emphasis in developmental psychology from

Andrews University (MI), and earned a BA in human development and family studies from Oakwood University (AL). Professor Otto is a member of several divisions of the American Psychological Association. She serves as the coadvisor of MSU Psi Chi Chapter. Professor Otto also serves as a member of the Instructional Resource Award committee of the Society for Teaching Psychology.

Pamela E. Scott-Johnson, PhD, is a professor of psychology and former chairperson of the Psychology Department. She currently serves as the acting dean of the College of Liberal Arts and Department at Morgan State University in Baltimore, MD. She earned a BA degree in psychology and graduated magna cum laude from Spelman College (GA) in 1982, and an MA and PhD in psychology and neuroscience from Princeton University (NJ) in 1984 and 1989, respectively. Dr. Scott-Johnson is an active member of the APA, Association of Heads of Psychology Departments, Project Kaleidoscope, and SEPA. In the mid 1990s, she served as the director of SEPA Psi Chi Undergraduate Convention, a position now held by one of her former students.



**2014-15
Psi Chi Members of
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What Psychology Students Learn: 10 SKILLS THAT ANY EMPLOYER WILL APPRECIATE

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Most employers recognize psychology as a strong undergraduate major for people entering the human services or mental health fields, and many students go into psychology expecting to find employment in these areas. However, a psychology degree isn't only appropriate for the mental health field. The skills psychology students learn can be transferred to many fields (e.g., management, human resources, healthcare, sales, and law), and these skills won't lose their relevance with time, or cultural and technological changes.

A recent survey commissioned by the American Association of Colleges and Universities (Hart Research Associates, 2013) found that most employers want to hire people who have interpersonal and intellectual skills that will allow them to innovate in their workplace. They want employees whose knowledge and skills are both broad and deep, and applicable to a wide range of positions (Hart Research Associates, 2010). Employers value people with a demonstrated ability to think critically, solve complex problems, and apply academic knowledge and skills to real-world settings (Hart Research Associates, 2010, 2013). They appreciate employees with experience in developing research questions, analyzing evidence, and conducting scientific research. Employers also want to hire people who display integrity and behave ethically, who can work well with people from diverse cultural backgrounds, and who can communicate clearly both verbally and in writing (Hart Research Associates, 2010, 2013). Finally, employers want people who have the ability to grow professionally and want to give back to their communities (Hart Research Associates, 2013).

If you are a psychology major, you probably recognize that these skills closely match your studies. However, many employers, especially those without a background in psychology, may not recognize that the skills developed through a psychology major are a natural match for their organization. Therefore, it is vital that students be able to effectively educate potential employers, supervisors, and coworkers about their psychology-based skills in order to be more successful both in job interviews and in the workforce. The following list outlines skills that we expect strong psychology majors to develop and identifies how these skills are connected to the qualities sought by employers.



1 Have interpersonal skills.

Potential employers see communication, teamwork, and leadership skills as important attributes in potential hires (Lowden, Hall, Elliott, & Lewin, 2011). In fact, Williams (2014) argued that these interpersonal skills, as well as students' work ethic and sense of commitment, distinguish between highly and less employable students. Psychology majors learn many skills relevant to effectively working with others and creating a workplace that is responsive to change. For example, Landrum and Nelson (2002) reported that students gained practice in many career-relevant interpersonal skills including teamwork, leadership, and communication from working as psychology research assistants.

As a psychology major, you know how to motivate others and help them learn. Psychology students spend much of their undergraduate careers studying the psychology of learning and motivation. These skills include recognizing and introducing reinforcers and punishers,

identifying barriers to a desired behavior, and understanding how the environment and intrapersonal factors contribute to motivation and learning. All of these skills are invaluable for employers wanting innovation in the workplace because a lack of motivation and desire to learn are impediments to change.

In addition, psychology students do considerable work in groups. Colbeck, Campbell, and Bjorklund (2000) reported that group work helps students develop communication, problem-solving, and conflict management skills. When groups are set up well, students learn to work together, listen to and respect diverse opinions, delegate responsibilities, and motivate others to meet the group's goals. Because you have done group work, you know how to give and take, listen to others, and resolve disagreements as they occur, which are all skills of vital importance in the workplace.

Finally, over the course of their college career, psychology students have learned to think beyond their own narrow perspectives to recognize

contextual, developmental, and cultural influences on behavior, and to take other viewpoints into account. This occurs both through course material, and through discussion and small group work, which are common in psychology classes. The hours that psychology students spend, both inside and outside of the classroom, listening to other students' viewpoints and opinions helps them learn how to recognize and respond to disparate perspectives, skills appreciated in almost every work environment (Hart Research Associates, 2010, 2013). These kinds of interactions have also been shown to help students develop socially responsible leadership skills, possibly because they offer students the opportunity to improve listening skills, clarify values, and take other people's points of view (Dugan & Komives, 2010). As a psychology student, your empathy makes you useful and appreciated in a wide variety of work settings that value your abilities to manage employees well, relate to customers, and anticipate and resolve problems.

2 Engage in critical thinking.

Psychology students develop critical thinking skills throughout their careers. They learn that there are other ways of looking at problems and that problems don't always have simple answers. They look beyond facile explanations of phenomena to consider the contributions of contextual, interpersonal, and intrapersonal factors. They are comfortable with uncertainty, and ask for and examine the evidence for assertions. They know that correlations may not indicate causal relationships and consider other explanations of research findings. They skeptically examine a study's methodology and the limitations imposed by the nature of its sample.

Why are critical thinking skills so valuable in the workplace? These types of skills help you make better decisions. For example, Butler (2012) found that people who had higher scores on a measure of critical thinking reported fewer negative life events resulting from bad decision-making.

3 Apply theory and research in other settings.

Psychology students don't simply memorize research studies; they also learn to apply these findings to the real world. For example, what can we do so that bystanders are more likely to offer someone help? As a psychology student, you have book smarts you can apply in the real world in ways that employers appreciate (Hart Research Associates, 2013).

4 Respect and appreciate research.

In the workplace, where employers increasingly demand that decision-making be based on evidence, psychology majors have an advantage in their appreciation of the value of research. Employers value potential hires who can develop research questions, analyze evidence, and conduct scientific research (Hart Research Associates, 2013). Psychology students learn to gather, summarize, and interpret data, and recognize potential confounds. Their research skills transcend the lab, allowing them to find, analyze, and use articles from a variety of sources, identifying both their strengths and limitations.

You can also use your experience with research to enlarge the questions your employers ask and look more broadly for answers. While reading about research, psychology students learn that people do not always respond the way we think they will. Having more people around makes us *less* likely to receive help than if we're alone. Most of us will administer what we believe are lethal shocks when told to do so. As a result of reading such research, psychology students learn to appreciate empirical evidence and to ask questions rather than assume they know the answers. You are less likely to accept assertions with no evidence. For example, Stark (2012) found that students who learned how to identify pseudoscience in their research methods classes were less likely to accept paranormal beliefs. Psychology students know how to find answers and evaluate the source of those answers. You know that not all answers are equally good and consider the quality of the source as you draw conclusions.

5 Consider ethics when making decisions.

More than 90% of employers want employees with strong ethical judgment and integrity (Hart Research Associates, 2013). Psychology students discuss ethical behavior in most if not all of their courses. They consider the consequences of behaving ethically or unethically on clients, research participants, the community, and the profession. They recognize factors leading to unethical behavior and can identify strategies for promoting ethical behavior. More than simply avoiding negative consequences, you learn how to behave in positive and ethical ways despite pressures to do otherwise.

6 Understand and appreciate diversity.

Psychology students learn to recognize patterns in behaviors, and also to recognize and appreciate individual and group differences. Not all women value emotional disclosure in relationships nor are all Asians collectivists. As a psychology graduate, you can use this knowledge to help your employers make more well-informed decisions in marketing, developing services, and recognizing when services would be inappropriate for a population. Further, there is evidence that diversity experiences in college increase your cognitive abilities, especially the willingness to think complexly and accept complex attributions (Bowman, 2010).

7 Write well.

Psychology students write frequently and in many contexts. They write literature reviews, article summaries, reflection papers, and research proposals. Experiences with data collection and reporting helps students develop their writing and presentation skills (Kazura & Tuttle, 2010), and these skills enable them to write clear and logical prose and give effective presentations in the workplace. Because psychology majors write frequently as undergraduates, you know how to write rapidly and well, an asset in the workplace.

8 Show capacity for professional development.

As Confucius said, “Give a bowl of rice to a man, and you will feed him for a day. Teach him how to grow his own rice, and you will save his life.” Our graduates can learn and will continue growing and contributing to their workplace. Psychology students are asked to reflect frequently: to identify what they learned and where they are still confused, to identify the strengths and weaknesses of their projects and papers, to recognize their personal strengths and weaknesses, and to apply theory to their lives. In the course of these exercises, they develop confidence, and realistic self-reflection and self-evaluation skills. These skills serve you well both personally and at the workplace, as they contribute to your willingness to continue to learn and grow.

9 Are civic-minded.

It isn't just that psychology students can make the world a better place; they genuinely *want* to. They enter the field knowing that an undergraduate degree alone will not earn them big bucks—yet they persist! Many have put in hundreds of volunteer hours before entering the workforce because they want to and believe doing so is right. Further, this experience with civic engagement and community service is increasingly an intentional goal of psychology programs and faculty (American Psychological Association, 2013).

10 Attention to detail and time management.

One of the things that students learn while writing papers using APA style is that attention to detail is important. This attention to detail is appreciated in many work environments where appearance and consistency are important, and where dotting the Is and crossing the Ts matters.

Because psychology students have frequent papers and projects, you learn to respect deadlines. You learn accountability and to pull your own weight as a member of a team. For example, Landrum and Nelson (2002) found that working as an undergraduate research assistant helped students improve their time management and teamwork skills. Missed deadlines hurt everyone throughout the workplace. Employees who hold themselves accountable can motivate themselves, respect deadlines, and get things done in a timely manner are great members of any team.

Do all psychology graduates possess these skills to equal degrees? Probably not. Nonetheless, when faculty and programs pay attention to the goals outlined by the American Psychological Association (2013)—and when students are motivated to develop and meet the skills inherent in those goals—psychology students can become invaluable employees. Your abilities to think, write and speak, work well by yourself and as a member of a team, understand and apply research and theory, and learn from experience give you tools that are effective in the human services, and also in many other diverse workplaces.

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Counseling: Meaning, Context, Ethics, and Skill. She currently is writing *Trauma, Meaning, and Spirituality: Research and Clinical Perspectives*.



Carie Forden, PhD, is a professor of psychology at the American University in Cairo (Egypt), currently on leave from Clarion University (PA). She enjoys teaching and mentoring students, and has published and presented on the teaching of psychology. As a community psychologist, Dr. Forden has served

as an evaluation consultant and trainer to nonprofit and governmental agencies, both in the United States and Egypt. Her most recent research has focused on smoking prevention and cessation. She has numerous presentations and publications in both community psychology and the psychology of women including two books, *Readings in the Psychology of Gender: Exploring our Commonalities and Differences*, and *Readings in the Psychology of Women: Dimensions of the Female Experience*.

The Seven Sins of Memory:



Additional Insights
With Daniel L. Schacter, PhD

Interview by Bradley Cannon

Memories are more intertwined, malleable, and complex than popular media sources often express; the things you remember cannot be simply retrieved or erased as if they are computer files on a hard drive or organized books on a shelf. As outlined in *The Seven Sins of Memory: How the Mind Forgets and Remembers* by Dr. Daniel L. Schacter of Harvard University (MA), no fewer than seven unique factors may be responsible for the distortion or utter misplacement of memories that you hold dear.

Dr. Schacter has studied memory research since he graduated from the University of North Carolina at Chapel Hill as an undergraduate and went on to work as a research assistant in the laboratory of Dr. Herbert Crovitz of Duke University (NC) and Durham VA Medical Center. While there, Dr. Schacter was involved in testing patients with memory disorders and was struck by the selective deficit in memory he saw. For example, if he had been with a patient for an hour and then walked into the next room and came back, the patient might not even remember what had gone on for the past hour. However, in many other ways, the patients seemed very intact with an ordinary ability to use language, perception, and overall function. This selectiveness of memory and the brain fascinated him and ultimately led him to graduate school where he studied with Dr. Endel Tulving.

Since earning his PhD, Dr. Schacter's memory research areas have included memory distortions, the relationship between conscious and unconscious forms of memory, improving online learning, and memories and aging. As he has found in his studies, "From my point of view, our memories are usually influenced by our general knowledge, beliefs, and emotions—they are the composite of all those things, which result in what we call a memory. Memory is much more than just the simple idea of shining a light on a photograph in our brains or literal retrieval in the sense of a computer. It's much more of a constructive process."

On the Seven Sins of Memory

In his personal life, Dr. Schacter takes the most pride in his time with his wife and two daughters. Professionally, he is proud of the books he has authored, starting with the first one he wrote in graduate school about a scientist named Richard Semon (Schacter, 1982). "That was something I took a lot of

satisfaction in doing," he says. He also later wrote *Searching for Memories* (Schacter, 1996), which summarized many of his ideas, and *The Seven Sins of Memory: How the Mind Forgets and Remembers* (Schacter, 2001), both of which were named as New York Times Notable Books of the Year and won APA's William James Book Award. In addition, he recently coauthored an introductory psychology text (Schacter, Gilbert, & Wegner, 2010).

In possibly his most popular book, *The Seven Sins of Memory*, Dr. Schacter outlined the following causes of distorted or lost memories.

- **Transience**—the general deterioration of a memory over time
- **Absentmindedness**—lapses of attention; forgetfulness
- **Blocking**—when a memory is available but cannot be retrieved at a particular moment
- **Misattribution**—recollection associated with an incorrect source
- **Suggestibility**—when false details are added to a memory due to leading questions
- **Bias**—when current feelings distort memories of past events
- **Persistence**—unwanted recall of information that is disturbing

Of these memory sins, Dr. Schacter says, "I think the sins that I refer to as the sins of omission—the three forgetting-related sins known as transience, absentmindedness, and blocking—are definitely the most prevalent. Omission sins affect everyone, and one of the most consistent findings is that memory becomes less specific as we age. People are pretty good at retaining the gist or general sense of what has happened, but memories for specific details often seem to be the most susceptible to aging. Omission sins are the ones that bother people the most often. If you look at the sins referred to as the sins of commission—misattribution, suggestibility, bias, and persistence—you will find that people often do not even recognize those when they occur."

This is exactly the sort of memory complexity that Dr. Schacter wants people to better understand, but **can one ever truly prevent their memories from being altered upon retrieval?** In response, Dr. Schacter says, "I don't really think we have

much good data on that point, but it is an interesting question. We may not have a lot of control over our memories because one of the ways in which memories can change is when we retrieve them in a new context. For example, when we talk about our memories to other people, we may add in new information, or information about the current context may be sort of tagged onto our previous memory."

Fortunately, although total control and retention of our memories is impossible, there are certain things that can help affect and even improve memory retention if only people will take a little time to learn them. Dr. Schacter has investigated many of these topics and provides his valuable advice on the effectiveness or value of the following four popular strategies.

1. Quizzes. Recently, one line of work in Dr. Schacter's lab has involved improving people's memories for lectures. Students often struggle with this although it has not been studied that much. "We've had some nice results in recent publications indicating that, if you intersperse brief quizzes within a lecture, people pay better attention, they mind-wander less, and they're better able to retain information at the end of a lecture."

2. Mnemonics. "Mnemonics work," Dr. Schacter insists, "though most people find that they require mental effort." For example, try making up your own mnemonic to help remember the seven sins of memory listed above such as *Think About Bluegrass Music So Burdens Perish*. It may take a few minutes, but you will be less likely to forget!

3. Worrying. If you have ever wondered if worrying about your memory loss will only speed up the process, then keep in mind that "this depends on what results from your worrying. If your worrying causes you to go read books on memory improvement or develop strategies for improving memory, then it could potentially help you. If worrying makes you so anxious that your memory further declines, then it could hurt you."

4. Routines. When asked which sin he struggles with most, Dr. Schacter admits, "Probably absentmindedness

from being too caught up in my thoughts to notice where I put my keys or glasses.” However, he encourages following a simple solution of forming a habit or routine of placing objects in a certain place. He also suggests using external devices such as smartphones or computer calendars to write down appointments because that can be very helpful too.

Other Influences on Memory

Another popular memory topic is whether recent technological advancements have altered our abilities to retain information because people are increasingly dependent on finding instant answers via Google and other technological sources. However, Dr. Schacter isn’t entirely convinced that these “facts at our fingertips” are causing our memories to suffer from disuse. “There’s not really a lot of evidence on that point, and it would take a long time to obtain evidence of any kind of generational shift in memory abilities as a consequence of relying on technology. Certainly, there are big effects on the way that we use information and where we turn to when we can’t remember something, but the idea that our reliance on technology

somehow might translate into reduced brain capacity—I’m skeptical of that. I don’t think there’s any evidence of a general decline in memory as a consequence of technology.”

On the other hand, Dr. Schacter *has* found evidence for the popular belief that emotional arousal at the time of an experience promotes stronger retention of the experience, though there are certain qualifications for that to happen. He explains, “Emotions can affect our memories in many different ways. Speaking in very broad terms, there is a large amount of evidence from the literature that emotional arousal at the time of an experience usually promotes memory for that experience. However, there’s also evidence that it can promote memory in a more selective way because people may be more focused on the central aspect of an experience when they’re emotionally aroused. For example, when people are highly aroused and stressed with a gun pointed at them, they may remember the details of the central object, the gun, very well but not remember much of the peripheral or the surrounding context.”

What Dr. Schacter Looks for in Students

“I think a broad-based background in psychology can help prepare students for memory research. Including neuroscience as part of a student’s background is important because psychology and neuroscience have become so increasingly integrated that, looking forward, it can’t hurt to add some neuroscience to a psychology background even if the brain is not one’s primary interest.” Dr. Schacter also encourages students to see if they can find a research assistant or lab manager position in a functioning lab that they are interested in. “For example,” he says, “if you finish your undergraduate studies with a strong interest in psychology, but you’re not quite sure what area you might want to pursue in graduate school or not even sure if research is for you, then I think looking for a position working as an assistant for a year or two can be very beneficial. It certainly was for me. That’s what got me into memory research, and it requires having some idea of your interests. With the Internet, it’s not too hard to look at labs in different departments and universities where you might want to go. I am frequently contacted by students asking if I might have a research position available.”

When Dr. Schacter attended the University of Toronto, he was mentored by Dr. Endel Tulving. Looking back, Dr. Schacter says, “Endel Tulving is a great memory researcher and he’s had a big impact on the field. I think the value of his mentorship for me was in providing a role model of how to be an excellent scientist and researcher. He taught me the value of clear thinking and clear writing. He supported me, and I’ve tried to do the same for my students.”

Dr. Schacter wholeheartedly believes that memory research has made a lot of progress in the 30 years that he’s been involved in the field. Now, when he searches for students to join his lab, he looks for those who have a solid grounding in the specific area of memory, exhibit a strong performance through their undergraduate studies, and have some kind of research experience as an undergraduate or a research assistant after undergraduate studies. He especially looks for someone with strong methodological skills for whom research is a real passion that they are excited about.



Daniel Schacter, PhD, is William R. Kenan, Jr. Professor of Psychology at Harvard University (MA). He received his PhD in 1981 at the University of Toronto and remained at Toronto until joining the University of Arizona in 1987. In 1991, he joined the faculty at Harvard University, and served as Chair of the

Psychology Department from 1995 to 2005. His research explores the relation between conscious and unconscious forms of memory, the nature of errors in remembering, and how we use memory to image future events using cognitive, neuropsychological, and neuroimaging approaches. Dr. Schacter and his collaborators have published over 350 articles on these and related topics. He has also received a number of awards including the Troland Award and the Award for Scientific Reviewing from the National Academy of Sciences, the Harvard-Radcliffe Phi Beta Kappa Teaching Prize, the Warren Medal from the Society of Experimental Psychologists, and the Award for Distinguished Scientific Contributions from the American Psychological Association. Dr. Schacter is a member of the American Academy of Arts and Sciences, and he was elected to the National Academy of Sciences in 2013.

Dr. Schacter’s Selected Books

- Schacter, D. L. (1982). *Stranger behind the engram: Theories of memory and the psychology of science*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Schacter, D. L. (1996). *Searching for memory: The brain, the mind, and the past*. New York, NY: Basic Books.
- Schacter, D. L. (2001). *The seven sins of memory: How the mind forgets and remembers*. New York, NY: Houghton Mifflin Company.
- Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2010). *Psychology*. New York, NY: Worth Publishers.

The Seven Sins of Memory

- 1 Transience**—the general deterioration of a memory over time
- 2 Absentmindedness**—lapses of attention; forgetfulness
- 3 Blocking**—when a memory is available but cannot be retrieved at a particular moment
- 4 Misattribution**—recollection associated with an incorrect source
- 5 Suggestibility**—when false details are added to a memory due to leading questions
- 6 Bias**—when current feelings distort memories of past events
- 7 Persistence**—unwanted recall of information that is disturbing

DIFFERENT LENSES, ONE VISION

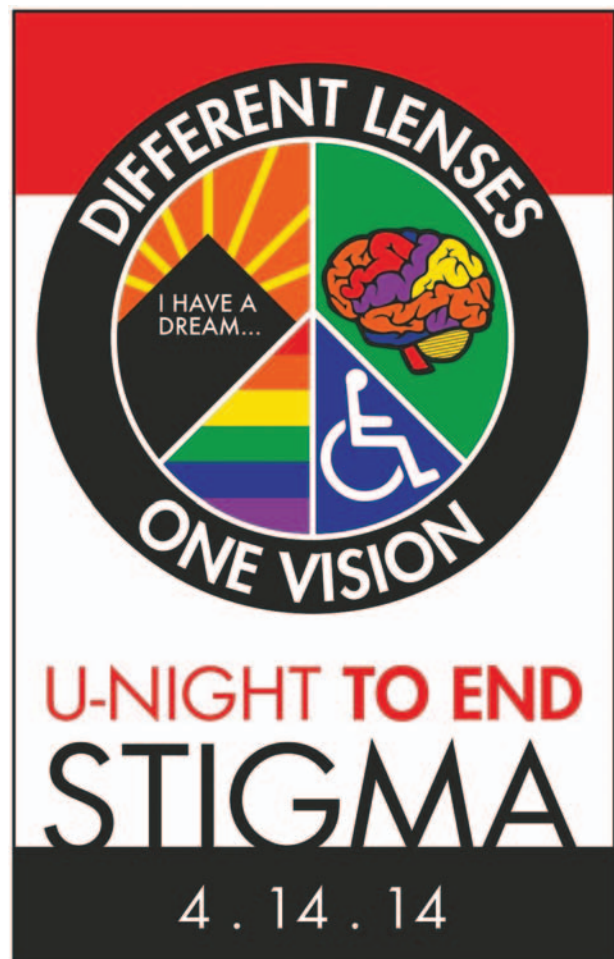
Our Chapter Hosted a Successful Event to End Stigma— So Can Yours!

Morgan Shields
Kent State University (OH)

On April 14, 2014, my Psi Chi chapter at Kent State University (OH) hosted **U-Night to End Stigma**, an inclusive event that brought together researchers, advocates, and students to share their insight and experience in the areas of mental illnesses/differences, cognitive and physical disabilities/differences, and sexuality and gender roles. **As president, I really wanted our chapter to have an impact beyond philanthropy.** I wanted to provoke thought, promote acceptance, and fight to reduce the stigmas that prevent us from having effective dialogues about various social and systemic mechanisms of oppression. **I wanted us to help create a culture where differences are embraced and talked about instead of shamed and misunderstood.**

In the beginning of the 2013 fall semester, I brought my vision to the rest of Psi Chi: “How neat would it be to have an individual speak about their experience with physical disability just minutes after someone else has spoken about sexuality?” The hope in hosting such a diverse event was to encourage the realization of commonality among guests and speakers when it comes to the experience of being marginalized in the grander sense, whether it is due to skin color, sexuality, ability, or having differences in perceptions or emotional sensitivities.

I have to admit that the concept for this event was extremely ambitious, but my fellow officers doled out their support as we all held our breath. We decided to get right to work by setting up a table in the Department of Psychology where we sold Psi Chi T-shirts and promoted the event. While doing so, we asked students to **write pledges on foam hearts stating ways they will help to end stigma**, with the intent to display these pledges at the event. In asking for these pledges, we had to explain the event and what stigma is. It was a great opportunity to inspire conversation around this huge topic and to educate students who might be unaware of various mechanisms of stigma. In this respect, we felt as though we were already having an impact because the event was taking place every single day we were





in the hall. Our presence and dialogue was shifting the culture, even if slightly. We were making it cool to be accepting and open-minded.

Around this time, I began to search for speakers. During the summer of 2013, I had participated in a summer research program at the University of Wisconsin–Madison. While there, I met **Dr. Morton Gernsbacher** and was overwhelmed with her intellect and advocacy for those with disabilities and differences. I decided to send her an e-mail inviting her to speak at the U-Night to End Stigma event, though I knew it was a long-shot given her stature and busy schedule. To my surprise, however, she responded with an enthusiastic “yes!” Dr. Gernsbacher expressed that she would be more than happy to speak without a fee as long as we were able to find funding for transportation and lodging. I immediately drafted a proposal for financial support and sent it to our Department Chair, Dr. Maria Zaragoza, who then took the proposal to the faculty, where it was approved. I was ecstatic with the solidification of Dr. Gernsbacher’s attendance.

After a few weeks of promoting the event in the hallway, an instructor from the Department of Sociology, Stephen Keto, stopped by our table and surprised us with a bundle of papers outlining the protocol to propose for university funding through the **Undergraduate Student Government (USG)**. USG was not a channel we had previously considered. With just a few weeks left of the semester, I focused on navigating the various networks at place. It was a stressful process, but it became easier once I connected with a university liaison, Katie Goldring. Katie sympathized with my frustration and helped to simplify

the process. However, she was concerned that the event would not appeal to many students and that our attendance numbers would be low. I listened to Katie’s concerns and incorporated her feedback into our application for funding. We did not have a precedent to point to in order to gain the confidence of others. We had to believe in the purpose and the appeal of the event with complete confidence. I submitted all of the necessary paperwork during the last week of the fall semester with fingers tightly crossed.

In the meantime, Lee Moore, our university’s rabbi, mentioned the relevance of the **Icarus Project** and its cofounder, **Sascha Altman DuBrul**. The Icarus Project is a support group for individuals who have been diagnosed with some form of mental illness or difference. What makes the Icarus Project unique is the fact that they speak of traditional mental illnesses as not being entirely negative in nature. At the core of the Icarus Project is the idea of supporting individuals, who often interact with stigmatic barriers when interfacing with more traditional supportive services, in an accepting and nonjudgmental fashion. After contacting Sascha, he agreed to speak at our event.

Once the winter semester started, I sent an e-mail to inquire about the date of our defense for USG funding only to discover that it was scheduled for the very next day! I ran to our advisor, Dr. Jocelyn Folk, to explain the situation; she offered her full support and advice. I stayed up late crafting a document that stated the purpose of the event, the impact that it would have on campus, the educational value, our plan for promotion, the venue, and the feasibility of the concept. In order to substantiate their importance, I included biographies and

the curriculum vitae of our two keynote speakers, Dr. Gernsbacher and Sascha DuBrul. Without hesitation, Dr. Folk cleared her schedule for the time of the USG meeting and accompanied me in order to show the USG that we had the support of a faculty member.

When Dr. Folk and I arrived in the governance chambers, I was consumed with anxiety. I feared that we would be dismissed simply because there was skepticism over our ambitious vision, but Dr. Folk helped me to think about the type of questions they might ask. I practiced explaining the significance of the event, how we were going to recruit the rest of our speakers, how we were going to promote, and attempted to think about minute details in order to demonstrate that our organization had thought about this event thoroughly. Dr. Folk was a huge support. She calmed my nerves and reassured me that our project was worth the funding and that everything would work out no matter what. However, as we waited for the meeting to begin, the USG advisor informed us that some members of the government were not present so the defense would need to be postponed for the following week. It was anticlimactic to say the least!

I could not attend the following week, but a fellow member of Psi Chi, Alyssa Pisanelli, was able to miss her class to represent our organization at the defense. We went over her speech and the types of questions that might be asked. I was nervous about not being there for the entire duration of the defense while I tried to listen to a lecture on human evolution. When my class ended, I received a text from Alyssa letting me know that she needed to speak with me. The text did not have any exclamation marks or



smiley faces. My heart sank. We met in front of the psychology main office. Alyssa had a sullen expression, and I would be amused to know the look I was displaying. She pulled out a folder, turned to me, and said **"we got the funding!"** I was overwhelmed with joy. We hugged, and I proceeded to tell everyone I knew that we had received the full amount of funding we requested, which was approximately \$4,000.

After this huge accomplishment, we decorated our Psi Chi bulletin board. **We created a divided tree where half of the tree represented stigma and the other half was a contrast to stigma.** On the stigma side, we had brown leaves falling from the tree that displayed various stigmatized phrases such as *hobo*. On the other side, we had green leaves where students wrote messages of inspiration such as "I believe my differences are the reason for my success." We brainstormed to imagine a powerful image for our flyers and signs. We came up with the phrase, "Different Lenses, One Vision," where various stigmatized groups made up a peace sign. I e-mailed a graphic designer I knew, Mary Ann Conrad, and asked her to take our concept and make it amazing. She delivered an image that was beyond our imagination. With the image, we got T-shirts and posters printed. Mary Ann also designed our program into an anthology to display phrases and stories from students both at Kent State and elsewhere.

Courtney Thaman, our treasurer, was an officer for the organization **To Write Love on Her Arms**, which is a support and empowerment network for individuals who have experienced various mental health disturbances such as depression and suicidal ideation. Courtney networked across the organization to find several of our student

speakers. We also contacted many local organizations within the community and every relevant student organization, and asked them to help promote and to consider hosting a table at the event. Further, we garnered the support of the psychology faculty, where several professors and instructors offered extra credit to their students for attending the event. We sent e-mails to department chairs, deans, and secretaries of all university departments, and e-mailed several dozen professors who were teaching relevant courses and were able to pull in more student attendees for extra credit.

On April 14, 2014, we hosted **U-Night to End Stigma**. All of our speakers were relatable, open, and empowering. The audience was engaged and the atmosphere embodied the concept of acceptance. We started with our student speakers, who focused on sexuality, gender roles, addiction to both substances and self-harm, psychosis, and eating disorders. Sascha DuBrul spoke next about the social and political factors that influence our perceptions of mental illness and mental health care. We then had a professor speak about dance and disability, a dance performance to the music of "She Keeps Me Warm," and a talk by Marly Saade (Ohio State University) regarding her experience with physical disability. Dr. Gernsbacher closed the event by speaking about the concept of diverse brains, the ways our biases get in the way of psychological research, and the importance of advocating for supportive and accepting services for those who function differently within the world.

Approximately 700 students and community members attended! Students who came for just an hour to receive extra credit ended up staying for the entire four hours. At moments, the event was

overwhelming and extremely scary, but it was also one of the proudest moments of my life and was unquestionably the greatest accomplishment of our Psi Chi chapter. You can view a 13-minute film highlighting pieces of the event at <http://youtu.be/YykoBOuwd1g>. It is our hope that this becomes to be an annual event at Kent State and that other Psi Chi chapters may find inspiration in our experiences. I am more than happy to answer questions related to the planning of this event at mcs554@mail.harvard.edu.



Morgan Shields graduated from Kent State University (OH) in May 2014 with a BA in psychology. Before college, Ms. Shields served in the AmeriCorps National Civilian Community Corps, Pacific Region, where she conducted service work in the South, Northwest, and Hawaii. While an undergraduate, she conducted several independent investigations resulting in a handful of papers currently under peer-review, completed an honors thesis with distinction, presented over 15 posters, and participated in a National Science Foundation Research Experience for Undergraduates at the University of Wisconsin–Madison under the mentorship of Dr. Richard Davidson. She also worked in the Kent State Psychology Clinic and served as the chapter president for Psi Chi. Further, she founded the successful Peer Mentor Program, which is to be used as a model for similar programs throughout the college of Arts and Sciences.

This fall, Ms. Shields will begin as a graduate student at the Harvard School of Public Health where she will research mental health care reform, quality of care within acute psychiatric facilities, and stigma. She plans to host similar events while at Harvard and beyond.

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

Submission deadlines*

Fall: June 15

Winter: October 15

Spring: December 15

Summer: February 15

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

Submission specifications

- Only activities that have already occurred and are submitted in paragraph form will be published.
- Do not send future plans, calendars, or summarized lists.
- Limit reports to 250 words. If you wish to report more extensively on a special activity, series of programs, etc., contact the Central Office at psichieye@psichi.org.
- Write your report in the third person rather than the first person (e.g., "the chapter sponsored" vs. "we sponsored").
- Include full names, degrees, and titles of speakers/leaders, their institutions, and their topics.
- Report chapter events such as discussions, lectures, meetings, socials, fund-raising events, conventions, field trips, and honors received by students, faculty members, and/or the chapter.
- Report attempted solutions to chapter problems—those that were effective and those not so effective.
- Color photos are welcomed; the number of photos per chapter is limited to two per issue. Include accurate, typed captions. Photos may be mailed (include a self-addressed, stamped envelope for returned photos) or e-mailed to psichieye@psichi.org. For digital photos, e-mail only high-quality resolution images (100 KB) using a 5-or-higher megapixel camera. Do not send digital printouts from a photo quality printer.
- Photographs and chapter reports submitted to *Eye on Psi Chi* may be featured on our website (www.psichi.org).

ABBREVIATIONS:

ACHS	Association of College Honor Societies
APA	American Psychological Association
APS	Association for Psychological Science
EPA	Eastern Psychological Association
MPSA	Midwestern Psychological Association
NEPA	New England Psychological Association
RMPSA	Rocky Mountain Psychological Association
SEPA	Southeastern Psychological Association
SWPSA	Southwestern Psychological Association
WPA	Western Psychological Association

East

Adelphi University (NY)

The chapter hosted its annual induction ceremony March 31, 2014. Dr. Megan Shen, a postdoctoral research fellow at Memorial Sloan Kettering Cancer Center, spoke at the chapter's annual Spring Colloquium March 12, 2014. She discussed "The Moderating Roles of Posttraumatic Growth and Smoking Status on the Relationship Between Stigma and Psychological Distress Among Lung Cancer Survivors." This semester, the chapter held a bake sale and a raffle to help raise money for the National Alliance on Mental Illness (NAMI) walk. In collaboration with Adelphi's Psychology Club, members participated in the NAMI Walk May 3, 2014, at Jones Beach to give back to the community. The chapter is working to

broaden their presence through their Facebook page (Adelphi University Psi Chi), upcoming events with other organizations, and fund-raisers to promote psychology.

Assumption College (MA)

The chapter implemented two new events inspired by Active Minds. The first was "A Day Without Stigma: Antistigma Tree." The goal of this event was to eliminate stigmatizing language. Students were invited to create a leaf on a tree by writing about their experience with mental health or mental illness, their experience with stigmatization, or to pledge to abolish stigmatizing language from their everyday vocabularies. About 150 students filled out leaves and hung them on Assumption's first Antistigma Tree. The tree hung in the library for the entire month of October 2013. The second new project promoted a Love

Your Body Day. At a meeting, members decorated pieces of construction paper with positive body messages and affirmations. On the day of the event, and for weeks later, the affirmations hung on the mirror of every public women's bathroom on campus. Sue Lewandowski, the 2013 Massachusetts Unsung Heroine Award winner, also spoke about her experience with eating disorders and addiction. This was by far the most successful event of the academic year.

The chapter hosted informational meetings where representatives from graduate schools spoke about their programs and answered questions from prospective students. Assumption College's Rehabilitation Counseling and Counseling Psychology programs were represented as well as Worcester State University's School Psychology program. Other meetings included a movie night where members were invited to watch



Fatal Attraction and engage in discussion about borderline personality disorder. The officers gave a brief explanation of the disorder, and members were invited to speak candidly about their knowledge of the disorder. The chapter ended the academic year with a service project. Approximately 20 members volunteered with Rebuilding Worcester and spent a Saturday morning helping to build a walkway for a disabled Worcester citizen who could not navigate to her driveway.

Fordham University at Lincoln Center (NY)

The chapter hosted diverse activities with Fordham Psychology Association and Graduate School of Education under officers Joseph Giardino, Viany Orozco, and Sally Capanzano. On March 8 to 9, the largest of these was "The Kitty Genovese Memorial Conference: 50 Years Later" where 150 participants heard messages from 21 speakers

including Drs. Bibb Latane (NC), Scott Plous (Wesleyan University, CT), Harold Takooshian (Fordham University, NY), and (via Skype™) Philip Zimbardo (Stanford University, CA). The chapter inducted nine members on April 22 and June 6, with a guest message from Professor Helen Rozelman.

Lehman College (NY)

The chapter hosted its first Meet the Psychology Faculty immediately before the chapter's fall induction ceremony. Chapter members, students with psychology as their major or minor, as well as students just thinking about psychology were invited to informally interact with members of the psychology department. This was extended in the spring when two of the department's newest faculty spoke about their backgrounds and decisions to pursue psychology careers. In the fall, the

chapter raised \$209 to support two members who walked with the college team at the Making Strides Against Breast Cancer walk and, in the spring, \$345 was raised to support five members who participated in the National Alliance on Mental Illness walk. Maria Popoteur presented her research at NEPA and EPA. Three members attended EPA. The chapter also sponsored two pregraduate workshops and a workshop on careers in social work. Finally, the chapter continues to publish an electronic newsletter renamed *The Psychology Connection* to reflect the inclusion of the newly established Psychology Club.

Temple University (PA)

The chapter hosted Research Day, which involved three of the closest chapters: University of Pennsylvania, Drexel University (PA), and University of the Sciences (PA). Students from all four

chapters were invited to bring their APA posters and present their research. They were also invited to be judges and were given a checklist of concepts to judge participants on such as clarity and adequate mention of all necessary APA sections (e.g., introduction, methods, etc.). One of the psychology department's most esteemed professors, Kathy Hirsh-Pasek, gave a wonderful presentation as the guest speaker. Food was served to everyone, and the three top presenters received awards.

The chapter also hosted a networking event for students to interact and network with professionals in their specific field of interest within the realm of psychology. All officers suggested a minimum of two professionals they saw fit to be present at the event, and Kim Sahms (alumni secretary) sent out invitations. The chapter also has a record of all previous invitees, so invitations

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① Adelphi University (NY) 2013–2014 officers at the spring induction ceremony

② New members at Adelphi University (NY) from the spring induction ceremony

③ Assumption College (MA) 2013–14 officers

④ Spring 2014 Embry-Riddle Aeronautical University (FL) inductees are all smiles.

⑤ Fordham University at Lincoln Center (NY) induct nine new members with guest speaker Helen Rozelman.

Chapter Activities

were sent out to them as well. A total of about 15 professionals and 20 students attended. The event started out with professionals introducing themselves and giving a little blurb about their jobs. Pamphlets contained similar information about each professional. After everyone was introduced, students and professionals were permitted to walk around the room and network.

University at Buffalo (SUNY)

The chapter welcomed over 40 members for both semesters and held a fall and spring induction ceremony to confirm their memberships. The officers worked to host more events in a variety of areas. First, the chapter held two research fairs where all of the labs in the psychology department were invited to talk about their labs to undergraduate students and recruit research assistants for their labs. Many of the chapter-sponsored

events included graduate school and professional development workshops such as two resume workshops, an interviewing workshop, and a personal statement workshop. The chapter also participated in more community engagement events including making Veteran's Day cards for Veterans and participating in Relay for Life to raise money and awareness for cancer research. The chapter collaborated with different honor societies on campus to host an Honors Society Week in February to promote all of the participating societies to the campus community. Finally, the chapter began an officer-in-training program to prepare newly inducted students with the opportunity to learn from the officers on how to become leaders for the chapter next year. Three selected officers-in-training will be officers for the next academic year.

Midwest

Eastern Michigan University

The goal for the chapter this year was for officers and members to work together to foster knowledge about the field of psychology, promote communication between members and nonmembers, and bridge the gap between the chapter and the surrounding community. The chapter held twelve biweekly meetings during the academic year, each one featuring presentations from graduate students that were centered on the needs of psychology students. Meeting topics included the benefits of Psi Chi membership, career paths in psychology, the graduate admissions process, and the responsibilities of an undergraduate research assistant. In efforts to promote a collaborative relationship between chapter members, the psychology

department, and professionals within the field, most meetings also featured guest speakers. For example, the center for counseling and psychological services offered a stress-management workshop for members, and representatives from career services also provided members with a resume workshop. The chapter organized a raffle fundraiser for Ozone House of Ann Arbor, a nonprofit organization that provides safety and shelter for at-risk youth in the community. The chapter also introduced members to summer research opportunity programs and volunteer opportunities that would provide them with clinical experiences in the field of psychology. Outside of attending meetings, many members also presented research at the 34th Annual Undergraduate Symposium on campus. Without hesitation, it can be said that the chapter, with assistance from the



A Lehman College (NY) new members at the spring induction

B Lakehead University's (ON, Canada) inaugural induction ceremony with Dr. Paul Hettich, founding members, and faculty advisor

C Lehman College (NY) members at the National Alliance on Mental Illness walk

D Dr. Florence Denmark with Lakehead University (ON, Canada) students and faculty at their first meeting

chapter's faculty advisor, guest speakers, and the psychology department, was able to produce better-educated, ethical, and more socially responsible Psi Chi members who will continue to contribute to the science of psychology in the upcoming years.

Friends University (KS)

The year started with an officers' retreat planning meeting in August. Throughout the year, members cosponsored numerous community service, fund-raising, campus, and academic projects with Psychology Club. Community service activities included cooking dinner at the Anthony Family Shelter, sponsoring an annual coat drive in November, Pack-a-Backpack and Go-Zone (special projects for low income and at risk children), Christmas for Kids, and Friends for Kids in the spring. Money earned through fund-

raisers helped pay for students to attend conferences. The chapter was also involved in campus events that included participating in a campus-wide fall welcome fest and the homecoming parade. Once again, the Psi Chi/Psych Club's homecoming float won first place. In April, the chapter competed against Newman University (KS) in another PsiQ tournament. Newman won but the chapter is already planning its revenge. Several Psi Chi members presented their senior research projects at the 2014 Great Plains Students' Psychology Convention at Rockhurst University (MO). Three students brought home awards: one first place and two second place. The year ended with a joint lunch with the outgoing and incoming Psi Chi officers and faculty advisors.

Lakehead University (ON, Canada)

Lakehead University officially obtained

charter status and established itself as the third Canadian chapter April 1, 2014. Notably, this marks the first honor society that has been recognized at Lakehead University since its inception in 1965. Obtaining charter status could not have been accomplished without the diligence and assiduity of several individuals including the founding executive members, faculty advisors, and charter leader Dr. Michael Wesner.

The chapter's first year was met with tremendous enthusiasm. Dr. Florence Denmark, an international Psi Chi ambassador and distinguished member from Pace University (NY), attended the first meeting and oriented the chapter to the many benefits that Psi Chi has to offer, formally welcoming the chapter into the Society. November 1, 2013, marked the chapter's inaugural induction ceremony in which another notable international Psi Chi

ambassador, Dr. Paul Hettich, professor emeritus from DePaul University (IL), delivered a lecture entitled "Surviving Your First Year in the Workplace With a Baccalaureate Degree." Increasing interest led to a second induction ceremony on April 4, 2014, during which one of the chapter's faculty advisors, Dr. Mirella Stroink, delivered a lecture entitled "Making Change Happen: Insights From Community Psychology and Complexity Science." In total, 60 new members were inducted throughout the academic year.

The chapter is honored to have joined the international Psi Chi community.

University of Michigan-Flint

Remaining true to its vision of becoming a more active and visible contributor, the chapter was rewarded for its efforts by receiving the Midwestern Regional Chapter Award and the Dr.



E Northern Kentucky University members Tia McIntosh, Bobbie Stubbeman, and Tamesha Hayden present research at Posters at the Capitol in Frankfort, KY.

F Members of Friends University (KS) Chapter and Psychology Club with their faculty advisors at the 2014 Great Plains Students Psychology Convention

G Dr. Donna Stuber, her research practicum students, and Friends University (KS) members: Jessica Brown, Megan Duggins, Elizabeth Koch, and Sarah Stahmer

Chapter Activities

Juan E. Mestas Award of Excellence. The chapter is especially proud of its efforts toward building a healthier, more supportive campus culture. First, the chapter cosponsored an event held in conjunction with the Student Nursing Association on campus featuring a lecture by Dr. Cheryl Riley-Doucet, Associate Professor of Nursing at Oakland University. Riley-Doucet provided insightful information regarding various influencing factors that contribute to suicidal ideation among college students. The chapter also assisted the Counseling, Accessibility, and Psychological Services Department during National Depression and Eating Disorder Screening Day. Again, believing there is strength in numbers, the chapter joined forces with Psychology Club and together achieved a major accomplishment: the creation of Depression OutReach Alliance, a peer-

based suicide prevention and mental health wellness program comprised of workshops on campus. Additionally, the chapter sought to raise its visibility on campus and within the community by actively contributing to Welcome-Back-Day, volunteering at My Brother's Keeper, hosting a graduate school seminar, creating a table at Relay for Life, participating in Operation Beautiful, sponsoring a campus blood drive, and working tirelessly to provide totes and gifts through a holiday drive for the Whaley Children's Center.

University of Wisconsin-Green Bay

The chapter made it a goal to do something that would benefit the entire campus community and also involve psychology. For that, members embraced and promoted the Attention Restoration Theory by Kaplan and Kaplan (2001) by taking an empty dreary hallway

and putting up pictures of nature. The nature pictures help restore and refresh the minds of all individuals who walk through the hallway. It was important for the chapter to find an applicable and beneficial way to utilize their psychology education.

Rocky Mountain

Adams State University (C0)

With the goal of attending RMPA in Salt Lake, many efforts were aimed at supporting members' travel and participation. At the end of April, 13 students including eight Psi Chi members attended RMPA. Four of these students, Lindsey Schwindt, Tylar Martinez, Kellylynn Zuni, and Megan Tapia, were awarded \$300 Psi Chi travel grants.

At the convention, five of the

students presented research. The chapter's Reproducibility Project team, Tylar Martinez, Kellylynn Zuni, and Megan Tapia, along with research mentors, Dr. R. Nathan Pipitone and Dr. Leslie Cramblet Alvarez, presented their work "Children and Adults' Detection of Fear-Relevant Stimuli: A Replication Study." Brandon Gallegos and Jennell Higgs also presented their research titled "Deception Facilitation Across Communication Media." In addition to fund-raising and scholarly activity, the chapter was active in service efforts in the local community. For example, members held an alcohol awareness booth including "drunken darts," which challenged students to hit a dartboard while wearing goggles that approximate intoxication. Among other local service projects, this assisted in bringing awareness to important issues on campus.

A West Virginia University Chapter and Psychology Club leaders at the Mountaineer statue just prior to the Tri-State Psychology Conference

B The Notre Dame de Namur University (CA) Chapter 2013–14 and 2014–15 officers and advisor



Southeast

Northern Kentucky University

Despite inclement weather, the chapter had a spring semester chock-full of interesting and well-attended meetings. The first was a presentation entitled "From Researcher to Expert Witness" by faculty member, Dr. Cecile Marczynski. An internationally known expert on the combined effects of energy drinks with alcohol, Dr. Marczynski talked about her research and about her recent experience as an expert witness in a high-profile legal case. Equally fascinating was Dr. Perilou Goddard's presentation, "Northern Kentucky's Heroin Epidemic: Local Response and Radical Alternatives." Dr. Goddard, also a psychology faculty member, described the extent of the heroin problem, what caused it, and what treatments are

available internationally. Other programs included Dr. Holly Riffe discussing career possibilities in social work, Dr. Ken Leslie and four psychology alumni describing their research positions at Cincinnati Children's Hospital, and Corey Beilstein, Director of Research and Development at Seed Strategy, illuminating the field of market research.

For community service, members assisted Redwood Rehabilitation Center with a midnight tear-down from their major fund-raiser. The chapter also sold hoodies, had an end-of-semester party in conjunction with officer elections, and had a picnic at a local park.

At an April ceremony, the chapter inducted 17 members and presented stoles to 24 graduating seniors. Department awards were presented at the same time, and all six went to Psi Chi members! Additionally, 15 members

presented research at local, regional, or national conventions.

Embry-Riddle Aeronautical University (FL)

The chapter inducted 37 members during the fall and spring following a very successful recruitment event in which members sponsored psychology trivia, make your own ink-blots, and a free lifetime membership raffle. The recruitment event was so successful that the size of the chapter tripled this year! Other successful events included a Bowling With Ballerinas service project and a Rent-a-Student fund-raiser. Members are excited that enrollment has increased.

Mississippi University for Women

The chapter hosted a graduate admissions workshop. Members raised money at Oktoberfest for Palmer Home, a local foster care service. They

participated in a campus-wide food drive for families in need during the holiday season, volunteered at the Palmer Home to help decorate for their Christmas open house, and volunteered at a local elementary school by judging a science fair. The chapter also participated in a Keep the World Clean campaign where they recycled campus-wide.

West Virginia University

The chapter and Psychology Club wrapped up the school year with a range of events. Members of both organizations joined together to hand out Valentines to passersby in the student union February 14, worked up a sweat in Zumba, shared graduate school tips through Analyze This! dinners with graduate students, and eased the stress of finals through an evening of mindfulness meditation. Additionally, officers and chairs spent an evening stargazing at the university's



© West Virginia University Chapter and Psychology Club's Psyched Out Relay for Life Team



© University at Buffalo, SUNY, spring 2014 officers

© A Temple University (PA) networking event



A University of Wisconsin-Green Bay members Sam Zweerink (vice-president) and Becky Senn (president) with one of the pictures put up for display.



B The University of Wisconsin-Green Bay unveiling ceremony had a great turn out!

C Northwestern Oklahoma State University Taylor DeVine (vice-president) and Rhonda Fosnight (treasurer) with Dr. Knous (advisor)

D Graduating Northwestern Oklahoma State University senior members Sarah Coufal, Taylor DeVine (vice-president), Rhonda Fosnight (treasurer), and Mark Bean



planetarium and hosted a formal open to all departmental undergrads. Senior officers also participated in a first-year recruitment event where they shared insights and answered questions posed by future Mountaineers. Time was also spent on service projects including the university's Psyched Out Relay for Life team, which raised \$1,000 for cancer research by selling creative baked goods in the department and offering Relay-goers adorable Disney-themed photo-ops in exchange for donations. Members also continued to make dinner for families at the West Virginia Family Grief Center. Considerable time and energy allowed hosting the 23rd annual Tri-State Undergraduate Research Conference on April 11. This event, funded in part by a Psi Chi grant, featured a Fireside Chat at the home of Dr. Dan McNeil (faculty advisor), oral presentations, poster sessions, intercollegiate Psychological Jeopardy, and a keynote address by Johns Hopkins' Dr. Holly Wilcox, entitled "Epidemiology and Prevention of Disease in Adolescents and Young Adults."

and graduation ceremony was hosted to honor the achievements of all Psi Chi members.

Notre Dame de Namur University (CA)

With the help of Laura Cole (president), Kelli Little (vice-president), John Tran (senator), Lydiamor Tourino (event coordinator), and Natalie Studzinski (secretary), the chapter had a very successful year of activities. In October 2013, members hosted a National Association of Mental Illness speaker panel entitled "In Our Own Voice" wherein two speakers shared compelling personal testimonials of their challenges with mental illness. The chapter also hosted the third annual Parca Psi Chi Notre Dame de Namur University (NDNU) Boosketall Social with the men's and women's basketball teams to interact with developmentally disabled individuals and their families in a fun basketball activities night with a Halloween theme.

In January 2014, the chapter hosted the Gerontology Speaker Panel with Dr. Patrick Arbore (Human Services, Institute of Aging in San Francisco, CA), and Mary Bernstein (Mills-Peninsula Hospital) to address healthy aging and the challenges of aging. In February 2014, officers hosted the 14th annual Psi Chi Parca NDNU Soccer Social with the men's and women's soccer teams in a spring prelude-themed series of soccer, face painting, and other fun activities. Both Parca events have become the highlight of the year for the Parca families, and a resounding average of 75 to 100 people attend the two events each year. It is such a pleasure to see genuine joy and happiness on the faces of the families! The chapter hosted an induction ceremony March 27, 2014, to bring 20 new and transfer inductees into the Society joined by current members and families. Lastly, the chapter hosted the Stamp Out Stigma Panel April 17, 2014, a consumer-driven outreach program to promote positive changes by informing and advocating for a proactive public reception of individuals with mental illness. The personal testimonials of the various individuals with paranoid schizophrenia, bipolar depression, and borderline personality disorder were truly heart and mind-opening experiences for all attendees. Special thanks go out to the ASDNDU (Student Leadership) officers and staff, who helped support the events with limited university funds. The chapter was honored to receive a Model Chapter Award in December 2013 and a Western Regional Chapter Award in March 2014. It was truly an honor and privilege to receive these awards and have these efforts toward global peace, social justice, and outreach acknowledged on an international level!

Southwest

Northwestern Oklahoma State University

The chapter reactivated this year after a few years' hiatus. By the spring semester, there were 12 active members planning events for the 2014-15 school year.

West

California Polytechnic State University

The chapter focused on participating in events that facilitate student and community relationships this year. Events included joining community-based opportunities such as the Restorative Partner's Walk Worth a Second Chance, which raised awareness about the journey of previously incarcerated individuals re-entering the community. At this event, members had the opportunity to hear from exoffenders and participate in aggression reduction activities such as yoga. In addition, the chapter volunteered at the Family Care Network Miracle Miles event, a community fund-raiser run that benefits foster and special needs children, as well as their families within the San Luis Obispo and Santa Barbara Counties. Other chapter events included holding a canned food drive with other departmental clubs for the San Luis Obispo Food Bank and promoting the chapter to students at the university's club fair. The chapter held professional skill-development events including a resume workshop and organized social events such as a movie night in downtown San Luis Obispo. To celebrate the year's end, a new member induction

The Psi Chi Song: A Brief History

Slater E. Newman, PhD, North Carolina State University

It all started on a taxi ride to a Psi Chi-sponsored event at an annual meeting of the American Psychological Association. Dr. Joe Horvat and I were then Psi Chi Board members. As we were chatting, he asked me whether I would write a song for Psi Chi. (I believe he knew I had done something similar for another organization with which I had long been affiliated). I said that I would try, and so I did.

The music I chose was from the Brown University (RI) song, "Ever True to Brown," so I wrote to Brown University, sending along my lyrics to request permission to use the music. I soon received permission via Brown from W. A. Evans, owner of the copyright. Next I submitted the song to the Psi Chi Board of Directors in 1998, and they adopted it as the official song for Psi Chi.

Since then, I read in *Eye on Psi Chi* in 2009 that the Board of Directors had voted to change Psi Chi's colors from blue and gold to navy and silver. However, the last line in the song referred to "the gold and the blue," so it would have to be changed. This change in colors occurred at the same time that the Board changed Psi Chi from the **National** to the **International** Honor Society in Psychology, so I attempted to take cognizance of that as well. Thus, the last line became "Round the world we are cheering for you." I also added a "Psi Chi" shout at the end and then submitted these changes to the Board of Directors, who voted to adopt them in 2012. I now encourage you to learn the music and learn the words; always **"Raise Your Voices for Psi Chi!"**

Note: I thank W. A. Evans, owner of the copyright, for permission to use the music from "Ever True to Brown," Brown University, Dr. Joseph Horvat for his request, Chet Thomas for help with the musical arrangement, and Dr. Martha Zlokovich for providing historical information.

Raise Your Voices for Psi Chi

The musical score is written for voice and piano. It is in the key of B-flat major (two flats) and 4/4 time. The melody is simple and catchy, with a strong emphasis on the lyrics. The piano accompaniment consists of chords and a steady bass line. The score is divided into two systems, each with three staves (voice, piano right hand, and piano left hand). The lyrics are written below the voice staff. The score ends with a double bar line and a final chord.

Raise your voic - es for Psi Chi, Sing its
high. Ev - er loy - al through the years,
... To its pur - pos - es stay true, With a
P and a C H I Round the world we are
cheer-ing for you. PSI CHI!
8va
sfz

Music by Donald Jackson ("Ever True to Brown"). Lyrics by Slater E. Newman.
Used by permission of W. A. Evans, copyright owner.

Psi Chi Video Contest for Student Members and Faculty Advisors

The Contest:

The Psi Chi Central Office invites students and faculty advisors to create **3-minute videos*** that answer common questions about the membership process. Winning videos will receive **\$500 awards** to be distributed among the videos' creators. Awards will go to the most creative videos that best provide accurate and helpful information in a clear and innovative fashion.

Three Categories:

The three categories below may be thought of as independent contests. Faculty advisors are only eligible for one, and student members can enter (and win!) either or both of the two student contests.

DEADLINE: January 12, 2015, by noon EST



Psi Chi Current Student Member Two Video Categories

Video 1: The Induction Ceremony

Planning an induction ceremony should be fun! Submissions for this category provide advice to chapter officers by addressing

- which activities or procedures the Society requires for a formal induction,
- some fun activities that enhance the induction experience,
- how induction ceremonies can be private or public events, and
- where to find induction information on the Psi Chi website.

Video 2: Maximizing Your Membership

When students are first invited to join Psi Chi, they usually ask questions about why they should be a member. To answer this question, think carefully about your audience (e.g., chapter officers, current members, potential members) and try to create a video that address all parties simultaneously. You may consider these key topics to get started:

- applying your membership benefits
- defining lifetime membership
- submitting for awards and grants
- logging on and navigating our website
- locating a person's membership number
- networking with your Honor Society and others (e.g., social media, chapter activities, conventions)

Faculty Advisor Competition One Video Category

Video 1: Navigating Online Chapter Administration

In the past few years, Psi Chi has moved from paper applications to an entirely online membership registration system. Create a video to help other chapter advisors make this transition. Incorporate the following lessons, and feel free to include ideas from your own experiences.

- inviting students to apply online
- advantages of online applications
- accepting and submitting student payments to the Central Office
- locating registered members online

Judges' Criteria:

- The winning videos will effectively convey practical information in an engaging manner.
- Sound and visual quality will be considered in the judging process. You are highly encouraged to include screenshots/footage of relevant pages from psichi.org
- Videos should remain interesting and relevant for the foreseeable future.
- All winners must meet these minimum standards. If no entries provide sufficient information or are not of sufficient quality, then no award will be given for that category.
- Entries must abide by the requirements described below.
- Videos will be judged by a panel of Psi Chi staff and faculty advisors. Individuals serving as judges may not submit an entry.

The Requirements:

- Videos are limited to 3 minutes or less including credits.
- Entries must be accompanied by a brief title and a 100 to 300 word abstract-style summary (a fun, one-sentence summary tagline is optional). Full credits should identify all cast, crew, and authors.
- Videos must not infringe on any copyrights. This means that no third-party video or sound recording may be used without legal copyright clearance. Your best bet is to limit your entry to original scripts, images, audio, and materials clearly in the public domain.
- Entrants must be willing to have their winning videos publicly available.
- Videos should not reveal personal information (e.g., full member names, GPAs, contact information, etc.). Individuals' identifying information must be blurred.
- Videos can be submitted by an individual or a group. However, the award will only be given to the lead entrant, who must provide her/his contact information and be a Psi Chi member.
- Faculty advisors must currently serve as an advisor for an active chapter.
- Student submitters must be enrolled as a student this term.
- Videos should avoid controversial material (think G-rated movies).
- Videos must be produced by student members or advisors who are not professionals in video production.

Submission Guidelines

- Submitters will upload their original video to YouTube and must complete this survey form regarding basic contact information.
- Winners will be notified by the e-mail address provided no later than February 12, 2015.

* You will need a gmail account to upload YouTube videos.