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The International Honor Society in Psychology

eye

on **PSI CHI**

Everything I Needed to Know About Money I Didn't Learn in College

Assume You're Right,
Until You're Not

Getting to Know Serpent
Handlers of Appalachia



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ABBREVIATIONS

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



Features

14

"I Don't Work in the Field"

Jeanne M. Slattery, PhD

18

Everything I Needed to Know About Money I Didn't Learn in College

Merry J. Sleigh, PhD, Darren R. Ritzer, PhD, and Dennis Hamric

Interviews

24

Getting to Know the People You Study With Ralph Hood, PhD

Meg Sutter

28

Assume You're Right, Until You're Not, With Mark Leary, PhD

Meg Sutter



Departments

- 04 President's Message
- 06 PSI CHI Central Office
- 32 Chapter Activities
- 35 Word Search
- 36 Merchandise



Advertisements

- 07 Argosy University
- 17 Career Center
- 23 An Eye on Graduate School
- 31 Alliant International University

Columns

- 08** Contemporary Psychology
Evolutionary Psychology and the Functional Nature of Human Behavior:
An Interview With Glenn Geher, PhD
Ethan A. McMahan, PhD
- 10** Advisor Advice
The Secret Life of Professors Revealed
Part I: The Professor's Telltale Heart
Laura Vernon, PhD
- 12** Wisdom From the Workplace
What's YOUR Job Outlook?
Paul Hettich, PhD



My Psi Chi Presidential Initiative: Help Helped Me

R. Eric Landrum, PhD
Psi Chi President

What if we lived in a world where seeking help was considered as noble as offering help? For firefighters, police officers, and emergency medical technicians, helping others is a key duty—one that people hold in high regard, and rightfully so! In life-and-death situations, the giving and the accepting of help by emergency responders are seen as both noble and normal. For example, very few people would think less of apartment dwellers who received help from the fire department to put out a blaze that was not their fault. And yet, it is unfortunate that not all forms of help-seeking behavior are so widely accepted. For instance, people suffering from a mental illness might be stigmatized by others for seeking help or going public with their condition. Fear of stigmatization often prevents individuals from seeking help that would reduce pain and suffering, thus improving quality of life.

The benefits of help-seeking behavior do not need to be as dramatic as the examples I offered above. Think about a first-generation college student struggling in a Calculus II course during her first year away from home. Will she seek help from the teaching assistants, the instructor during office hours, after class, or via e-mail? Will she visit the Math Learning Center on campus or will she struggle in her dorm room thinking that she must “go it alone” because that’s what college students do? Does the newly divorced single parent seek out family support and local support groups? Or perhaps because of the difficulty of the divorce or his shame or guilt, does he refuse help even when help is offered from trusted family members without hidden agendas or strings attached? Is seeking help perceived as a sign of strength or a sign of weakness?

As Psi Chi President, I formulated a plan to launch a presidential initiative and pitched it to the Psi Chi Board of Directors¹ at our June 2017 board meeting at the Psi Chi Central Office. The only reason that I was able to even think big and broad

about such an initiative is because Psi Chi, organizationally, is in such good shape.² Why helping behaviors? Simply because of their universality. We need to encourage people who need help to ask for it. We need to tell the success stories of those who asked for help and received help that made a difference. This latter strategy, communicating that **Help Helped Me**, shall be the central focus of my presidential initiative.

To my knowledge, this is the first time a Psi Chi President has ever had an initiative of this size and scope, so naturally, I needed . . . help. I did not hesitate to ask for help, because (a) I knew I could not do this alone, (b) I knew the outcomes would be better if I had help, and (c) I also knew about the depth and breadth of Psi Chi and its human capital. Working with Psi Chi’s Executive Director Dr. Martha Zlokovich and Director of Membership and Development Cynthia Wilson, we formulated a plan to ask Dr. Nadine Kaslow (Emory University, Grady Memorial Hospital Atlanta; former APA President; former Psi Chi chapter president as an undergraduate; and Chair of this year’s Psi Chi Give Back campaign) to help lead a Summit meeting to brainstorm about how my ideas could truly become *an initiative embraced by Psi Chi chapters around the world*. The Summit was held October 25–27, 2017 at the Psi Chi Central Office, and the participants are pictured (*Left image opposite page*).

The brainstorming that ensued over a day and a half was remarkable, and as the year 2018 unfolds, a number of opportunities will become available for Psi Chi chapters to participate in and adapt to their own interests and needs. The name of this presidential initiative is **Help Helped Me**.

The goal of this presidential initiative is to leverage the multiple strengths of Psi Chi to promote the stories of those who have successfully sought help. By telling help-seeking success stories, we aim to improve health (mental, physical, and academic health) on campuses and in communities. When help-seeking is destigmatized, our hope is that unnecessary human suffering is reduced and individuals are empowered to lead more positive and productive lives.

¹ The Psi Chi Board of Directors is comprised of the six regional Vice-Presidents (Western, Rocky Mountain, Southwestern, Midwestern, Eastern, and Southeastern), the presidential trio (President-Elect, President, and Past-President), and the Executive Director as an ex officio/nonvoting member. After presenting my idea about the initiative to the Board, I stepped out of the room for part of the discussions, and I abstained from voting on the motion concerning my initiative.

² Although many hands have contributed to that effort, in recent history allow me to specifically acknowledge the great work of Daniel Corts, Jon Grahe, and Martha Zlokovich in strengthening the structures and functions of Psi Chi such that the launch of a presidential initiative was even dreamable.

Many portions of this initiative will be powered by the talented individuals who work in our Central Office in Chattanooga.

In addition to help from the Central Office staff, my hope is that Summit participants, Board members, faculty advisors, and Psi Chi members will continue to help with the organization and implementation of initiative activities. This will always be opt-in, meaning voluntary participation for chapters and members. Using various chapter activities, the over-arching goal will be to highlight stories of how *help has helped individuals*—or from the personal perspective, how **Help Helped Me**.

Some of the activities that we are working on for launch in 2018 include a method for volunteers to carefully and thoughtfully acknowledge how someone helped them succeed—acknowledging both the helper and exactly how the help helped. This would be similar to thanking the firefighters for the great job that they did saving the apartment, acknowledging that you could not have put out the fire yourself, but that their help helped. We will encourage

chapters to think locally about the needs of their community, and perhaps collect stories about how **Help Helped Me** in regard to key local issues—domestic violence, sanctuary campus, food insecurity, or racial tensions—with the goal of telling those success stories of how help helped. These are just some of the early ideas that we will be presenting to chapters as we roll out the **#Help_HelpedMe** social media campaign throughout 2018.

It is my high honor to serve as your Psi Chi President. I am thrilled to be able to launch an international initiative that could impact so many lives. Rather than stigmatizing others for seeking help, let's work together toward a future where seeking help is universally perceived as a psychological strength. Let's start to celebrate the success stories of those who sought out, accepted, and benefitted from help, just as we celebrate those talented individuals who deliver that help. Of course, to achieve that goal, **I will need your help.**



Summit participants left to right: Dr. Brian O'Leary (Psychology Department Chair, University of Tennessee at Chattanooga), Maggie Dempsey (Psi Chi Chapter President, University of Tennessee-Chattanooga), Dr. Brandon Rodgers (Director of Behavioral Health, Siskin's Children's Hospital), Dr. Nicky Ozbek (psychology faculty member, University of Tennessee at Chattanooga), Dr. Rachel Ammirati (psychiatry and Behavioral Sciences faculty member, Emory University), Dr. R. Eric Landrum (Psi Chi President, Boise State University, ID), Avante Smack (Northwestern University postdoctoral student), Dr. Nadine Kaslow (Psychiatry and Behavioral Sciences Vice-Chair, Emory University; Chief Psychologist, Grady Memorial Hospital), Dr. Martha Zlokovich (Psi Chi Executive Director), and Cynthia Wilson (Psi Chi Director of Membership and Development). Photo credit: Lauren Surmann.



Central Office staff left to right: Ayana Woodard (Merchandise Coordinator), Jeremy Stephens (Database Administrator), Chrissy Dillon (Network Administrator), Laura Bauer (Director of Finance), Garrett Sims (IT Help Desk), Lisa Norman (Associate Director of Membership Services), Dr. Martha Zlokovich (Executive Director), Cynthia Wilson (Director of Membership and Development), Kevin Germain (Director of Information Systems), Alice Christian (Administrative Assistant), Lauren Surmann (Graphic Designer), Susan Iles (Director of Communications), Bradley Cannon (Writer/Journal Managing Editor), and Paige Ancil (Awards & Grants Officer). Photo credit: Eric Lisica

HELP. HELPED ME

We at Psi Chi believe you should be able to get help when you need it!

This initiative will establish a toolkit for people to get help in areas such as mental illness, bullying, sexual harassment/abuse, tutoring, and test taking. The toolkit will include resources and advice for members to implement in their local communities. For example:

- Lists of tutoring and counseling centers that can be contacted, locally and nationally
- Online interactive tutorials to educate chapters about these materials
- An online community where chapters can connect with each other and share ideas
- Buttons and ribbons made so that students can serve as ambassadors in their communities
- Relevant magazine and journal articles

Your Chapter's Challenge, Should You Choose to Accept It...

Cynthia Wilson

Director of Membership and Development



The Psi Chi Chapter Challenge will take place March 1–April 30, 2018.

Our goal is to raise \$18,000 for the Give Back campaign. *And remember, your chapter will get back 10% of the total funds raised.* We can reach this goal—if we all work together, we can all make a direct impact on building the future of psychology.

It is our hope that your chapter will join us for one of our **Chapter Challenge** webinars so that we can fully explain the **Chapter Challenge** and answer any questions you might have.

No more bake sales, car washes, or raffles. Psi Chi has the answer: The **Chapter Challenge** is coming soon!

On September 4, 2017, or Psi Chi's 88th anniversary, it was with great excitement that we launched the **Give Back to Psi Chi** annual giving campaign. An annual giving campaign for Psi Chi means that we are asking for your support to help us do what we do even better: Imagine a future where we can give out more scholarships, fund more research, and provide more mentorship opportunities for you no matter what career path you take. With your participation, we can get there.

We want to provide more direction and more leadership to our chapters. We know that you want to have speakers come visit your chapter and activities that involve all your chapters' members: It takes money to accomplish those things.

Chapters have repeatedly asked the Central Office for help with fund-raising, and we've heard you! We know, fund-raising is hard. We're doing it too! Well now, not only have we solved this problem for your chapter . . . we've gone one better!

In spring 2018, Psi Chi will launch the **Psi Chi Chapter Challenge**. The **Challenge** will be an *easy* and *fun* way to raise funds for your chapter **AND** for Psi Chi's **Give Back to Psi Chi** annual giving campaign that supports all member programs.

You have the power to make a real difference for Psi Chi and for your chapter! All you have to do is follow **FOUR** easy steps. You can read about them at www.psichi.org/ChapterChallenge.

Be sure to keep an eye out for upcoming e-blasts and digests about the **Chapter Challenge**! And save the date to attend one of three informational webinars that will fully explain the **Challenge** and offer you the opportunity to ask questions of Psi Chi Central Office staff. Webinars will be hosted on the dates listed below.

So why would your chapter want to take part in the Chapter Challenge? Here's a brief FAQ about the challenge:

Q: Why would my chapter want to raise money for the **Give Back to Psi Chi** campaign?

A: The **Give Back** campaign supports all member programs. We are proud to give out over \$400,000 each year to deserving undergraduates, graduate students, and faculty. We are proud to offer an opportunity for you and your peers to publish research. Essentially, a gift to the **Give Back** campaign pays it forward.

Q: How do we raise money for our chapter?

A: Psi Chi will give back 10% of the total funds raised by your chapter directly to your chapter. These funds can be used for your chapters' activities.

Q: I don't like fund-raising. What am I being asked to do for the **Chapter Challenge**?

A: Psi Chi has made it easy. Just join one of our informational webinars, or reach out directly to me, and we'll explain it all!

For more information or if you have questions, please contact:
Cynthia Wilson
Director of Membership & Development
(423) 602-9125
cynthia.wilson@psichi.org

Save the Date
Chapter Challenge Webinars

February 12
2:30 p.m. EST

February 14
10 a.m. EST

February 20
4 p.m. EST



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Associate Professor at the American School
of Professional Psychology at
Argosy University | Northern Virginia

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Evolutionary Psychology and the Functional Nature of Human Behavior: An Interview With Glenn Geher, PhD

Ethan A. McMahan, PhD
Western Oregon University

Welcome back to *Contemporary Psychology*, where we briefly, but hopefully comprehensively, describe a specific subfield of psychology. In this installment, we focus on evolutionary psychology, a subfield of psychology that is not really a subfield at all. Rather, evolutionary psychology is a theoretical perspective and a way of viewing and interpreting human behavior by focusing on its evolved function. Now, I am no expert in evolutionary psychology and probably shouldn't try to lead this discussion. But, thankfully, I know a guy. So, let's talk to him.

Glenn Geher is a professor in the Department of Psychology as well as the Founding Director of Evolutionary Studies at the State University of New York at New Paltz. He has published several books related to evolutionary psychology and, more specifically, mating intelligence. Additionally, his research has been featured in numerous media outlets, including *BBC World Radio*, *CBS Sunday Morning*, *The New York Times*, and *The Atlantic*, among many others. I could say many more positive things about Glenn . . . but I have a limited word count for this column, and Glenn has a lot to talk about. So, in the interest of brevity here, let's just say that Glenn knows his stuff. On to the interview:

EM: Welcome Glenn. Let's start with an easy one. How would you describe or define evolutionary psychology?

GG: Simply, evolutionary psychology is the application of Darwinian principles to questions of mind and behavior. When an evolutionary psychologist looks at some behavioral pattern, for instance the tendency for people to overeat foods that are very high in sugar content, we think about this in terms of human evolution. So, in this particular case, we'd ask why humans might have evolved a preference for very sugary foods. We then might think about pre-agrarian conditions, which were dominant in human evolutionary history. Under ancestral, pre-agrarian conditions, most humans lived in nomadic groups in the African savanna, and famine conditions were common. As such, a preference for high-fat and high-sugar foods would have been evolutionarily beneficial. We now have these same evolved preferences. However, as we all know, these same preferences in a society like ours, where unhealthy processed foods permeate our world, are downright dangerous.

Anyway, this is how evolutionary psychologists think about human behavior. We start by asking if the behavior is common

across people (universal), then utilize concepts related to Darwinian principles (such as the idea of *evolutionary mismatch*, or how modern conditions are mismatched from the conditions that humans evolved under), and then advance our research and thinking accordingly.

EM: I see. Now, although scholars have addressed topics related to evolutionary psychology for many years, interestingly, recognition of evolutionary psychology as a distinct theoretical perspective is a relatively recent development, right? What can you tell me about the history of evolutionary psychology?

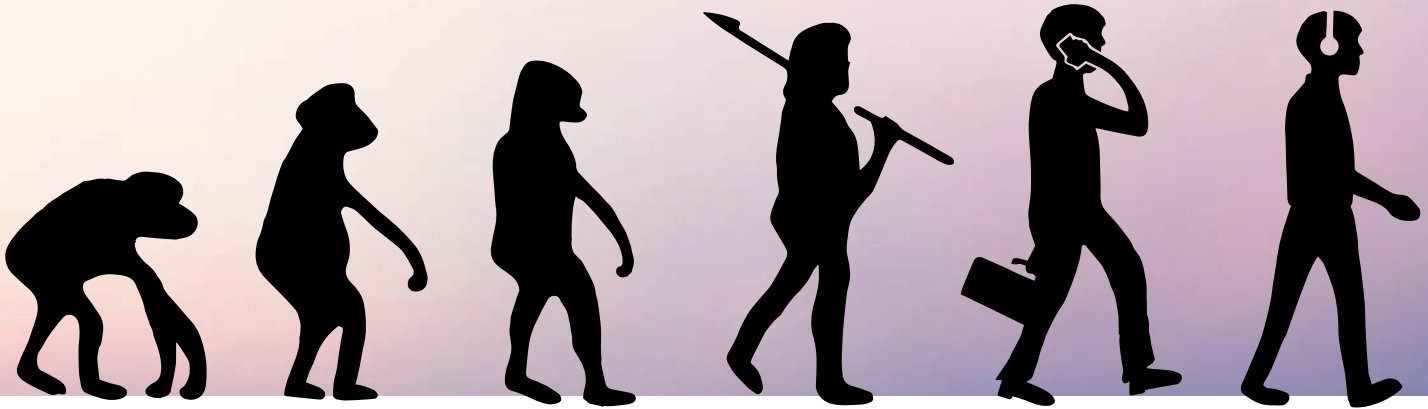
GG: I like to tell my students that the first evolutionary psychologist was Charles Darwin himself. After all, he wrote extensively about the interface between evolution and behavior. Consider, for instance, his 1872 book *The Expression of Emotion in Man and Animals*. This entire book focuses on our evolved psychology!

In about 1990, this approach to behavior, as you point out, was kind of rebranded. Largely under the leadership of David Buss, who is now at the University of Texas, scholars started using the term *evolutionary psychology* and started creating specific research programs on all kinds of topics that take an evolutionary approach. This field has been in business ever since!

EM: Well then, what kinds of topics are we talking about here? What are some of the major questions that evolutionary psychologists are interested in?

GG: Great question. Perhaps the best-known area of inquiry in the field pertains to human behavioral sex differences in the mating domain. That is a fancy way of talking about how men and women behave differently from one another when it comes to sex and relationships. Lots of cool findings have been obtained in this area because evolutionary principles have proven to be powerful in shedding light on all facets of the mating domain.

Several other topics have been studied from this perspective as well. And this is an important point! Research on the topic of mating has been so big that many people seem to think that "mating research" is synonymous with "evolutionary psychology." It's not! Some of the other topics in the field of evolutionary psychology include the psychology of altruism (why do we help others?); the evolved nature of human religion; political orientation from an evolutionary perspective; biases in human cognition as a function of our evolved psychology; psychological abnormality from an evolutionary perspective; the ultimate origins of music, humor, and art, and much more! As you can see, this approach to



behavior really does bear on all aspects of the human psychological experience.

EM: Very cool. So, where do evolutionary psychologists work? Are they in academia primarily?

GG: Yes, evolutionary psychologists largely work in academia as professors who do research and who teach. This said, evolutionary psychologists often have very strong technical backgrounds in areas such as statistics, research methods, and neurophysiology. As such, many people trained as evolutionary psychologists find themselves as researchers across a broad array of industries.

EM: Who are the major figures in the field? Is there anyone whose work you think is really pushing the field forward?

GG: There are many! For my money, David Buss is truly considered the leader of the field. His work has been groundbreaking and he is such a great communicator. He has been able to really get people to understand this perspective and get excited about it as well. Beyond David, I'd say that I am a big fan of Gordon Gallup of the University at Albany. Gordon started as a primatologist and has turned his scholarship toward issues of human behavior from an evolutionary perspective. With more than 300 publications across a storied career, Gordon has left his mark on the field in a big way. The field also has many rising stars, such as Catherine Salmon at the University of the Redlands who edits the journal *Evolutionary Behavioral Sciences*, and Dan Kruger at the University of Michigan who has published on a great variety of topics while shedding enormous insights into the evolutionary origins of sex differences in mortality and the evolved function of literature. Honestly, Ethan, there are a ton of great evolutionary psychologists out there, and I'm happy to say that I've become well connected with many of them over the years.

EM: What are some key readings in evolutionary psychology? If I want to learn more about this perspective, where should I look?

GG: Wait, are you asking me about my book *Evolutionary Psychology 101*? I thought you were! Honestly, this book is a brief introduction to the field, and I have gotten pretty consistent positive feedback about it. I also tend to write about the basics of evolutionary psychology regularly at my blog for *Psychology Today*, Darwin's Subterranean World.

There are also some very solid advanced textbooks in the field, and I particularly recommend David Buss' textbook, *Evolutionary Psychology: The New Science of the Mind*. His book *The Evolution*

of Desire is another great introduction to the field, focusing on the psychology of mating behavior from an evolutionary perspective. I also suggest that anyone interested in this area pick up David Sloan Wilson's *Evolution for Everyone*. Although this book extends beyond human behavior, it really is a great introduction to the basic ideas of evolution and how they apply to the human world. Finally, the real classic that everyone in our field has read several times is *The Selfish Gene* by Richard Dawkins. If someone has not yet read that one, I suggest putting it at the top of the list. It'll change the way you see the world and your place in it.

EM: Ah, yes! *The Selfish Gene* is definitely a classic! And, I love the shameless self-promotion! (Readers: kidding aside, Glenn's book is very good) Well, I think we have to stop here, but do you have any last bits of information you want to impart on our readers?

GG: Sure! If there are any inquisitive Psi Chi students who are interested in communicating directly, my e-mail address is geherg@newpaltz.edu. And, I often mentor students in our graduate program (masters in research psychology) from all around the country. I'd be glad to talk with potential graduate students about the field that I love so much: evolutionary psychology. You can find out more about my work at my website: www.glenngeher.com.

EM: Fantastic. Thanks Glenn!

Further Reading

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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.



The Secret Life of Professors Revealed

Part I: The Professor's Telltale Heart

Laura Vernon, PhD
Florida Atlantic University

Ever wonder who your professor really is behind all of that tweed and fancy jargon? OK, perhaps we no longer wear tweed or smoke pipes (yuck!), but some students may find us a bit mystifying. Why does a professor talk with students after class one day but not another?

Why did it take over a week to grade those 10-page papers? Whose assistant are Assistant Professors? Why aren't professors always in their offices when you drop by? Who are these sometimes elusive and confusing creatures?

As professors, we are each unique individuals, but in this column I will reveal some of the secrets that many of us have in common. Knowing these secrets will help you understand your professors and make the most of your academic experience.

Secret #1: Professors Adore Our Students

Did you think I was in it for glory, fame, and riches? No, indeed, most professors could pursue more lucrative professional avenues, but chose teaching because we love it and adore our students. I get to have fascinating discussions and explore and debate interesting ideas with some of the coolest people I have the pleasure to know, my students! College students are taking time to learn, grow, and explore, and they throw themselves into it.

At the Wilkes Honors College, where I teach, students have signed up for the privilege of working EXTRA hard and cheerfully take all honors courses all of the time. When my students graduate after four years of demanding honors courses and completing an independent honors thesis research project, I am just as likely as parents to get a little teary-eyed with pride. And I am delighted to get a card, e-mail, or visit from former students and hear about their exploits.

At many universities, large introductory lecture classes are taught by a professor on a stage addressing more than 200 students. That stage may make professors appear distant, but I can generally assure you that they started teaching because they love it. Later, as you take specialized advanced seminars, or if you are at a small liberal arts and sciences college, you may be in a cozy room with a professor and relatively few students. In all cases, I urge you to get to know your professors. In a large course, sit near the front and participate or ask a question when appropriate. In a small class, be extra prepared, plan ahead, and list ideas and questions you might contribute to discussion. Once you have demonstrated your own knowledge and independent thinking, it is also fair game to ask for your professor's opinion.

Outside of class, introduce yourself to your professors in the halls or on the quad. You might drop by during office hours, introduce yourself again (keep in mind that you are one of many students that your professor is getting to know), and ask a few questions from class, lab, or the readings. Most professors enjoy talking with their students and, for you, interacting with the professor will not only improve your understanding of class material, but also make you memorable when you ask the professor for career advice or recommendation letters.

Secret #2: Professors Adore Our Subject Matter (and Can Be a Bit Obsessed)

As professors, we dedicate our lives to studying one single subject and we love our subjects—often really REALLY love our subjects. This can occasionally lead to the problem of professors assuming that “everyone knows” some obscure detail of their

Figure 1

Examples of PROBLEMATIC question framing:	The same questions with BETTER question framing:
When is our exam? (This is on the syllabus).	I made chapter outlines, flashcards, and reread my notes. How else should I prepare for the exam? (Demonstrates initiative and desire to improve).
What is optimal arousal theory? (This is in the textbook and notes).	Optimal arousal theory and flow seem conceptually similar. Could you explain how they're different? (Shows you learned the basics and want to take the ideas further).
Do we have to know this for the exam? (This can communicate a lack of genuine interest).	Do you have suggestions for prioritizing my studying so I can be sure I spend enough time on the most important concepts? (Asks for direction without being negative).
What can I do with a psychology degree? (This could be Googled).	I have read that clinical psychology programs are very competitive. I have good grades and am studying for the GRE. How could I be better prepared? Should I also consider other degree programs? (Demonstrates initiative, openness, and motivation).
I just want to be a guidance counselor, so why do I have to know research methods? (With a more positive spin, this could be a great question . . .).	How can I apply research methods to school psychology topics? How might I use this? Is your lab doing any research that I could get involved with? (Starts a positive conversation).

field. Fortunately, frequent interactions with incoming students remind us that everyone does not know, and then most professors are happy to explain further, perhaps in excruciating but fondly rendered detail.

This love-fest with our subject areas often means that, with interested students, professors relish in-depth analysis during office hours (or in the cafeteria every now and then), suggesting extra reading, and discussing relevant documentaries, news, and discoveries. I was delighted when a student sent me links to videos on dialectical behavior therapy following our Psychopathology course discussion of personality disorders. For students bound for graduate studies, professors can offer advice and mentorship.

This passion for our subject area creates wonderfully enthusiastic and dedicated teachers. Remember this to avoid stepping on our toes. It is disappointing when students ask to add into my full course because they “have to take it” and they are trying to “get it out of the way.” Ouch! You would be better off telling a new mother that her baby is ugly. It is much nicer to hear that students are looking forward to my course, find the topic interesting, are hoping to take it because it is relevant to their future plans, or they simply want to explore. Asking to add into a class (or any other request) is more likely to be welcomed when you do so with some sincere interest. I am not recommending that you be dishonest or insincere. It is in your own best interests to think about how you could benefit from each class you take and to motivate yourself to see each course’s interesting aspects. If you can communicate some of this to your professor, you will benefit doubly.

Secret #3: Professors Are Most Responsive to Prepared and Pleasant Students

This secret may sound obvious, but students occasionally forget that their professors are human and radically underestimate their professor’s job demands. A considered approach for interacting with professors will be more successful.

Be aware that professors are busy (why will be explained in a later column) and be sensitive to this. A well-prepared student might ask for clarification of a theory or mention an event or

topic related to class and, if the professor seems open to it, share thoughts about possible career ideas or other classes. In such conversations, pay attention to the professors’ moods. If we seem rushed or distracted, cut things short and come back another time. If we are relaxed and enjoying talking, feel free to ask additional questions or share more.

As much as we might like to, most professors can’t engage in unlimited visits with students and will not appreciate being asked a question that you could (and should) have found the answer to in your textbook, notes, syllabus, or online. Professors are happy to help you learn, but you should demonstrate that you have done your part by familiarizing yourself with the syllabus, completing the required reading and assignments, checking with other students, and being punctual and organized. Professors have too many students to act as anyone’s personal assistant.

Use Secret #3 to guide your communication with professors. We love questions, but framing your question in the right way is important (see Figure 1).

I hope that understanding more about your professors will help you to interact with us in enjoyable and beneficial ways. Most professors adore our students, adore our area of study, and do our best to juggle many demands. If approached positively, professors can be great resources for information, advice, and support.



Laura Vernon, PhD, is an associate professor of psychology at the Wilkes Honors College of Florida Atlantic University. As an undergraduate at Northwestern University, Dr. Vernon completed two undergraduate honors theses in psychology and sociology and took many small advanced seminar courses. The benefits of that individual attention remain with her and she is delighted to offer the same types of experiences at the Honors College. Dr. Vernon enjoys introducing students to her beloved field in her General Psychology course, as well as exploring the fascinating nuances of

Psychopathology, Psychotherapy, Positive Psychology, and Social Psychology with her students. It is her goal to give students enriching and challenging learning experiences and help them apply what they learn to themselves and their lives, all while having fun. As a clinical psychologist, Dr. Vernon’s research is on psychological disorders and their treatment. Her lab broadly examines anxiety disorders, emotion, cognition, and mindfulness. Some of her recent research has examined the effectiveness of a mindfulness-based equine assisted therapy for clinical patients, the usefulness of brief mindfulness interventions for college students, the contributions of fear and disgust to spider phobia, and the cognitive processes of emotion and phobias. She is also interested in the potential for games and online gaming to revolutionize teaching and learning. Dr. Vernon has been faculty sponsor of student clubs such as the Psychology Club, the Newman Catholic Club, and the Quidditch Club. Dr. Vernon enjoys mentoring students through their academic career and beyond.



What's YOUR Job Outlook?

Paul Hettich, PhD
DePaul University

In November 2017, the National Association of Colleges and Employers surveyed employers to obtain their hiring intentions for 2018 college graduates and collect data regarding other employment issues (NACE, 2017). The report, *Job Outlook 2018*, is free to NACE members. If your school is a member, the counseling department may have a copy; otherwise, the price to nonmembers is \$52.00. View my summary below not only as a jobs report, but also as a series of workplace issues that are important to employers and, therefore, important to you well before you begin your job search. *Job Outlook 2018* is, in large part, a roadmap to your job search.

NACE conducted their survey between early August and early October 2017 and obtained 201 usable surveys, reflecting a 20.5% response rate. The 13 industries that comprise the sample include Manufacturing (food and beverage, chemical/pharmaceutical, computer and electronics, motor vehicle, and miscellaneous), Services (information, finance/insurance/real estate, accounting, management consulting, and miscellaneous professional services), and Trade (wholesale and retail). Healthcare related organizations are not represented, so its employment needs are not reflected in the “hiring plans” and “Who is in demand?” sections below.

What Are the Industries' Hiring Plans?

The employers in this sample plan to hire 4% more graduates during 2018 than the previous year, down from 5% in fall 2017 and down from 11% in fall 2016. Despite the downward trend, 92% of the employers rated the job market for 2017–18 graduates as good (46.3%), very good (38.2%), or excellent (7.4%). The NACE survey was conducted during fall because 70% of these employers hire during that period, while 30% hire during spring—information that juniors and seniors should remember as they plan their job search.

Who Is in Demand?

The NACE data forecasts that, on average, 83.4% of new hires will have bachelor's degrees, 12.1% master's degrees, 2.4% associate's degree, 1.7 doctorates, and 0.4% professional degrees (e.g. JD, MD). All companies in this sample plan to hire baccalaureate graduates. The percentage of the employers who plan to hire particular majors include business (86%), engineering (67%), computer and information sciences (58%), math and sciences (40%), communications

(35%), *social sciences* (25%), humanities (14%), agriculture and natural resources (8%), health care (6%), and education (3%). Within the social sciences category, psychology ranked in the middle, below economics and political science/international relations but above sociology and social work. Although 44% of the new social science hires would be psychology majors, only 14 (7%) of the 201 organizations planned to hire psychology majors. As you digest these statistics, note the number of *career-specific* majors above social sciences. If these hiring statistics are discouraging, recall that seven of the industries were manufacturing and trade, and the health care field is minimally represented. Although this sample does not reflect the complete labor market, stay tuned because the information below is very important for you to understand and would pertain to psychology majors.

How Do Employers View Candidates?

Sixty-eight percent of these employers screen applicants for *grade point average*, and 70% use a cutoff of 3.0; expect variations in these values because some industries screen all applicants for GPA. If you have earned a high GPA, feel proud but don't expect to be hired because of it. If your GPA is below 3.0, don't give up, especially if you had considerable job, family, or related commitments. Some employers assign greater weight to work experiences than to GPA.

Before you obtain an interview, your *resumé* will be screened by individuals or software for your skills and experiences. The proportion of employers seeking skills on the resumé include:

Problem solving skills	83%
Ability to work in a team	83%
Written communication skills	80%
Leadership	73%
Strong work ethic	68%
Analytical/Quantitative skills	68%
Verbal communication skills	68%
Initiative	68%
Detail oriented	64%
Flexibility/Adaptability	61%
Technical skills	60%
Interpersonal skills	55%
Computer skills	49%
Organization skills	49%

Chances are that your college or university has provided you with ample opportunities to develop each of these skills, at least to some level of competency. It is unlikely that a hiring manager or interviewer would expect to see all the skills reflected on your resumé, but for the skills you list, be prepared to provide evidence about the ways you achieved them. Some interviewers may also ask for an electronic skills portfolio, which your career center may help you create.

How does an employer decide between two equally qualified candidates? An internship within the industry or organization to which you are applying is their first preference. Other important factors are the academic major (relevance to the job), leadership experience, work experience, GPA, and extracurricular involvement, in that order. Of lesser importance are the school attended and volunteer work, then fluency in a foreign language and study abroad. The ranking of these factors sometimes varies from year to year in the NACE report.

NACE asked the employers to identify the importance of eight *essential career readiness competencies* in applicants and to judge the proficiency of graduates on each. Figure 1 compares the essential competencies to employer perceptions of graduates' proficiency in these competencies.

Figure 1 reveals that employers are nearly unanimous in identifying the most essential career readiness competencies applicants need: Professionalism/work ethic, critical thinking/problem solving, teamwork/collaboration, and oral/written communication. However, on only three competencies (teamwork/collaboration, digital technology, and critical thinking/problem solving) do 50% or more of the employers believe graduates are proficient. Digital technology is the only competency where employer expectations matches graduates' proficiency; teamwork/collaboration reflects the next lesser discrepancy. In short, when most graduates enter the workforce, they are likely to be far less proficient on the essential competencies than their employers desire. Chances are that employers will differ on the importance and level of particular competencies for entry level positions and will expect new hires to further develop them on the job.

What Should You Do With This Information?

The report identified *employer needs* by educational level and academic major. Psychology is not in high demand based on this sample, but that does not mean that psychology majors cannot obtain jobs in these or other industries. A report by Burning Glass Industries (a data analytics firm) identified eight career-specific fields (skillssets) that liberal arts graduates can enter with above average compensation *provided* they possess an academic minor, internship, or significant coursework in one of these fields: sales, marketing, general business, social media, graphic design, data analysis, computer programming, and IT networking (2013). *Psychological concepts are critical components in many of these jobs, especially sales and marketing, so consider these fields as career options.*

In support of obtaining a career-specific minor, coursework, or internship, Hart Research Associates reported that "Three in five employers believe that it takes BOTH specific knowledge/skills and broad knowledge/skills to achieve long term success" (2015, p. 3). In short, *most employers value your liberal arts education, but they also want their applicants to have career-specific coursework and*

experiences. A wealth of information about career options may be found at the Appleby (2016) online career resources website listed in the References.

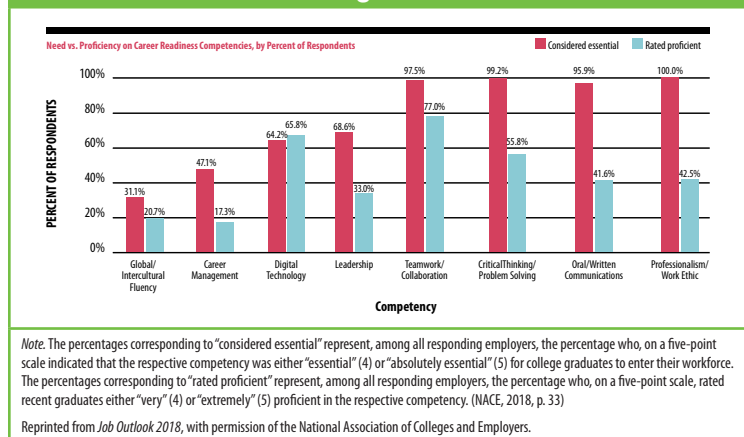
Review those *skills* that employers seek on a resumé. What skills do you possess and what supporting evidence can you provide? What specific activities should you perform to strengthen your skills in the career field you seek? *Job Outlook 2018* identified characteristics that employers consider when two applicants are equally qualified. If you were searching for a job now, what would you say about an internship, your work experiences, leadership roles, and extracurricular activities?

The report presented employer ratings of eight *essential career competencies*. How would you rate yourself on each based on your college experiences to date? What specific actions can you take during the remainder of college to strengthen these competencies? To what extent does your part-time job help you develop them?

Conclusion

Job Outlook 2018 is not just a jobs report. It is also a *roadmap* for using your remaining time in college to prepare for the workforce. What steps will you take tomorrow or next week to plan for the good job and the good life you seek, outcomes that motivated you to invest considerable time, money, and personal capital in a college education with a psychology major? It's *your* decision.

Figure 1



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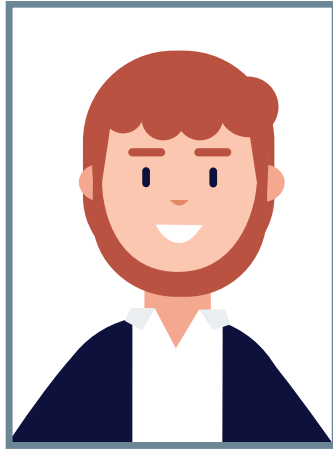
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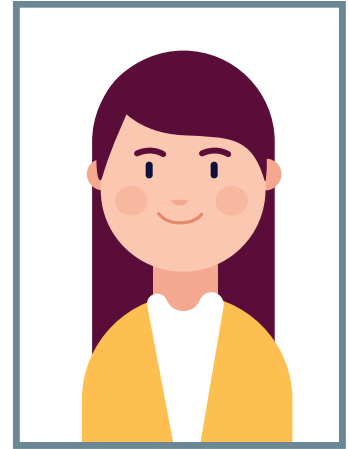
Paul Hettich, PhD, Professor Emeritus at DePaul University (IL), was an Army personnel psychologist, program evaluator in an education R&D lab, and a corporate applied scientist—positions that created a "real world" foundation for his career in college teaching and administration. He was inspired to 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



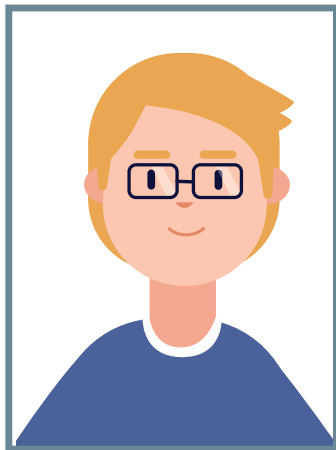
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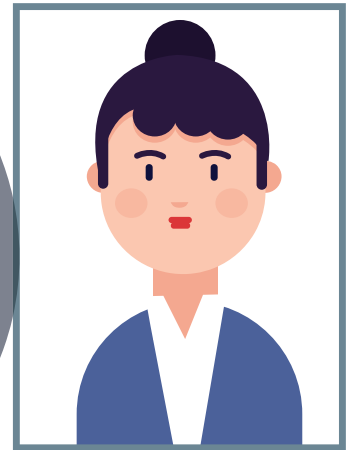
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"I Don't Work in the Field"

Jeanne M. Slattery, PhD
Clarion University of Pennsylvania

When I run into former students, most of them excitedly tell me what they're doing. They're working in the criminal justice system. They've graduated from a counseling program and are doing therapy. They're in graduate school.

Sometimes, though, they hang their head and say, "I don't work in the field." Sometimes they tell me that they're not using their education.

You don't work in the field? You're not using your education? Really?

Students in psychology make clear connections between their undergraduate careers and certain kinds of jobs, especially those in the mental health field. However, only about 25% of psychology majors end up working in a psychology-related field immediately after graduation because most "psychology-related" jobs require a graduate degree (LearnPsychology, 2017). People with at least a bachelor's degree in psychology who enter a nonpsychology related occupation become, in order of frequency, teachers, managers, doctors, lawyers, education administrators, and nurses (LearnPsychology, 2017).

What Have You Learned?

The skills needed in these fields are embedded in the psychology major, although psychology students may not recognize them. *These skills—writing, critical thinking and analytical skills, communication skills, and an appreciation of diversity—are taught covertly: psychology courses are often named for their content rather than their skills.*

Assignments that teach skills clearly linked to psychology-related occupations have face validity, but many faculty have larger goals: to teach students to think and approach their world in ways that will prepare them for an unpredictable future. Kalt (2016), for example, argued, "Critical thinkers can accomplish anything.... A critical thinker is a self-learning machine that is not constrained by memorizing commands or syntax" (para. 4). Such critical thinking skills taught in the course of a psychology major are invaluable in a range of situations: on the job, of course, but also while buying a house, choosing a mortgage, or going to the voting booth. Or, as Lagemann and Lewis (2012) argue,



Educated citizens must be able to listen intently and empathetically to other people; to analyze rationally what is said, read, and observed; to present thoughts clearly and to debate their merits vigorously; to confront unsupported assertions head on, rather than to dismiss or ignore them, or to talk past them with equally unfounded assertions; and, when appropriate, to identify reasonable strategies to take necessary action. (p. 29)



Most faculty approach teaching with these larger goals in mind. When faculty work with students on APA Style, for example, we are teaching the writing style of our field, but also the importance of presentation, form, and attention to detail. When we ask students to summarize and analyze a research study, we are helping students learn to think critically and evaluate explanations for behavior. When we assign students to give group presentations, we are helping them develop the teamwork skills they will need in the future and the oral communication and presentation skills that will serve them well across fields: psychology, law, business, politics, research, education, and medicine.

What Do Employers Want?

In fact, in a study performed by the National Association of Colleges and Employers (Adams, 2014), researchers surveyed employers of 161 companies in industries ranging from agriculture to

energy to retail. On a 5-point scale, they ranked a variety of nontechnical skills including **problem solving** (4.7), **oral communication** (4.6), **information literacy** (4.6), and **quantitative reasoning** (4.4) *higher* than technical skills in their field (4.2). Employers want more than technical skills in the field and seem to believe that people with these other skills can develop the technical skills.

Certainly I can empathize with parents and students who want their investment in college to pay off financially. Like Birge (2016), however, I am troubled “that parents and students often don’t understand it is not the *degree* that gets the job offer, but the *education* that positions the student to be the most competitive in the labor market” (para. 11, italics added).

Many psychology students and employers fail to recognize the skills that psychology majors build over the course of their education. I keep this in mind as I work with both students and employers. Throughout their undergraduate careers, I ask students to consider why I have given particular assignments: “Why have I assigned this?” I want my students to recognize our goals so that they can intentionally build them. Even if your professor does not ask this, ask it of yourself.

When I write letters of recommendation for psychology students entering other fields, I stress the skills that they have been building over the course of their educational careers. As a result, my students have successfully gone on in clinical psychology, business, law, medicine, criminal justice, and more. My seniors complete an assignment in our capstone course where I ask them to identify these skills so that they, too, can communicate them effectively and clearly to employers, parents, members of the community, and potential employers.

Recognizing the relationships between skills obtained in college and those needed in another setting can lead to your success

Employers want more than technical skills in the field and seem to believe that people with these other skills can develop the technical skills.

there. How does your psychology major prepare you for a career in medical sales, for example? Psychology teaches students to recognize other people’s goals, communicate clearly with other people, and recognize (and use) social influence strategies effectively. Psychology helps students read and evaluate research and recognize its strengths and pitfalls. It teaches students to discuss that research with an interested, but less informed audience, in this case, the physician.

Critical thinking, writing, oral communication, empathy, respect for diversity, and an understanding of and appreciation for research are not skills solely built in psychology—although perhaps this combination of skills is more intentionally built here. Nonetheless, these skills position psychology majors well for success in a variety of fields—when students can articulate these skills well. As you reflect on your education, consider the skills you’re building. Consider how these might be useful to employers and others. Find ways to communicate these skills meaningfully in job interviews and with other parties.

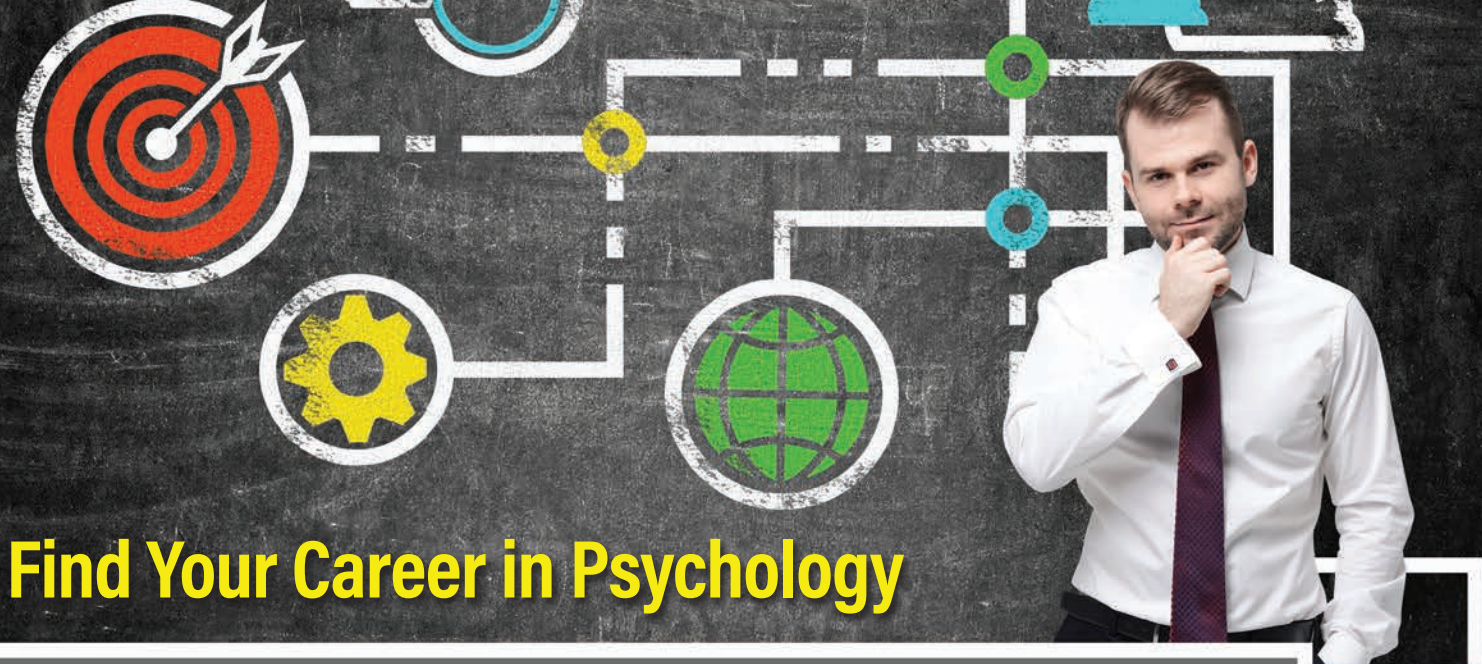
Rather than apologizing for your psychology major, proudly note the way that it has prepared you to contribute well to everything you do.

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Jeanne Slattery, PhD, is a professor of psychology at Clarion University, where she serves as advisor to Psi Chi. In addition, she is a clinical psychologist with a small private practice, and has written two books, *Counseling Diverse Clients: Bringing Context Into Therapy*, and *Empathic Counseling: Meaning, Context, Ethics, and Skill*. She currently is writing *Trauma, Meaning, and Spirituality: Research and Clinical Perspectives*.



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Everything I Needed to Know About Money I **DIDN'T** Learn in College

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Dennis Hamric
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A commonly asked question is whether college adequately prepares students for the workforce, and much research has been devoted to assessing educational programs and employer needs in order to answer it. An equally important and less investigated question is whether college adequately prepares students to financially manage their adult lives. Ironically, the reason that college students focus on identifying a good job after graduation is because they know that money is a critical factor in the life they create. Yet, we may spend much more

time talking to students about how to earn the money than we do talking to students about how to manage the money.

The Bad News

Standard and Poor's (2014) *Global Financial Literacy Survey* reported that the United States ranked 14th out of the top 20 countries in terms of financial knowledge, with only 57% of adults passing a financial literacy test. College students may exacerbate the problem. The U.S. Bank's (2017) *Student Financial Literacy Study* found that college students realize

the need for financial education. However, they only start to perceive it as urgent when they approach graduation. Ohio State University's (2017) *Study on Collegiate Financial Wellness* found that only 10% of undergraduate students reported having any recurring training or information regarding their finances. Despite not feeling a sense of urgency, more than half of students agree that "my finances control my life" (U.S. Bank, 2017) and 69% agree that they experience stress regarding their personal finances (Ohio State University, 2017).

Why would college students



experience money-induced stress and yet fail to seek financial education? One answer is unrealistic beliefs. Eighty-eight percent of college students feel, despite some evidence to the contrary, that they are able to make good financial decisions (Ohio State University, 2017). Revealing a statistical impossibility, 73% believe that it will take them less time than the average student to get out of debt (Norvilitis et al., 2006). A second reason college students may fail to seek financial education is the lack of obvious resources. More than 80% of teachers and 72% of parents said they do not feel confident

teaching children about finances (Council for Economic Education, 2016). After parents, the most common place students seek financial advice is social media (U.S. Bank, 2017), which may or may not provide sound strategies.

The Good News

In the midst of this disheartening data, there is evidence for optimism. The *Study on Collegiate Financial Wellness* found that most college students do engage in at least some healthy financial behaviors, such as planning for large expenses (Ohio State

University, 2017). Large-scale studies have also demonstrated that college students want to know more about finances (U.S. Bank, 2017). Our goal is to provide some brief pointers to help students of all ages start to take control of their finances and perhaps encourage them to seek further education on this topic.

Managing money is not a skill that is simply learned and then executed successfully. Money management takes time and practice. Implementing any of the strategies that follow can be helpful, while working toward lifelong habits and a long-term financial plan.

Use credit with great caution.

Credit card companies see tremendous opportunity for income by marketing their product to college students. In an effort to protect college students from credit card debt, the Credit Card Accountability Responsibility and Disclosure Act of 2009 requires companies to gather more qualifying data before giving students their own credit cards. However, the law provides leeway in terms of what constitutes a qualifying income. Consequently, the majority of college students have at least one credit card, and a recent study conducted on undergraduate students across the United States found that 56% were not paying the full balance every month (Ohio State University, 2017).

Credit can create the illusion that

money is available when it is not. When a credit card is not paid in full each month, which would have resulted in a zero balance, the interest rate is added to the original amount owed. Credit cards tend to have high interest rates, which means that an item that cost a small amount can become quite expensive over time (see <https://www.creditkarma.com/calculators/debtrepayment> for a debt calculator.)

Here's an example. Taking advantage of a sale at her campus bookstore, Sierra uses her credit card that has a 22% interest rate to purchase a \$600 laptop. She budgets \$50 a month to pay off the computer. On this plan, it will take Sierra 14 months to pay for a computer that will ultimately cost her \$700. If Sierra had chosen the upgraded

computer for \$800, she would spend 20 months and \$1,000. From this perspective, the "sale" computer might not be as much of a bargain as Sierra thought.

One argument in support of credit cards is that they help build credit history. Financial advisor and syndicated radio host, Dave Ramsey, strongly resists this way of thinking (www.daveramsey.com). He counters that a credit score is simply evidence that you have borrowed money and paid it back, revealing your ability to get into debt, not a sign of established wealth. A credit card is not necessary to purchase a car, buy a house, or impress a potential employer. Instead, a credit card affords the ongoing opportunity to enter into debt.

Start saving early.

Saving money seems to be a lost art in the United States. A recent PEW research study found that 60% of households experienced a major unexpected expense during the previous year (PEW Charitable Trust, 2015). One third of families had no savings to help compensate for the overspending, which created financial stress and vulnerability. More than half of the families in the same survey said that they are spending as much, or more, each month as they make (PEW Charitable Trust, 2015). This data suggests that most American families are one emergency away from debt. Saving money minimizes vulnerability, builds wealth, and allows people to live generously.

Saving early has significant rewards. Here's an example about two fictional characters, Art and Ben, that is taught in Dave Ramsey's Financial Peace University (www.daveramsey.com). Ben starts saving \$2,000 per year at age 19 and stops saving at age 27. Art saves \$2,000 per year; he starts at age 27 and continues until he is 66 years old. Ben invests a total of \$16,000, while Art invests \$78,000. Both men's money is in a mutual fund that has an average return rate of 10% per year. In other words, both men are making money on their investment. Who is going to have the most money at

age 65, as retirement looms?

The answer to this question requires an awareness of compound interest. Each year, the invested amount grows by 10%. This growth is added to the overall amount of money. Thus, the next year the invested amount is larger than it was the year before, and that larger amount grows by 10%. The answer is that Ben has the most money at age 65 with a savings of \$1,035,160. Art lags behind with \$883,185 despite investing more for a longer period of time. Starting early has a huge impact on savings.

Savings are not just for retirement purposes. People who have savings can weather unexpected expenses, and as we have seen, unexpected expenses should not be unexpected. Cars break down, appliances stop working, and people get sick. An "emergency fund" designed just for these situations prevents a long-term, negative impact on your budget. There are a couple of requirements for an emergency fund. First, it should only be accessed in a true emergency. Wanting a vacation or upgraded phone does not constitute an emergency. Second, the emergency fund should be quickly replaced once it is used. Emergencies do not arrive on predictable cycles, and the wise planner stays prepared.



Manage your money with a budget.

A common way to visualize a budget is to have a rough idea of expenses each month and a goal to keep those expenses within each month's anticipated income. The lack of precision in this type of budgeting leaves adults at risk of going over in one category without an overall compensatory plan. Over time, the imprecision can lead to budget deficits and likely debt. In addition, budgeting from this perspective can feel as if your money is controlling you rather than the other way around.

An alternative plan is the zero-based budget (additional details can be found at www.daveramsey.com). This budgeting strategy begins with the understanding that you need to have a plan for your money before you ever receive your monthly paycheck. Instead of reacting to what you spend, you plan your spending in advance. You decide where every single dollar will go before the dollar is even in your possession.

First, you need an accurate knowledge of *all* expenses from monthly rent to haircuts to gifts to travel to savings—all expenses. Second, income is distributed into each category prior to receiving the paycheck. If the income exceeds the expenses, the

expenses must be decreased. The term zero-budget reflects the fact that every cent is categorized and accounted for. The third and critical step is to follow the planned budget. When the money in a particular category runs out, so must the spending.

Here's an example. Devan has an "entertainment" budget of \$100 per month. He has spent \$90. However, his friends offer him an incredible opportunity to go skiing for only \$30 for the entire day. In the typical budgeting scenario, Devan would go skiing and tell himself that he would either spend less in some other area or compensate next month. The problem is that these plans are not always executed, leaving expenses that exceed income occurring repeatedly over time. In the zero-budget model, Devan would realize that his budget will not allow this particular activity this month. By sticking to his prior planning and making this minor sacrifice, Devan would maintain control over his money and his budget, rather than letting life start managing his money for him.

One way to implement the zero-budget is to use envelopes to represent every expense category. Each month, income is divided

into the envelopes, and money is removed from those envelopes to pay the associated expenses. For example, the rent envelope might have \$500, and when rent is paid, it is taken directly from the envelope. Food expenses may be budgeted at \$200, and food is paid for only out of that envelope. When an envelope starts to run out of money, spending must stop. Adherence to this plan means that, if the month is only half over and the food money is almost gone, you may have to eat Ramen noodles until you get paid again. It is likely that such a scenario will provide a quick learning curve, so that you start to learn how to live within your predetermined budget. No longer will a trip to McDonald's end up adding to your credit card debt.

Be patient with yourself if you decide to implement the zero-budget. Estimating all expenses is difficult. Most of us do not know exactly how we spend our money. It typically takes about three to six months for the budget to start working effectively, but once it does, you will likely feel a sense of control and empowerment that you have not experienced with other budgeting strategies.

Turn pennies into dollars.

The advice to "save money" might conjure images of great sacrifice and hardship. However, there are some quick strategies that start to build savings with little effort. One strategy is to simply maintain a large jar for loose change. At the end of each day, drop any change into the jar and make a commitment to not touch that money until the jar is full. When the jar is full, the money can be moved into savings, or if necessary, used to pay down debt.

A second quick strategy is to take advantage of garage sales or online sites to sell unwanted items. Every household, even small apartments, contain items that are no longer being used. Selling such items improves household organization and provides supplemental income.

A third effortless strategy is to have a set amount of money auto drafted each month into a separate savings account. In

this way, the bank automatically moves money into savings, and that money is no longer available to be spent in nonessential ways. A small amount of money set aside each month will grow over time, such that a \$100 investment each month will become \$3,600 in three years' time, even more if the savings account offers an investment return.

Last, adults can work to make savings a habit. Habits take a short time to establish, but once in place, they become effortless. Initially, it takes disciplined and conscious thought to make wise financial decisions. For example, it may take three weeks of intentionally remembering to set the timer on the coffee maker instead of going to Starbucks before the habit becomes ingrained. Once ingrained, this small life change could result in noticeable savings each month.





Live within your means while your means grow.

Based on our personal experience, we find that college students are often surprised at how expensive life is and how little their standard of living rises following graduation. There might be a couple of explanations. First, college students perceive *adult life* as that of the home in which they were raised. The problem is that their parents had many years to reach the standard of living that the students experienced during their high school years. They were not living with their parents when their parents were the age of college graduates. Consequently, college students might have an unrealistic expectation that their adult life should match that of their parents.

A second issue is that life on college campuses and affiliated housing options has become relatively luxurious with features such as indoor swimming facilities, rock climbing walls, state-of-the-art gymnasiums, walk-in closets, and stainless steel appliances (Valhouli, 2015). Living in such

surroundings might create a falsely inflated view of what adult life should be. College graduates may be in for a shock when they see the amenities that are affordable without the tuition subsidies.

The solution is to take honest assessment of your financial situation and determine that you will live within those means. This may mean purchasing a used versus new car after graduation. New jobs often require a new wardrobe, and there are many used clothing stores that cater to professional clients. Avoid places, whether they are restaurants, shopping malls, or online sites, at which you are likely to overspend. Many millionaires became millionaires by purchasing affordable homes and used cars while accumulating their wealth. Little decisions that save money can grow into noticeable savings. As you build savings and advance in your career, your standard of living will improve over time.

Pay off debt with the snowball method.

For this last piece of advice, we turn again to Dave Ramsey and his “debt snowball” method (www.daveramsey.com). It begins with listing all debt with the smallest amount owed at the top and the largest amount owed at the bottom. Beside each debt, write the minimum amount of money owed each month. This money must be paid. Out of your zero-balance budget, determine how much additional money you can commit each month to paying off debt. That entire amount of money should go toward the small loan at the top of the list. When the small loan is paid off, every penny that was going toward the small loan (both the minimum required amount plus the additional you had committed) should be added to the minimum required payment that you were sending to the next loan on the list. This process will eventually

be repeated for the third loan on the list and continue until all debt is paid.

Here’s an example. Miriam has three loans. The minimum payment for the first is \$25 per month. The minimum payment for the second loan is \$50 and \$100 for the third loan. Miriam determines that she can pay an additional \$100 per month toward her debt. Thus, Miriam starts by sending \$125 to her smallest loan each month. When this loan is paid off, she takes that \$125 and adds it to the \$50 she had been paying on the second loan. Miriam now sends \$175 each month to the second loan. When this loan is paid off, Miriam is able to send \$275 each month to her third loan. This strategy provides reinforcement as debts are paid and eventually results in the monthly amount growing into a larger snowball payment that allows each subsequent loan

to be paid at a more rapid rate. When the debts are paid off, Miriam now has an increase in her monthly income of \$275.

In conclusion, we realize that everything you need to know about finances is probably not being taught in college. Thus, you need to seek opportunities to grow your financial acumen. Take classes if they are available, either on campus or in the local community. Start practicing your budget now to prepare for a time when you have more income and expenses. Seek the advice of a professional financial planner if possible. Great adventures can begin with small steps, just as building wealth can begin with small financial decisions such as these. With motivation and determination, you can learn to control your money before it takes control of you.

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Serpent Handling: Getting to Know the People You Study With Ralph Hood, PhD

Meg Sutter
University of Tennessee at Chattanooga

A man lies in a casket, surrounded by friends and family, some of whom are lifting up poisonous serpents.

This depicts a large framed photo in the office of Dr. Ralph Hood, who is one of the leading experts on serpent handling within the psychology of religion. After 30 years of studying, documenting, and most importantly, getting to know the communities still practicing serpent handling, Dr. Hood believes that psychologists should not consider themselves authority figures when it comes to people's faith.

As he explains, "First, before you try to explain a person's beliefs, behaviors, or thoughts, you have to get to know them, and the person you are studying has to accept your description. For example, you might tell me serpent handlers are ignorant, but I know serpent handlers who are twice as bright as you are. And you might say they're poor, but I know a multimillion-dollar serpent handler. So the first thing you have to do is get rid of any stereotypes you might hold. You can't do anything with other people, until you get to know them. You have to walk in their shoes. You have to see the world the way they see it. That's the first task of a psychologist.

"Then, second, if you think you've got an explanation, that's a separate task, because for every person who thinks that religion is an illusion or an escape from something, somebody else believes deeply in their ontological reality. Psychologists should be humble in what they can do, and they should be sensitive to doing their homework, which is actually getting to know the people—their beliefs and their

practices—before they try to get intense, psychological descriptions. Always."

Exploring the Serpent Handling Tradition

Dr. Hood studies the psychology of religion, a field of psychology he helped build after getting his PhD in sociology and psychology. His interest first came from reading William James's writing on religious experience, because James, unlike many psychologists Dr. Hood studied, did not "discredit groups of people by labeling them." Dr. Hood's passion for getting to know people before labeling them is one of the driving forces behind his work as a psychologist.

It wasn't until he moved to Chattanooga, however, and heard about the highly publicized deaths of two serpent handlers, that Dr. Hood's involvement with the serpent handling churches of Appalachia truly began. He listened to big authorities in sociology and psychology dismiss serpent handlers and entire church congregations as ignorant and silly and coming from a "culture of deprivation." Dr. Hood was shocked to find out that no one actually knew these people: "They were just pontificating from their book of knowledge."

For 30 years now, Dr. Hood has worked with serpent handlers, building relationships and documenting their traditions. This was the only way to conduct proper studies and establish real arguments, instead of labeling communities without knowing them. Nobody had taken that step yet. Dr. Hood laughs and says, "Nobody





ever did any studies on serpent handling because, one, you can't get IRB approval, and two, nobody wants to be in the experimental group."

There should be no shortcuts to developing a study on religion, or any other part of the human condition. Without first taking the time to understand the people you are studying, the results become biased or stereotypical. "I became an expert by default," Dr. Hood explains, "only because everything was written with prejudice and absurdity, and there were no scholars actually trying to figure out who these people are, why they do what they do, and what meaning it gives to their lives. I'm not trying to persuade anyone to be a serpent handler, but I am trying to persuade people to understand these people, their deep faith, the great meaning they have in their life, and their right to practice their faith."

Religion can be a controversial topic, and Dr. Hood recognizes that; yet it accounts for many of the world's arguments today and throughout history. Studying religion from a psychological perspective is important, because religion accounts for people's perspectives, behaviors, stereotypes, ideologies, and actions. Without understanding this part of a person's life, how can you fully understand the person you are studying?

Should Serpent Handling Be Illegal?

According to Dr. Hood, there still isn't a definition for religion within American culture and law. Therefore, you have the freedom to believe anything you want, but practicing what you believe is a different story: "If you believe in multiple wives, or you believe in handling serpents, or you believe in worshipping a chicken, the court has the right to constrain religious practice. So you can have the belief that you should have multiple wives, but you simply can't have multiple wives."

Despite current laws and opinions, in the beginning of the tradition, serpent handling was actually revered. Dr. Hood says it was amazing, because people were handling poisonous snakes and not getting bit or dying! So what changed? According to Dr. Hood, the fear and distrust surrounding serpent handling was the fault of both sides: the handlers believed God was giving them power over the serpents

to protect them, and the scoffers were convinced there was some type of trick. Both sides were wrong, Dr. Hood says. Although he is in no way attempting to deconstruct the faith of serpent handlers, people did die from the practice; and although the scoffers were convinced, there were never any tricks.

Dr. Hood says the reason for rising deaths by serpent handling is due to unknown factors and frequency of handling. When the practice first came about, there were fewer deaths because few people were handling serpents, but today, the death toll is higher simply because the number of people handling serpents has risen. Dr. Hood compares this to playing Russian Roulette with a gun that only has one bullet. If you put it to your head and pull the trigger, the odds are slim that it will kill you. However, if you pass the gun around a room, the odds go up. The practice of handling serpents is not as dangerous as the frequency in which they are handled.

Laws against serpent handling were created because the practice is considered too "high-risk," but Dr. Hood argues that this isn't the case: "The risk is highly overrated, because the best predictor indicates that, if you handle a serpent, you won't get bit. And if you do get bit, the next best predictor is that it will probably be a dry bite or one with a minimum amount of venom. The third and least likely prediction is that you will actually die—most serpent handlers refuse medical help after they are bit." With more than 100 years of handling serpents and hundreds of thousands of hours of handling, only a little more than 100 deaths have been documented. Dr. Hood's argument is that serpent handling should be seen as any other high-risk activity. In the secular world, riding motorcycles, hang-gliding, and white water rafting are permitted, so why, he asks, can consenting adults not practice their own faith? Serpent handlers would even argue that the real risk isn't losing their life, it's being disobedient to God.

Understanding Both Handlers and Serpents

As a psychologist, Dr. Hood has taken the time to understand not only the church members who practice serpent handling, but also the possible reasons for serpent

attacks and deaths: "A serpent is not an aggressive animal. When it's being handled, it's probably just confused. From its evolutionary origin, it has venom to get small rodents, and when a rattlesnake is rattling, it's just telling you to back off. Rattlesnakes aren't going to strike at a cow, because there's nothing they can do with that. So the logic is, a serpent is not an aggressive thing, but if you handle it frequently enough, you're going to get bit." No matter the odds, though, the practice remains awe-inspiring every time Dr. Hood witnesses a service.

Obedience to God is a primary part of serpent handling traditions. This particular branch of Christianity developed out of the Pentecostal church, from a literal reading of Mark 16:17–18 (King James Version):

And these signs shall follow them that believe; In my name shall they cast out devils; they shall speak with new tongues; They shall take up serpents; and if they drink any deadly thing, it shall not hurt them; they shall lay hands on the sick, and they shall recover.

Members believe there are five commands in that passage, four of which are mandatory. "They shall" is a command—but only to those who believe. Dr. Hood says that handling serpents or drinking poison are not acts that ensure salvation; they are merely acts of obedience to the call of God. Therefore, even if a serpent handler dies by a venomous bite, the death showcases obedience to God.

A friend of Dr. Hood's and one of his "favorite matriarchs of the Jolo clan," Barbara Elkins, once told him, "The difference between your religion and mine: When I go to church, I don't know if I'm coming out alive, but I do it because I'm obedient to God and to the gospel of Mark." Dr. Hood argues that whether or not you believe their understanding or practice of scripture, serpent handlers are complex individuals with deep beliefs, and their "unusual" form of worship is not wrong because it is different. Dr. Hood dug for the richness of their belief and the psychological and religious benefits of their understanding and practice. He reasons that serpent handlers should be more appreciated for their understanding of the significance of serpents in the Christian tradition.

Overcoming the Fear of Death

If you examine the serpent from a Freudian perspective, it is a symbol for something. “Without getting into the obvious sexual symbolism,” Dr. Hood says, “a more interesting symbol in Christianity is a sign of death and resurrection.” For serpent handlers, the practice is a symbol of their finite time on earth, the ever-present possibility of death, and their promise of eternal life as followers of Christ. They even compare the practice to taking communion for other denominations.

From an evolutionary perspective, fear is a universal emotion, and serpents are a cross-cultural sign of danger and death. Humans have a strong, innate fear of snakes, and serpent handlers are no exception. Dr. Hood argues that handlers have more reason to be afraid because they have witnessed people get bit and die.

So why continue to handle serpents? The Bible says, “They shall take up serpents,” Dr. Hood explains. “The plain meaning is there. Serpent handlers will tell you, ‘Look, if it said they shall take up rabbits, the Methodists would have done it.’” They believe in reading scripture and trying to comprehend the most literal meaning of it. Dr. Hood says, “Despite the psychology of death transcendence and terra-management theory, from a psychological sense, the serpent handlers have overcome the fear of death.”

Protecting His Right

In spite of the law, news outlets, and authorities’ labels, communities surrounding serpent handling churches are surprisingly—and beautifully—supportive. Three years ago, Dr. Hood attended the funeral of a very well-known handler and preacher in the Middleboro church. Jamie Coots died from a serpent bite, and protestors showed up to the funeral with signs and opinions. However, Dr. Hood says the town’s entire community came out in support, including veterans with American flags and preachers from other churches. One priest in particular, Dr. Hood recalls, spoke elegantly when facing the protestors. The priest said, “We respect Jamie Coots. The man had a deep, abiding faith. I don’t believe what he believes, but I protect his right to believe and to practice his faith.”

Dr. Hood says that anyone would be

safe at a church that practices serpent handling: “Serpent handlers would welcome you to their church. They would not bother you. In fact, they would warn you about the serpents and show you where they were. And if you have religious beliefs, they would lovingly argue scripture with you, just like every evangelical.” They are not trying to convince or pressure people into handling serpents. Although serpent handlers are often stereotyped and discriminated against, Dr. Hood describes them as incredibly welcoming individuals.

If 30 years ago, Dr. Hood had accepted what was said about serpent handlers, he would have missed out on not only incredible research in the psychology of religion, but also the relationships and beauty of people and practices outside of the normal he knew. He lights up as he says, “If you ever went to a serpent handler church, you would see that nothing, including the intensity and passion, is scripted. It’s like jazz. They don’t know who’s going to preach, so they’ll say, ‘Who’s got the word?’ and somebody comes up with the word. If it’s not working, they say, ‘You ain’t got the word. Sit down.’ If nobody’s got the word, they go home. Somebody’s preaching, somebody’s handling serpents—it’s like jazz.”

Advancing Psychology Through Understanding

Dr. Hood’s experience as a psychologist and expert on serpent handling is an incredible example of the meaningfulness of diving into research that others might be too comfortable overlooking. It probably would have been easier to write off serpent handlers as ignorant and silly, but Dr. Hood proves that overcoming stereotypes by really understanding the people you study results in more fruitful research and life-changing experiences. He isn’t trying to convince people to handle serpents. Instead, he hopes to persuade people to open up and under-

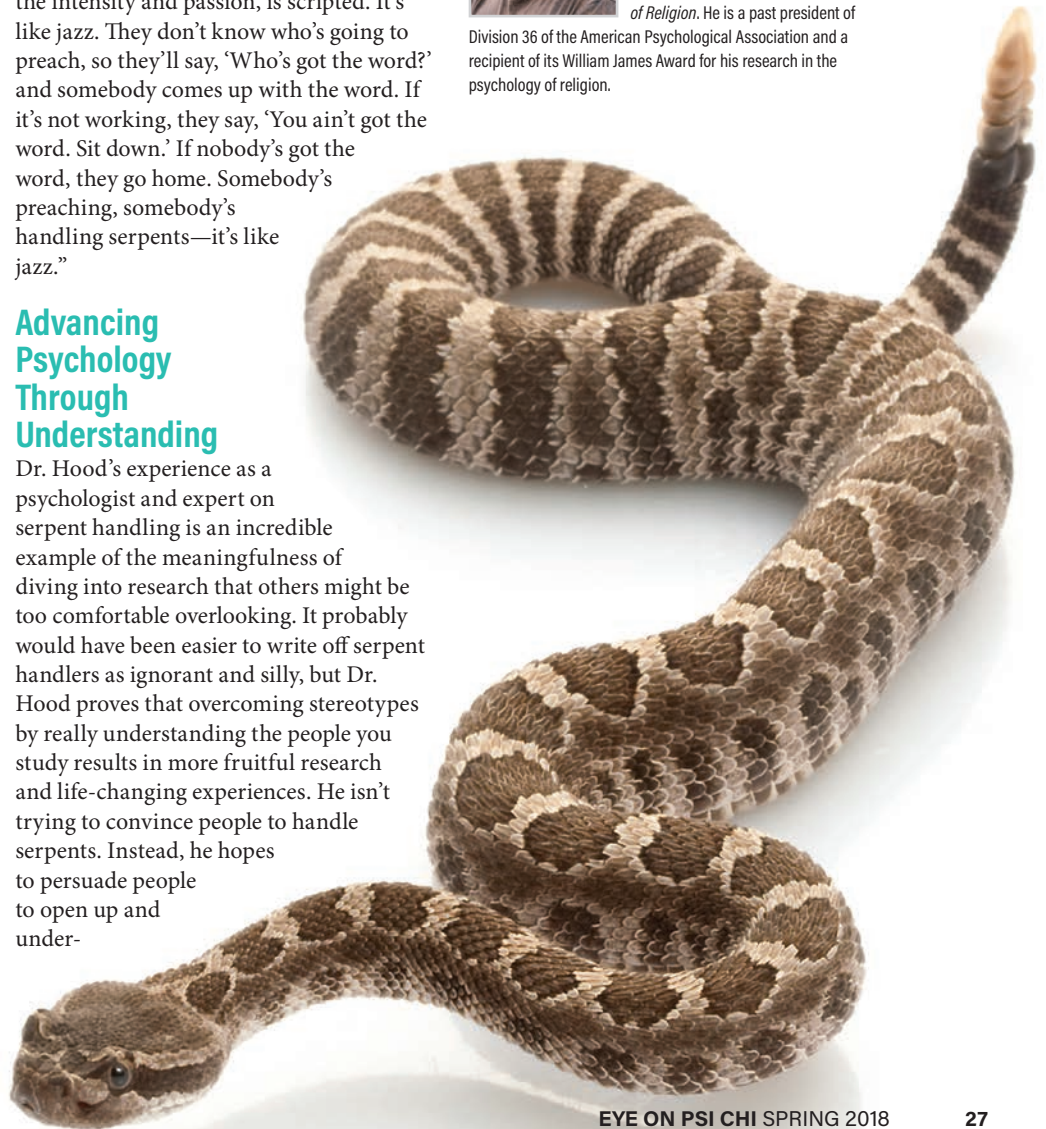
stand a perspective, a belief, or an idea that is unfamiliar.

His advice to students who are interested in the psychology of religion, mysticism, or even serpent handling is to take classes that pursue the first-person perspective. Look for courses that “encourage the hard, deep, descriptive work of getting to know people, so that the third-person perspective is always corrected by a first-person perspective.” So reader, follow Dr. Hood’s lead and pursue those first-person perspectives. Serpents are scary; understanding the people you study should not be.



Ralph W. Hood Jr., PhD, is a professor of psychology and LeRoy A. Martin Distinguished Professor of religious studies. He is the former editor of the *Journal for the Scientific Study of Religion*, and currently the coeditor of *Research in the Social Scientific Study of Religion*. He is a past president of

Division 36 of the American Psychological Association and a recipient of its William James Award for his research in the psychology of religion.





Assume You're Right, Until You're Not, With Mark Leary, PhD

Meg Sutter
University of Tennessee at Chattanooga

Imagine a humble person. Do you think of someone gentle and quiet? Someone who is famous but is not vain or conceited? Or do you picture someone unable to make decisions and stand up for a belief? Humility is much more than giving in to a louder opinion, or making others feel better by pretending they are right. According to Dr. Mark Leary, an expert on social motivation, emotion, and self-reflection, "Humility involves recognizing that no matter what your positive characteristics may be, you're not really fundamentally special as a person. Humility is about recognizing your own limitations and not expecting other people to treat you better just because you may be talented or privileged in a certain area."

Dr. Leary's interest in the broader

construct of humility led to his study of intellectual humility, which refers to how people perceive their judgment and knowledge of the world as special. People with low intellectual humility overestimate how often they are right, while people with higher intellectual humility accept the possibility that they might be wrong. In today's interview, Dr. Leary further explains intellectual humility and its personal and social benefits.

Intellectual Humility

Based on data that are not yet published, Dr. Leary described a study in which participants were asked to estimate the percentage of the time they thought they were right when disagreeing with someone else. "Across all people, the average should have

come out around 50% if everyone knew the truth, but the average was 67%. In other words, the average person thinks they're right 67% of the time. Think of all the conflicts that creates, when people think they are right two-thirds of the time!"

Intellectual humility "refers specifically to how special you think your judgment is." According to Dr. Leary, "People who are really low in intellectual humility go through life not considering the possibility that they could be wrong." Although everyone does this to some degree, Dr. Leary emphasizes that an excessive amount of confidence in what you believe can be harmful to yourself and to relationships.

There are two types of benefits to higher intellectual humility, and they come from a personal and social level.



According to Dr. Leary, “We have evidence showing that people who are higher in intellectual humility have less trouble in their relationships, because other people don’t like a ‘know-it-all.’ Whether at work, in friendships, in families, or other close relationships, intellectually humble people get along better with others, because they don’t get into battles of will over beliefs.” Intellectual humility allows room for growth and understanding on a personal level.

“At the social level,” Dr. Leary says, “one big problem in society—including what’s wrong with the government—is that people think they are right most of the time. And if people think they are right most of the time, there isn’t much room for compromise. There’s no room for middle

ground! If everybody was a little more open to the possibility that their views might be wrong, I think we could come together and agree about things more.”

Recognizing That You Could Be Wrong

Think about major figures in news organizations or government. Speakers assume they have to uphold every belief they have ever uttered, even if they change their mind or are proven wrong later on, because they assume it will make them seem unreliable. Dr. Leary questions this assumption: “What’s wrong with the image of people who believe something but are flexible and realistic enough to know that, some percentage of the time, they might be wrong? For example, politicians can’t

ever admit that they’re wrong, because the voters wouldn’t like that. Well, I would like that a lot! I would like somebody to say, “This is what I thought a few years ago, and I voted for the bill, but I was completely wrong. I didn’t understand what was going on. My apologies.” I would say that person is brilliant!”

Similarly, parents’ relationships with their children change when parents are able to apologize and are open to alternate ideas. Dr. Leary admits that he would respond to his own children’s protests with, “Because I told you so,” until he realized that they might actually have a good reason for their protests. He says, “After I started allowing a certain amount of objection to what I said, it showed them that it is OK to change your mind when you get better



A Message for Students

There may not be a specific course to take on intellectual humility, but every psychology course has something important to teach you. According to Dr. Leary, "Studying psychology attunes you to things in yourself and in other people that actually do help your life. You understand yourself and other people better. It's not like you have everything figured out, but if you just know 15% more about how human beings tick, you're going to have insights that will help you get along with people, be effective when you interact with them, and regulate your own behavior when it becomes problematic."

Another way to get involved and to learn from your experience as a psychology student is by working with a mentor. Dr. Leary says, "If you want to go on in psychology, you can't just take lots of classes. You need to do intense work with somebody who serves as a mentor to you." Dr. Leary has had several mentors in his lifetime—he even recently met up with his old mentor from undergraduate school after over 40 years! He was able to sit down with one of the people who first got him interested in social psychology. Dr. Leary hopes you won't miss out on such a life-long beneficial opportunity.

information. It was also a good model for not forcing your views on others, because we can all be wrong."

So How Do We Improve Our Intellectual Humility?

"I think the first step is simply to recognize how irrational it is to believe that you're right most the time," Dr. Leary says. But that's harder than it sounds. Whether a person is humble or not, "When you point out that the person acts as if she or he is right 100% of the time, everyone knows that can't possibly be true!" However, Dr. Leary also says it is unrealistic to ask people not to believe what they think is right. "Deep down," Dr. Leary explains, "there's a sense I have that 100% of what I think is true, because if I didn't think it was true, I wouldn't believe it!"

But how do you believe anything, knowing that almost every belief might be wrong? No matter what, people are going to believe what they believe, and making room for humility doesn't negate those beliefs. On the contrary, Dr. Leary says that intellectually humble people will hold a belief yet recognize they could be wrong at the same time. The person will think, "I feel like 100% of what I believe is true, but I have to admit it would be really weird if I was somehow magically more attuned to the truth than everybody else."

The stigma around being wrong must be taken away, because a lack of information or experience should not feel embarrassing. The first solution, according to Dr. Leary, is "to convince people that we are more certain of our beliefs and attitudes than we rightfully should be." If the need to be right was replaced with a desire to be correct and to learn more, think of the problems that could be solved and the compromises that could be made!

Scared of Being Humble?

Two big reasons for resisting intellectual humility are the fear of being wrong and the fear of being spineless. In Dr. Leary's words, "Once you admit that you're wrong some percentage of the time, it raises the possibility that you could be wrong all of the time. And that's scary! We want certainty. We haven't studied that, but not being able to tolerate ambiguity and uncertainty does correlate with lower intellectual humility." It is hard to walk into

a conversation, not to mention through life, with the knowledge that you may be wrong, but the social benefits of humility are better relationships.

Dr. Leary believes there is a happy medium between being wishy-washy and being stubborn: "In general, you have to act in terms of what you think is true, so you pretend as if everything you believe is true, until someone confronts you, disagrees with you, or shows you another way of looking at it. So you go through life acting as if your beliefs are 100% correct until you hit the possibility that you're wrong. Then you sit down and think about it, and ultimately figure out what the right answer is instead of having a knee-jerk, defensive reaction."

Intellectual humility forces you to learn more about yourself and the world around you. Instead of keeping a tight fist on what you believe must be true, or trying to force your beliefs on someone else, see what different perspectives can do to promote compromise! Dr. Leary says, "When two people disagree about something for which there's no clear-cut evidence, it ought to leave both of them moving toward the middle somewhere."

Intellectual humility has the power to change relationships for the better, but the only way to grow is to admit that, when you disagree with other people, you are probably wrong about half of the time—and that's OK! Take Dr. Leary's advice and act as if you are right, until you aren't. Let new information change you for the better.



Mark Leary, PhD, is Garonzik Professor of Psychology and Neuroscience at Duke University. He earned his bachelor's degree in psychology from West Virginia Wesleyan College and his PhD in social psychology from the University of Florida. He taught previously at Denison University, the University of Texas at

Austin, and Wake Forest University. Leary has published 14 books and more than 250 scholarly articles and chapters on topics dealing with social motivation, emotion, and self-relevant thought, including *The Curse of the Self: Self-awareness, Egotism, and the Quality of Human Life*. He has also recorded two courses for the Teaching Company: *Understanding the Mysteries of Human Behavior* and *Why You Are Who You Are*. Leary is a Fellow of the American Psychological Association, the Association for Psychological Science, and the Society for Personality and Social Psychology. He received the Lifetime Career Award from the International Society for Self and Identity and was corecipient of the Scientific Impact Award from the Society for Experimental Social Psychology. He was founding editor of *Self and Identity*, editor of *Personality and Social Psychology Review*, and served as President of the Society for Personality and Social Psychology. Professor Leary blogs regularly for psychologytoday.com.

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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.psichi.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

Franklin & Marshall College (PA)

MEETING/SPEAKER EVENT: The chapter fund-raised \$7,500 through various organizations, offices, and grants, and invited Dr. Paul Bloom (Brooks and Suzanne Ragen Professor of Psychology and Cognitive Science) to give a talk on his work on empathy. The talk was hosted as part of Common Hour, an event that takes place every week on Thursdays, from 11 a.m. to 12:30 p.m. The talk, called "Against Empathy: The Case for Rational Compassion," was officially sponsored by the chapter. Members had the opportunity to attend a reception and interact with Dr. Bloom following the talk.

RECRUITMENT: Nine members joined the chapter. With the chapter currently comprised by senior students only, it is the chapter's hope to continue the tradition of Psi Chi's mission by inducting new members who share passions held by current members. Recruitment will also be conducted next semester, with an even larger emphasis on sophomores and juniors.

SOCIAL EVENT: An online database was created to store contact information for chapter alumni and the greater psychological community at the college. The chapter hopes to utilize this database in the future to host a discussion panel, mentoring events, and generally keep in touch with alumni.

Slippery Rock University (PA)

SOCIAL EVENT: The chapter recently gathered for a November potluck social to increase community among members. Everyone contributed by bringing chicken, vegetable dishes, pies, drinks, and paper products. Members enjoyed cheery conversation while having a delicious meal made possible only by equal contribution. After everyone had a full meal, members played games. A few faculty from the psychology department attended as well.

MEETING/SPEAKER EVENT: One of the most popular events the chapter hosted so far this year was a graduate school panel discussion with two professors from the psychology department. The professors gave students useful tips, handouts, and a lot of great advice. They were more than willing to answer any questions that students had about graduate school, how to make applications and personal statements stand out, and even shared their own experiences. This was a great opportunity for members and other students to get first-hand knowledge on how to best prepare for enrolling in and attending graduate school.

COMMUNITY SERVICE: The chapter hosted an event for Children's Grief Awareness Day to show support for grieving children and increase knowledge about the impact of loss on children. Members cut out and hung blue butterflies, the official symbol of Children's Grief Awareness, in the hallway of an academic building. Students and faculty across campus participated in the event by signing the butterflies, which spelled out the word HOPE. Pictures of the HOPE wall were shared across social media to spread the message.

Wesley College (DE)

SOCIAL EVENT: Two advisors and five executive officers demonstrated their support for the American Foundation for Suicide Prevention by walking in the town's first Out of Darkness Walk. Gathering donations, discussing the issue of suicide with others, walking together, and eating lunch after the event enhanced the team spirit among members. Along with students from the Nursing and Occupational Therapy departments, members raised more than \$500 for this event, supporting the community total of \$15,276.

INDUCTION CEREMONY: Six members joined the chapter at the annual fall induction ceremony. Dr. Mary Jenson (advisor) welcomed all guests, introduced current members, listed membership benefits, and discussed activities of the chapter. While Kaitlin Forestieri (president) and Marquita Dickerson-Frisby (vice-president) read brief biographies of the inductees, the new members walked on stage, signed the ledger, lit a candle, and were pinned. During refreshments, all audience members, particularly current and new Psi Chi members, were encouraged to interact. A slideshow of the chapter's activities created by Dr. Albee Mendoza (advisor) was presented.

COMMUNITY SERVICE: Now a college tradition, the chapter hosted its annual Veterans Day Donation Drive and Bake Sale to benefit the residents of the Delaware Veterans Home (DVH). In the fall semester, members posted flyers and sent bimonthly reminders to the entire college to donate items needed by the DVH residents in a collection box in the Department of Psychology. Members baked and sold Halloween-themed treats to raise money for this cause as well. This year, Dr. Albee Mendoza (advisor) delivered more than \$300 worth of items on Veterans Day to the DVH.

MIDWEST

St. Ambrose University (IA)

COMMUNITY SERVICE: The chapter hosted a Thanksgiving-themed afternoon at Hope at the Brick House, an after-school program serving at-risk kids from K-6th grade. Members first volunteered their time by helping the children make hand-shaped turkeys filled with things to be thankful for. Crafts were followed by games and interacting with all the kids. The event culminated in a Thanksgiving feast. The chapter provided turkey dressing sandwiches accompanied by sides, drinks, and desserts provided by community members. The success of this event was attributed to both member and officer involvement, and fund-raising efforts throughout the year.

SOCIAL EVENT: To celebrate the end of the semester, members gathered to eat cookies, watch *The Grinch Who Stole Christmas*, and decorate Christmas cards for a local assisted-living community. This was an opportunity to not only learn about upcoming service events, but to connect with fellow psychology students. It was a great time to create joy for those in need while relaxing before the stress of finals. In total, 60 Christmas cards were made.

The Ohio State University at Newark Campus

FUND-RAISER: Part of a small regional campus, the chapter is making big contributions to the school and the community. From the start of the fall semester, the chapter hit the ground running, beginning with a bake sale that enabled members to donate \$125 to the Licking County Big Brothers, Big Sisters Organization.

COMMUNITY SERVICE: During October and November, the chapter collaborated with Phi Theta Kappa, from the adjoining community college, to collect supplies for care packages to ship to a local National Guard unit, which has been deployed overseas. This partnership shipped five boxes of high-demand items that soldiers need.

MEETING/SPEAKER EVENT: Each month, the chapter sponsored an undergraduate speaker series. This allowed undergraduates and faculty alike to present their research to students who may also be interested in research.

COMMUNITY SERVICE: The chapter commenced with a peer mentorship program that pairs first- and second-year psychology students with third- and fourth-year students to help ensure the greatest success during their college career. This program, while still in its infancy, has generated a great deal of interest with 20 first- and second-year students and six third- and fourth-year mentors.

SOUTHEAST

University of Mary Washington (VA)

INDUCTION CEREMONY: Officers welcomed new members into the chapter by recognizing their exemplary accomplishments as undergraduate students and informing them of the purpose and expectations of Psi Chi. Dr. Debra Steckler, a distinguished professor from the University of Mary Washington's Department of Psychological Science, spoke to the new members about living life to the fullest, the moral of her favorite book. Officers also continued the chapter's tradition of presenting the Platonic Myth to end the ceremony on an inspiring and humorous note.

COMMUNITY SERVICE: The chapter decided to create holiday cards for a little boy, who has a form of brain cancer called *diffuse intrinsic pontine glioma*, and his family. Officers and members came together to put their creativity to work to make several holiday cards in support of this child and his family. Members also enjoyed a holiday party while making cards with a fun movie and delicious cookies. This event was a great way to relax before the rush of finals, and an amazing way to give to a family in need.

FUND-RAISER: The chapter has been hard at work selling leftover Power Cards for 2017. Power Cards have discounts to several popular businesses around Fredericksburg, VA, for students and community members alike. The officers have also been communicating with new businesses to participate for next year, and it has been a very successful effort! The cards for next year will have discounts to some of the students' favorite places, such as local donut shops and popular restaurants near campus.



Left Photo: Members at Slippery Rock University (PA) participating in Children's Grief Awareness Day.



Right Photo: Slippery Rock University (PA) Chapter hang butterflies in a hallway to support Children's Grief Awareness Day.



Clockwise: The Wesley College (DE) Chapter helping their community through participation in the American Foundation for Suicide Prevention's Out of Darkness Walk.

The Wesley College (DE) Chapter welcomes six members!

Wesley College's (DE) Marquita Dickerson-Frisby (vice-president) and Kyndal Showell (treasurer) support the Delaware Veterans Home through the Chapter's annual Veterans Day Donative Drive and Bake Sale.



Holiday cards made by the University of Mary Washington (VA) Chapter for a boy with brain cancer and his family.



University of Mary Washington (VA) officers pose with newly inducted members.



University of Mary Washington (VA) officers with this semester's induction speaker, Dr. Debra Steckler.



Officers and psychology students at St. Ambrose University (IA) working hand-in-hand to bring Thanksgiving activities to Hope at the Brick House.

SOUTHWEST

Rogers State University (OK)

COMMUNITY SERVICE: The chapter partnered with The Oklahoma Blood Institute on November 1, 2017, for a blood drive. The blood drive was successful; 93 units were collected.

COMMUNITY SERVICE: The chapter wanted to help collect food for a local food pantry to use for their holiday baskets. Officers devised a contest between two professors where the one who collected the most food would pie the other one in the face. In two weeks, the chapter collected a great deal of food for donations. The event culminated with one of the professors getting pied. The food was donated to an organization that provides holiday meals to approximately 5,000 families a year.



One professor pies another in the face (to support a good cause!) at Rogers State University (OK).



University of Puerto Rico, Rio Piedras Campus officers delivering toys to Queremos Jugar.



Students at the Psychology Summer Internship Program Orientation at the University of Puerto Rico, Rio Piedras Campus.

CHAPTER SPOTLIGHT!

University of Puerto Rico, Rio Piedras Campus

COMMUNITY SERVICE: In the aftermath of Hurricane Maria, many Puerto Rican families were negatively affected in different ways. Particularly, children went through psychological and physical distress caused by this natural event. Therefore, the chapter joined the initiative, Queremos Jugar (We Want to Play), which collected toys for kids who lost everything after the hurricane. As part of the initiative, the chapter organized an activity, called Regala una Sonrisa (Give a Smile), and gathered different toys donated by university students, faculty, and staff. On November 10, chapter members delivered nearly 200 toys to Queremos Jugar.

MEETING/SPEAKER EVENT: The chapter organized an orientation for students interested in applying to psychology undergraduate summer research programs abroad. The purpose of the activity, offered by Dr. Giovanni Tirado on November 15, 2017, was to familiarize psychology majors with that process. Thus, he explained the short-term and long-term benefits of attending summer research programs, and discussed the application procedures. In addition, Dr. Tirado offered insights regarding letters of recommendation, personal statements, and curriculum vitae. At the end of his presentation, Dr. Tirado answered specific questions. Nearly 130 students attended this orientation.

WORD SEARCH:

The first word you see in this puzzle will determine your mood! (Or will it?)

E R I S E D L A U X E S F G W
 A M U S E M E N T S U G S I D
 T L P S S E N M L A C C S N A
 S R Z A A S A D N E S S Q D I
 E X C I T E M E N T G G O E G
 R Y N L I H H P M U I R T V L
 E H O M S S E N D R A W K W A
 T T I O F R R T Y T T O T C T
 N A S D A Y T E I X N A E J S
 I P U E C P W O F C O N O D O
 O M F R T I N D W S P Y B Q N
 L Y N O I T A R I M D A V E O
 A S O B O V E J C R A V I N G
 V W C T N E M E C N A R T N E
 S U E C N A M O R O R R O H W

Actually, this puzzle probably won't determine much of anything. You have likely seen multiple puzzles like this on social media. But for the record, we couldn't find any concrete empirical research to confirm the claim that this puzzle will somehow predict your mood.

Either way, you can still have fun by playing along!

This puzzle includes 27 emotion words in total, which were selected based on new 2017 research published in the *Proceedings of the National Academy of Sciences of the United States of America* (PNAS) by Drs. Alan S. Cowen and Dacher Keltner. The article is called, "Self-Report Captures 27 Distinct Categories of Emotion Bridged by Continuous Gradients."

How many words can you find? The answer key will be available in the next issue of the *Eye*. Or you could look at the PNAS article for the complete list of words.

Good luck to you all!

Sudoku Answers

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

Easy

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

Difficult



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