



Careers for Psychology Majors: What Every Student Should Know

**Ten Tips for
Student Success
at Conventions**

**How to Talk About
Suicide With Paul
Quinnett, PhD**

**How Should You
Study? Advice
for Students
and Faculty**



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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
RMPPA	Rocky Mountain Psychological Association
SEPA	Southeastern Psychological Association
SWPA	Southwestern Psychological Association
WPA	Western Psychological Association



Features

20 Careers for Psychology Majors: What Every Student Should Know

James H. Thomas, PhD

25 Ten Tips for Student Success at Conventions

Bethany Fleck, PhD

30 How Should You Study? Advice for Students and Faculty

Regan A. R. Gurung, PhD

34 Four Ways That Good Intentions and Well-Meaning Behaviors Derail Inclusion

Kecia M. Thomas, PhD

44 PSI CHI Central Office Celebrates 30 Years in Chattanooga

Bradley Cannon



Interviews

40 How to Talk About Suicide With Paul Quinnett, PhD

Meg Sutter

Columns

06 Contemporary Psychology A Positive Psychologist's View of Positive Psychology

Ethan A. McMahan, PhD

10 Student Insights Undergraduate Research: A Valuable Experience for Expanding Your Mind and Your Resumé

Hazel J. Shah, Ryan Savage, Richard Ortiz,
and Betty S. Lai, PhD

12 Promotion of Research Publishing Research: Why You Should Think of Our Journal First

Debi Brannan, PhD

14 Wisdom From the Workplace The APA Guidelines for Undergraduates: Your Covert Career Counselor

Paul Hettich, PhD

Departments

- 04 Executive Director's
Message
- 05 Giving Tuesday
- 16 Recognition
- 37 Annual Report
- 46 Chapter Experiences
- 51 Sudoku/Crossword
- 52 Merchandise

Advertisements

- 09 California
Lutheran University
- 24 Argosy University
- 29 Alliant
International University
- 29 Special Call for Replications
- 32 New Mexico
State University
- 43 Career Center



On Being NICE: Expanding Cross-Cultural Research Opportunities

Martha S. Zlokovich, PhD
Executive Director

Exciting news! Psi Chi is launching a new initiative opening up cross-cultural research opportunities for members (and nonmembers) called the Network for International Collaborative Exchange (NICE). NICE participation is open to any university student or faculty member anywhere in the world, regardless of whether or not they are members of Psi Chi, or their universities have a Psi Chi chapter. This openness will greatly expand cross-cultural research opportunities for our members beyond the current 19 chapters in 14 countries or territories outside of the 50 U.S. states. Of course, we welcome universities without a chapter to apply for one.

These research opportunities will be supported by two components of NICE. One component is **NICE Connect**, which will facilitate people interested in cross-cultural research finding one another. The idea is to connect people looking for collaborators to extend their own projects in a different country or setting with others who are looking for an interesting project in which they can become involved. This method of connecting researchers in two countries, or perhaps far-flung locations within a country, will allow our members to conduct cross-cultural research without the expense of traveling.

As it turns out, there was no need for Psi Chi to create a website or program to facilitate such connections. The Center for Open Science (COS, n.d.), with whom Psi Chi previously partnered, has a program called StudySwap (<https://osf.io/9aj5g/>). Psi Chi will promote the **NICE Connect** component on StudySwap simply by asking our NICE participants to post their topics with "Psi Chi NICE" at the beginning of their titles. Additionally, NICE will provide suggested ethical guidelines on the NICE Open Science Framework page (<https://osf.io/juupx/>).

The other component is **NICE Crowd**, which will suggest a limited number of crowd-sourced research projects for which members may collect data over the course of a year. Afterward, all collaborators will have access to the combined data set. The first call was sent out in October for research project proposals for consideration as one of the NICE Crowd projects.

A necessary component is submission through the Open Science Framework (OSF; <https://osf.io/4znzp/>) website and a completed preregistration in the Preregistration Challenge

(<https://osf.io/prereg/>). Online preregistration simply involves indicating, before data is collected, that the project will adhere to principles of data transparency, data access, design transparency, materials availability, and clear methodology.

Anyone who wishes to submit a project for consideration but is unfamiliar with the OSF can request help with submitting. Graduate student Kelly Cuccolo, NICE Planning Committee Chair, and committee members (including Past-President Dr. Jon Grahe) will assist applicants as much as needed. In the meantime, if you haven't already registered on and explored the OSF website, I encourage you to do so.

Does all this sound intriguing? If it does and you haven't already signed up for e-mail updates on NICE activities, visit <https://docs.google.com/spreadsheets/d/1x0EV-6l5ijl7dgP7dDj9s8BNzG4godkvvdYdnry-LFc/edit#gid=0>. Not only can you add your name and information to the list, you also can see all the different universities and countries where participating psychology students and faculty are located.

Over last few issues of the *Eye*, the President and Executive Director columns have described different ways to become involved in Psi Chi opportunities. Past-President Dr. Jon Grahe wrote about connecting with chapters across the world (Grahe, 2016) and how open science opportunities can benefit members (Grahe, 2017). Current President Dr. R. Eric Landrum wrote his first column encouraging members not to just join, but to engage deeply with Psi Chi (Landrum, 2017). I wrote about internationalizing Psi Chi through personal connections (Zlokovich, 2014). All of our advice comes together in this initiative. What else can I say but—NICE!

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#GIVINGTUESDAY™

is November 28, 2017

We all know about Black Friday. Then came Cyber Monday. Both are days on which retailers abound with deals ready for consuming. But have you heard of **Giving Tuesday**? Giving Tuesday was begun six years ago for the very purpose of giving back. After all the deals and all the shopping, the concept of Giving Tuesday is that we take time to reflect on our good fortunes and give back to the nonprofit of our choice. This year, we'd like to ask you to give back to Psi Chi.

In early fall, we kicked off the **Give Back to Psi Chi** campaign. Our goal is \$88,000. These funds will help us continue to further our mission of recognizing and promoting excellence in the science and application of psychology. Many of you got into psychology with the desire to give back. By giving back to Psi Chi, you will help us to build the future of psychology.

Did you know that Psi Chi awards over 400,000 each year in awards, grants, and scholarships to its members? With your help, we directly fund valuable research and aid high-achieving students furthering their education. We exist to serve our members, and by fund-raising, we can better serve all members and offer more wide-ranging benefits.

This year, we are also promoting our **Presidential Initiative to destigmatize help-seeking behavior for mental illness**. Your contributions help support all Psi Chi's programs and initiatives. Your gift will make a direct impact for all Psi Chi members worldwide.

Last year, nonprofits collected more than \$177 million on **Giving Tuesday**. Won't you consider a gift of \$28, \$88, or \$288 today? Giving Tuesday is a day set aside to give back. And remember, by contributing to Psi Chi's Give Back campaign, it's not just giving back, it's giving forward.

Thank you for your support of Psi Chi.

Visit www.psichi.org/donations to make your Giving Tuesday gift today.

Cynthia Wilson
Director of Membership & Development
Psi Chi Central Office



A Positive Psychologist's View of Positive Psychology

Ethan A. McMahan, PhD
Western Oregon University

Welcome, readers of the *Eye*. I am glad that you have wandered down to this page, because you have found my new column, one devoted to providing brief but comprehensive descriptions of all the different subfields of contemporary psychology. In the following issues, I will cover many areas of psychology, some being established, traditional subfields (e.g., social psychology), others being less well-known and perhaps widely misunderstood subfields (e.g., forensic psychology), and yet others not being subfields at all, but rather perspectives that cross-cut all areas of psychology (e.g., evolutionary psychology). At times, we will interview leaders in the various subfields to get their perspective on the state of affairs in their chosen domain of inquiry. At other times, I will simply attempt to provide a useful introduction to an area and encourage you to explore it further.

With that all said, this first article is devoted to an area near and dear to me, my own area of interest: positive psychology. In what follows, we will discuss what positive psychology is, the history of the field, major areas of research and application, and opportunities for study and career.

What Positive Psychology Is

Positive psychology has been succinctly described in a number of different ways and has been variously referred to as:

- "...the science of positive subjective experience, positive individual traits, and positive institutions," (Donaldson, Dollwet, & Rao, 2015).
- "...the scientific and applied approach to uncovering people's strengths and promoting their positive functioning," (Lopez, Pedrotti, & Snyder, 2015).

- "...the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life," (Seligman & Csikszentmihalyi, 2000).
- "...the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions," (Gable & Haidt, 2005).
- "...the scientific study of what makes life most worth living," (Peterson, 2006).

My personal favorite:

- "...nothing more than the scientific study of ordinary human strengths and virtues," (Sheldon & King, 2001).

Although the above definitions differ in the particulars, there are broad commonalities and underlying but significant points to be taken. For one, positive psychology (like much of psychology as a whole) is a science and dedicated to the study of the above topics via empirical means. This fact distinguishes positive psychology from other areas of inquiry, for example humanistic psychology, a related field that has historically studied similar topics via non-empirical means. For two, notice that the above definitions focus on positive *functioning* and not positive feeling. Many mistakenly assume that positive psychology is happy-ology, or the exclusive focus on positive emotional states. It is not. Certainly, positive emotions, mood, and affect are central to positive psychological functioning. But, there is wide recognition among positive psychologists that there is much more to life than simply feeling good.

I suspect that you now have a sense of what positive psychology is, so we will move on. But, before we do, just to make sure everyone is on the same page, I offer my own very concise definition:



- “Positive psychology is the scientific study of optimal human feeling and functioning,” (McMahan, just now).

Feel free to quote me if you like.

History and Development of Positive Psychology

When discussing the (relatively short) history of this field, it is important to state at the outset that many of the topics commonly investigated in positive psychology have been addressed at length elsewhere. Indeed, questions regarding the nature of well-being, happiness, and the “good life” have been addressed by philosophers, politicians, and scholars from a variety of disciplines since antiquity. However, the history of positive psychology proper begins in earnest at the 1998 Presidential Address of the American Psychological Association (APA). Martin Seligman, newly appointed APA President and eminent scholar who up to this point spent much of his career studying human misery (specifically, depression), articulated a simple point: psychology had for too long focused too heavily on studying and understanding pathology, and as a result, we knew very little about the things that make life worth living. Seligman encouraged his audience and the field of psychology to focus their inquiries on both the positive and the negative in order to provide a more balanced and accurate view of the nature of human psychological functioning.

Following this address, Seligman and several colleagues, most notably Mihaly Csikszentmihalyi and Christopher Peterson, pushed for the establishment of a separate field of scientific study called “positive psychology,” a term first coined by Abraham Maslow many years previous. Seligman, with Csikszentmihalyi, published a now-well-known article in a special edition of

American Psychologist that outlined a framework for the new science (Seligman & Csikszentmihalyi, 2000). Many researchers and practitioners were receptive of this call to the positive, and in the years since the publication of this seminal piece of work, the field has exploded in popularity, with some referring to this explosion as “the positive psychology movement.”

Currently, positive psychology is a thriving area of both research and practice. In the last two decades, the field has seen the establishment and continued development of several journals focused on the publication of positive psychological research (e.g., the *Journal of Positive Psychology*); increases in the publication of books; increases in the number of prizes, grants, and awards for research in positive psychology; and a growing number of professional organizations dedicated to supporting the work of positive psychologists (e.g., the International Positive Psychology Association). In fact, in one recent review (see Donaldson et al., 2015), researchers identified over 1,300 peer-reviewed research articles published between 1999 and 2013 that examined positive psychological topics, and the number of articles published per year increased substantially in each year examined. Given this increase, I wanted to examine the state of affairs at the time of this writing (August 2017). So, I did. And, in my own very rough search of articles available on PsycINFO, I identified over 2,500 peer-reviewed journal articles on topics related to positive psychology that were published between 1999 and 2017. Suffice it to say, the field has come a long way in a short time.

Major Areas of Research and Application

There are a multitude of topics currently being examined from a positive psychological perspective, and it would be futile to attempt

to provide an exhaustive list of all areas of research in this field (particularly with the limited word count I have for this column). So, I won't attempt it. But, what I will do is briefly cover some of the more well-established and well-known areas.

As noted above, positive psychology can be broadly divided into the study of (a) positive subjective states, (b) positive individual traits, and (c) positive institutions. The investigation of positive subjective states involves research on happiness, well-being, flow, mindfulness, love, and so on. Positive individual traits that are studied include character strengths, gratitude, learned optimism, hope, courage, and wisdom, among others. The study of positive institutions involves examining how the institutions, organizations, and various social contexts we come into contact with every day impact our psychological functioning, and a great deal of work in this area has focused on the role of schools, work, families, and community organizations in promoting well-being.

Knowledge generated through basic research on the above topics has been applied in a number of different domains. In particular, positive psychological principles are now frequently applied within industry and various organizations to improve job satisfaction and productivity, within academic contexts to promote student well-being and academic performance, as well as within therapeutic contexts where positive psychotherapy is now frequently used as a treatment for depression and trauma-related psychopathology.

Moreover, one of the main applied research areas of positive psychology focuses on the testing and development of positive psychological interventions, practices aimed at encouraging optimal functioning in not only those with some type of diagnosable psychological disorder, but also in nonclinical populations (i.e., those without mental illness). Empirical research in this area indicates that engagement in simple behaviors like regularly counting your blessings, showing gratitude to others, identifying and cultivating personal strengths, and practicing mindfulness is associated with increased well-being.

In one major example of the application of positive psychology, resilience training programs developed by Seligman and colleagues have been adapted for use in the U.S. military in order to promote resilience in soldiers and their families (see the 2011 special issue of *American Psychologist* on Comprehensive Soldier Fitness for more information). In short, positive psychology is a field that not only conducts rigorous scientific research examining optimal functioning, but also aims to apply this research within many different contexts for the betterment of society.

Academic and Career Opportunities

Although academic courses in positive psychology didn't exist just 20 years ago, due to the rapid development in the field, the vast majority of university psychology departments now teach these courses. Additionally, many departments offer more advanced, seminar-style courses on special topics in positive psychology. If you, the reader, are interested in learning more about positive psychology, I strongly encourage you to check out your department's catalog to see which courses are being offered. Concerning graduate training, across the world, over 20 new graduate programs in positive psychology have been developed, including two large and well-established programs at the University of Pennsylvania (see <https://ppc.sas.upenn.edu/>) and Claremont Graduate University

(see www.cgu.edu/school/ssspe/programs/). However, as with graduate training more generally, your potential faculty advisor's research interests are often more important than the focus of your program, and many active positive psychologists teach in graduate programs in more conventional areas of psychology (e.g., social, developmental). So, when looking for graduate training opportunities in positive psychology, I encourage you, the prospective graduate student, to first focus on identifying potential advisors with interests in positive psychology, regardless of whether they teach in an explicitly identified positive psychology program (to get started, see <https://ppc.sas.upenn.edu/educational-programs/faculty-universities>).

Regarding careers, as one might expect, many positive psychologists work in the academe (e.g., university faculty) and/or in mental health services (e.g., clinical psychologists). However, because positive psychology can be applied in a number of different domains (see above), the career opportunities for those with interests and training in positive psychology is quite varied. Some of the more common career fields include working in research firms, education, government agencies, human resource departments, and consulting firms. In addition, the number of individuals who work independently as career or life coaches, motivational speakers, and/or writers on positive psychological topics is increasing. Indeed, one can even find positive psychologists writing regular columns for the *Eye on Psi Chi*...

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Ethan A. McMahan, PhD, is an associate professor in the Department of Psychological Sciences at Western Oregon University where he teaches courses in research methods, advanced research methods, and positive psychology. He is passionate about undergraduate education in psychology and has served Psi Chi members in several ways over the last few years, including as a faculty advisor, Psi Chi Western Region Steering Committee Member, Grants Chair, and most recently, as the Western Regional Vice-President of Psi Chi. His research interests focus on hedonic and eudaimonic

approaches to well-being, folk conceptions of happiness, and the relationship between nature and human well-being. His recent work examines how exposure to immersive simulations of natural environments impact concurrent emotional state and, more broadly, how regular contact with natural environments may be one route by which individuals achieve optimal feeling and functioning. He has published in the *Journal of Positive Psychology*, the *Journal of Happiness Studies*, *Personality and Individual Differences*, and *Ecopsychology*, among other publications. He completed his undergraduate training at the University of Colorado at Colorado Springs and holds a PhD in experimental psychology from the University of Wyoming.



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Undergraduate Research: A Valuable Experience for Expanding Your Mind and Your Resumé

Hazel J. Shah, Ryan Savage, Richard Ortiz, and Betty S. Lai, PhD
Georgia State University's School of Public Health

What opportunities will prepare you for your future? Many people think about finding summer internships, but what about the rest of the year? Undergraduate research opportunities are a great way to gain experience and to benefit from the expertise of professors or researchers. Here, we not only explain why undergraduate research is worthwhile, but we will help guide you to finding a situation that is perfect for you.

Why Do Undergraduate Research?

Why should you take advantage of undergraduate research opportunities? The most obvious answer is experience. The opportunities offered by these positions help prepare you for your future career and/or graduate school by allowing you to establish professional networks, make valuable connections that can facilitate letters of recommendation, and actively participate in a professional advanced research setting. In fact, conducting undergraduate research correlates significantly with increased research skills in graduate school (Gilmore, Vieyra, Timmerman, Feldon, & Maher, 2015). These opportunities will all benefit you in your future endeavors, whatever those may be.

One additional underrated benefit of participating in research is the chance to “test the waters” to determine if you want to pursue research. This applies not only to research in general, but also to specific areas of study you may be considering. For example, if you are a psychology major and are considering a potential career in public health, you could apply for a research position in the public health field to see if any particular topic piques your interest. These experiences will help you decide whether you want to work in that specific field long term.

Similarly, research provides excellent opportunities to expand your interests. You can delve deeper into a field in which you have

prior experience, or conversely, try out a new field with which you have little to no experience. Undergraduate research not only allows you to gain a meaningful understanding of what it is like to work in the field, but it also provides you with the ability to participate first-hand in cutting edge research.

Choosing a Professor/Lab

Deciding what interests you want to pursue with an undergraduate research position is not as daunting as it may appear. In making this decision, you should ask yourself these questions:

- What classes have you enjoyed throughout your academic career?
- Have you written, researched, or presented a specific paper or project that really interested you?
- Are there any particular types of articles you have found engaging?
- Have you enjoyed doing research in the past? If so, what type of research have you found to be intriguing?
- Do you have any personal interests that would be applicable to an area of academic research?
- Is there a professor who you found particularly engaging, or who you have developed a good rapport with?
- Has your university recently been awarded any grants that would boost your resumé? Search for recent awards given to your university, either through your university website or through large granting agencies such as the National Institutes of Health (<https://projectreporter.nih.gov/>) and the National Science Foundation (<https://www.nsf.gov/awardsearch/>).

Answering these questions will shed some light on what area(s) of research you should consider pursuing a position in.

Once you have a good idea of the type or field of research you are interested in, you will need to search for a specific lab you want to work with, whether it be through your university, nonprofit organizations, or even hospitals (Lai, Margol, & Landoll 2010). Additionally, you want to become familiar with the types of research you would be doing, and determine if you think these positions would be a good fit for you and your interests. To do this, you should:

- Search faculty pages at your university, a nonprofit, or other research institution to see which faculty members/researchers are conducting research in your field of interest.
- When you have identified faculty members/researchers of interest, read through their recent publications to see if the work they are currently doing is something that interests you.
- Consider what your role would be or how you would contribute if you were to work in a particular research position.
- Search through lab websites to get more detail into the professor or researcher's current focus.
- Read articles and other publications produced by members of the lab.

Applying for a Position

After you have decided on a specific professor or researcher with whom you want to work, you need to know if there are certain requirements for applying. Check the professor/researcher's web page to see if those requirements are listed. This is a critical step that showcases whether you have "done your homework" on the lab. For most research positions, you will need to provide a CV or resumé. It is very important that you proofread these documents before submitting because you want to show that you are meticulous and thoughtful. Once you have the appropriate documents prepared, you should e-mail (or submit as the lab specifies) them to the professor or lab assistant. Herein lies both the easiest aspect of applying for a research position, as well as the most common way to (dis)qualify yourself for consideration: making a professional query.

Above all else, keep in mind that your professional query will likely serve as your first impression with someone who is involved in your hiring process to some degree (Lai et al., 2010). We provide sample text for a professional query that could be sent to a professor or researcher (see Figure 1).

Making Research Count

Unfortunately, most labs cannot begin paying you if you have no prior experience; undergraduate researchers often start as volunteers. This should not deter you though because the experience you will gain has many benefits in and of itself, as discussed above. Also, many universities offer research opportunities for course credit. Such options are excellent ways to boost your GPA, and contribute to a possible research minor or other supplement to your degree.

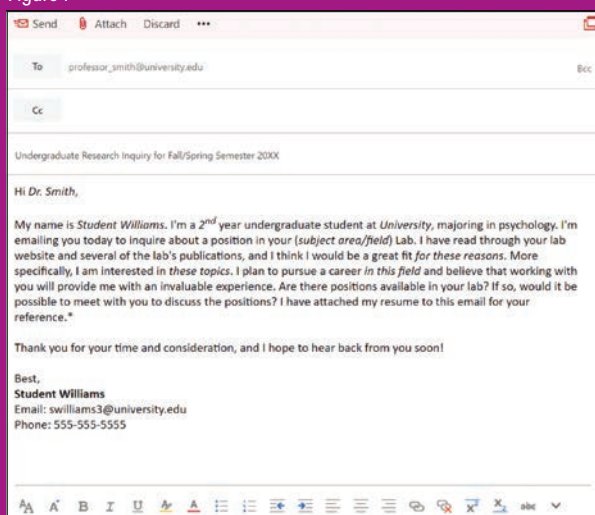
As you become more involved and established in a research lab, qualifying for and obtaining Undergraduate Research awards/funding from your university or other organization can become an option. For instance, some researchers may obtain supplemental funding to assist undergraduate participation in research. An example of this would be the National Science Foundation's Research Experiences for Undergraduate Supplement Awards.

Ultimately, becoming involved in undergraduate research will prepare you for your career or graduate school. The experience will help you master skills and build relationships that would otherwise be hard to come by. Because you have already taken the first step toward your future by pursuing an undergraduate degree, why not make the most of your time and resources? Distinguish yourself from your peers by getting involved in undergraduate research!

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Figure 1



Hazel J. Shah received her BS in biochemistry from the Georgia Institute of Technology in May 2016. She is currently pursuing an MPH with a biostatistics

concentration from Georgia State University's School of Public Health and is a graduate research assistant for Dr. Betty Lai.



Ryan Savage is a third-year undergraduate student at Georgia State University. He is currently working toward a BS in public policy with a

concentration in public management and governance. Ryan is an undergraduate research assistant for Dr. Lai.



Richard Ortiz is an undergraduate senior in the College of Arts and Sciences at Georgia State University. He is pursuing a degree in political science with

a pre-law concentration along with an Advanced Honors distinction. His emphasis and interests include intellectual property and social justice. Richard is an undergraduate research assistant for Dr. Lai.



Betty S. Lai, PhD, is an assistant professor in the Division of Epidemiology and Biostatistics in the School of Public Health at Georgia State University. She

received her PhD in clinical psychology, with a specialization in children and families, from the University of Miami, and she completed her clinical internship in the Department of Psychiatry and Behavioral Sciences of the Stanford University School of Medicine.

Publishing Research: Why You Should Think of Our Journal First

Debi Brannan, PhD
Western Oregon University



PSI CHI JOURNAL OF PSYCHOLOGICAL RESEARCH has been supporting Psi Chi members and their collaborators for 22 years. In the words of our previous editor, Dr. Melanie Domenech Rodríguez (Psi Chi President-Elect), this unique publication is the “scientific face of Psi Chi.” *Psi Chi Journal* disseminates scientific psychological research and provides a positive learning environment for both

beginner and veteran researchers alike. *Psi Chi Journal* holds scientific integrity as a cornerstone; additionally, we support open science, replications studies, and most importantly, we support you—our members. All articles are free to submit and free to access after publication. In this article, I will offer you some background about the *Journal* and explain why, as a Psi Chi member, you should think of our *Journal* first when publishing!

Journal Mission:

The mission of *Psi Chi Journal of Psychological Research* is to educate, support, and promote professional development, and disseminate psychological science. Only original, empirical manuscripts that make a contribution to psychological knowledge are published. First authors are Psi Chi members at the **undergraduate, graduate, and faculty level**.

Journal Scope:

The *Journal* has an editor, five associate editors, a managing editor, a graphic designer, editorial assistants, and many affiliated doctoral-level reviewers to

ensure the timely management of submissions, reviews, and quarterly publication of the *Journal*.

All articles must have a Psi Chi member as the first author. Coauthors do not have to be Psi Chi members.

The *Journal* also publishes invited articles on pedagogical topics authored by academic psychologists.

Journal History:

1996—Established under Editor Stephen F. Davis, PhD, *Psi Chi Journal of Undergraduate Research* was introduced as a national, peer-reviewed, quarterly *Journal* dedicated to the publication of undergraduate student research. Its purpose was to foster and reward

the scholarly efforts of undergraduate psychology students as well as to provide them with a valuable learning experience.

2009—When Psi Chi became international, the *Journal* did as well.

2011—The *Journal* began accepting submissions from all Psi Chi members including graduate students and faculty. The name was changed to *Psi Chi Journal of Psychological Research*.

2016—The *Journal* became an open access publication (i.e., free to all authors and readers) to broaden the dissemination of research across the psychological science community.

The Importance of Scientific Integrity

A key reason to publish in *Psi Chi Journal of Psychological Research* is because we are highly committed to scientific integrity. We require that all articles include original data collection, secondary data analysis, or meta-analysis. A fundamental objective of our *Journal* is to maintain a high level of scientific standards. We specifically ask authors to pay great attention to using an appropriate scientific methodology, as well as employing the appropriate and correct statistical analyses. I often find that authors forget to report all relevant statistical data such as reliability coefficients and effect sizes (see invited editorial by Dr. Steven Rouse, Pepperdine University, Summer 2016 Issue), which we require them to correct.

When considering scientific integrity, another important issue that often arises is statistical power. More specifically, authors occasionally submit manuscripts with very small sample sizes, causing their study to be underpowered. As the Editor, I often ask for a power analysis (see G*Power for a free program) or a clear justification as to why the sample was so small. We want every article to be scientifically sound. For more information: www.apa.org/about/gr/issues/review/journal-fact.aspx.

Author Support

We understand that most of our authors are either undergraduate or graduate students, as well as junior faculty, who might not have a lot of experience writing scientific papers. We work hard at making the submission and review process as easy as possible. All manuscripts are screened by the Editor, then given to an Associate Editor to manage throughout the review process. Associate Editors send each manuscript to three reviewers along with reviewing it themselves. Most journals have two reviewers per paper, but because we want the most comprehensive, constructive responses, we ask three reviewers and the associate editor to give feedback. Also, our online submission portal allows authors to check the status of their reviews.

Diverse Set of Articles

Most journals focus on a field of research. However, our *Journal* is a collaboration from every field of research, and our authors include undergraduates, graduate students, and faculty. Most manuscripts submitted to the *Journal* are in the field of social psychology, but we have many articles from areas such as personality, cognitive, clinical, experimental, and health psychology. We welcome all types of studies from all fields of psychology. If anyone has questions about the online submission process, feel free to e-mail the Managing Editor, Bradley Cannon, at psichijournal@psichi.org or Editor, Dr. Debi Brannan, at debi.brannan@psichi.org.

Open Dissemination of Articles

We now offer free downloads of all our articles on our website to members and nonmembers alike. Researchers are welcome to search for *Psi Chi Journal* articles by category or author in Psi Chi's unique **Publication Search** at www.psichi.org/?Publications_Search. *Psi Chi Journal* is indexed in **PsycInfo**, a database service of the American Psychological Association. In addition, articles can also be accessed through **EBSCO's** database of nearly 6,000

active full-text peer-reviewed journals, **Crossref's** open database of 88 million articles, and our public **Google Scholar** account.

Open Practices Badges

We are excited to announce that, with the support of the Open Science Collaboration, *Psi Chi Journal* has begun awarding badges to journal articles that meet criteria for transparency and openness in the research process. In early 2017, we will be publishing our first Special Issue that will be focused on articles that have met the criteria for one or more Open Practices Badges.



The *Open Data* badge is granted to manuscripts that upload their research data in a public-access online repository.



The *Open Materials* badge is awarded to articles that post their surveys, tests, and other research materials.



Finally, the *Preregistration* badge is awarded to articles that publicly specify in advance their methodology and intended statistical analyses.



In addition to the badges created by members of the Open Science Collaboration, *Psi Chi Journal* will also award a **Replications badge, which is unique to this Journal**, to reward studies that replicate previous research. We understand that many students engage in replication studies in their research methods classes, and we want students (and faculty, alike) to feel that these studies are valuable and publishable.

See our website for more information:
www.psichi.org/page/journal_Badges

Remember, one important benefit of being a Psi Chi member is that you can publish in our peer-reviewed *Journal*. As you can see above, we are striving to have new best-practices for scientific integrity and dissemination of research. We invite you to submit your research at www.psichi.org/?page=JN_Submissions. It is our goal to support you!

Useful Resources

Psi Chi Journal Homepage

https://www.psichi.org/?page=journal_main

Best Practices in Contemporary Null Hypothesis Significance Testing

Dr. Steven Rouse—Invited Editorial

https://cymcdn.com/sites/www.psichi.org/resource/resmgr/journal_2016/Summer16JNRouse.pdf

Effective Sample Size Determination

Russell V. Lenth

http://conium.org/~maccoun/PP279_Lenth.pdf

Reporting Standards for Research in Psychology

<https://www.apa.org/pubs/authors/jars.pdf>

Checklist for Manuscript Submission

American Psychological Association

<http://www.apa.org/pubs/authors/manuscript-check.aspx>



Debi Brannan, PhD, received her BS, MS, and PhD at Portland State University (OR). She is currently an assistant professor at Western Oregon University where she directs a team of undergraduates/postbaccalaureate students. Dr. Brannan has been associate editor with *Psi Chi Journal* since 2013 and became editor in July of 2016. In Dr. Brannan's scholarship as an applied social psychologist, she has focused her research on understanding how positive interactions and social support buffer individuals from stress and negative health behaviors.



The APA Guidelines for Undergraduates: Your Covert Career Counselor

Paul Hettich, PhD
DePaul University (IL)

In response to concerns by parents, students, and others who questioned the value of an undergraduate psychology major in today's highly competitive and specialized job market, the APA Board of Educational Affairs published *APA Guidelines for the Undergraduate Psychology Major: Version 2.0* in 2013. Commonly referred to as Guidelines 2.0, this curriculum document describes “five broad goals and corresponding student learning outcomes that represent reasonable department expectations for the undergraduate psychology major across different kinds of educational contexts” (p. 3, 2013).

Goal 1: Knowledge base in psychology

Goal 2: Scientific inquiry and critical thinking

Goal 3: Ethical and social responsibility in a diverse world

Goal 4: Communication

Goal 5: Professional development

Each goal generates student learning *outcomes*, and each outcome generates *foundation indicators* (performance expectations representing progress toward a psychology minor or an associate's degree emphasizing psychology) and *baccalaureate indicators* (performance expectations at the completion of the major). To the extent a student successfully demonstrates the completion of the outcomes and indicators, certain workplace *attributes* (skills) can be inferred for each goal (APA, 2013).

Guidelines 2.0 does not specify the number of outcomes or indicators that students must complete, nor is there any mention of grades. Guidelines 2.0 are guidelines, not rules, and it is up to each psychology department to determine their implementation. The goals operate covertly (embedded in course assignments) to form a foundation upon which you construct a psychology major that guides your workplace preparedness. In Hettich (2016), I describe the strong connections between the goals and skills that employers seek. Although some instructors will help articulate the transferable skills that you develop through course assignments, it is your responsibility to identify and achieve the skills. Below, I describe each goal and its learning outcomes. Space does not permit me to identify the numerous foundation and baccalaureate indicators,

but I encourage you to peruse them online (APA, 2013) because they represent specific skill building tasks.

Goal 1. Knowledge base in psychology. “Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral phenomena” (APA, 2013, p. 17). The outcomes for each goal are stated as “Students will ...” For Goal 1, students will

- describe key concepts, principles, and overarching themes in psychology;
- develop a working knowledge of psychology's content domains; and
- describe applications of psychology.

When you think of psychology, you probably recall the concepts, theories, and research studies that you learn in your courses. Mastering Goal 1 outcomes is *essential* for students who plan to enter graduate programs in psychology. Some baccalaureate graduates might encounter job openings where specific knowledge and skills (e.g., research methods, statistics, behavior modification, abnormal behavior) are required. However, because most hiring managers are more concerned about the skills that graduates possess than their knowledge of psychological content, a psychology baccalaureate, plus other experiences, may be sufficient. Among the *attributes* that can be inferred from your successful demonstration of Goal 1, outcomes and indicators are *capable of coping with complexity and ambiguity, curious, flexible in thinking, motivated, open minded, and psychologically literate*.

Goal 2. Scientific inquiry and critical thinking. “The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods” (APA, 2013, p. 20). The outcomes of Goal 2 state that students will

- use scientific reasoning to interpret psychological phenomena;
- demonstrate psychology information literacy;

- engage in innovative and integrative thinking and problem solving;
- interpret, design, and conduct basic psychological research; and
- incorporate sociocultural factors in scientific inquiry.

Although Goal 1 emphasizes the *content* of psychology, Goals 2 through 5 focus on *skill development*. Whether you plan to enter graduate school in psychology or another profession (e.g., health, human services, or business), or the workforce, achieving the Goal 2 outcomes is also essential. Critical thinking, reasoning, creativity, and problem solving represent the core of a liberal arts education; most employers seek these skills, along with career-specific knowledge and skills. You may never conduct another research study after you graduate, but you will be expected to know how to analyze, interpret, and critically evaluate information, research findings, and data across various domains and in diverse settings. Some *attributes* associated with Goal 2 include *collaborative, constructively critical, creative, logical, persistent, precise, self-directed, systematic, and tolerant of ambiguity*.

Goal 3. Ethical and social responsibility in a diverse world. “The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity” (APA, 2013, p. 26). To achieve this goal, students will

- apply ethical standards to evaluate psychological science and practice;
- build and enhance interpersonal relationships; and
- adopt values that build community at local, national, and global levels.

Collectively, the outcomes of Goal 3 focus on values. College is an ideal venue for examining, testing, and influencing your value system. Ethical issues are addressed in many psychology courses and in other academic disciplines. In the diverse and complex world of university life, you will probably encounter ethical dilemmas in your personal, social, and professional relationships and in groups you join. Welcome these opportunities because they will occur subsequently, often in different forms, in your workplace and the other communities you join. Demonstration of these outcomes implies that you have achieved at some level of competence such *attributes as community involved, courageous, ethical, fair minded, generous, moral, reliable, respectful, rigorous, sensitive, tolerant, and trustworthy*.

Goal 4: Communication: “Students should demonstrate competence in writing and in oral and interpersonal communication skills” (p. 30). Students will

- demonstrate effective writing for different purposes,
- exhibit effective presentation skills for different purposes, and
- interact effectively with others.

Written, oral, and interpersonal communication skills are top skills that employers seek; yet employers often complain of graduates’ deficiencies in them. Seek courses that require papers, oral presentations, and group projects. Be grateful to teachers who

provide feedback; they are doing you a favor that you will appreciate in jobs where clear and concise oral and written communication is demanded, and effective face-to-face communication with customers and coworkers is critical. Participate in extracurricular activities to develop leadership, conflict management, and negotiation skills. Among the *attributes* associated with Goal 4 are *attentive, comprehensible, flexible, investigative, precise, prepared, and respectful*.

Goal 5: Professional Development. “The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation” (APA, 2013, p. 33). To achieve this goal, students will

- apply psychological content and skills to career goals,
- exhibit self-efficacy and self-regulation,
- refine project-management skills,
- enhance teamwork capacity, and
- develop meaningful professional direction for life after graduation.

This goal is less covert than previous goals because it provides excellent advice for improving workplace preparedness. Study the Goal 5 indicators in Guidelines 2.0 to discern how specific components of your psychology major can help you acquire and succeed in your work. Among the *attributes* that can be inferred from your successful demonstration of Goal 5 are *adaptable, collaborative, confident, conscientious, dependable, directed, efficient, industrious, intuitive, prepared, reflective, resilient, resourceful, responsible, and sensitive*.

Concluding Remarks

I summarized portions of the Guidelines 2.0 to instill confidence that the knowledge and skills you acquire through your psychology major *can* provide a solid foundation for transitioning to work and career, *if you persist*. For each course in which you are enrolled, ask yourself: In what ways does this course help me achieve some of the five goals? To build on the foundation that the goals provide, you should *also* complete an internship, gain solid job experiences, work with career counselors regularly, and participate in other activities described in Hettich (2016). Finally, remember the wisdom of writer Miguel de Cervantes: *Forewarned; forearmed. To be prepared is half the victory*.

References

- American Psychological Association Taskforce on Psychology Major Competencies. (2013). *APA guidelines for the undergraduate psychology major. Version 2.0*. Washington, DC, American Psychological Association. Retrieved from www.apa.org/ed/precollege/about/psymajor-guidelines.pdf
- Hettich, P. (2016, Fall). Program your GPS: Guidelines to proficiency in skills for work and career. *Eye on Psi Chi*, 21(1), 20–24. <https://www.psichi.org/page/21IEyeFall16cHettich>



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 phettich@depaul.edu.

Meet Psi Chi's Third Annual Scholarship Winners!

We are immensely proud to introduce the recipients for Psi Chi's third annual scholarships program—all sixteen of them! Yes, incredibly, we were able to quadruple the funding for scholarships this year, from only \$12,000 in 2016 to \$48,000 in 2017! And just as impressive, 2017 marks the very first year that graduate students were invited to apply, in addition to undergraduates.

A special thank you to Psi Chi's Board of Directors, our donors, and GEICO for making Psi Chi Scholarships such a wonderful success! Your generosity directly helped the 16 students below, each of whom was awarded a \$3,000 scholarship to use toward educational-related expenses such as tuition, fees, and books.

UNDERGRADUATE RECIPIENTS



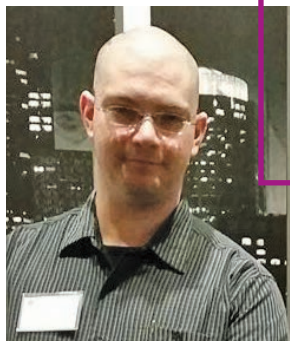
"Receiving the Psi Chi Undergraduate Scholarship was extremely important for me in advancing my education and potential future career. The scholarship will aid me in potentially funding my own research, alongside helping me pay for tuition for school."

My Nguyen is an undergraduate student at Liberty University (VA). My is a double major in counseling and human development, and clinical/research. She has a 4.0 overall GPA, and has participated in conducting and assisting research, as well as extracurricular activities while holding a part-time job on campus.

"Participating in Psi Chi has been a wonderful gateway into meeting new mentors, understanding requirements for graduate programs, and being able to receive assistance as my husband and I continue to further our educations in graduate and medical school."

Sariah Porter will receive her undergraduate degree in psychology from Brigham Young University (UT) in April 2018 and is pursuing graduate school. Sariah plans on specializing in school psychology and hopes to help families to understand the needs and proper methods of helping their children succeed.





"This scholarship will help me focus less on getting extra work hours and more on my classwork. It will support my dreams of studying abroad in Japan or elsewhere to experience other cultures."

William "Bill" Silvia Jr. returned to school at Western Connecticut State University in 2015 after taking a break of several years to help his family maintain economic stability. A substance abuse internship and Psychology Club events have helped him plan for his personal future.

"I am absolutely ecstatic and grateful to receive such an esteemed scholarship. This opportunity came at a time of great need. I fully intend to put this financial assistance to great use and uphold the standards of Psi Chi, the International Honor Society in Psychology."

Kenia Williams is an International student at the University of Mount Olive in Mount Olive, NC, and is native to the island of Dominica. Kenia is the president of her Psi Chi chapter and a member of the Psychology Club. She is a supplemental instructor for psychology and literature, and a tutor in psychology.



"When I first read the e-mail saying that I was awarded a Psi Chi Undergraduate Scholarship, I almost started crying, I was so overwhelmed. Now, I can worry less about finances, and I have more time to spend researching my senior thesis and preparing myself for graduate school, pursuing a career in school counseling."

Rebekah Turbett is a senior at Albright College (PA). She is president of her Psi Chi chapter, is president of Albright Christian Fellowship, and is treasurer for her class. Rebekah presented undergraduate research findings at EPA. She has also served as a teaching assistant for Psychology Research Methods and a peer tutor for multiple psychology classes.



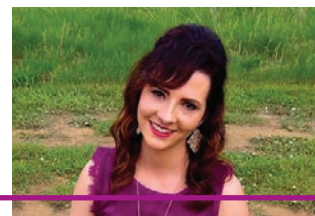
"I was born in the Dominican Republic and immigrated to the United States when I was seven years old. This scholarship will enable me to continue my undergraduate education in psychology and prepare for graduate school in forensic psychology."

Samelfi Raposo-Mena is a senior at Central Connecticut State University. She is the treasurer of her chapter. In fall 2017, she is conducting an empirical study examining the effects of social exclusion on the perception of temperature and on craving for warm and/or comforting foods.



"Receiving the undergraduate scholarship this year strengthened my desire to work in the psychology field even more. This scholarship helps me to further pursue my goal of becoming a counselor."

Lauren Paradis is a senior psychology major at Carroll College (MT) and is originally from Woodburn, Oregon. Lauren is involved in the Psychology Club on campus, and she will be completing her bachelor's degree in the spring of 2018.

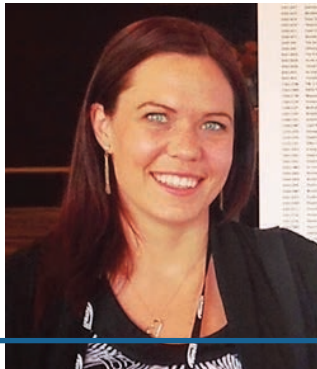


"Words cannot express my gratitude for the opportunity this award has given me in the final stretch of my undergraduate career. This assistance will contribute to my dream and bring me one step closer to graduate school in clinical psychology."

Arynn Prescott is a senior at the University of Colorado Denver pursuing a degree in psychology with a minor in human development and family relations. Arynn is serving in the Healthy Couples Lab and on the Psi Chi board. Her honor thesis focuses on dietary habits in couples.

Recognition

GRADUATE RECIPIENTS



"I am honored to receive this recognition from Psi Chi, an organization so dear to my heart. This funding will alleviate financial stress, allowing me to focus on professional development and planning important initiatives on campus."

Stephanie Campbell is a second-year PhD student in clinical psychology from Lakehead University (Ottawa, ON). She is currently vice-president of her chapter and enjoys research in the areas of neurocognitive assessment, anxiety, and dark personality. Stephanie has been a proud member of Psi Chi since 2015.

"Receiving this scholarship a week before school was an amazing confidence boost, and a reminder that 'I got this.' With the scholarship, I did not need to stress about how I was going to pay for my books or intelligence testing kit."

Savannah Marie Pewett began her first year at Florida Institute of Technology as a clinical psychology student this fall. She plans on specializing in forensic psychology. She is passionate about trauma psychology; she has research experience with perceptions of domestic violence, and clinical experience as a sexual assault advocate.



"The Psi Chi Graduate Scholarship will support my academic and professional development by covering the cost of supplemental and educational opportunities that I would not otherwise be able to pursue. Thank you!"

Brittany Mihalec-Adkins is a second-year PhD student in Human Development and Family Studies at Purdue University (IN). Her research relates to short- and long-term consequences for children and families involved with the child welfare and foster care systems.

WE'RE ONLY GETTING STARTED!

We're going to do whatever it takes to award even more scholarships next year. That's why we launched our first-ever Annual Giving Campaign.

Are you interested in supporting Psi Chi Scholarships, Awards and Grants, our Membership Assistance Fund, or destigmatizing mental illness? We would be extremely grateful for your financial support. And so would the many students, whose lives your contribution will have touched!

To make your donation, visit www.psichi.org/donations/

"This scholarship helped ease the stress of paying for tuition at the start of my master's program. I am so thankful for the role Psi Chi played in my undergraduate education and now in my graduate education as well!"

Kelsey Clayback is a master's student in the Child Studies Clinical and Developmental Research program at Vanderbilt University (TN). Kelsey graduated from the University of Dayton (OH) in May of 2017. Kelsey's research interests include child clinical psychology, prevention of mental illness in childhood, school-based prevention, and social and emotional development.





"I am pursuing an MA in clinical psychology with a concentration in neuropsychology at Cleveland State University (OH). I'm very thankful to receive a Psi Chi graduate scholarship!"

Han Na Lee graduated with honors in psychology, with minors in computer science, music business, and statistics. She was born in South Korea, grew up in China, and went to high school in Germany. She plans to pursue a career in clinical neuropsychology.



"Receiving the Psi Chi Graduate Scholarship is an incredible honor, and is well-timed because I will officially start writing my thesis this fall."

Kaitlyn M. Werner is a PhD candidate in the Social, Personality, and Health Psychology Program at Carleton University (Ottawa, ON). Her research examines the antecedents and underlying mechanisms that facilitate successful goal pursuit over time. Kaitlyn is serving on the Psi Chi Research Advisory Committee and as an Ambassador for the Center for Open Science.



"This scholarship has allowed me to focus on what is truly important—receiving quality training to become an advocate for students and a leader in creating sustainable, student-centered, and data-driven programs that contribute to effective learning environments."

Susan Selfridge is a graduate of California State Polytechnic University, Pomona, where she received her bachelor's in psychology in 2015. Susan participated in an internship and service work with the Center for Global Integrated Education. She is currently enrolled in Loyola Marymount University's (CA) School Psychology Program.

"This scholarship will allow me to cut back on some of the hours I would normally work and instead use that time on my thesis and the research experience that ultimately drives my life."

Katey Sackett is an experimental psychology MS student at Rochester Institute of Technology (NY). She is the founder and chapter president of Psi Chi. Katey's thesis is on atypical male depression and physiological correlates. She is also interested in online or software based therapy treatments.



NEED HELP PAYING FOR EDUCATIONAL-RELATED EXPENSES?

Students, keep an eye out for details about the next round of scholarships in the spring. You can learn more about the application guidelines at the following links:

Undergraduates: www.psichi.org/?PsiChischolars

Graduate Students: www.psichi.org/page/GradScholars

Careers for Psychology Majors:



What Every Student Should Know

James H. Thomas, PhD
Northern Kentucky University

I have taught psychology at Northern Kentucky University for the past 42 years, many of which were spent as the department's advising coordinator. About 20 years ago, I realized that, although we did a decent job of making sure students took the required courses, we were woefully lacking in our attempts to help them prepare for a career after graduation. Eventually, I developed a course that I called "Career Planning for Psychology Majors" and convinced my colleagues that it should be a required course in our program. This being my last semester of teaching, I have been reflecting on what I have learned about careers from teaching the course and what I would like to share with all students majoring in psychology.

What I intend to do in this article is to address two career-related questions that I believe every student majoring (or considering majoring) in psychology should ask:

What can I do with a psychology major?

What will I learn as a psychology major?

I am certainly not the only psychologist who has addressed these questions. In fact, they have been discussed in considerable detail in several excellent books including *The Savvy Psychology Major* (Appleby, 2010), *The Psychology Major: Career Options and Strategies for Success* (Landrum and Davis, 2014), and *The Psychology Major's Companion* (Dunn and Halonen, 2017). My goal in this article is to provide brief answers to both questions and to help students appreciate that knowing the answers is not enough—they must act on them!

Both questions have a short answer and a longer answer that includes some "ifs, ands, and buts."

Q. What can I do with a psychology major?

A. Almost anything:

- IF you decide what you want to do
- AND you plan and prepare for it
- BUT almost nothing if you don't

What the short answer means is that the psychology major can lead to interesting and meaningful careers in a wide variety of areas, both within and outside of the field of psychology, per se. About

25% of psychology majors go on to become **psychologists**. These include many who teach and do research as **college professors** and many others who work in **health care**, **public school**, or **business settings**. The remaining 75% either pursue careers in the business world or in other helping professions. Psychology majors have successful careers in many areas of business, most often in **human resources**, **management**, **sales**, or **market research**. In addition, many psychology majors establish careers in other helping professions such as **counseling** and **social work**, as well as the fields of **art therapy**, **speech pathology**, **occupational therapy**, **nursing**, **child life**, **college student affairs** and others. Psychology also is among the more common majors for students in both **law school** and **medical school**.

What is important for you to realize, as a student, is that preparing for each of these different types careers requires you to do something more than just take your psychology courses. And, as you might imagine, the types of things you need to do are very different from one career to the next.

To illustrate this point:

If you want to be a psychologist, you will need to be admitted to graduate

Career Preparation

school in psychology. To accomplish that, here are some things that will be required:

Good Grades

Admission to graduate programs in psychology is usually quite competitive so, of course, you will need to make good grades. A high GPA is important, but it won't get you in; every applicant has a high GPA, so admissions committees also look for other things.

Good GRE Scores

If you made a good score on the SAT or ACT, you can probably make a competitive score on the GRE, but only if you prepare for the test. Most students who are admitted to graduate programs in psychology spend between 50 and 100 hours studying for the GRE.

Good Letters of Recommendation

These are not character references from your family members or employers; they are academic references from faculty. So, you will have to impress at least three faculty members enough that they will write strong letters for you.

Research Experience

You can have good grades, good GRE scores, and good letters of recommendation, and you probably will still not be admitted to graduate school, especially into a PhD program, unless you also have some research experience. This doesn't mean just taking a research methods course; it usually means doing research with a faculty member and preferably contributing enough to be a coauthor on a paper or conference presentation.

As a student, you must do these things if you want to become a psychologist, but they will not land you a job in the business world. To enter that field, you will need to be able to demonstrate that you are interested in and know something about business—maybe by taking some courses in the college of business and, almost certainly, by gaining some work experience in the business world, preferably in the area of business in which you would like to work. So, you need to be looking for sales experience, or taking an assistant manager job, or doing an internship or co-op in a human resources department. These are the kinds of things most businesses are looking for. They won't care much about your GRE scores or your research experience.

You can see that these activities are quite different from those that are required for graduate school in psychology—and they are also quite different from the things you will need to do to enter another helping profession. Requirements for these careers actually vary considerably from one profession to the next. Consider some examples:

1. If you want to enter a master's program in counseling or social work or find a "starter job" in one of these areas with your bachelor's degree, your psychology major will make you a viable candidate. But you will likely also need some courses in "applied" areas of psychology or in the counseling or social work departments, and you will definitely need some work or volunteer experience in a helping field. Most graduate programs in these fields will expect you to have a reasonably good GPA, but they will not be likely to care much about your GRE scores, your research experience, or the job you had as assistant manager at Applebee's.
2. Graduate programs in several professions have specific lists of required coursework that you must complete in order to be considered—and they are quite different from each other. For example, you can get into medical school with a psychology major, but only if you complete the "premed" requirements that include specific courses in biology, chemistry, and mathematics. You can be admitted to a master's program in art therapy, but only if you complete a number of art courses and are able to present

a portfolio of your work. Graduate programs in speech/language pathology and occupational therapy also admit psychology majors, but each requires its own specific set of prerequisite courses, as do "second degree" bachelor of science in **nursing** programs, which also are open to psychology majors. Any of these sets of prerequisites can be combined with a psychology major, but, of course, you can't do all of them at once.

3. Some of the other helping professions require specific cocurricular activities. For example, to get into a graduate program in college student affairs you need to have been active on campus as an undergraduate. Becoming a child life specialist, another interesting career, requires completion of an internship of nearly 500 hours in child life at a children's hospital.

Now, let's revisit the answer to the question: What can I do with a major in psychology? You can, indeed, establish a career in a wide variety of interesting and meaningful fields, but they all require different kinds of preparation. Therefore, you need to decide what direction you want to go so you can begin to prepare for it. If you don't make this decision, if you just take your psychology courses and complete your degree requirements, you will likely find that when you graduate, your degree will not be much help in finding a career.

Of course, the earlier you make this decision, the more time you will have to complete the necessary preparation, but there is a catch: You have to make the decision that is right for you! If you make a bad decision, you will likely waste a lot of time doing things that are not really necessary and *not* doing the things that *are* necessary to get you where you really want to be. So, you want to be sure that you make an *informed* decision. To do this, you will first need to spend considerable time and energy exploring the various career possibilities and also exploring yourself; that is, getting in touch with your own interests and values and skills so that you can see how they match up with the various careers you are considering. It is this process of exploration that you must take seriously and not put off. You will need to seek out people and other resources that can enhance your knowledge and help

you sort out the information that seems contradictory and confusing to you. It is important to keep an open mind as you do this; don't rule anything out until you have given it a fair consideration. And, don't rush into making a decision until you have the information you need. But get started right away!

Now, how about the second question?

Q. What will I learn as a psychology major?

A. You will learn a set of skills that will make you a valuable employee in virtually any career.

- IF you recognize the importance of developing these skills
- AND you do the things that are necessary to master them
- BUT almost nothing of any real practical value if you don't

There are several interesting papers describing the skills that psychology majors acquire. For example, Appleby (2000) describes five groups of skills that prospective employers look for, and Slattery and Forden (2014) identify "10 skills that any employer will appreciate." I want to focus on three types of skills that I consider especially valuable:

First, a psychology major is part of a "liberal arts" degree (as opposed to a "technical" degree like accounting or engineering or computer programming). Liberal arts degrees require a concentrated area of knowledge (i.e., a major), and also a broad array of coursework that focuses on developing certain important skills. Basically, liberal arts degrees are designed to help you develop the capacity to read and write and speak and think. Unfortunately, it is often possible to "skate through" college and get a degree without really developing these skills. You can do this by avoiding courses that require a lot of reading or a lot of writing, and those that require oral presentations or demand that you think critically about material instead of just memorizing it for the tests. *If*, instead, you recognize that these skills are important, and you choose a curriculum that requires you to develop the ability to acquire knowledge by comprehending what you read and what you hear, to express yourself clearly and

persuasively, both orally and in writing, and to think logically and creatively when considering various issues or problems, *then* you will have a set of skills are valued by employers in any professional career.

Now, of course, those skills won't separate you from all the other liberal arts majors, but as a psychology major, you will have a special opportunity to develop some other valuable skills as well. In studying psychology, you will acquire some keen insights into why people behave and think and feel the way they do. Understanding how people are shaped by reinforcement and punishment and appreciating the social, developmental, and cognitive processes that affect their behavior can allow you to understand people better and relate to them more effectively. Although this knowledge, in and of itself, will not give you good "people skills," it certainly can help. To develop these skills, you will have to put that knowledge to use as you work with people in a variety of situations and roles, but *if* you can demonstrate that you can work with others as a team member and as a leader, and that you can empathize with as well as motivate others, *then* you will be the kind of person that most employers want to both hire and promote.

Finally, as a psychology major you will learn to think like a scientist and to apply that style of thinking when dealing with issues involving human behavior. In virtually every career field, organizations need to make evidence-based decisions about questions involving human behavior. As a psychology major, you will recognize that these are empirical questions and that the way to answer them is to look at the data. In addition, you will know how to go about collecting the appropriate kinds of data and how to examine the data that is presented and determine what conclusions can be drawn from it. That is, you will be able to do these things *if* you actively engage in your research methods course and in all your classes when research is being described and *if* you grasp the fact that the "methods of science" we use in psychology represent a way of thinking about "real world" issues and acquiring knowledge about them. *If* you can be the person who helps others to recognize the importance of basing decisions on sound empirical data and guides them in the process of doing so, *then* you will become a valued member in any organization.

So in summary, what does every psychology major need to know about careers?

First, the psychology major *can* lead to a wide variety of meaningful careers, *but* you have to get involved in the process of self and career exploration so you can decide what you want to do and take the additional steps needed to prepare for it.

Second, that the psychology major *can* help you to build a set of skills that will be valuable in any career, *but* you have to recognize the importance of these skills and do the things that are necessary to develop them.

Third, that *if* you will do these things, you can find a great career that fits your interests, values, and skills and *then* you will realize that psychology has been a great major for you.

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James H. Thomas, PhD, is now Professor Emeritus from the Department of Psychological Science at Northern Kentucky University (NKU). He spent his entire academic career at NKU, joining the faculty after earning his PhD in developmental psychology from the University of Virginia. During his career, Jim has served as president of the Faculty Senate and chair of the Athletic Council, and he won the university's first Outstanding Academic Advisor Award in 2002. He was the advising coordinator in Department of Psychological Science for many years and spent several years as faculty advisor to the department's award-winning Psi Chi chapter. He originated and taught the department's required career planning course, and his research conducted with colleagues Cyndi McDaniel and Robin Bartlett has shown that students in the course increase in both self and career exploration, in both self-perceived and actual career-related knowledge, and in confidence in their ability to make a good career decision, as well as moving toward the achievement of a vocational identity and showing a reduction in several types of career decision-making difficulties.



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TEN TIPS FOR STUDENT SUCCESS AT CONVENTIONS

Bethany Fleck, PhD
Metropolitan State University of Denver



Attending a psychology convention is tremendously beneficial for students. While there, you are able to network, learn about the newest research, and many of you will have the opportunity to present your own work. As for the benefits, you don't have to take my word for it because Phillips (2014) surveyed undergraduates who attended a convention and found that all were glad to have had the experience presenting their research (94.74% strongly agreed and 5.26% agreed). Networking stood out to them as they either strongly agreed (68.42%) or agreed (31.58%) that they were able to interact with other students and professionals during their presentations. Conventions are an integral part of the way that psychologists communicate their research; in fact, disseminating work is part of the scientific method.

To get started, it is helpful to understand the size and scope of the conventions

Conventions

that exist. Phillips (2014) echoed this, suggesting that you evaluate which conventions are best for your travel preferences and abilities. The American Psychological Association hosts the largest convention every August, in a different city, alternating with Washington DC. August 2017 was the 125th Annual Convention, and it featured more than 1,000 sessions, 50 social hours, and programming from all 56 divisions providing current information from the entire field of psychology (APA, About Us, 2017).

As the Director of Regional Programming for Division II, The Teaching of Psychology, I suggest not only attending the large APA Convention, but also considering attending one of the smaller regional conventions. There are seven regional conventions across the country that host more intimate and outstanding programming (APA, Regional Psychology Programming, 2017). These smaller conventions are typically student friendly and allow you to get up close with big name researchers in psychology (the ones you read about in your textbooks). Other conventions worth noting are domain specific such as the Society for Research in Child Development (SRCD, 2017), which hosts a convention biyearly, or the Society for Personality and Social Psychology (SPSP, 2017), which hosts a convention annually. These specialty area conventions are quite large and allow you to dig deeper into the specific subject matter you are most interested in.

After choosing a convention to attend, you must prepare yourself. It is essential that you make a great impression and that you get the most academic and personal paybacks you can. Psi Chi has online resources to help you. Start by visiting the webpage “Resources: Attending and Presenting at Conventions” (Psi Chi, 2017). From this webpage you will find a link to help you create a poster presentation including templates and samples. There is also a link for tips to prepare paper presentations, and numerous links to the various psychology convention deadlines and informational pages. Having traveled to over 25 conventions myself, starting during my undergraduate years, I have some ideas for you as well. The following list focuses on strategies for how to present yourself at a convention, how to put your best foot forward, and how to get the edge up, eventually skyrocketing your future career as a psychologist.



1

Ready, Set, Goals

Why are you attending the convention? Is it to learn, make a research presentation, or to network? Is it all three of those things? What is the most important goal you have? By setting goals, you are more likely to get the most out of your convention experience.

2

A goal without a plan is just a dream

The best way to achieve your goals at a convention is to utilize the convention program. Some conventions use hard copy books while others put the program online or use an App. Study your program like you would a textbook. Plan out what sessions you are going to attend, who you want to meet, and where the free food is. Make sure that your plan matches your goals.



3

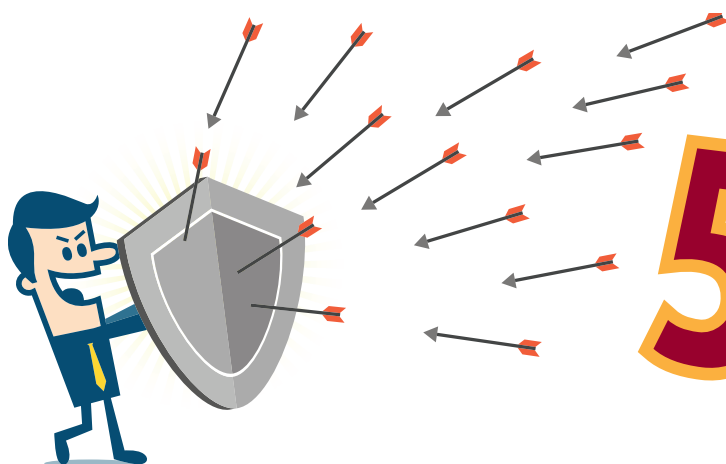
Self-confidence is the best outfit, rock it and own it

You earned the privilege to attend a convention. This is a big deal, congratulations! Be confident and dress yourself to match that confidence. Wear shoes that feel good all day long. Go professional for your presentations and business casual for the rest. Last but not least, pockets are always helpful!

4

"I always feel like, somebody's watching me" (Rockwell, 1984)

When you are at a convention, a potential colleague, graduate school advisor, or esteemed researcher is always around. You could share an elevator with someone important, stand next to your psychology idol in line for coffee, or share an airport shuttle with the director of a graduate program you want to apply to. You might not know who they are but if you make a bad impression, they will remember you. Always be professional from the first minute of the convention to the last.



5

Success is at the other side of your comfort zone

Step out of your bubble to meet someone new every day. Networking can be scary and can make you nervous. Growth requires calculated risk. Sometimes things won't work out, but staying in a safe space can be just as detrimental to growth as recklessness. One way to start networking is to ask a thoughtful and inquisitive question. That's a great way to get in to a new conversation.

6

Avoid the floppy fish

Handshakes make an important first impression. The floppy fish handshake (too light with no grip) is just as bad as the handshake that cuts off circulation or rips someone's shoulder out of the socket. Practice how to introduce yourself in 30 seconds or less. Tell the person who you are, where you're from, and get to the point of why you approached them.



7

Show up

If you say you're going to be somewhere, be there 10 minutes early. Don't make anyone's time less valuable than yours. Be the real deal and do what you say. Don't skip out on sessions while at the convention. Take planned brain breaks, but make sure to attend as much as you can. Soak it all in. Although it's tempting to go explore whatever new city you are in, leave sightseeing for after convention hours, and when doing so be on your best behavior (see #4).



8

Put down your phone, look up, breathe in

I am not suggesting you completely unplug, that's not practical. We use our phones to know what time it is, where we're going, to utilize convention program Apps, and even to network via social media platforms like Twitter. What I am telling you to do is be thoughtful in when and how you use your technology (i.e., not during the middle of a session). Mindfulness practice teaches people to be present in each moment. To get the most out of the convention, take advantage of this idea.



That is a comprehensive list I hope helps you prepare for your first, second, or even twentieth convention. Are you still not quite sure where to start? Talk to the professor who taught your favorite class, your academic advisor, or your mentor. They are there to guide you and can provide you with opportunities to attend a convention. The only thing left to do is pack your bag. Need help there too? Wong (2016) has a list so you won't forget anything. Good luck, Psi Chi students. I look forward to seeing you at a psychology convention soon.

9

Leave a trail

Send a thank you message to your advisors and fellow presenters. Reach out via e-mail to someone you met. This is how people will remember who you are.



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10

Keep calm and do your best

Attending a convention is both complex and simple. Although it's a new experience for many of you, remember that you have help. Utilize your faculty mentors; you shouldn't go it alone the first time. Always remember how much you love psychology and the potential you have to learn.



Bethany Fleck, PhD, received her doctorate in developmental psychology from the University of New Hampshire. While there, she also earned a master's in the science of college teaching. Her research centers on cognitive development in childhood education and university classroom contexts. Both lines

of research draw on developmental theory with the overall goal of enhancing the learning environment for students of all levels. Recently she has been working on a project that measures growth and fixed mindset in 6th through 12th grade urban youth. In the classroom, her research as of late focuses on the effects of service learning, grading systems, syllabi manipulations, and the integration of social media. Bethany is currently an associate professor at Metropolitan State University of Denver teaching courses in the human development and psychology majors. In her courses, she is committed to an active, learner-centered approach to teaching.

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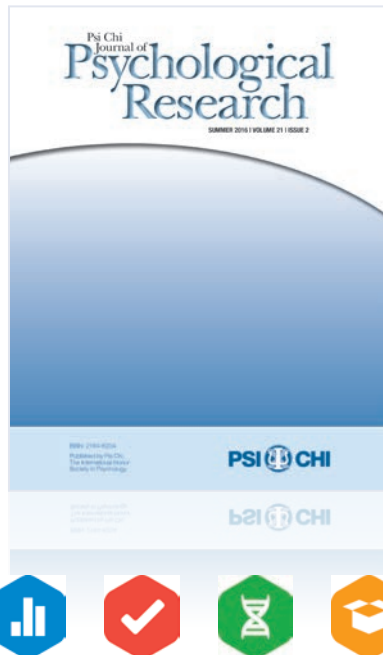
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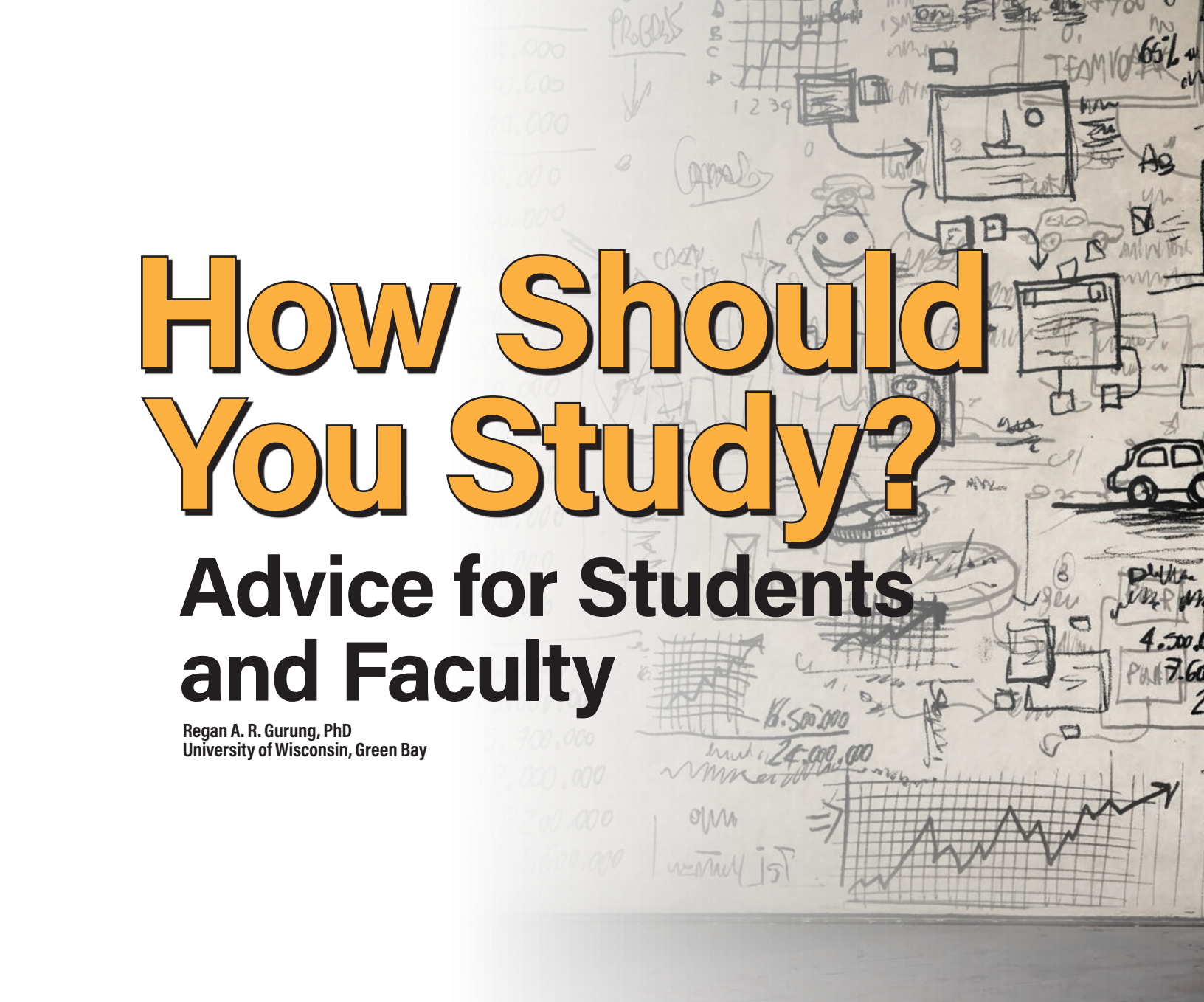
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How Should You Study?

Advice for Students and Faculty

Regan A. R. Gurung, PhD
University of Wisconsin, Green Bay

It happens far too often. A student comes into my office and says, “Dr. G. I studied a lot for the last exam but I still only got a C!” This is a shame but a reality. What if they did not attend class often enough? What if they did not take good notes? Perhaps they did not read the textbook. Although all three of these possibilities would lead to poorer exam scores, a glaring issue is that the student might not have studied in the best way. There are a variety of ways students can and should study (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013; Gurung & McCann, 2012). Cognitive science provides a strong list of factors that

have been shown to influence learning. I will first review the research on usage of different learning techniques, and second, identify which techniques best relate to students’ past academic performance as well as predict current success.

A Brief Review of Research on Studying

Measures of study behaviors, also called study skills, strategies, or techniques, can provide a better awareness of a student’s strengths and weaknesses and, correspondingly, ways to optimize learning. Study behaviors can be broadly defined as behaviors functioning to acquire, organize,

synthesize, evaluate, remember, and use information (Credé & Kuncel, 2008). Such behaviors include time management; goal setting; selecting what, how, and where to study; taking good notes; reading; and self-testing. Researchers have divided the many specific study behaviors into four main categories: repetition-based (e.g., flashcards), cognitive-based (e.g., studying with a friend), procedural (e.g., time management), and metacognitive (e.g., taking quizzes to test self-knowledge; for more details see Gettinger & Seibert, 2002).

Given the obvious link between studying and learning (as established by high exam scores and course grades), a



large *self-help* market caters to students looking for tips. Many of the guides include discussions of topics such as multiple intelligences, learning styles, and time management, while providing step-by-step strategies on how to read better, take good notes, and remember and test better. Whereas some guides include some empirical evidence to support recommendations (Pauk & Owens, 2007), most do not. For example, Newport (2007) features tips based on interviews with students who achieved high grades in college. Unfortunately, the empirical basis of the available material varies greatly.

The Cognitive Psychology of Studying

Numerous factors are associated with students' academic performance. These include achievement motivation, academic goals, contextual influences, social involvement, and perceived social support (Robbins et al., 2004). In addition, factors such as effort, ability, study skills, habits, self-efficacy, and motivation have a powerful influence on academic performance (Credé & Kuncel, 2008; Komarraju & Nadler, 2013).

In one of the most comprehensive reviews of study techniques, Dunlosky et al. (2013) rated the effectiveness of 10

learning techniques most commonly found to influence learning. The authors also rated the techniques' *utility* based on their effectiveness across different learners, materials, criterion tasks, and educational contexts, and on the issues to implement them. All 10 techniques improve learning, though they vary in utility (Dunlosky et al., 2013). Techniques such as summarizing, highlighting, making up mnemonics for keyword, rereading, and using imagery for text learning have low utility, although they relate to learning. Elaborative interrogation (i.e., generating an explanation for why an explicitly stated fact/concept is true), self-explanation (i.e., explaining

how new information is related to known information), and interleaved practice (i.e., mixes different kinds of material, within a single study session) are moderate utility techniques (Dunlosky et al., 2013).

Dunlosky et al. (2013) rated a final category of techniques as having high utility: practice testing (i.e., taking quizzes to see what you know), and distributed practicing (i.e., spreading out study activities over time). In one study, practice testing benefited a student the most when a student was able to correctly recall the initial concepts three times and, in addition, used spaced out intervals over a long period of time to relearn the concepts three times (Rawson & Dunlosky, 2011). Learning is more likely to occur not only when the student is able to recall the item, but also when a student has successfully retrieved the items twice (Karpicke, 2009). An example of the way a student may engage in both highly utilized techniques is by the use of flashcards. Students who utilize flashcards as a form of practice testing will space out their practice over time to test themselves (Wissman, Rawson, & Pyc, 2012).

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What This Means for Students

Most of what people *think* helps learning does not. No, studying in the same place all the time is not needed for optimal learning. No, highlighting a lot of text is not a very useful strategy. No, spending time rereading material is not good use of time (instead students should test themselves on the material). A lot of good strategies are not what one would expect. It is not all common sense, and although they may not be real secrets (they are often buried in scientific journals), not enough people know of them or use them. There are some surefire practices that can really help and yes, effort is required.

Cognitive science boils it down to this: you need to know what you **NEED** to know (look at your syllabus), what you **DO** know (test yourself), and what you **DO NOT** know (look at your results). Sounds simple but this is perhaps the most important set of skills students can have—metacognitive skills. When students have a lot to learn, the content needs to be organized. Students should plan out when they are going to work on which class. They should put something in place (e.g. reminders in a phone, a list making app [try Wunderlist], a diary or calendar) to help **APPLY** the plan and **MONITOR** progress. Students should

Tips for Teachers

From a pragmatic standpoint, there are a number of specific practices for teachers:

Find Out How the Student Has Been Studying

Possible questions include:

Did you read the assigned chapters before the test? Did you read them before you came to class, after, or just before the exam? How much time did you devote to studying for the test? Did you read these chapters once, or more than once? (This question provides a chance to review the old Law of Frequency, and to describe how repetition influences memory formation and recall.)

Check Attendance and Note-Taking Practices

Assuming that the student attends class regularly, you might ask the following: Do you take good notes? Do you review your notes after class to correct obvious errors? Do you compare your notes with those of other students? Where do you sit in the classroom? You may also want to look at the quality of the student's notes and suggest changes (e.g., leaving more space, use of topic headings, writing down of examples used by the instructor).

Suggest Healthy Behaviors

Ask how much sleep the student gets, how much they got the night before the exam, and if they are getting any exercise and eating properly. (This might provide

an opportunity to review the effects of sleep on memory formation.)

Recommend Tutoring

If tutors are available, encourage their use. If not, ask if the student has tried studying with other students.

Discuss Recognition Versus Knowing

Describe the difference between going over material enough that one can "recognize" the material as very familiar and prematurely conclude that it is known and understood, and really knowing and understanding it. (You might even mention Ebbinghaus and the benefits of overlearning, or work on the "curse of knowledge" showing that students often think they know the material if the material is right there in front of them.)

Urge Self-Assessment

One easy strategy is to give your students access to an established and free study behavior measure (e.g., ASSIST) and have them use it to get a sense of what they are not doing (Entwistle, 2009). The ASSIST provides a profile of scores on strategies and alerts students to possible problems in their existing ways of studying (available at www.etl.tla.ed.ac.uk/publications.html).

take time to **REFLECT** on how well they are learning and **TEST** themselves. They should **EVALUATE** their learning and adjust their **PLANS** accordingly. This is the critical metacognitive cycle.

It also pays to use deep processing. Instead of reading material to memorize facts (called surface processing), students need to be trained instead to translate the material into their own words. They should find the themes and connections with other material they are studying. They should make up examples with the material. One strategy is to think of how they could apply the material to their own lives. All these ways of deep processing help

them learn better.

Students should make sure they have the right mindset too (Dweck, 2008). The fact is that knowledge is not fixed. Intelligence can be developed and grows. One can get smarter and we are not “stuck” with the intelligence we were born with (and other people were just not born knowing more). Having a fixed mindset can hurt. People who think knowledge is fixed actually work less after scoring poorly on a test. People with a growth mindset understand that we can get smarter, automatically work harder. Just changing mindset (to growth) can help one learn better.

Discuss Winning Strategies

Hattie (2009) synthesized research from more than 800 meta-analyses relating to educational achievement. He then derived the effect sizes for different interventions. Intervening to improve study behaviors was a significant factor with an effect size of .59. This meta-analysis and other works on study techniques (Gurung, 2004, 2005) show specific strategies (discussed in the previous section) are empirically proven to work. Share them with students.

Advise Students on What NOT to Do

Previous research suggests that students take some “dangerous detours”: study techniques that may not be beneficial involving more study time at the expense of other techniques (Gurung, 2004, p. 164). Sadly, such detours could represent behaviors used by academically weaker students. Dunlosky et al. (2013) show that highlighting and rereading notes is not a high utility strategy. Tell students to minimize doing this.

Assess Your Own Students' Study Behaviors

Correlate the behaviors with exam scores and identify what behaviors are associated with better scores. Share this with the students to help them modify

their study behavior. For example, the first author created a 35-item Study Behavior Checklist based on previous research and student interviews (Gurung, Weidert, & Jeske, 2010).

Do Not Expect a Silver Bullet

It is important to bear in mind that there are no strategies that work all of the time, for all students, in all classes. Different exams call for different strategies. It is possible that introductory psychology multiple choice exams require only basic study behaviors, whereas an upper-level essay exam will need different behaviors.

In general, instructors need to be cognizant of how much of the advice they give to students is empirically proven to work in an actual classroom rather than a controlled cognitive psychology laboratory study. Asking students to complete a study skill inventory after the first exam may provide instructors with a starting point to discussing study behaviors with students. Taking some class time to discuss the variety of study techniques, *and then detailing what exactly is involved in each method*, may be critical to helping students do better. I hope these suggestions prove helpful when the next student asks you how to study for your exams and that their performance improves as a result of your advice.

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FOUR WAYS

That Good Intentions & Well-Meaning Behaviors DERAIL INCLUSION

Kecia M. Thomas, PhD
University of Georgia

Many different types of organizations now have Chief Diversity Officers and Diversity and Inclusion experts on staff. These individuals work across sectors and institutional types including higher education, school districts, high-tech companies like Google and Facebook, as well as in health care organizations. They are responsible for recruiting and retaining a diverse workforce, as well as facilitating the role of diversity as a value added in order to support organizational effectiveness. Research in organizational behavior and human resource management has demonstrated that diversity can enhance the quality of group decision making as well as creativity and innovation, in addition to even improving a firm's

financial performance (Jackson & Joshi, 2011; Phillips, Northcraft, & Neale, 2006; Richard, 2000).

However, these benefits can only accrue within organizations that maintain a strong climate for inclusion. Inclusion reflects how individuals experience their environment; the extent to which they feel a sense of belonging and value, as well as the belief that they may have an opportunity to grow, develop, and perhaps even lead. Diversity professionals, therefore, are concerned with the extent to which all employees are having (hopefully) a positive work experience regardless of their many differences. Ferdman (2014) differentiates diversity from inclusion by suggesting that diversity is a state; it's about "counting heads." In contrast, he defines inclusion as "making heads count

(Ferdman, 2014)." You could also think about diversity as reflecting quantity; the quantity of different types or categories of people in your organization. In contrast, inclusion refers to the quality of the experience those individuals are having.

Certainly hostile diversity climates that allow persistent discrimination and harassment are barriers to inclusion. However, sometimes even our well-intentioned behaviors and communication can derail opportunities for inclusion. This article targets those well-meaning behaviors, beliefs, and sayings that we might even see as positive on the surface but that still send negative anti-inclusion messages. Specifically, the article will outline the four ways in which inclusion can be hindered by our avoidance of diversity as well as our support of it.



1 Breaking the Race Taboo

For many of us, race is a taboo topic. Taboos operate on two levels: They silence the topic, and subsequently this silence interferes with resolving or intervening in the issue (Thomas, 1989). Tatum (2007) argues that there are a number of reasons for why we do not discuss race. One of the reasons that we avoid the discussion of race is because we simply do not know how to discuss it. That is, we lack a vocabulary and we use words like *prejudice*, *discrimination*, *bias*, and *stereotyping* interchangeably and ineffectively. We limit conversations as well because we feel as though we don't have permission to do so. To bring up race challenges the myth that we are blind to it and subsequently that it does not inform our actions and decisions. We are especially hesitant to discuss race in diverse groups out of fear that we may inadvertently offend someone or perhaps even reveal racial biases even to ourselves. Lacking role models who comfortably discuss race in a respectful and nonoffensive way has limited our own ability and comfort with even trying to engage the topic. By silencing discussions of race, we send a message that it is negative. For individuals who are racial minorities specifically, it may also send the message of exclusion and a societal expectation of assimilation rather than true integration (Cox, 1994).

2 Privilege

If discussions of race are collectively avoided, then discussions about privilege are shunned. The construct of privilege often brings up feelings of guilt and shame that not only make people avoid discussing it, but may also make them angry enough to challenge its existence. McIntosh (1988) in fact suggests that the power of privilege is in its invisibility and that we are meant to remain oblivious to it. The power of privilege also lies in the presumption that it is actually merit. When everyone who holds power and influence within your organization shares common social identity group memberships, and those leaders have done so throughout history, many might assume that these people have been elevated to positions of power solely due to merit. Another explanation might be that their path was eased somewhat due to their resemblance to the model of leadership that reflects history, and that others who might have been equally hard working and intelligent did not ascend to positions of authority because of their differences and the subsequent challenge to the status quo that might present. Therefore to talk about, look for, and to confront privilege is uncomfortable and actively avoided.

Whereas maintaining the taboo nature of race and avoiding the examination of systems of privilege prevents inclusion, actions that may on the surface seem diversity-friendly can also derail inclusion. These actions include some forms of microaggressions and maintaining a colorblind diversity ideology.

3 Microinsults and Microinvalidations

Sue and colleagues (2007) define microaggressions as daily chronic slights, snubs, and indignities that many tokens and marginalized people address over their lifetime and across contexts. Often, it is difficult to discern if these microaggressions are intentional or not, but it is usually clear that, to the recipient, they cause pain, hurt, and a heightened sense of vulnerability and exclusion. Sue and colleagues (2007) expand our understanding of microaggressions by specifying its subtypes which include microinsults, micro assaults, and microinvalidations. Several well-meaning questions and even compliments may fall into the micro-insult and microinvalidation categories. For example, to hear someone exclaim, "You're so articulate!" can subtly convey that the actor did not assume that you were educated or capable of speaking well. Asking someone, "Where are you from? . . . no, where are you really from?" may send the message that you are the Other and not presumed to be "one of us." Therefore, microinvalidation sends a message to the recipients and to others like them that they do not belong. Another form of microinvalidation that many have been socialized to espouse despite its obvious falsehood is color blindness.

4 Color Blindness

Research in social psychology and even industrial/organizational psychology is grappling with the issue of models of diversity, sometimes referred to diversity ideologies. The two ideologies most studied are colorblindness and multiculturalism. On the surface, both reflect a desire to be (or at least appear) egalitarian and racially fair. Most of the literature has demonstrated that people of color prefer the more contemporary multiculturalism whereas Whites are more likely to espouse colorblindness. Multiculturalism reflects an interest and value for differences. Colorblindness instead promotes silencing differences and embracing sameness.

Colorblindness is a common American diversity ideology (Thomas, Mack, & Montagliani, 2004), in part because to articulate that we notice race may make one accountable for the ways in which race might be used unfairly in major decisions like admissions, workplace promotions, or even the quality of healthcare offered. Yet it is fairly obvious that most people (even those with compromised vision) see skin color even if they do not acknowledge it.

Common sentiments reflective of colorblindness include, “I don’t see color,” and “We are one race, the human race.”

In each of these cases, the speaker seeks to diminish the importance of skin color in order to demonstrate egalitarianism. Unfortunately colorblindness seems to have many negative consequences, especially for cross-racial interactions.

For example, Plaut, Thomas, & Goren’s (2009) field study demonstrated that White colorblindness reduced minority coworker engagement at work. Holoien & Shelton’s (2012) lab study found that, when primed with a colorblind message, Whites exhibited more prejudiced behavior, and subsequently minorities who interacted with them exhibited decreases in their performance on a cognitive task relative to performance prior to the interaction. Other research has demonstrated that Whites who espoused colorblindness are less sensitive to perceiving acts of racism and may therefore be less likely to correct them (Offermann et al., 2014). Indeed one qualitative study in education found that White colorblind teachers were less willing to adjust their teaching to meet the needs of diverse students (Hachfeld, Hahn, Schroeder, Anders, & Kunter, 2015).

Conclusion

There are times in which good intentions derail inclusion such as when we avoid conversations around race and systems of privilege, or when we deliver compliments that may also be microinsults or when we espouse colorblindness. Those who engage in these practices may be well-meaning, but their actions send messages to people of color that they are actually uncomfortable with diversity, expect racial minorities to assimilate rather than integrate, and that overall they are racially insensitive and that minorities may be at risk for discrimination when around them. What can be done instead?

An often-heard strategy is to remain truly open to differences and not to impose your own culture, ethnicity, or ideologies upon others, which often implicitly sends the message of presumed superiority. An alternative is to take a value-added perspective on differences and seek to learn from them and view them as an asset rather than downplay or silence them. When we do encounter colorblindness or

microinsults and microinvalidations, we should challenge them. Often this simply means breaking the silence that sustains those perspectives that reinforce exclusion rather than inclusion.

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Catch 'Em All!

Psi Chi 2016–17 Benefits

Jon Grahe, PhD
Psi Chi Past-President
Pacific Lutheran University (WA)

This morning I dropped Poké balls when my bag filled up in hopes of getting potions, any potions, from the next Pokéstop. If that sentence makes no sense to you, then we share my worldview from about 13 months ago. If that sentence does make sense to you, then you have experience playing Pokémon™ Go. The makers recently changed the game itself to encourage more playing and interpersonal interactions, and this caused this strong change on my game-playing strategy.

This made me think of little ways my behavior has changed since starting to play, and then I realized that I feel the same way about Psi Chi. My years as Western Regional VP and then as President have transformed me in many, quite significant, ways and I am consistently intrigued by the emerging and changing opportunities that Psi Chi provides for its members. I will use this final message to you to share some of those changes and opportunities.

Creating an Account/ Joining Psi Chi's Board

My daughter taught me the basics of Pokémon Go on our father/daughter

college tour visits, and I was fascinated by the augmented-reality interface that this game provided. I started to play to connect with my children, but then I began observing it as a social/personality psychologist.

Likewise, when I joined the Psi Chi Board of Directors, I had only one agenda item to “Increase Undergraduate Research Opportunities” through increased focus on crowd-sourcing research. Even before the Replication crisis (Spellman, Gilbert, & Corker, 2017), I became frustrated by so much wasted data—because data from so many undergraduate research projects are never shared beyond the classroom. I ran on an election platform to increase opportunities for members and to address changes in research expectations within the discipline.

Soon, however, I began to view Psi Chi in different ways too. I joined the Board at the beginning phase of strategic planning and learned about the organization in ways I had not understood before. For example, the organization was engaged in transforming itself to fulfill its dream as an international organization, and it needed to update the information technology infrastructure to adapt to the Internet age. I learned about the organization's needs and about my role as a Vice-President.

Augmented Reality Opportunities/ Connecting Through Psi Chi

When starting to play Pokémon Go, players join one of three teams that are rewarded for different achievement within the game (Mystic-evolving Pokémon, Instinct-hatching Pokémon, and Valor-defeating Pokégym). I am fascinated by how individuals might identify with one of these three teams and what reciprocal effects that might have on their interactions throughout the game. I am also fascinated with the opportunities the technology of augmented reality provides researchers, educators, and entertainers in the future.

Six years after joining the Board, Psi Chi as an organization has transformed in many ways. Though the growth of internationalization has been slower than I hoped, the organization now has policies and programs in place aimed at increasing the number of international chapters. The pace of informational technology changes requires even more aggressive changes.

The difference between the current website and that of six years ago is so impressive that it is hard to describe in words. For example, it now provides personalized accounts for all members to help

them network with the organization and each other. This allows members to share their chapter's latest materials such as a calendar of upcoming events, photos, and a blog maintained by each chapter's officers and advisors. The website is supported by an entire team at the Central Office in information technology, communications, membership, or administrative roles who are dedicated to improving the lives of our members through the programs and structures of the organization.



Game Updates/ Psi Chi Advancements

As a stats/methods instructor, Pokémon Go provides many little experimental examples that are easy to explain in a methods environment. I continued to play because it helped me track distance walked at the dog park, and I really enjoy catching new Pokémon in the wild. My kids both stopped playing the game within months of my starting, and my college students seemed to follow that pattern. Playing this game related to a number of changes. It transformed my understanding of what is possible with technology, and I ponder how it might surface in other applications and how that relates to psychology. I updated my vocabulary and altered my morning routine to pass more Pokéstops. Many others experienced these changes to varying degrees.

Psi Chi Central Office has similarly changed in dramatic ways over the six years with only one staff member who isn't new. Additionally, the organizational

structure changed such as the recent addition of a new Director of Membership and Development. The board developed this position to coordinate efforts to increase training and connection opportunities while simultaneously inviting members to give back to Psi Chi through fund-raising efforts. These fund-raising campaigns will directly support our most popular programs such as grants, awards, and scholarships.

Last September, the location of the Central Office moved from its historical and quaint, if undersized and structurally insufficient, house into offices on the top floor of a modern six-story office building overlooking the Tennessee River. The Board will now hold summer meetings at the Central Office rather than renting meeting space. This further allows for Board members and staff to meet face to face, which rarely occurred 6 years ago.

Although I had very little direct input on many of these changes, my role as Vice-President, and then as President, is meant to support the Executive Director and Central Office staff in fulfilling our mission. Because much of this occurs behind the scenes, it is important for members to understand that this organization has made incredible changes to improve member benefits and outreach, and I want to thank the staff here.

There are some changes that I feel greater responsibility for achieving, and I would like to recall these here because they provide great opportunities for you that did not exist before I joined the Board. As I stated earlier, when I ran as VP, my primary agenda item was to increase collaborative student research opportunities. About the same time I joined the Board, the Replication Crisis emerged in psychology. Here again I experienced change; rather than approach the problem of student research as an under-valued commodity, I started to learn about problems and possibilities associated with the larger Open Science (<https://cos.io>) movement. Much as my understanding of Psi Chi became more complex with my time on the Board, my goals for students' understanding of research and scholarship became more complex.

- To address members' ability to participate in crowd-sourced science, I encouraged the Board to support early

Psi Chi, Inc. The International Honor Society in Psychology Statements of Activities and Changes in Net Assets Years Ending June 30

REVENUES, GAINS, AND OTHER SUPPORT	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Membership and Chapter Fees	1,224,493	1,230,235	1,300,773	1,272,226	1,114,564
Auxiliary Activities	337,643	335,471	350,203	373,313	368,239
Sponsorship Income	68,975	61,420	49,493		
Dividends and Interest Income	144,772	164,952	226,473	72,415	80,178
Net Earnings on Investments	404,472	(134,019)	(116,821)	592,484	388,880
Miscellaneous	36,154	1,696	3,919	2,074	
Net assets released from restrictions	12,000	12,000		600	
Total Revenues, Gains, and Other Support	2,228,509	1,671,755	1,814,040	2,313,112	1,951,861
EXPENSES					
Programs and Meetings	992,449	1,141,716	1,122,196	1,012,553	880,832
Publications	105,288	147,644	129,792	123,944	134,697
Chapters	729,566	677,233	782,109	710,140	592,986
Management and General	161,033	167,666	172,675	161,199	133,769
Temporarily restricted net assets	635	715	(12,675)	(2,199)	
Total Expenses	1,988,971	2,134,974	2,194,097	2,005,637	1,742,284
Change in Net Assets	239,538	(463,219)	(380,057)	307,475	209,577
Net Assets, Beginning of Year	4,520,038	4,983,257	5,363,314	5,055,839	4,846,262
NET ASSETS, END OF YEAR	4,759,576	4,520,038	4,983,257	5,363,314	5,055,839

Open Science Initiatives such as the Reproducibility Project (Open Science Collaboration, 2015).

- Psi Chi also collaborated with Psi Beta on their National Research Project, and Psi Chi sponsored the Collaborative Replications and Education Project's Research Awards.
- To respond to the increasingly complex issues emerging in the field, Psi Chi created a Research Director Position with an accompanying Research Advisory Committee.
- I guided the organization to adopt Open Science transparency badges for the *Psi Chi Journal* and then to make the *Psi Chi Journal* Open Access.
- This year, the *Psi Chi Journal* announced a special issue inviting articles seeking Open Science badges.
- Finally, with our Executive Director I helped coordinate the Diversity Advisory Committee and the International Advisory Committee to develop the Network for International Collaboration Exchange—NICE (<https://osf.io/juupx>) to encourage increased communication between our members and international researchers, support collaborations for cross-cultural research, and increase crowd-sourced open-science research.

All of these changes represent sustained and major changes in the research opportunities for our members—and I hope members take full advantage of them!

Catching 'Em All/ Participating in Psi Chi

Through all the moments I spent playing Pokémon Go, there were opportunities. I wonder how many players did take or continue to take advantage of those opportunities. For instance, each Pokéstop is attached to a location identified as culturally significant. How many people learned about some new historical location or some new, hip book store because of playing the game? Pokégyms were designed to bring people together; and the updated version includes transformations that make people more likely to engage others at Pokégyms. How many people met someone new or interacted with a stranger because of playing the game? Changes and opportunities

often coincide, but often time passes too quickly for us to enjoy them. The same is true of our time with Psi Chi while part of a college chapter.

There is so much opportunity in Psi Chi, not just for students, but also for professional members in and outside of academia, but they must be pursued. Much like the little culture notes associated with PokeStop descriptions, information about Psi Chi opportunities must be read to be realized. Members must use the Psi Chi website, *Eye on Psi Chi* magazine, *Digest* e-mails, the *Journal*, the LinkedIn discussions, and the various regional and Central Office social media platforms in order to realize their tremendous value.

This year our current President, Dr. R. Eric Landrum, is promoting the theme of "Destigmatizing Mental Illness." Although this is our first "presidential theme" ever, President-Elect Dr. Melanie Domenech Rodríguez intends to have a theme year as well. During my presidential year I didn't declare an official theme year, but my focus has been on student research and Open Science since I was first elected to the Board as a VP.

I often tell colleagues that running for election for Western VP was the best professional development decision I ever made. I felt that Psi Chi was the

perfect vehicle to address my passion for undergraduate research. Psi Chi offered me the chance to pursue that passion in a leadership role. Along the way, I met so many fantastic people, either at the Central Office, on the Board, or at the various regional, national, and even international conventions I attended on behalf of Psi Chi.

Whether you are a student, faculty, or alumnus member working outside of academia, remember that opportunities for leadership abound. Always consider ways you can give back to Psi Chi because you will receive much more in return.

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Jon Grahe, PhD, is a professor of psychology at Pacific Lutheran University. He also serves as a councilor in the Psychology Division of the Council for Undergraduate Research and is the managing executive editor for *The Journal of Social Psychology*. He is a passionate advocate for increasing undergraduate participation in crowd-sourcing science opportunities such as the Collaborative Replications and Education Project and the International Situations Project and a general supporter of open science initiatives (see his posts to the Open Science Collaboration Blog <http://osc.centerforopenscience.org/>).

Psi Chi, Inc. The International Honor Society in Psychology Statement of Financial Position as of June 30, 2017

ASSETS	
Current Assets	
Cash and cash equivalents	957,576
Accounts Receivable	20,800
Prepaid expenses	23,837
Inventory	80,447
Investments	3,645,343
Property and equipment	117,159
Total Current Assets	4,845,162
LIABILITIES AND NET ASSETS	
Current Liabilities	
Accounts payable and accrued expenses	85,586
NET ASSETS	
Unrestricted net assets	4,745,452
Temporarily restricted net assets	14,124
Total Net Assets	4,759,576
Total Liabilities and Net Assets	4,845,162

How to Talk About

With Paul Quinnett, PhD

by Meg Sutter
University of Tennessee at Chattanooga

Today, stories of mental illness and health are abundant in the media. A Netflix series features a high school student's suicide, comedians and actors are speaking out about their own experiences with depression and anxiety, and TED talks and podcasts focus on psychology. Why, then, is suicide still a taboo subject?

Dr. Paul Quinnett is a suicidologist and founder of the suicide prevention program, QPR, which stands for Question, Persuade, Refer. The program teaches people how to recognize the warning signs of suicidal thoughts and behavior, and how to help. According to him, we have come a long way in the suicide prevention movement, but we are still struggling with harmful language, media portrayal, and intervention. Although we want to help, we are fearful of hurting others and embarrassing ourselves. Perhaps one reason we aren't talking about suicide is because we don't believe we know *how*. In today's interview, Dr. Quinnett explains where some of the stigmas about suicide come from, as well as ways to overcome these stigmas through language and intervention.

Stigmas Perpetuated by History and Language

Historically, suicide has been seen as a crime. In the fifth century, St. Augustine even declared it a sin, although

Dr. Quinnett emphasizes, "It wasn't a sin until then. In the Old and New Testament, suicide is not called a sin." After St. Augustine, suicide became a highly punishable act in church and under the law. People who had taken their own lives were buried in nonsacred ground, away from their families and outside of churchyards. They were isolated like criminals if they died, but if they lived, their punishment was death by execution in some countries.

"There was a terrible amount of horror and stigma attached to suicide," Dr. Quinnett says, "and victims were punished after their deaths. Sometimes they were buried under crossroads so they wouldn't be able to sleep comfortably in the afterlife, because cart traffic would keep them awake. There were many clever punishments for people who took their own lives. The Irish didn't decriminalize suicidal behavior until 1993. Ninety-three!" Criminalizing people who consider suicide is not limited to the past, even though the suicide prevention movement has progressed. When Dr. Quinnett first became a psychologist in the 1970s, his first suicidal patient was directed by court order to see him, otherwise the patient would have been put in jail.

Due to our not-so-distant history of stigmatizing people considering suicide, Dr. Quinnett says, "We still have this huge amount of cultural baggage. For example,

the press continues to use the word 'committed' suicide, which creates a negative connotation that the person acted in a felonious state of mind, as opposed to an act of desperation due to unbearable psychological pain." Instead of feeling supported and heard, these people are criminalized. This sort of harmful language can encourage old stigmas that end up shaming people who are suffering or who have suffered from suicidal thoughts and behavior. Instead, he suggests saying, "died by suicide."

Likewise, Dr. Quinnett adds, "The phrase, 'failed suicide attempt' sounds like the person failed something, got an 'F' on it. A 'nonfatal suicide attempt' would be a more proper choice of terms." Language has the power to hurt not only those suffering from suicidal thoughts, but those who have suffered the loss of someone they love by suicide.

The Danger of Glorifying Suicide in the Media

Another language issue to avoid involves glorifying suicide, which is basically the opposite of criminalizing suicide. For example, the controversial Netflix series, *13 Reasons Why*, features a high school girl who dies by suicide and leaves tapes for classmates to receive after her death. Some have said that the film's message serves to glorify the student's suicide, that the tapes she leaves are an act of revenge. Although

Dr. Quinnett did not want to comment on the show in particular, he encourages raising awareness with the help of the American Association of Suicidology's (2017a) recommendations for reporting and speaking about suicide. Journalists and film producers alike are encouraged to follow these guidelines in order to raise awareness without glorifying suicide. The guide is also helpful for anyone looking to better understand how to talk about suicide and what to look out for in the media.

Dr. Quinnett says, "Suicide is a really difficult subject to deal with. Sometimes, the media appears to show suicide as a solution to life's problems." Glorifying suicide may occur by saying all of the person's problems were solved by death, saying that it was the only option the person had left, or specifying the specific means used to end the person's life. This is particularly harmful to people who are already vulnerable. In the past, explicit coverage of suicide and incorrect language in the media has been followed nationally by an increase in deaths by suicide, according to Dr. Quinnett, because "we learn from imitative behavior."

"The survivors who lose a loved one to suicide go through a lot of trauma, fear, and guilt; they wonder if there was something they could have done and how it could have happened. They can develop secondary depression, and many of them will have suicidal thoughts themselves. If somebody close to you dies, especially from suicide, you're going to have a hard time not thinking about it. In fact, I'd say it's impossible not to think about it. This doesn't mean that you would want to end your own life, but if you're vulnerable and unable to cope with what's coming at you, then you might begin to think, 'If it was a solution for them, maybe it's a solution for me.'" The same can be applied to vulnerable people seeing the glamorization of suicide in the media.

Sharing Stories to Promote Hope

Although it seems easy to resurrect historical punishment through the use of harmful language and criminalization, this does not mean people should be afraid to talk about suicide, especially with those who may be at risk. Dr. Quinnett says, "We can't solve problems we can't talk about, and if you don't know there's a problem, you can't fix

it. We have to raise awareness of the scope and the burden of suffering of suicide, both in our communities, our states and countries, and around the world. Most people have almost no idea how much suicidal behavior is going on out there on any given day. So the awareness needs to be there."

The media is a powerful source of information and potential change, which needs to be conscious of its language and shed light on the first-hand stories of survivors. Dr. Quinnett believes that one of the most significant changes he has seen since he got into the field of suicidology is that "the voices of those with what we call *lived experiences*—those who've had suicidal thoughts for a period of time and those who attempted suicide and did not die—are being heard."

Dr. Quinnett developed and funds the "Lived Experience Writing Contest" through the American Association of Suicidology, in the hopes that the stories of survivors of suicidal actions and behavior will share their stories. "Over a million people a year in America plan to kill themselves," he says. "That's serious thinking about suicide, but you never hear their stories, because the stigma and

taboo of telling them has been so great."

The winning stories are shared to offer an example of hope and healing for survivors of suicide attempts and loss survivors, and to encourage conversations for suicide awareness and prevention.

The American Association of Suicidology (2017b) works to promote better depictions of suicide in the media, as evidenced in a recent press release made about *The Show*, a film that portrays deaths by suicide on-camera:

While over 44,000 people die from suicide in the U.S. every year, over 1,000,000 more attempt suicide and go on to live productive lives that do not end in suicide. Media professionals and journalists tend to focus on the sensational aspects of suicide deaths, but a larger positive social benefit is possible by focusing instead on the very real stories of hope, healing, and recovery that we know are possible (para. 5).

Stories from survivors who have lost loved ones to suicide and stories from survivors of nonfatal suicide attempts and suicidal thoughts should have the freedom



and support to share. Their stories benefit not only those with similar experiences, but progress in suicide research, prevention, and reversing stigmas. Dr. Quinnett believes, “The beauty of depression deepens one’s compassion and perspective on others, and often leads to a more creative way of thinking. There’s positive psychology to be found in surviving difficult trials in life.”

Myths About Suicide

The biggest myth about suicide, according to Dr. Quinnett, is that talking about suicide will cause people to do it. “This is a protective myth to help us avoid and continue to stigmatize people who are considering suicide,” he says. “Believing if we don’t talk about it, it will go away, while just the opposite is true.”

The second greatest myth, Dr. Quinnett says, is that suicide cannot be prevented. “Again, believing this myth means I don’t have to do anything. It releases any burden to help a fellow human being. If you believe this myth, that once people talk about killing themselves, they’re going to do it, then you don’t have to do anything. You have no obligation as a fellow traveler on this planet to look out for your brothers and sisters, and to me, that’s highly destructive to the whole social fabric of what it means to be a human being. We’re cooperative, trusting people, and we have to be able to endure and share the pain that other people are experiencing.”

TEST YOUR KNOWLEDGE

Here’s a short interactive game maze learning tutorial Dr. Quinnett and his team developed to help change the language of suicide:

<http://courses.qprinstitute.com/maze/quiz?i=599ae150620a2b568157dacl>.

The QPR Institute is applying e-learning technology to suicide prevention education and training, thus enabling clinicians and others to learn and practice evidenced-based interventions to test their skills in working with people at risk of suicide.

Ways to Help

So you know what language to use when you talk about suicide, such as saying someone “died by suicide” or “ended their own life,” instead of saying the person “committed suicide” or labeling a suicide attempt as successful or unsuccessful. And you know how to recognize a harmful portrayal of suicide in the media, like when stories use dramatic headlines or images, cover the event repeatedly, or glamorize the death. (American Association of Suicidology, 2017a). But how can you, personally, recognize and help someone who is considering suicide?

“First of all,” Dr. Quinnett says, “you have to be alert to the possibility that suicide could occur to somebody you already know, and that means that some situational awareness is necessary to the possibility that people could die by suicide. You shouldn’t believe myth number one, that you can’t stop them, so why try?” While developing QPR, which he describes as a kind of CPR for suicide prevention, Dr. Quinnett used his background in army intelligence to emphasize the importance of recognizing and responding to anything dangerous: “Surveillance is key.”

The second step is directly asking the person what’s going on, if anything is wrong, and if suicide is something the person is considering. “Then learn to be a good psychologist and shut up and listen,” Dr. Quinnett says with a laugh. “Step back and let the person start talking and use your active listening skills. It is important that you listen and sit on your own anxiety so that it doesn’t interfere with what the person is telling you.”

After confirming the person is in fact thinking about suicide and listening, Dr. Quinnett says, “People start to feel a little better, and you can help them with that next step, which is referring them to a place where they can get some help—the college counseling department, for example.” So according to the steps in QPR, you question how they are and whether or not they are thinking about suicide, persuade them to talk, and refer them to a helpful resource.

Whether or not from QPR, Dr. Quinnett hopes suicide prevention training will become universal. “In fact,” he says, “lots of people have said QPR should be a universal intervention for anyone in

distress, whether or not they’re thinking about suicide, because you’re really teaching compassion, you know, leaning into someone else’s suffering and seeing if you can help.” Suicide is a preventable form of death, and Dr. Quinnett believes in a positive outcome. “Suicide prevention is an enormously rewarding work, because you get to do something that few people get to do in this world, and that’s actually saving a life,” he says. “This is an existential engagement with someone who’s trying to answer Shakespeare’s question, ‘To be or not to be?’ What could be more fascinating, challenging, and interesting than that as a psychologist?”

Reader, whether or not you see suicidology as a future profession, everyone can take the steps necessary to recognize a potential suicide crisis and intervene. We can change the way we talk about suicide, how we encourage survivors, how we destigmatize what history has taught us, how we portray suicide in the media, and how we choose to step in on behalf of our fellow human beings. Start conversations with the right language, listen to stories from survivors, and be alert to harmful portrayals in the media. Take responsibility without fear, because there are resources, guidelines, training, and so much hope. Suicide is a preventable kind of death.

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Paul Quinnett, PhD, is currently the President and CEO of the QPR Institute, an educational organization dedicated to preventing suicide through “excellence in education.” Author of eight books and an award-winning journalist, he is also a clinical assistant professor in the Department of

Psychiatry and Behavioral Science at the University of Washington School of Medicine in Seattle, Washington. In addition to directing a large, public sector mental health program for adults and elders for 30 years, and serving as director of an American Psychological Association-approved internship in clinical psychology, he maintained a private practice in psychotherapy, law enforcement, and corporate consulting. In the early 1960’s Dr. Quinnett served in the US Army Security Agency in Asia (now NSA). Much of his work in suicide prevention is based on his military training in surveillance, signal detection, intelligence gathering, threat assessment, and analysis of human behavior.



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With the creation of Psi Chi's new Career Center, our Professional Organization is now better equipped to make a direct impact on your career path than ever before. All Career Center features are free for our Job Seekers whether you are just considering a career in psychology or already have considerable experience in your field.

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If you should ever have any questions about using our Career Center, you can view answers to popular questions or submit a Support Ticket to request further information.

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Ten Job Skills You Already Have

Impress present or future employers by being able to communicate the 10 skills that all psychology students develop. This concise list includes specific examples that you can use in your resumé and during interviews to show exactly when and how you developed each skill.

Psi Chi Central Office *Celebrates* *30 Years* in Chattanooga

by Bradley Cannon



Ruth Cousins (Executive Director)



Kay Wilson (left, Executive Officer) and Carol Tracy (right, Psi Beta Executive Director) present ACHS Certificates of Distinction to former Psi Chi Executive Director Ruth Hubbard Cousins.

In November 1987, Psi Chi Central Office relocated to Scenic City Chattanooga, gladly leaving behind the high costs of operations in Washington, DC (Davis & Wertheimer, 2000). Thanks to advances in communication technology, Psi Chi leaders at that time determined that it was no longer necessary be geographically located near the nation's capital and the headquarters for the American Psychological Association (MacKinney, 1987). The organization continues to benefit from this move, even to this day.

As most psychology professionals know, Psi Chi is the largest student psychological honor society in the world. Since its founding in 1929, more than three-quarters of a million members have been inducted to membership through chapters located at more than 1,130 four-year college campuses (About, n.d.).

In the past 30 years, the office has expanded from a staff of one and a half full-time employees to a full-time staff of 14 professionals in the areas of information technology, communications, membership, and administrative roles (Central Office staff, n.d.). Alongside the growth of the office, membership benefits have drastically

increased. Psi Chi now provides more than \$400,000 annually in scholarships, awards, and grants. Additional benefits include a state-of-the-art career center for psychology professionals, and the opportunity to read and publish in *Psi Chi Journal of Psychological Research* and *Eye on Psi Chi* magazine (Ten reasons, n.d.).

Another major opportunity that Psi Chi membership provides is a platform to network with likeminded people interested in the field of psychology. Psi Chi encourages chapters to host and participate in local events about career advice, attending graduate school, personal growth, fund-raising, and community service.

Ruth Cousins: Shaping Psi Chi

Thirty years ago, Psi Chi Executive Director Ruth Hubbard Cousins led the move to Chattanooga. Known as the face of Psi Chi for 33 years, Ruth single-handedly advanced the society in many ways, such as making Psi Chi a certified member of the Associate of College Honor Societies. In a recent phone interview, her daughter, Carol Tracy says, "My mother loved working with the professors and the students, plus going to the APA conventions. She genuinely loved her job and her role with Psi Chi."

Encouraged by her mother, Carol founded Psi Beta in 1981, which is Psi Chi's sister psychology honor society for two-year colleges. Together, mother and daughter worked at the Little Art Shop on the corner of Frazier and Forrest from 1987 until Ruth retired in 1991 (Andreoli Mathie, 2007).

About her mother, who passed away in 2007, Carol tells us, "I know she would be thrilled that Psi Chi has grown from a small organization to what it is now—an international honor society. I remember how much she loved seeing it grow each year."

Between Then and Now

After Ruth Cousins retired, Kay Wilson took over as Executive Officer. Outgrowing the Little Art Shop, the office expanded to the Carriage House off Georgia Avenue in 1998 and purchased a Victorian house on 825 Vine Street in Fort Wood in 1999. "During Kay's twelve-and-a-half-year tenure, Psi Chi's assets more than tripled, from one million to over three million" (Bockert, 2003). Kay built the staff from three to five full-time positions.

When Psi Chi first moved to Chattanooga, the UTC psychology department and officials of the university



Martha Zlokovich, PhD (Executive Director)



Psi Chi Visits Cuba During UN's Historic Vote to Lift the 1960 Embargo



Lobby of the new Psi Chi Central Office located on the 6th floor of University Tower across from the University of Tennessee at Chattanooga campus.



Student, Psi Chi Board members, and Distinguished Lecturer Dr. Skip Hall Beck (Appalachian State, NC) at the Psi Chi Reception at the 2010 SEPA convention held in Chattanooga.



In September 2003, the Psi Chi Chapter at Covenant College (GA) held its induction dinner and ceremony at the Psi Chi National Office at 825 Vine Street.



graciously extended their assistance to Psi Chi (MacKinney, 1988), a connection that is strong to this day. After a recent meeting at the Central Office's new location at University Towers, the UTC Chapter President, student Margaret Dempsey says, "Psi Chi is a very active organization on campus. I joined because I wanted to be involved in their activities as well as work to make it even more diverse in its involvement. Communicating and collaborating with the Central Office has been nothing but pleasant."

About her recent visit, Margaret says, "It's a beautiful building staffed with very welcoming individuals. Upon entering the building, you are greeted by friendly faces that are willing to assist you with anything you may need."

Over the years, Psi Chi has employed local college students from Chattanooga State, Covenant College, Southern Adventist University, and UTC. In 2010, with the encouragement of then President Dr. Alvin Wang, Psi Chi started a paid internship program with positions offered in areas of awards, design, finance, information technology, membership, merchandise, research, social media, and writing.

Doorways to Infinite Possibilities

In 2009, Psi Chi changed from a **national** to **international** organization, eager to charter new chapters beyond the United States and all around the world (Zlokovich, n.d.). Current Executive Director Dr. Martha S. Zlokovich says, "We have chapters in 14 different countries, making Chattanooga an international hub for the recognition and promotion of excellence in the science and application of psychology." The Society continues to charter new chapters in the United States too, such as the recent addition of 13 new chapters during the 2016–17 academic year (Psi Chi Central Office, 2017).

Recently, Psi Chi also launched its first-ever Annual Giving Campaign, *Give Back to Psi Chi*, to continue expanding its scholarships program. Other goals of the campaign are to support Psi Chi awards and grants programs, a Membership Assistance Fund to allow financially challenged members to join the organization for free, and a new help-seeking behavior presidential initiative (*Need Help—Ask*). Donations are welcome at <http://www.psichi.org/donations/>

"To me, Psi Chi means reaching new limits," Margaret says. "Through being a member and officer, I have been able to

collaborate with professionals, volunteer more, and work with a team to encourage psychology majors to stay excited about our field."

According to Dr. Zlokovich, "In the future, I see Psi Chi becoming more important in supporting a rich psychology education for all of our chapters, as well as continuing to grow internationally. My dream is for Psi Chi to award 100 scholarships by the time we reach 100 years in 2029."

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SUBMISSION GUIDELINES

With more than 1,130 chapters, Psi Chi members can make a significant impact in their communities. Reviewing Chapter Activities in *Eye on Psi Chi* is a great way to find inspirational ideas for your chapter and keep in touch with your chapter after you graduate.

Activities are listed in the following categories:

- COMMUNITY SERVICE
- CONVENTION/CONFERENCE
- FUND-RAISING
- INDUCTION CEREMONY
- MEETING/SPEAKER EVENT
- RECRUITMENT
- SOCIAL EVENT

Share your chapter's accomplishments with others in the next issue of *Eye on Psi Chi*! Chapter officers and advisors are encouraged to visit www.psihi.org/default.asp?page=chapter_activities

Submission deadlines*

Fall: June 30
Winter: September 30
Spring: November 30
Summer: February 28

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

ABBREVIATIONS

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

EAST

Clark University (MA)

MEETING/SPEAKER EVENT: The chapter hosted its first meeting of the year with returning members, newly elected members, and the officer team. Officers discussed future plans for the chapter, graduation requirements, and the career and academic interests of the members. Members shared a wide range of interests in psychology including in the fields of developmental, clinical, social, school, industrial/organizational, and military psychology.

MEETING/SPEAKER EVENT: Eight faculty members and graduate students were invited to sit on a panel together to answer questions from undergraduate students about applying to graduate school. Two panel members were psychology professors; five were graduate students in either developmental, clinical, or social psychology; and one was the psychology career advisor. Some of the topics covered included the differences between applying to a master's and PhD program, choosing a program, taking the GRE, asking for recommendations, and writing personal statements.

Long Island University (NY)

INDUCTION CEREMONY: The chapter's newly inducted members engaged in a candlelight ceremony. Inductees stood with candles in hand as they awaited their names to be called by the induction officer. Among the guests who attended this prestigious event were parents, friends, faculty, and the chairman of the psychology department. The chapter would like to thank all those who shared the joy of recognizing and rewarding students in their excellence and academic achievement by attending the ceremony.

Millersville University of Pennsylvania

MEETING/SPEAKER EVENT: On March 23 in the Biemesderfer Concert Hall, the chapter hosted a colloquium, called "Breaking the Gender Dichotomy: Why Two are Definitely Not Enough," with guest speaker Dr. Kand McQueen from Indiana State University. Sponsorship of the by-ticket-only event was a collaborative effort of Psi Chi, Psychology Club, and GSA. Dr. McQueen spoke about the experiences of individuals who do not assume the traditional, binary categories of male and female and societal misconceptions about sexual identity. He captivated the attention of nearly 140 attendees with his own life story. A well-attended Q&A session was held the following morning.

Roanoke College (VA)

MEETING/SPEAKER EVENT: On March 28, 2017, the chapter welcomed Witness to Innocence speaker and the first woman in the United States to be exonerated from death row, Ms. Sabrina Butler-Porter, to speak about her experiences with the criminal justice system.

MEETING/SPEAKER EVENT: On September 21, 2017, the chapter hosted a panel and Q&A

session with seven current graduate students from Virginia Tech Carilion Research Institute, on getting into and succeeding in graduate school programs in psychology, biology, and neuroscience.

Slippery Rock University of Pennsylvania

ADMINISTRATION: To keep up with an increasingly digital world and enable more efficient and immediate contact with members, the chapter decided to go paperless. The digital move will enable members to sign up for volunteer opportunities on a website designed specifically for scheduling events (signup.com). This will allow members to sign up for events from their computers or mobile phones. The website will also keep all volunteer opportunities in one place and send out reminder e-mails two days before an event.

COMMUNITY SERVICE: One of the major services the chapter does for the Psychology Department is proctoring. Proctoring gives members the opportunity to help professors distribute exams and monitor students during those exams. This is a great opportunity for members to get more involved and build a strong relationship with professors. Members really enjoy being able to assist and get to know them on a more personal level. Often, these professors become great mentors for the members.

Towson University (MD)

MEETING/SPEAKER EVENT: Six faculty members came to speak about the different fields of psychology for the Get Psyched About Your Future event. The following areas of psychology were represented: forensic psychology with Dr. Jeff Kukucka, cognitive psychology with Dr. Kerri Goodwin, industrial/organizational psychology with Dr. Alexa Doerr, clinical psychology with Dr. Christina Dardis, behavioral neuroscience with Dr. Amy Bennett, and school psychology with Dr. Candice Aston. Each faculty member gave an overview of the field, what the educational requirements are, and job opportunities available. Many students attended and gained a well-rounded perspective on the discipline of psychology and the possible career paths and opportunities they can pursue in the future.

MIDWEST

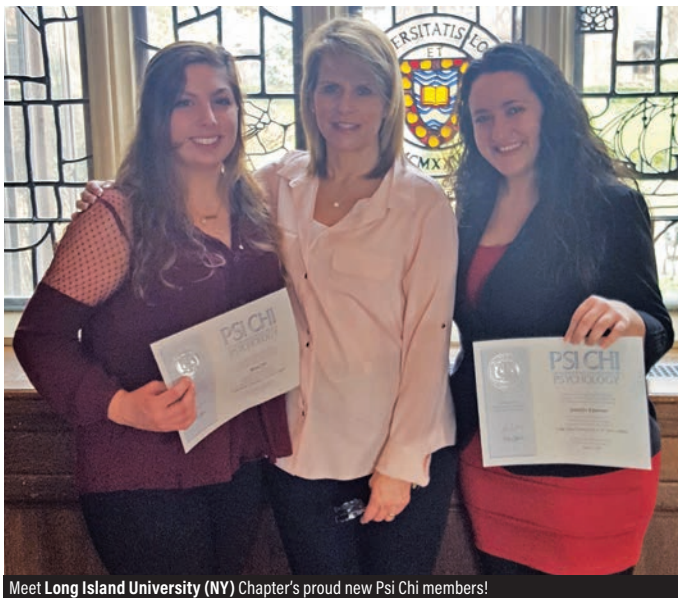
DePaul University (IL)

RECRUITMENT: Kekoa Erber (president) and Fiona Maylath (treasurer-elect) hosted a recruitment table at this year's Involvement Fair. During the first week of classes, first-year and new transfer students were treated to a large gathering of student clubs and organizations. Held out on the quad, honor societies, club sports, fraternities and sororities, and special interest clubs host a table against a background of music, food, and fun. The chapter handed out informational flyers about Psi Chi, and more than 60 students signed up to be on the chapter's mailing list for upcoming events. The chapter also provided information about Chicago

CHAPTER SPOTLIGHT!

Slippery Rock University of Pennsylvania

COMMUNITY SERVICE: The chapter frequently visits a senior citizen personal care facility called Home 2 Me. Members enjoy the one or two hours they get to spend at the facility with the senior citizens playing a variety of games including bingo and card games. Members sometimes watch some of the seniors' favorite TV shows with them in the living room. The residents love for the chapter to visit and even keep upcoming visits marked down on their calendar.



Meet Long Island University (NY) Chapter's proud new Psi Chi members!



Psi Chi officers of Millersville University of Pennsylvania (from left): Emily Bahr (Psych Club secretary), Monica Rush (GSA president), and Kelsey Bomboy (Psi Chi chapter president).



Students at Roanoke College (VA) are riveted by the story of Ms. Sabrina Butler-Porter, death row exoneree, at the Witness to Innocence event.



Towson University (MD) faculty representatives for the different areas of psychology for Get Psyched About Your Future (from left): Drs. Amy Bennett, Jeff Kukucka, Alexa Doerr, Candice Aston, and Christina Dardis.



After the Roanoke College (VA) Witness to Innocence event (from left): Dr. Darcey Powell (faculty advisor), Sabrina Butler-Porter (speaker), Dr. Christopher Buchholz (Psychology Department Chair), and Dr. Lindsey Osterman (faculty advisor).

Chapter Experiences

Lights, an afterschool tutoring and mentoring program serving inner city Chicago Public School students. The chapter has been volunteering for this organization for three years and is always recruiting new tutors to replace graduating seniors.

MEETING/SPEAKER EVENT: Late in the spring quarter, the chapter hosted Carlos Luna (former DePaul undergrad and graduate student). Carlos is a combat veteran and currently works with Chicago Veterans and Green Card Veterans. He talked about his service and current work with incarcerated veterans; his trip to Washington, D.C., with the plight of Green Card Veteran who have served this country and now in danger of being deported; and also his trip to Standing Rock to provide support and protection for the protesters there.

COMMUNITY SERVICE: Carlos Luna asked the chapter for volunteers to help with the Chicago Veteran Ruck March, an event that involves combat veterans and supportive family and friends marching 22 miles with 22-pound ruck sacks. The significance of the number 22 is that it is estimated that 20 to 22 combat veterans commit suicide every day. This march is meant to honor these soldiers and bring awareness to veteran suicide. A group of Psi Chi officers and members volunteered at the march and were provided with iPads to interview and record video testimonials of the soldiers and friends who completed the march. These videos helped raise awareness of

veteran suicide and documented the pain and sadness of those who miss their friends and loved ones.

St. Ambrose University (IA)

COMMUNITY SERVICE: The chapter participated in the Quad Cities' National Alliance on Mental Illness (NAMI) Walk, early one Saturday morning in late September. For the fourth consecutive year, Team Ambrose had the most participants, with more than 150 Psi Chi members, psychology students, and staff walking a 5K to bring awareness to mental illness. Team Ambrose raised more than \$4,800 in donations that will be used for research and support for people of all ages living with mental illness.

SOCIAL EVENT: The chapter hosted the fourth annual psychology night, which educates current and prospective students in psychology fields about the abundance of psychology opportunities at the university and in the community. The event included poster displays of psychology research conducted recently by students and faculty, and an invitation to participate in Psi Chi and Psychology Club activities by advertising a schedule of upcoming meetings/events. Community opportunities such as volunteer and internship information were also shared by psychology faculty. The event culminated with an alumni panel featuring recent psychology alumni employed in various fields (e.g., behavioral health, autism specialist, occupational therapy). Students

were interested in learning about these career and graduate school paths. Turnout was successful, with more than 100 students in attendance.

SOUTHEAST

Belmont University (TN)

INDUCTION CEREMONY: Several students in the chapter were nominated to become Psi Chi members, thanks to their continual efforts in scholarship and citizenship. After listening to some words of wisdom from a distinguished faculty member, inductees affirmed Psi Chi's values and purposes, and then received a personal candle representing their own academic, professional, and personal selves. One by one, all of the inductees' candles were lit as they proudly accepted a certificate of merit and engraved their names in the chapter's record book, thus officially becoming new members.

CONVENTION/CONFERENCE: The chapter sent students to EPA in efforts to help them develop professional presentation and communication skills with complex scientific findings. It was also a chance for these undergraduates to develop a presence in the psychological community. Through presenting ambitious research and meeting fellow members in other chapters across the eastern United States, the members further cultivated a strong sense of community, not only



DePaul University (IL) Chapter's Kekoa Erber (president) and Fiona Maylath (treasurer-elect) at the Involvement Fair.



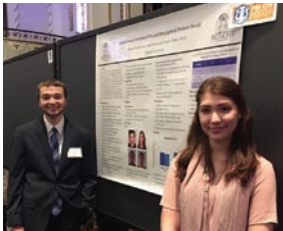
St. Ambrose University (IA) Psi Chi members prepare for their 5K walk to bring awareness to mental illness.



St. Ambrose University (IA) Psi Chi and Psych Club officers pose with their advisors at the NAMI Walk.



Belmont University (TN) induction ceremony.



Belmont University (TN) members presenting research at EPA 2017.



An eating disorder talk during Mental Health Week at Belmont University (TN).

within the chapter, but also outside of it.

MEETING/SPEAKER EVENT: During national Mental Health Week, the chapter and Psychology Club made a week-long event to both raise awareness and break stigma of mental illness in the university community. During this week, many meaningful events were coordinated for each day. These events included academic lectures on topics such as eating disorders, a discussion, and screening of the movie *A Beautiful Mind*, and free depression screenings offered by a practicing clinical psychologist to help promote student mental health. Being able to serve so many people through the framework of Psi Chi breathed a sense of purpose into the chapter.

University of Mary Washington (VA)

MEETING/SPEAKER EVENT: The chapter kicked off its annual graduate school preparation series with two big events: the Psychology GRE Preparation Session and the Graduate School Forum. For the GRE session, Dr. Mindy Erchull (advisor) provided guidance to attendees about how to effectively prepare. Officers also recruited four faculty from the psychology department to serve on a panel to answer questions about graduate school. They covered what to look for in a school, the application process, and what to expect upon acceptance. The chapter provided dinner for the attendees as they received this insightful information.

FUND-RAISER: The chapter has been hard at work to jumpstart the fund-raising process for the academic year with Power Cards. Power Cards provide community members with discounts to several popular restaurants and businesses throughout Fredericksburg, VA. The chapter is in the process of selling the remaining 2017 cards and has already started to secure businesses to participate in 2018!

RECRUITMENT: The chapter has undertaken the fall recruitment of new members for Psi Chi! After working with the advisor to identify students who met induction criteria, the officers went to one psychology class for each inductee to make the exciting announcement to everyone that their classmate was eligible for induction into Psi Chi. Future Psi Chi members were welcomed with mugs filled with candy and official Psi Chi pencils so they could celebrate their academic excellence with a fun gift.

University of North Carolina at Greensboro

MEETING/SPEAKER EVENT: Despite the rain from Hurricane Irma, more than 60 members attended the chapter's Graduate School Night on September 12. The chapter hosted a panel discussion and Q&A about what graduate school is like and how to develop a competitive application. Five PhD students (and Psi Chi members!) from different areas of psychology and Dr. Paul Silvia (advisor) shared their experience, ideas, and advice. A clear theme was the importance of "outside the classroom" experiences such as internships, research experience, networking, leadership, and service. It was a lively meeting; the audience was full of good questions, and more than a dozen members

CHAPTER SPOTLIGHT!

University of Tennessee at Chattanooga

CONVENTION/CONFERENCE: The chapter volunteered at an organized APA exhibit called, "I Am Psyched!" This event explored the history of women of color in psychology and their contributions to the field. The chapter provided tours through the exhibit to students and faculty members. A recruitment table was placed and staffed at the end of the tour for prospective members. The chapter was accompanied by Psi Chi Central Office staff, Dr. Martha Zlokovich, Cynthia Wilson, Lisa Norman, and Paige Ancil, who aided in providing information about Psi Chi. This exhibit, provided by the psychology and women's studies department, did an excellent job walking the community through the history of women that has been overlooked.

MEETING/SPEAKER EVENT: As part of the chapter's weekly meetings, officers held a Data Blitz for members who want to improve their ability to present scientific research.

Speakers had to find and present an empirical, peer-reviewed article, or present their own research. The presenters were given five minutes to explain their findings and allowed one minute for questions. Dr. Preston Foerder (advisor) was present to critique each speaker's performance. The drive of this activity was to help prepare students for future conference experiences.



From left: Cynthia Wilson, Dr. Martha Zlokovich, Maggie Dempsey, Abbie Hanson, Adam Olson, and Emily Boring at APA's "I Am Psyched!" exhibit at the University of Tennessee at Chattanooga.



A few presenters from the University of Tennessee at Chattanooga Chapter's Data Blitz (from left): Nick Johnson, Adam Olson, Kate Sweat, Clarissa Kropp, and Maggie Dempsey.

Chapter Experiences

stuck around afterward to talk informally with the panelists about preparing for graduate school.

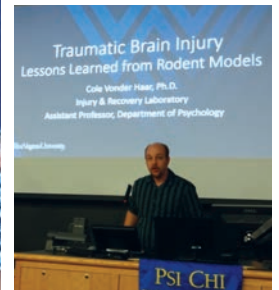
West Virginia University

INDUCTION CEREMONY: The chapter conducted its annual formal initiation ceremony on April 4, 2017, in conjunction with the psychology department's award ceremony. Attendees were initiates, chapter members, graduate students, and faculty, as well as family and friends of those involved. Dr. Cole Vonder Haar (assistant professor in the Department of Psychology in the behavioral neuroscience program) delivered the keynote address, entitled "Traumatic Brain Injury: Lessons Learned From Rodent Models."

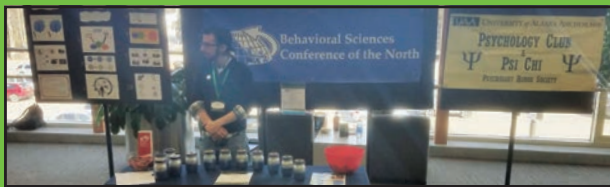
MEETING/SPEAKER EVENT: At West Virginia University's (WVU) McNair program summer graduation on June 23, 2017, Dr. Chelsea Derlan (former president) delivered the graduation speech. Dr. Derlan is a developmental psychologist who earned her PhD at Arizona State University. Presently, she is an assistant professor in the Department of Psychology at Virginia Commonwealth University, where she is involved in the transdisciplinary iCubed program. As an undergraduate, Dr. Derlan was president of the chapter and Psychology Club for two years, and was involved in WVU's McNair program.



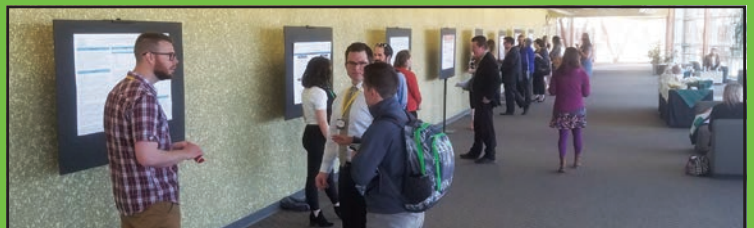
Dr. Chelsea Derlan's presentation for the West Virginia University McNair Program summer graduation (from left): Dr. Dan McNeil (advisor), Dr. Derlan (a past-president), Dr. Cheryl McNeil (professor and Dr. Derlan's former undergraduate mentor), and Dr. Betty Mei (Director of WVU's McNair program).



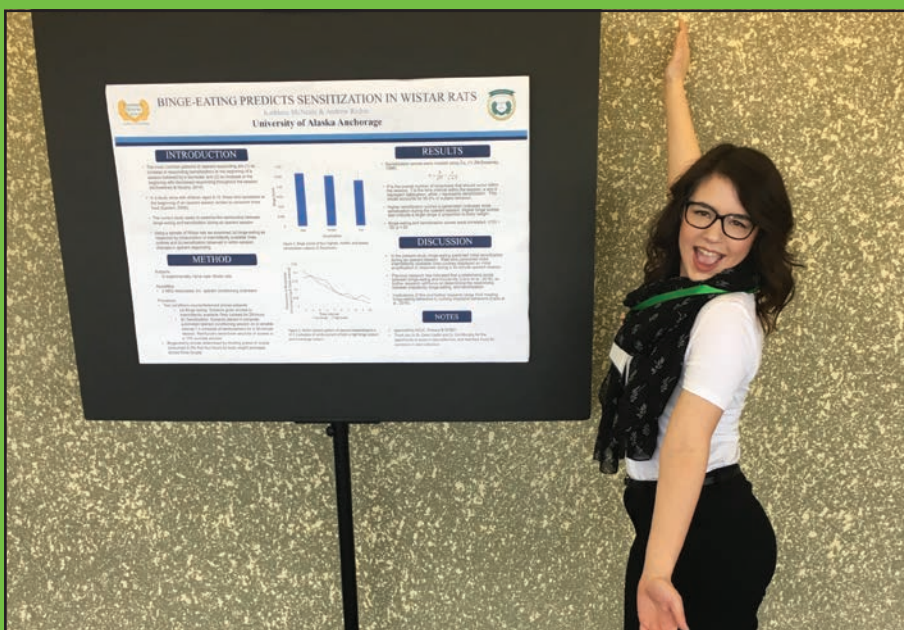
Dr. Cole Vonder Haar provides his keynote presentation at the West Virginia University Chapter's annual induction ceremony.



The University of Alaska Anchorage Chapter's Dustin Muse (vice-president) stands behind the voting table for the new Graphical Abstract category. The winner was Abstract Number 6 (bottom of center column) by student Sara Borges.



The University of Alaska Anchorage Chapter cohosting the annual Behavioral Science Conference of the North.



The University of Alaska Anchorage Chapter's Katie McNealy (member) presenting her research poster on response sensitization following binge eating behavior in a rat model, which won an award of excellence.

CHAPTER SPOTLIGHT!

WEST

University of Alaska Anchorage

CONVENTION/CONFERENCE: In March 2017, the chapter cohosted the annual Behavioral Sciences Conference of the North with the UAA Psychology Club, where they planned and orchestrated the student research poster presentations. The chapter hosted a new judging category for Graphical Abstracts, and Dustin Muse (vice-president) hand-painted glass jars in Psi Chi colors to use as vote collectors. The graphical abstract by student Sara Borges won the graphical abstract category. Katie McNealy (member) presented her research on response sensitization following binge eating behavior in a rat model, which won an award of excellence.

SUDOKU: The Psychology Statistics Edition

"Think outside the box"

Instructions:

Fill in the blanks, using the nine psychology-related characters below. To complete the puzzle, all nine characters must be included in every available horizontal row, vertical column, and bold 3x3 square. Characters cannot be repeated in any given row, column, or bold 3x3 square. Good luck!

p	df	N	α			n		π
β	\leq	π	N	df	n			
		n	p				\leq	
Σ	p	β	π					α
				\leq				
\leq					α	Σ	n	N
	α				Σ	π		
			n	α	π	p	Σ	β
π		Σ			p	df	α	n

Easy

Σ			df				α	
		π		\leq				
			n			df	π	N
df			N	Σ			\leq	
N								β
	\leq			df	α			n
π	α	N			n			
				β		n		
	p				df			π

Difficult

*But wait . . .
What's it all mean?*

df = degrees of freedom

p = probability

π = pie (3.14159)

α = alpha

β = beta

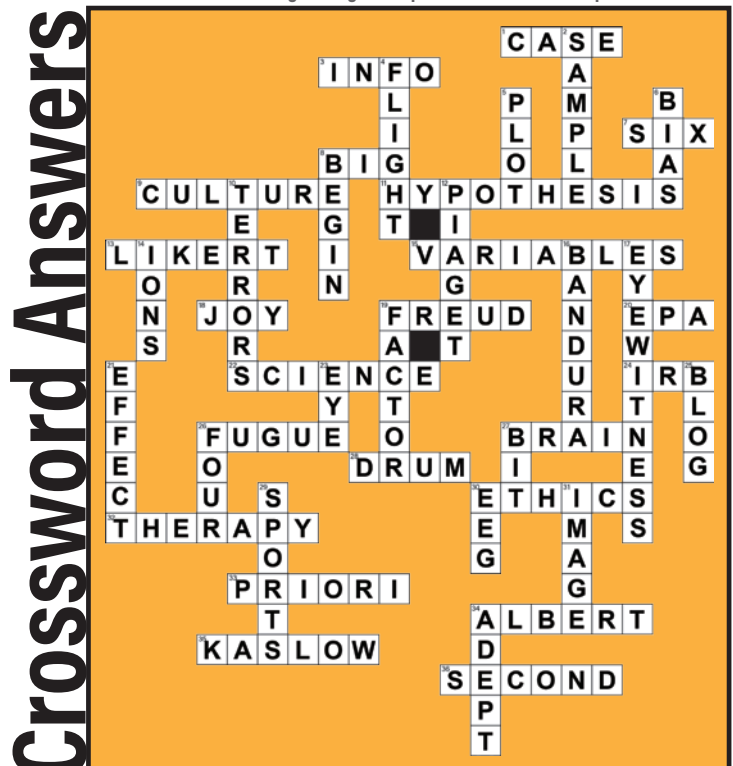
Σ = summation

N = total sample size

n = subgroup size

\leq = less than or equal to

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