eye

on **PSI CHI**

Never Worry Alone:
Mental Health
Awareness With
Dr. Phil McGraw

Psyched About
Harry Potter

Writing Strong
Conference Abstracts

Uniting Psychology,
Uniting the World

Throw Away What
You've Heard About
Learning Styles

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Are You Building Your Leadership Skills?

Martha S. Zlokovich, PhD
Executive Director

Serving as a Psi Chi chapter officer can be a great way to build leadership skills. Officers gain real-life experiences that may help them to better describe to future employers how they have developed and used their leadership skills. However, there can be pitfalls and unexpected issues that derail a positive growth experience for officers, officer teams, and chapter members. How can officers maximize their chapter's productivity and success? Here are some strategies:

Maintain Continuity, While Embracing Constant Change. Every year, if not more often, some chapter members graduate and new members join. Although some continuity is maintained because of the structure provided by Psi Chi's Constitution, the chapter's own bylaws, and the institutional memory of the Faculty Advisor, officers should always keep records and pass down any relevant materials or information that would help future officers to perform their duties. At the same time, recurring transitions mean that no officer team can rely solely on past indications of what chapter members would like to do. It is important for officers to learn from current members what meeting topics interest them the most and how they would like to spend their time.

Review Your Primary Governing Document—the Psi Chi Constitution. The primary policies that chapters must follow are described in the Psi Chi Constitution at https://www.psichi.org/?page=manchap_constitution. Articles III. (Chapters), IV. (Chapter Faculty Advisors), and V. (Members) apply directly to chapter functioning. All new members join through their local chapter, so a chapter's vitality can be strengthened when officers and advisors ensure that all eligible people are invited to join. Don't forget your psychology minors and graduate students! Need ideas for recruiting new members? Log in on the Psi Chi website to view our concise instructions to *Identify–Invite–Induct*, available on the Faculty or Officer Admin pages.

Update Your Chapter Bylaws. Chapter Bylaws can help each new officer team to quickly learn how the chapter is run with regard to the chapter's full list of officer positions, membership requirements particular to the campus (including transfer student requirements), and minimum expectations of officers. Reviewing them each year also gives officers an opportunity to consider updating them in a collaborative process with chapter members. If outgoing officers did not give you the current Chapter Bylaws, your Faculty Advisor or Student Government Office may have a copy. Alternatively, you can log in to the Psi Chi website to see if your bylaws were uploaded in your chapter's files. Click on *Files & Links* in the blue vertical bar to the right. If you can't find your bylaws, download and use the Chapter Bylaws Template to establish them. Learn more about managing your Chapter Bylaws in a recent *Eye* article at http://www.psichi.org/?191EyeFall14iZlokovi

Focus on Your Leadership Style. President, monarch, or dictator? Although it may be tempting to either just do it all yourself or to order others to do things, neither of those leadership styles is ideal. Officer leadership should reflect the policy governance view of the Association of College Honor Societies (ACHS) by considering the desires of the members. ACHS is like an accrediting association for honor societies: It promotes a governance model, which means that chapter members are both the "boss" of the officers who represent them and the "consumers" of whatever events, products, or functions the officers provide for them. In other words, officers (also known as the Executive Board or E-Board) should be making decisions as the elected representatives of all chapter members.

Ask Your Advisor to Update Officers Online. When officers log in online, they have access to more information than other student members. This requires Faculty Advisors to log in and update the current officers list on their Faculty Advisor Admin page after each election.

Refer to Officer Materials Posted Online. One of the links officers can see after logging in to the Psi Chi website is the *Officer Guidelines*. Officers should at least review their own job description and the topics covered. In addition, there are links to download and print or order brochures and posters for advertising Psi Chi to potential new members, a Chapter Bylaws template, *Rituals* explaining how to hold an induction ceremony, a *Vision 2020* worksheet to plan chapter activities for the year, and information about turning in chapter activities for publication in the *Eye on Psi Chi* magazine. In addition, all members can view the Constitution and *Chapter Handbook* online.

Meet as an Officer Executive Board to Create Meeting Agendas. Officers have the opportunity to learn, or improve on, their skill in running productive and interesting meetings. Chapter meeting attendance, engagement, enjoyment, and productivity can be improved when officers are prepared. How do you do that? Officers should meet (preferably with the Faculty Advisor) as a group to discuss what members want from their chapter and plan chapter meetings to address those items. Then, they can create agendas to publicize beforehand what will happen at each meeting. This is especially important if the chapter will be asked to vote on any particular items.

Use Online Officer Training Rolling Out Spring 2018. In addition to these materials that Psi Chi has long provided to help officers understand their roles and accomplish their goals, Psi Chi is gradually adding online training and certification for officers (and advisors). The first short training modules are set to launch by April 1, 2018, with more to come over the next year. Each module will be a 3- to 20-minute lesson with a 10-question quiz at the end to earn certification.

Officer Team Award. If your officer team is performing well together, nominate yourselves for the Kay Wilson Officer Team Leadership Award! Plan ahead over next fall and spring in order to make the March 1 deadline. Learn more at https://www.psichi.org/?page=officerteaminfo

If you are considering running for office, I encourage you to learn more about the different positions at https://www.psichi.org/?chap_officers before jumping in. If you have been elected to serve as an officer, thank you for taking a more active role in your chapter and congratulations!

Why *Give Back*?
Why Psi Chi is choosing to fundraise now.

Cynthia Wilson
Director of Membership and Development

Winston Churchill said, "We make a living by what we get, but we make a life by what we give." What makes you decide to give or donate to your favorite cause? Is it a sense of obligation to help your fellow citizen? A desire to support the causes from which you have benefitted, or do you view it as an opportunity to pay it forward to future generations?

All those are reasons are why *we* choose to Give Back to Psi Chi. Psi Chi kicked off its inaugural annual giving campaign September 4, 2017. The campaign exists to support all Psi Chi member programs like our awards, grants, scholarships, and our Membership Assistance Fund.

Many societies fundraise to support their programs. Psi Chi is proud of its 88-year history of excellence in psychology. In order to be able to sustain all our activities, fundraising is a must.

I would be remiss if I didn't share with you that all Psi Chi Central Office staff and all Board of Directors have contributed to the Give Back to Psi Chi campaign. That is because we know the value Psi Chi offers our members, and we have adopted the philosophy of one of our Give Back patrons, Dr. Francis C. Dane: "It's not really giving back, it's giving forward." That encompasses all we hope to do. Psi Chi has a vision of awarding 100 scholarships in its 100th year, 2029, and we'll need your help to get there. Just envision what that would be like for Psi Chi members!

So why Give Back to Psi Chi? We are a society of mentors, and we therefore know the value of forward-thinking. Imagine next semester's inductees. Now imagine the next 10 years of inductees; and the next 100 years of inductees. Impossible? We think not. But to get there, we need your vision and your support. It is easy to give back as much as you would like at **www.psichi.org/donations**.

We are working to make a Psi Chi membership as meaningful as possible. We are proud to be able to award each year over $400,000 in awards, grants, and scholarships. And in order to be able to sustain that we must accept donations.

If you have already given to the Give Back campaign, thank you for your commitment to Psi Chi. If you have not, please consider doing so today. All funds raised go back into membership support. We strive to live up to our mission: to recognize and promote excellence in the science and application of psychology. And we know you do as well. Won't you consider investing in the future of Psi Chi?

Thank you,
Cynthia

We fundraise to support members like Lameese:

Lameese Eldesouky
PhD candidate and 2018 winner of the Psi Chi/APS Albert Bandura Graduate Research Award

Do you think winning the Psi Chi award make a difference in your career?

I think it will in a variety of ways. I can see people looking up my name or the paper I am receiving the award for, inevitably exposing them to my research. I think this can open up fruitful discussions and collaborations.

As a member of an underrepresented group, I also think that winning the Bandura Award makes an important statement. I am a practicing and visibly Muslim woman. I have only received unconditional support from my research mentors and collaborators. However, there are few Muslims in the field of psychology. I am also aware that there are many negative stereotypes about Muslims that permeate society, particularly about women.

Receiving this award says to others that a Muslim woman is just as capable as anyone else of winning a competitive award, doing good research, and making important contributions to the field. I am excited that receiving the award will not only make this statement on my CV, but also at the opening ceremony with thousands of researchers present.

Would you recommend that members and supporters of Psi Chi donate to the Give Back to Psi Chi campaign so that others can benefit?

I would absolutely recommend that people donate to the Give Back to Psi Chi campaign. Graduate school, traveling to conferences, and conducting research can be very expensive. The awards I have received from Psi Chi have allowed me to present my work at conferences and exposed my research to others. I am truly indebted to those who have generously funded my awards.

Developmental Psychology: A Microcosm of General Psychology

Ethan A. McMahan, PhD
Western Oregon University

Welcome back, readers of *Contemporary Psych*, to your quarterly review of the various subfields, subdisciplines, and subareas of contemporary psychology. In the last two columns, we discussed areas of psychology that are relatively new and perhaps unfamiliar: positive psychology and evolutionary psychology. In the current column, I am going to tackle one of the classics, an established and well-known subfield of psychology. Namely, I am going to do my best to provide a comprehensive, but also brief and coherent, description of developmental psychology.

To describe developmental psychology in a single column is a daunting and difficult task, because this particular subfield is concerned with answering a wide variety of questions regarding psychological functioning across each stage of the human lifespan. In this way, developmental psychology is much like general psychology more broadly, in that it is a subfield of general psychology that further includes its own subfields (sub-subfields?) that address a diversity of different topics. However, despite this diversity, developmental psychologists are united in their interest in studying how and why humans change over the course of their lives. In what follows, I will briefly discuss the recent history of this field, describe the field as it exists right now, examine some of the primary areas of inquiry and application within developmental psychology, and identify relevant academic- and career-related opportunities within the field.

How They Got This Way: History of Developmental Psychology

This may surprise you: Childhood was not always recognized as a distinct developmental period. In fact, as late as a few centuries ago, children were simply considered to be miniature adults (albeit adults with heads that were quite large relative to their bodies). More broadly, in most Western cultures, no distinction was made between the different developmental periods, or stages, of the lifespan. In result, there was little recognition of the myriad ways in which individuals change with age, nor much interest in studying these changes.

The transition into the earnest investigation of development is marked, at least in the West, by the philosophical work of two great thinkers—John Locke and Jean-Jacques Rousseau. Locke famously stated that a child's mind is a "blank slate" that is written on or molded by experience, while Rousseau suggested that children are born inherently good, generous, and moral. Unbeknownst to either Locke or Rousseau, their ideas would later form the foundations of two of the most influential theoretical perspectives in developmental psychology, respectively environmentalism and nativism (see Santrock, 2016).

The study of development really took off in the 19th and early 20th centuries with the work of Charles Darwin, G. Stanley Hall, and Alfred Binet, among others (see Hogan, 2000). Darwin is notable in that, in addition to developing evolutionary theory, in his free time he also liked to closely observe and take extensive notes on his child's behavior. (Although perhaps unsettling, this practice was not uncommon among famous early developmentalists.) He later published his notes, along with analysis, as a short paper that is one of the first well-known "baby biographies." Hall founded child development as a distinct academic discipline, and among other significant achievements, was one of the first to effectively use questionnaire methodologies to examine "the content of children's minds" (Hall, 1891). Binet, along with his colleague Theodore Simon, developed the first standardized test of mental abilities, which was used to assess the intellectual capabilities of children and is the basis for the modern intelligence test that we all know and love.

Developmental psychology in the mid-to-latter part of the 20th century was dominated by many of the most well-known developmentalists including Jean Piaget, John B. Watson, Arnold Gessell, Karen Horney, Albert Bandura, Erik Erikson, and John Bowlby. Each of these individuals, in addition to many others, have contributed substantially to the field of developmental psychology, and their work is rightfully credited as shaping the nature of this field in the 21st century. So, what does developmental psych look like now?

Where We Are:
Contemporary Developmental Psychology

Contemporary developmental psychology is a scientific approach that aims to describe and explain human change and development throughout the lifespan. As indicated above, the field initially focused almost exclusively on child development, due to the fact that a great deal of development occurs during childhood. However, any modern developmental psychologists worth their salt recognize that development is a lifelong process. Accordingly, many developmentalists focus on areas outside of childhood including adolescence, adult development, and late-adulthood.

Very broadly, developmental psychology examines life-long, age-related change in three primary domains: (a) physical development, (b) cognitive development, and (c) socioemotional development. Developmental psychologists may focus on any one of these domains, but it is widely recognized that these domains interact dynamically with one another, producing both typical and idiosyncratic development across the lifespan. For example, physical changes associated with puberty may elicit increased attention toward one's body (cognitive change) that in turn causes one to be more self-conscious when interacting with others (socioemotional change).

At this point, you are probably beginning to appreciate the breadth of the field of inquiry within developmental psychology. It is a truly massive area in psychology that focuses on a number of different, but in some way related, topics. For example, developmental psychologists may specialize in perceptual and motor development, language development, moral understanding, development of metacognition, identity formation, and personality development, among many other areas.

Developmental psychology also informs several applied fields including forensic psychology, clinical psychology (e.g., child psychopathology), and educational psychology, as well as complementing other basic research fields in psychology, such as social and cognitive psychology. Moreover, human development is a central concern for many professionals outside of psychology, such as anthropologists, medical professionals, and educators. Indeed, it is perhaps the centrality of development to the human experience that makes developmental psychology so important, varied, and applicable to a wide swath of human endeavors, scholarly or otherwise.

What Developmental
Psychologists Do: Work and Career

As you can imagine, given the scope of the field, developmental psychologists may be engaged in any number of tasks in many different work environments. For example, one developmental psychologist may spend time at a research-oriented university conducting cutting-edge research on the development of theory of mind in 5 year-olds, while another may spend the days at a community-based center teaching activities of daily living to adolescents with developmental disabilities.

In general, developmental psychologists can be divided into two different types: (a) those who work in colleges, universities, and research institutes, focusing on the research or teaching of developmental psychology; and (b) those who work in applied domains like health care, assisted living, and education. The types of tasks developmental psychologists are engaged in thus depends on the type of job and work environment they find themselves in. Suffice it to say, however, that if you have interests in developmental psychology, there are many occupational opportunities available to suit those interests, both in the academy and out in the trenches.

Where to Go From Here: Education and Training

For the most part, developmental psychologists hold a PhD, and the most common academic pathway toward obtaining a career in developmental psychology is to first pursue an undergraduate degree (typically in psychology), then a master's, and then the doctorate. And, as in other areas of psychology, although undergraduate training tends to focus on providing a broad background in all things psychology, most graduate students in developmental psychology find themselves in specialized training programs that focus primarily on development. Many of the more well-known and prestigious of these programs are located at large state universities, such as the University of Michigan, the University of Minnesota, and Pennsylvania State University.

Although strictly speaking, the preceding is the normal educational route for a "developmental psychologist," as indicated above, one does not need to be a developmental psychologist to work in areas related to human development. Because of this, the educational backgrounds of those working in these areas tends to be quite varied.

Has this short column whetted your appetite for study in developmental psychology? If you find yourself hungry for more information, I suggest checking out the following resources for a more detailed description of the field and how, if you so choose, to become a famous developmental psychologist (by all-too-closely observing your own children…).

Further Readings and Resources

American Psychological Association, Division 7: Developmental Psychology.
     http://www.apa.org/about/division/div7.aspx
Crain, W. (2015). *Theories of development: Concepts and applications, 6th ed.* New York, NY: Pearson.
Hunt, M. (2007). The developmentalists. In *The story of psychology, 2nd ed.*, (pp. 401–458).
     New York, NY: Anchor Books.
Society for Research in Child Development. www.srcd.org

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     https://doi.org/10.1080/08919402.1891.10533930
Hogan, J. D. (2000). Developmental psychology: History of the field. In A. E. Kazdin (Ed.), *Encyclopedia of psychology* (Vol. 3, pp. 9–13). Washington, DC: American Psychological Association.
Santrock, J. W. (2016). *Lifespan development*. New York, NY: McGraw-Hill.

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 II: The Mystery Job

Laura Vernon, PhD
Florida Atlantic University

One key to understanding the elusive creature that is your professor is to get an undercover look at the job of a professor. In the last column, I revealed secrets about professors' passions and ways to interact with these quirky beings. In this column, you can take those ideas further by understanding the job demands of the professoriate. Most people assume that we lecture for a few hours, give exams, and spend the rest of our time in an ivory tower placidly reading dusty texts from dead guys like Aristotle and Freud. The reality of the job is more fun, complex, and challenging.

Secret #4:
Professors "Wear Many Hats"

Ever wonder why professors have the reputation for being absent-minded? This is why: Most professors perform duties in the areas of teaching, service, and research; within these areas are subcategories of duties that involve many tasks, which they juggle more or less simultaneously.

Even the category of teaching is not as simple as it sounds. You probably see your professor for a few hours a week in one class. But did you know: your professor might also be

- teaching other classes,
- holding office hours,
- writing exams,
- grading exams and papers and other student work,
- supervising teaching assistants and helping them develop their knowledge and teaching skill,
- teaching and supervising graduate students in classes, research, and clinical work (seeing clients),
- overseeing student internships, independent studies, laboratory work, and research projects,
- chairing student honors theses, masters theses, and dissertations,
- supervising student conference presentations and publication attempts,
- writing a textbook or a column like this one,
- meeting with students for academic and registration advising,
- helping students sort through future career paths and requirements for different concentrations (majors), graduate school, medical school, law school, and job applications,
- writing letters of recommendation, and
- helping students in distress find the best options and resources for their problems.

These activities all fall under our "teaching" duties.

Professors also serve on department, college, and university committees in what is called "service." If you think of tennis when you hear the word *service*, you are not far off because there is a lot of back and forth and running around the court (ahem, campus). For example, last year when I was chair of the admissions committee, I attended and helped plan and coordinate recruiting events, met with marketing and communications teams, and sometimes weighed in on applications. It was a blast to meet prospective students and tell them about my beloved college and field of psychology, but it kept me busy!

I also chaired a search for a new professor. Our committee debated job requirements and drafted an ad, pored through dozens of applications, conducted interviews, planned detailed multiday campus visits for candidates, consulted with other college faculty and administrators to select the best candidate, and then helped recruit that person. Whew! Just reading that list makes me tired all over again. I also served on a few other less demanding committees at the same time. As you can imagine, students who sent me an

e-mail during one of the job candidate visits did not get a response from me for a day or two because I was with the candidate or the search committee.

If I sound like I am about to break into a rendition of "Nobody Knows the Trouble I've Seen," let me promise that I will spare you my singing voice. I am not looking for sympathy. I adore this crazy, busy, scattered job, and I think most professors feel similarly. I simply hope that a partial glimpse of my secret professor to-do list will provide some insight and understanding that every professor is juggling many important tasks. If you don't get an instant response to an e-mail, phone call, or request for a meeting, avoid taking it personally and know we are doing our best to manage many responsibilities.

Secret #5:
Professors Respond to an "Artful Nuisance"

When I started graduate school, one professor suggested that students learn to be an artful nuisance; meaning politely and respectfully continuing to check in with a professor until you get what you need. With so much on our plates, it is easy to miss something or someone. The squeaky wheel gets the oil, but try to make your squeaks pleasing to the ear. If you have an important question or need, send an e-mail (see the last column for pro tips on wording); if you don't get a response, maybe resend it a few days later.

If it is last minute and an emergency, you can e-mail more frequently while apologizing and owning your part in the last-minute issue. You can also stop by during office hours, try calling, and approach the professor before or after class within reason; if it feels like stalking to you, it might feel uncomfortable to your professor. If you do this in a pleasant and appropriate way, smile, perhaps apologize and say you "don't want to be a pest, but…"; then explain what you need and thank us for our time, and most professors will be happy to help you.

You may also ask how a professor prefers to be contacted and check with more senior students about which strategies work best for different professors. Some of us are always in our offices. Others forget to check voicemail. Some only answer e-mails early in the morning. Others prefer meetings for complex issues. Get the scoop on your professor's patterns, and you are more likely to get the response you need.

Keep in mind that we have many students to help and your issue may not be the most pressing or important of the day. I may be writing a recommendation for med school or talking to a student who lost a close family member; I know that your request can keep until tomorrow. You will need to wait your turn, but keep following up as well. If you send a single e-mail and don't get a response, be aware that the e-mail might have gone to a spam folder, been unintentionally overlooked, or been unclear (did you state who you are, provide background information, and specify exactly what you need from me?). It is up to you to follow-up multiple times in different ways.

If you are sick of reading about how much is going on for your professor, buckle up because there is one more bump coming. We have not yet discussed professor's research activities and most colleges and universities consider that RESEARCH should be announced with a drum roll, a megaphone, and Rocky or Darth

Vader's theme music (*I'll rely on your imagination to supply these here*).

Secret #6:
Professors Have to Show Productivity

A professor's productivity may look different than you expect. We must perform well in teaching, service, and research—but the most important factor is often research. Our research productivity is measured by the number of journal articles, book chapters, and books we publish and the grant dollars we get to fund our research. We may be excellent in the classroom, producing knowledgeable well-trained students, and be beloved by our students, but this is rarely enough by itself. Talented teachers still need to demonstrate research productivity.

If I am unavailable to my students during my research time, this does not reflect a lack of investment in my students. Instead, it is a nod to the job requirements. In the same way that you might reluctantly turn down a friend's invitation right before your 30-page paper is due, a professor might be unreachable as a grant or book deadline approaches. When asking for a meeting, it is best to list many free times, state that you understand how busy your professor is, and be flexible, patient, and pleasant.

Fortunately, this emphasis on research also has benefits for students. Many professors can include reliable and conscientious students in our labs and research programs. Because research tasks are crucial for our professional success, there are plenty available. When I was in college, I volunteered as a test subject for a professor developing vocabulary-boosting software and in a neuroscience lab attaching electrodes to people's skulls (*insert manic crazed-scientist laughter here*).

I have students working on several different research projects, presenting posters at professional conferences, and serving as coauthors on published journal articles. Even if more extensive research opportunities are unavailable, some professors may be willing to let you proofread drafts (we call them "manuscripts"). Two of my excellent students gave me feedback on the last column and this one.

I hope that understanding your professors' job will improve your interactions with us. Most professors adore our students and enjoy teaching, research, and service; likewise, we are happily productive in all three areas. You might consider being a professor yourself someday. I think it is the best job in the world!

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.

From Job Outlook to Job Search:
Advice From Experts

Paul Hettich, PhD
DePaul University (IL)

In my Spring 2018 column, I summarized key findings from *Job Outlook 2018* (NACE, 2018). They included the hiring plans of 13 industries, academic majors and degrees that are currently in demand, skills employers seek, the eight essential career readiness competences, and ways that psychology majors can use that information. For this issue, I e-mailed three colleagues, each highly experienced and successful in their respective field, for their responses to questions posed by the editors of *Eye on Psi Chi* that related to the job search process. Many additional questions could have been asked but I wanted to respect their very hectic schedules.

Camille Helkowski earned a BA in interdisciplinary social science, an MEd in counseling, NCC and LCPC certifications, and has over 30 years of experience as a university counselor, clinical supervisor, writer, and presenter. She maintains a private practice in counseling for individuals and couples around a broad spectrum of issues.

John Jameson achieved a BA and MA in I/0 psychology, has worked as a recruiter in corporate and academic settings for 15 years, and is senior associate in private equity practice and manager of global internship programs for DHR International, an executive search organization.

Jon Keil earned a BA in interdisciplinary psychology, business, and management with an emphasis on human resources. He is the director of corporate operations and compliance with 21 years of experience for The Salem Group, a privately owned, multidivisional, strategic staffing and workforce management company.

What information should you learn about a company/employer before you submit a resumé? Or before a job interview?

Cam H.: All organizations have information available on their websites. Whether it's a mission-driven organization or a for-profit company, it's important to incorporate the spirit of the organization's mission, and why you are drawn to it, into a cover letter. It's also critical to know as much as possible about the job to which you're applying so that you can connect the dots for the employer. A well-written cover letter demonstrates how your previous experience and current skillset fits the demands of the position to which you're applying. Candidates who stand out in the interview process have taken the time to learn as much as possible about an organization before their phone or in-person interview. You can ask for the names of the people who will be interviewing you and look them up in LinkedIn or on the organization's website. You can thoroughly review the organization's accomplishments and goals. If there have been public issues, it's important to know what they are and if/how they have been resolved.

John J.: For the resumé, identify the critical skills listed in the position description and ensure they are highlighted. Regarding the interview, companies don't hire people, people hire people. Therefore, interviewees should spend ample time reviewing online profiles of interviewers. Recent press, leadership changes, and organization mission are also important to understand.

Jon K.: First, you should always know exactly what a company does and what they look for in candidates. This will not only help you find a company that you feel comfortable working at if you are a match, but also it prepares you for potential interview questions. During your research, look for aspects of its corporate culture so you can determine what the company values in its employees. Look at the "About us" pages of company websites; try to identify the managers and executives, and what they say online or on social media. If it is company-specific, determine if their comments align with your own interests and beliefs. Look for blogs, social media sites, Glassdoor, Yelp, etc., and see what *employees* are saying about the company. Turn to company websites to determine what the company does and who are their target markets and clients. This will help clarify what your work may entail and, again, help you prepare for the interview. Also, see if you can identify who would interview you and then research them on LinkedIn. Educate yourself on their position and experience and look for common interests to help you connect during the interview. Overall, be sure you understand the company, what it does, what they value, and if it can offer you the opportunity to learn, grow, and advance. You will spend a great amount of time representing the organization you work for, so you want to be sure there is common ground to be proud of and nothing to cause personal conflict.

How can an individual personalize a resumé/application for a specific job opening?

John J.: See my comments above. Highlight transferable skills

in the top one-third of a resumé by referencing the "knowledge, skills, and abilities" in the job description. The top one-third is important because many recruiters will quickly scan a resumé. If the transferable skills are not easily identified, the recruiter will move on to the next resumé. In the resumé, an overview or skills section would be the best place to include this information.

Jon K.: It is a good rule of thumb to customize your resumé to the job you are applying for. To start, make sure you have a well-written summary of your experiences at the top of the resumé. Here, you can add key words, if they apply to you, pulled from the job responsibilities that show your applicable experiences to the job. You are selling yourself to the recruiter or potential employer on why you should be given a chance to interview. From there, make sure your resumé reads well to the specific job. When needed, expand on areas of your experience and education that align well to the job duties or requirements. You often have as little as 20 seconds in front of a screener, so this is where you want to sell yourself and subsequently get called to speak with someone.

Cam H.: I recommend that individuals keep a master resumé containing every work, interest-related, and skill-related experience they've ever had. When applying for a position, review your master and BE SELECTIVE. A potential employer does not need to know everything you did in a job—just those experiences that are relevant to the position for which you're applying.

How can a person make their research or academic experiences applicable during interviews for "nonacademic" positions?

Jon K.: Prepare, prepare, prepare. Most students will have experienced projects, internships, case studies, and even teaching styles that will help prepare them for their careers, even outside of academia. The key is to identify those experiences and then relate them to the real world—relate them to the job if possible. If you completed an internship, address how certain experiences helped you focus on group dynamics, marketing, human behavior, and so forth. Professors help to prepare us by teaching critical thinking skills. Address how one's critical thinking skills have been sharpened through class discussions, projects, and cases studies where professors challenged your thinking and problem solving abilities through various complex assignments. Be prepared to

apply your research and academic experiences to the real world. How would what you have learned so far help you excel at any of the required requirements for the job? Potential employers will appreciate your ability to connect those experiences to real-world applications. As you can imagine, to really prepare for this you will have to do your research on the company and job.

Cam H.: Focus on transferrable skills! For instance, did you work with a research team? The ability to be an effective team member is considered a critical skill. That said, you need to provide a BRIEF example of a time when you demonstrated that skill. Look at the skills the job requires and help the interviewers understand that you developed many of those same skills during your academic experiences.

John J.: Identify transferable skills that were developed during academic and research experiences. For example, skills developed conducting research may include critical thinking, problem solving, and orientation to detail. Indicate how these skills are relevant to the job or opportunity of interest. Students can prepare answers to behavioral interview and open-ended questions for each skill.

What elements or topics should be in a thank you letter/note after a job interview?

Cam H.: Thank you notes should be brief and immediate. They can highlight something you learned and/or are excited about because of the interview. They also need to clearly state your interest in the position.

John J.: Less is more on the thank you note. Thank them for their time, reaffirm your interest in the opportunity, and reference a high point in the interview. Proofread, then proofread again.

Jon K.: I highly recommend thank you letters because they are often overlooked today. The thank you letter should be short and concise. However, write a few lines to clarify any points needed from the interview. For example, maybe the HR director shared their initiatives for employee engagement; thank the director for sharing that information, or you could add a few points not discussed that demonstrate your ideal candidacy for the positions. Always thank the interviewers for their time and reiterate your interest in the opportunity. To reinforce your interest, let them know you look forward to the next meeting with them.

How should a person negotiate a job offer with a potential employer?

John J.: The person must need at least a good reason to ask for more money, usually to support one's self financially. Many people want to negotiate for the sake of doing it, but this is a mistake. You should thoroughly research salary data online for comparable jobs. If a job offer is lower than average, that information can be used to negotiate for higher pay. PTO (Paid Time Off) and other benefits can also be negotiated.

Jon K.: Conduct research on what positions in that category pay. Salary.com, Careerbuilder, and the U.S. Government all have salary data readily available. Next, identify what your worth is, that is, what is it you need for that job. Make sure you identify what skills you bring to the potential job that deserves higher pay. Do you have the specialized skills needed? If so, address them. If you have a clear idea of what you should be paid and learn that it is not what is being offered, request a meeting or phone call. Be direct and confident, and thank them for the offer. Indicate that it may very well be an excellent offer, but you believe you should receive X-amount for reasons being A, B, and C. The key is being confident but realistic, and remember that you are guaranteed to not get what you want 100% of the time *if* you do not ask!

Cam H.: Again, research is one of the keys to negotiation. Find out what the market rate is for the types of jobs you're considering. Professional associations as well as websites that offer salary information are all very useful in this process. The other key is knowing what you're worth. Get feedback from industry professionals. Ask them to evaluate your resumé and honestly assess your marketability. They can give you pointers as to what you should focus on when looking to negotiate.

What are mistakes that people make during the job search?

Jon K.: This could fill a book, and some mistakes may just be subjective. Some of the most important mistakes I have seen are:

- Not giving the search enough time. *Job searches are a full-time job when you are seriously looking.* Be sure to set aside the right amount of time to really do your research and follow-up.

- Not matching personal abilities, beliefs, and experiences to the job and, more so, the company. When managing internships for a global pharma company, I recall one individual who did not think they would have problems working for a company that performed animal testing. It was communicated upfront, but they really could not adjust to seeing the labs and cages. This is an extreme situation, but company activities could conflict with personal beliefs.

Cam H.: Mistakes can include waiting too long to apply, sending a canned cover letter or a template resumé, lack of preparedness for the interview, forgetting the thank you note, and deciding not to negotiate. *It's important to remember that you can do everything right and still not get the job offer. You can also do some things imperfectly and be offered the position.* Beyond LinkedIn, your career center and/or alumni association is likely to have valuable information as well as professionals to help you

structure your search and offer guidance as you proceed on the path to a job.

John J.: The top mistakes include a *lack of a job search plan* and relying on online job boards versus utilizing relationships to identify opportunities, that is, networking (Jameson & Hettich, 2016). For the few individuals who network, many only focus on what they can get out of it, versus finding ways to help make others successful. Finally, many people don't commit to the job search process and don't put forth sufficient effort to identify and secure the right opportunity.

Concluding Comments

On what job search elements do our experts differ? On what topics do they agree? Their consensus on several points should clue you to the importance of these issues. For example, their emphasis on conducting online research about the job, the organization, and key personnel demonstrates the necessity for developing online research skills. In addition, note how often the terms *skills* and *transferable skills* were used. Unless the job you are researching calls for specific psychology-based knowledge and skills, *most interviewers will be less interested in the content of your coursework and more focused the skills you attained* and your evidence for claiming those skills. It is *your* responsibility to identify and be able to articulate the specific transferable skills you acquire in college and in your major because most teachers will assume that you can identify them.

To learn which career readiness skills employers deem essential (and the competences that graduates lack), read "What's YOUR Job Outlook." (Hettich, 2018). For information about networking, consult Jameson and Hettich (2016). *Eye on Psi Chi* **has published numerous articles about job search and other career-related issues. The best way to locate these articles is to go to the Publication Search page and select Career Preparation from the dropdown menu (currently showing –Select one):** https://www.psichi.org/?Publications_Search. In closing, remember that *the process of searching for a job is a job*. To become proficient in that job, perhaps the most important foundation skills you will need are *planning, patience, practice,* and *persistence.*

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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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Undergraduate Researchers Will Save Psychological Science

Christopher R. Chartier, PhD, and Savannah Lewis, Ashland University (OH)
Randy McCarthy, PhD, Northern Illinois University

A Field In Crisis

In 2011, the social psychologist Daryl Bem published an article suggesting that either (a) ESP was a real phenomenon or (b) we needed to fix the way we conducted and published psychology research and re-evaluate the standards by which we accept evidence as credible (Bem, 2011). This was a historic moment for psychological science! In the period of self-reflection that followed the article's publication, it became clear that many common research practices were contributing to a flimsy literature and a lack of self-correction. For instance:

- exercising undisclosed flexibility in data analyses (*p*-hacking; Simmons, Nelson, & Simonsohn, 2011),
- hypothesizing after the results are known (HARKing; Kerr, 1998),
- publishing only statistically significant results (Kühberger, Fritz, & Scherndl, 2014), and
- rarely attempting or publishing direct replications (Makel, Plucker, & Hegarty, 2012).

As an illustrative example, the biggest effort to assess the replicability (the extent to which a new study can find the same results when using the same methods) of psychological research found that only 39% of original studies published in 2008 could be successfully replicated (Open Science Collaboration, 2015). Other collaborative efforts have since cast doubt on effects that were believed to be solid such as ego depletion (Hagger et al., 2016), facial feedback (Wagenmakers et al., 2016), and professor priming (O'Donnell et al., 2018).

It was clear that change was needed.

A Reform Movement

Since 2011, there has been a sea change in the way psychological research is conducted. Researchers routinely

- commit to their hypotheses and analysis plans prior to data collection (i.e., preregistration),
- share their study materials and stimuli on publicly available platforms (e.g., Open Science Framework), and
- publish preprints of their research to solicit feedback from peers prior to submitting their work for formal peer-review.

Academic journals likewise have

- increased the options for "open-access" publishing, which increases the accessibility of published research;
- increased their willingness to publish replication studies and well-conducted research that fails to find evidence of an effect;
- offered innovative ways of publishing research such as Registered Reports; and
- incentivized "open science" practices by offering authors badges for using open-science as part of their research process.

Finally, professional societies have featured symposia on open-science, replications, and meta-science; and a new professional organization has been created with the explicit purpose of improving psychological science (What Is SIPS?, n.d.).

Undergraduate researchers typically respond positively and enthusiastically to these changes. When my (Chris Chartier) students hear about these reforms, they almost universally respond with something akin to "of course we should preregister our hypotheses and share our data," or simply "wait, psychologists haven't been doing these things all along?" It seems that undergrads still imagine and hope that psychological science follows the idealized version of the hypothetico-deductive model of science they learned in middle school and are unaware of the problematic deviations from this model that were common practice in psychology (see Figure 1).

Incentives

Research-focused faculty may perceive, incorrectly in our opinion, that they have little incentive to join large-scale collaborations and conduct replication studies. Undergraduate researchers, on the other hand, immediately see that they can gain valuable experience and CV lines that will help them get into graduate school and kick-start their careers while also contributing to the field of psychology. First, engaging in direct replications and joining collaborative projects offers a unique training opportunity that will be attractive to graduate programs. Involvement in such projects show ability to manage a study through its full life cycle and exposure to methodologies beyond the idiosyncratic techniques usually conducted in your mentor's lab. Although faculty may be concerned with their number of high-profile, first-author publications, *any* publication, regardless of number or order of authors is impressive for an undergraduate.

Undergrads to The Rescue

Luckily, there are some very exciting ways that these undergraduate researchers can begin making significant contributions to psychological science, that will benefit both the field and their CVs.
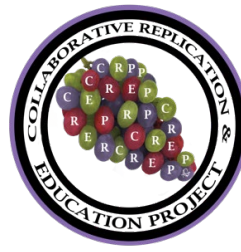
The Collaborative Replication & Education Project (CREP; https://osf.io/wfc6u/) connects undergraduate researchers to high-impact published studies in need of direct replication attempts. CREP selects studies that students can replicate by reviewing well-cited and recent empirical articles in psychological science to determine the most feasible ones (Grahe, 2018). Students can then select from among the available studies to identify one that will work in their lab. Students from all around the world collect data on the same studies and have an opportunity to write and publish their findings as a group.

Having a large, global data set is beneficial to science; it provides more evidence on the question at hand, and increases can provide information on its generalizability across locations. These replication studies are also extremely beneficial for an undergrad researcher because they get to contribute their own small data set to a larger project that will eventually be published in a peer-reviewed journal and is likely to make an impact on the field.

The Psychological Science Accelerator (PSA, a distributed laboratory network) is a network of labs that devoted some of their research capacity (e.g., time, participants) to multisite, collaborative research projects. The goal of the PSA is to quickly gather large samples that are both geographically and demographically diverse, which will speed the accumulation of evidence about our psychological phenomena. If you want to learn more about the PSA, or if you want to contribute to a PSA project, visit https://psysciacc.wordpress.com/. Although PSA is not uniquely focused on undergraduate researcher involvement, these studies would be perfect projects for interested undergraduates to join.

Figure 1

Image of the hypothetico-deductive model of science with problematic practices in red. Shared from an open access article distributed under the terms of the Creative Commons Attribution License (http://creativecommons.org/licenses/by/4.0); Chambers, Feredoes, Muthukumaraswamy, & Etchells, 2014).
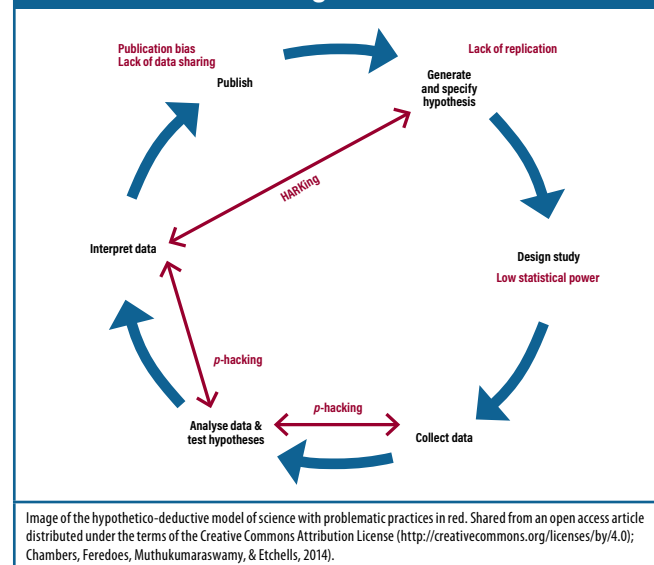
StudySwap is a platform for researchers to find collaborators and exchange resources (McCarty & Chartier, 2017). Researchers from all around the world can post their research NEEDs (e.g., a lab for an independent replication) or HAVEs (e.g., capacity to collect data for another researcher). It has been called a "craigslist for researchers" (Chawla, 2017). StudySwap is a great resource for undergraduate students to post HAVEs so that they can collect data for researchers outside of their home institution.

Savannah Lewis, an undergraduate researcher at Ashland University, did just that and writes, "My experience working with Liam Satchell (a UK-based forensic psychologist) has been extremely interesting. It started with my research advisor (Chris Chartier) and I posting a HAVE (https://osf.io/pqwj4/) on StudySwap describing that a research assistant (myself) would be able to run participants during the Fall 2017 semester. Liam Satchell then responded, saying he had a perfect study for me to run. This was a great use of StudySwap because Liam had a study ready to go, but was changing universities and did not yet have his lab set up for data collection. I am glad that I volunteered to help Liam Satchell out because it allowed me to learn more about how research is conducted in other areas, and I got to work on a different style of research than what I typically work on with my current professors. The study I collaborated on explores if an individual's perceptions of threat are influenced by walking gait. This collaboration has given me a chance to become a better researcher and allowed me to have a wider range of experiences on graduate school applications. This is all thanks to StudySwap."

The *Psi Chi Journal of Psychological Research* also provides a great outlet for undergraduate work focused on replication and engaging in open science. The journal currently offers four badges: open data, open materials, preregistered, and replications. Undergraduate researchers can conduct independent studies, outside of the collaborative opportunities mentioned above, and then submit their work for publication in Psi Chi's very own journal at https://www.psichi.org/?page=JN_Submissions. By offering these badges, the journal is incentivizing undergraduate researchers to engage in these excellent practices early in their research careers. This provides a great opportunity to engage in rigorous research and then disseminate in a peer-reviewed outlet!

Summary

We hope that the current generation of undergraduate researchers take the practices they learn in their undergraduate research experiences and "infect" their graduate school labs and future students. They are the next generation of psychological scientists, and they will establish the norms of researchers in the coming decades.

To undergraduate psychologists, we say, "you hold the power to move psychological science from a crisis to a golden age of discovery and reproducibility!"

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Christopher R. Chartier, PhD, is an associate professor of psychology at Ashland University (OH) where he supervises undergraduate research as the Director of the Ashland University International Collaboration Research Center. He is also the Director of the Psychological Science Accelerator and COfounder of StudySwap. His work focuses on increasing the collaborative nature of psychology research, and creating tools that can make psychological science more diverse and representative.
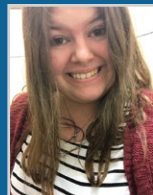
Savannah Lewis is an undergraduate student and psychology researcher at Ashland University. She is majoring in psychology with minors in child and family studies, and religion. She hopes to become either a psychology professor, or an abuse and addiction counselor. She is also a research assistant at the Ashland University International Collaboration Research.

Randy McCarthy, PhD, is a research associate at Northern Illinois University's Center for the Study of Family Violence and Sexual Assault. He studies the cognitive contributors to aggression, family violence, and spontaneously formed trait inferences (STIs) that are based on observations of behaviors. And he cofounded StudySwap with Dr. Chris Chartier.

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The Junior Scientist Fellowship Award:
Applying as a Graduating Senior

Senior undergraduates have a lot on their minds—applying for graduate school, looking for a job, moving to a new place, and staying motivated during that final year of undergrad, to name a few. But what about future research? If you are a senior planning on attending graduate school for psychology, the American Psychological Association of Graduate Students (APAGS) and Psi Chi have an incredible fellowship opportunity for you! The Junior Scientist Fellowship award provides funding for incoming graduate students' research. In 2018, twelve $1,000 awards are available: https://www.psichi.org/?page=apagsjuniorinfo

Senior year is a busy one, but it's important to look ahead and pursue opportunities like the JSF award. Not only does it provide funding for the award winners, the JSF award also gives constructive feedback to select applicants and increases future changes for success. As a graduating senior, what more could you want?

To emphasize the importance of this opportunity, last year's JSF award winners share their stories:

Xin "Alisa" Zhao was born and raised in Qingdao, China. She completed her BA in psychology and economics at University of California, Berkeley. Her mentors during undergrad were Drs. Stephen Hinshaw and Allison Harvey. In her free time, Alisa loves travelling, hiking, and trying new food.

What made you interested in the JSF fellowship? Why should graduating senior apply?

Like other applicants, Alisa says, "I applied for the APAGS/Psi Chi Junior Scientist Fellowship because I needed funding for my project, and I wanted to receive additional feedback on my research proposals." Even the process of applying is beneficial! Alisa adds, "I had a positive educational experience during the process of writing my first grant, and I would love to encourage all graduating seniors and first-year graduate students to apply for this fellowship."

What research have you conducted with the help of the fellowship?

"This fellowship has supported my research project assessing the economic burden of ADHD on American families with school-aged children diagnosed with ADHD." Alisa is using the funds for planned missing data techniques as well as online crowdsourcing.

What are you pursuing as your career?

Alisa is pursuing academia as a career. She hopes to "utilize inter-disciplinary principles and methods (e.g., neuroimaging, economic principles, statistical learning) to study the impact and mechanisms of ADHD and help develop effective and efficacious evidence-based treatments." The JSF fellowship gave her a head start!

Do you have any tips for the application process?

"I would love to encourage all applicants to conduct preliminary analyses with existing dataset, draft a research plan early, and ask for feedback from your mentor, if possible," she says. Working with her mentor was a big help while Alisa applied. "I am grateful for the support from my mentor, Dr. Pelham. He provided great feedback and guidance during the grant writing process. This fellowship would not have been possible without him."

Carol Wang is a graduate student in the social psychology program at the University of Houston. She researches the psychosocial factors that drive people to be resilient in the face of adversity and the role of culture in health and well-being outcomes.
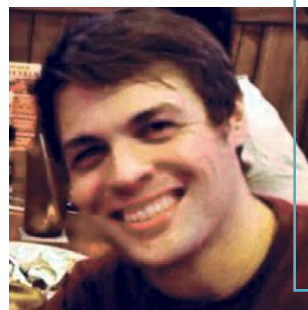
Andrew B. Blake is a first-year experimental psychology graduate student at Texas Tech University. His research interests include personality, data science, machine learning, and big data platforms. In his leisure time, Andrew enjoys disc golf, basketball, billiards, and cooking.

What made you interested in the JSF fellowship? Why should graduating seniors apply?

"As a first-year graduate student," Carol says, "I did not have much experience writing grant and fellowship proposals, so this provided me the opportunity to learn how to write an effective personal statement and craft a research proposal that is relevant and innovative." In addition to gaining the experience of writing a proposal, Carol also received feedback on her application. She says, "The feedback helped strengthen my application for the National Science Foundation Graduate Research Fellowship (NSF-GRF) in the fall." Although Carol was already in graduate school when she applied, she encourages graduating seniors to apply too because "it is good experience putting your ideas on paper."

What research have you conducted with the help of the fellowship?

"I am conducting research examining the efficacy of a writing intervention that targets those from low socioeconomic backgrounds in improving their psychological health and promotion of healthy behaviors."

What are you pursuing as your career?

"My goal is to eventually become a researcher whose work informs how culture and psychosocial resiliency factors influence health outcomes and reduce health disparities. As an educator, I hope to continue sharing my love for science with students from all backgrounds through mentoring and teaching."

Do you have any tips for the application process?

"Start early and do not hesitate to ask for feedback from your peers and mentors. When writing your personal statement, remember that it is your story!"

What made you interested in the JSF fellowship? Why should graduating seniors apply?

According to Andrew, "I felt the JSF scholarship was a terrific opportunity to educate myself in the grant writing process." Along with grant writing experience, he continues to say, "The JSF scholarship provided a chance to obtain much needed funding for research while providing excellent practice for further fellowship/grant opportunities (such as the NSF-GRF)."
Andrew encourages graduating seniors to apply, because "the experience will serve them in any field of psychology research."

What research have you conducted with the help of the fellowship?

"The scholarship helped fund access to a commercial neural network designed to describe images using data point matrices. The data point matrices were created from situational pictures collected from a 2-year study on situations. The aim is to use these matrices coupled with situation characteristics ratings to develop a machine learning algorithm capable of predicting situation characteristics from images." As for his future, Andrew is pursuing academia as a research psychologist.

Do you have any tips for the application process?

"Allow yourself time to edit and reedit your draft. The writing becomes more refined and your research ideas clearer."

Junior Scientist Fellowship Award Winners

Michelle Rivers is a second-year graduate student at Kent State University, pursuing her PhD in cognitive psychology. Her research applies theories of learning and memory to enhance educational practice.

Taylor Hendershott is a graduate student in Denise Head's lab at Washington University in St. Louis studying aging effects on cognition and associated neural correlates. Her research interests include the effects of neurodegenerative conditions on the structure and function of the brain.

What made you interested in the JSF fellowship? Why should graduating seniors apply?

"The JSF fellowship seemed like an excellent opportunity for me to gain practical writing experience and receive feedback that would benefit my NSF GRFP application." Unlike other applicants, Michelle applied twice, when she entered the program and then again as a first-year graduate student. She explains, "I used the feedback from my first attempt to improve my application. The second time, I received the scholarship, as well as Honorable Mention on my NSF application."

Michelle gives three advantages to applying as a graduating senior: (a) You will probably have more time to put into your application than you will once you start graduate school, (b) The feedback you receive will help you improve your writing, and (c) Your statements can be modified for future graduate school and fellowship applications, so you really have nothing to lose!"

What are you pursuing as your career?

"My goal is to work as a professor of psychology and manage my own laboratory investigating student learning. Because my research dovetails nicely with educational practice, I would also like to work with educators and students directly, perhaps by consulting with instructors on how to effectively teach their students."

Do you have any tips for the application process?

First, "Start early and find people to support you through the writing process," Michelle encourages. She compares her application to how she is currently writing, saying, "My colleague and I regularly check in with each other to make sure we are meeting our writing goals, discuss challenges, and edit each other's work. Writing can be frustrating, and sometimes it helps to know you're not alone in your frustration." During the application, Michelle advises, "Don't be afraid to show your drafts to faculty and graduate students—they can catch errors and places where your writing lacks clarity. Good luck!"
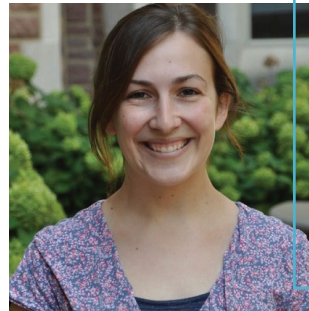
What made you interested in the JSF fellowship? Why should graduating seniors apply?

Taylor applied with the intention of applying for the NSF-GRF later on. "I thought the June JSF deadline would help me get a head start on my application," she explains. As for graduating seniors, she says, "I would encourage other students to apply to this fellowship because it helps get you thinking about your NSF-GRF application early. By the time you are about to submit in October, you have had the time to read and digest the relevant literature for your application."

What research have you conducted with the help of the fellowship?

"I am a first year graduate student, and with the help of the JSF scholarship I was able to start data collection for my first year project. I am now in the final stages of preparing my study for proper data collection," Taylor explains. Because she plans on pursuing a career in academia, Taylor believes initiating her own research during her first year of graduate school is an incredible opportunity.

Do you have any tips for the application process?

Taylor advises future applicants to "take the JSF scholarship application as seriously as they do their NSF-GRF application. Even if you are not awarded the scholarship, the JSF provides a unique opportunity to receive feedback on your NSF-GRF application well before the deadline. This feedback can inform you to tailor your application as needed and to make your application as competitive as possible.

Senior year is busy, but make sure to think ahead when it comes to research! The JSF scholarship is an incredible opportunity for rising graduate students, because it offers grant writing experience, application feedback, and potential funding for graduate school research. Like each of the past year's winners said, applying in itself is a great experience!

Diversity Article Winners Share Their Passion

Every year, Psi Chi recognizes two individuals for publishing the best diversity-related article in *Eye on Psi Chi* magazine and *Psi Chi Journal of Psychological Research*. Today, please congratulate the 2017 recipients, each of whom received $600 for their hard work!

Learn more about Psi Chi Diversity Article Awards at www.psichi.org/?page=diversityinfo (and consider submitting your own diversity-related articles this year!)

What Is Spinal Muscular Atrophy and Why Does It Matter?

Our variability and uniqueness add an abundance of color and vibrancy to the world. Everyone has their own gifts, challenges, and quirks, and sharing our stories helps create connection and togetherness, even among strangers. Empathy is a natural human tendency that calls us to reach out—to know and understand one another—which is the reason diversity is something to be celebrated. Diversity is about sharing a variety of perspectives to grow in unity and solve problems creatively, and living with disability has taught me to do just that.

In discussing the symptoms, causes, and challenges of my disease through my article on Spinal Muscular Atrophy (SMA), I hope to welcome readers into my experience to form stronger community and connection between people with SMA and people unfamiliar with the disease. In a world where our natural "us vs. them" mentality is rampant, efforts toward unity are more important than ever.

Variety and diversity are not meant to draw lines between communities or place individuals into neatly labeled boxes; diversity is meant to bring people together—to help us grow in understanding and problem-solving, which erase divisions between us.

https://doi.org/10.24839/1092-0803.Eye21.2.6

Magdalyn "Maggie" Fiore is the former vice-president of the Mount St. Mary's University Psi Chi Chapter in Emmitsburg, MD. After earning a bachelor of science in psychology, Maggie is now pursuing her master of arts in science writing at Johns Hopkins University, striving to share the joy of psychology with others through her writing. Maggie is delighted to receive the Psi Chi Diversity Article Award and dedicates the honor to the Mount St. Mary's Psychology Department and Psi Chi Chapter.

Magdalyn Fiore
John Hopkins University (MD)
(formerly Mount St. Mary's University)

Rape Acknowledgement Status and Recency Since Rape as Correlates of College Women's Body Shame

In our article, Dr. Suzanne Osman and I examined the influence of rape acknowledgment status and recency since rape on body shame in a sample of female rape victims. These are important diversity topics to study given that gender equality does not exist regarding these issues. Women live in a world in which they are more likely than men to be sexually objectified, assaulted, and raped. As a result, women experience more negative rape-related outcomes including body shame and other problems (e.g., depression, anxiety, disordered eating).

Being at higher risk for these experiences, women are also more likely than men to live in fear of rape. Researchers have suggested that many societies embrace cultural norms that trivialize rape. This may contribute to greater prevalence rates and negative impacts, and explanations for why many victims don't acknowledge their experience as rape.

It is important to highlight these women's issues by researching and educating about rape so that society can work toward changing these norms. The hope is that all individuals, regardless of their gender, can live feeling safe and free from the fear and experience of rape and sexual assault.

https://doi.org/10.24839/2325-7342.JN22.3.242

Carolyne Merwin is originally from Washington D.C. and currently resides in West Chester, PA. She graduated from Salisbury University in May 2017 with a BA in psychology and served as the commencement speaker for the Salisbury University Commencement Ceremony. She is currently enrolled in the PsyD program at Immaculata University (PA). She also works as a therapeutic support staff worker with children with cognitive disabilities.
Over the course of her academic career, she has presented at several professional conferences including the Eastern Psychological Association Convention in 2016 and 2017, and the Salisbury University Student Research Conference in 2016 and 2017.

Carolyne Merwin
Immaculata University (PA)
(formerly Salisbury University)
Coauthor: Suzanne L. Osman, PhD

2018 Distinguished Members of Psi Chi

Please welcome Psi Chi's 2018 Distinguished Members, Drs. Mahzarin R. Banaji, Nadine J. Kaslow, Mark R. Leary, Claude M. Steele, and Susan Krauss Whitbourne. These five renowned individuals were selected by Psi Chi's Board of Directors in recognition for their international contributions to the science of psychology in the areas of research, service, and teaching, as well as their long-time support of our Professional Organization.

Other Psi Chi Distinguished Members include Drs. Albert Bandura, Elizabeth Loftus, Robert J. Sternberg, and many more. View the complete list at www.psichi.org/?Dist_Members

Mahzarin R. Banaji, PhD
Harvard University

Mahzarin R. Banaji, PhD, was Halleck Professor of Psychology at Yale and is Cabot Professor of Social Ethics at Harvard University. She was named Harvard College Professor for excellence in undergraduate teaching and advising and won Yale's Hixon Prize for Teaching Excellence. Banaji was elected to the American Academy of Arts & Sciences and is Herbert Simon Fellow of the Association of Political and Social Science. She received APA's Award for Distinguished Scientific Contribution and is William James Fellow of APS for "a lifetime of significant intellectual contributions to the basic science of psychology." Banaji is the recipient of honorary degrees from Barnard, Smith, Colgate, Carnegie-Mellon, and University of Helsinki.

Nadine J. Kaslow, PhD
Emory University

Nadine J. Kaslow, PhD, ABPP, is a professor at Emory University School of Medicine Department of Psychiatry and Behavioral Sciences; Chief Psychologist, Grady Health System; and Vice Chair of the Department of Psychiatry and Behavioral Sciences. In 2012, she received a Doctorate of Humane Letters from Pepperdine University. The 2014 President of the APA, she is President Elect of the APA's Division of Public Service (Division 18), the Psi Chi Annual Giving Campaign Chair, and chair of Psi Chi's Summit on Help-Seeking. She is Past President of APA's Divisions of Clinical Psychology (12), Family Psychology (43), and Psychotherapy (29), as well as the American Board of Clinical Psychology, the American Board of Professional Psychology, and a member of Rosalynn Carter's Mental Health Advisory Board. She has published over 300 articles and three books.

Mark R. Leary, PhD
Duke University

Mark R. 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. Dr. 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 co-recipient 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. He has published 14 books and more than 250 scholarly articles.

Susan Krauss Whitbourne, PhD
University of Massachusetts Boston

Susan Krauss Whitbourne is a Professor Emerita of Psychological and Brain Sciences at the University of Massachusetts Amherst. She is also an adjunct professor in the Department of Gerontology and Faculty Fellow in the Institute of Gerontology at the University of Massachusetts Boston. Her research covers a wide range of topics related to adult development and aging, including personality development through midlife, contributors to successful aging, predictors of memory performance, and the relationship between physical health and sense of personal identity. She is the 2017 President of the Eastern Psychological Association, and a winner of a 2011 APA Presidential Citation, the Florence Denmark Outstanding Advisor Award, and a number of university teaching and advising, and professional mentorship awards.
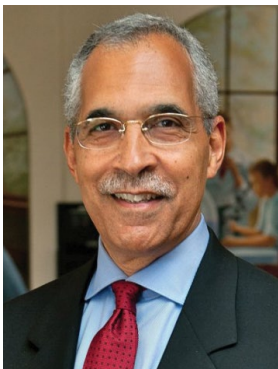
Claude M. Steele, PhD
Stanford University

Claude M. Steele, PhD, is an American social psychologist and a professor of psychology at Stanford University. He is best known for his work on stereotype threat and its application to minority student academic performance. His earlier work dealt with research on the self (e.g., self-image, self-affirmation) as well as the role of self-regulation in addictive behaviors. In 2010, he released his book, *Whistling Vivaldi and Other Clues to How Stereotypes Affect Us*, summarizing years of research on stereotype threat and the underperformance of minority students in higher education. He holds BA in psychology from Hiram College, and an MA in social psychology and a PhD in social psychology and statistical psychology from Ohio State University. He is elected to the American Academy of Arts and Sciences, the National Academy of Sciences, the National Science Board, the National Academy of Education, and the American Philosophical Society.

Never Worry Alone:
Mental Health Awareness With Dr. Phil McGraw

by Meg Sutter
University of Tennessee at Chattanooga

Before the talk shows and celebrity, before best-selling books and Emmy nominations, even before receiving a doctoral degree and practicing clinical psychology, Dr. Phil McGraw was a Psi Chi member. His profession has certainly evolved since his days as an undergraduate student, but Dr. McGraw's passion for raising awareness and helping others remains just as strong. Whether destigmatizing mental health issues through the media, private practice, or as a Psi Chi member, he believes psychology is the key to progress. Dr. McGraw is Psi Chi's Distinguished Lecturer at this year's APA convention, and he was kind enough to answer our questions over e-mail:

Where did your interest in psychology come from?

I have always been curious about people, but nothing stands out more than when I was twelve years old, playing football in Oklahoma. Unlike other teams, we had a great coach and all of the right equipment. Before one specific game, the players from a Salvation Army team showed up in two pickup trucks, looking like kids from the Great Depression dust bowl. The kid who lined up across from me had blue jeans rolled up for football pants, tattered loafers for football shoes, and a stained, torn shirt with masking tape for a number.

My team was in our huddle snickering like a bunch of spoiled brats because we had such great uniforms and equipment. But when the ball was snapped for the first time, that kid in loafers hit me so hard that my shoulder still hurts when it rains. They beat us like a rented mule—50 to nothing.

That day, my interest in psychology was born. I just couldn't figure out how they beat us so badly when we had so much, and they had so little. I think that was the first time I realized that attitude and determination trumped just about everything else. I have spent my life studying and trying to figure out "why people do what they do and don't do what they don't do." It has been quite a journey. I'll let you know when I get it figured out.

At what point did television become part of your plan?

Being in television was never a part of my plan. In fact, I resisted it when I first had the opportunity. I worked in a variety of settings early in my career. I was trained in clinical and forensic psychology, and developed one of the first litigation consulting firms in the country. We represented Fortune 500 companies in many high-profile cases, including representing Oprah Winfrey. As a member of that team, part of my charge was to prepare Oprah for testifying in court. She is an amazing lady, and we established a very close relationship that continues today.

Oprah thought I had an effective way of bringing common sense language to technical issues. She basically twisted my arm to be a guest on her show, and who says no to Oprah? For five years, I was a regular guest, and eventually I launched *Dr. Phil*.

When I was in practice, I could see eight to ten patients a day. Now, I have the chance to reach millions of people every day with the only show in the history of television dedicated to mental health issues, delivered in a common-sense format. Now, 15 years after *Dr. Phil* aired, I am proud to say we have the number one daytime talk show in television, but I'm even more proud of our show's content.

How do you stay positive at work, especially after stressful episodes?

I have the most professional and passionate staff you can imagine. These people work extremely hard to make sure we deliver high-caliber shows with an unquestionable commitment to the best interests of our guests and to the quality of information provided to our viewers. When you are a part of this team and fortunate enough to have this platform to help people, being positive is a natural consequence.

How do guests benefit from being on your show compared with seeking local, private counseling?

Actually, they benefit from both. What we do on *Dr. Phil* is not therapy. Our guests request to be on the show for all kinds of reasons, and they know they are going to be a part of something much bigger than the problems they bring.

We certainly deal with serious mental health issues—our guests are often at a point of desperation in their lives—but our main purpose is to use the show as a teaching tool for our viewers, informing and educating them about critical mental health issues. We get thousands of e-mails from viewers thanking us for dealing with important subjects in meaningful ways; because of what they saw on our show, they, or their family members, took the first step to seek help for similar problems. Inspiring viewers is the big win for us.

And as far as guests on the show, we offer every person access to mental health services, usually in their own communities and at no cost to them. I know what is involved in professional therapy, and progress cannot be made in an hour. It takes a lot of time and hard work to bring about meaningful change.

I think our show educates and hopefully inspires people to take those next steps. The hard work happens in the trenches, and I am grateful for the work of psychologists and other mental health professionals. All our show can do is shine light on the issues and point guests and viewers in the right direction.

In what ways has the representation of mental health evolved in the media?

I think the overall trend is positive. First, there is more recognition and acknowledgment that it is normal to have problems. The main emphasis on *Dr. Phil* is to de-stigmatize psychological and behavioral problems. We have to bring problems out of the darkness so people are not afraid or ashamed to seek help.

This positive trend is noticeable on television shows and movies, as well. The representation of mental health in the media will always be a passion of mine. I have witnessed first-hand, on so many occasions, the benefits that psychology and the media working together for the right reasons and in the right ways

What do you remember of your experience with Psi Chi in college?

Being a member of Psi Chi was my first experience feeling like I was a part of the profession of psychology. As an undergraduate student, there were precious few opportunities to feel included because it was a privilege more available to graduate students and faculty. Being a member of Psi Chi changed that, and gave me a chance to be a meaningful member of a meaningful profession.

Do you have any mentors? What is the value of mentorship to you?

I am very fortunate to have a career that has spanned a variety of areas, from clinical practice, both inpatient and outpatient, to litigation support and forensic psychology, to media and the law. Nothing is more important than having mentors who can teach, guide, and support you along the way. I have had the honor of being mentored by some of the best and brightest people. Not only are they at the top of their respective fields, but they are some of the most decent and caring people I have ever met, and I am proud to call them my friends:

Dr. G. Frank Lawlis is an outstanding neuropsychologist. He was my major professor and dissertation advisor over 40 years ago and continues to provide guidance for me on a regular basis. I value his knowledge and friendship, and I am pleased to have him serve as chairman of the *Dr. Phil* advisory board.

Dr. Marty Greenberg has also been a valued mentor, colleague, and friend for many years. His expertise in forensic and regulatory psychology is an ongoing source of valuable information in the areas of legal and ethical issues in psychology.

Within the legal arena, I have been mentored by two of the finest trial lawyers in the country. William B. Dawson and Charles "Chip" Babcock have schooled me in the dynamics of "trial by jury," and they have never failed to provide guidance, support, and the ability to see around corners.

With regard to my career in the media, who could possibly have a better mentor than Oprah Winfrey? A trail blazer without peer, she has taught me so much about succeeding in the ever-changing world of television, publishing, and all forms of communication with the public around the world. She is a clarion voice of reason, compassion, and intellect.

can have on individual lives.

Where do you see the future of psychology heading?

First, I see the profession advancing in terms of the science of behavior. Our research is getting better, and we continue to see the practical application from research to evidence-based practices. I believe professional psychology has a role to play in solving some of our most serious social problems, including racism, violence, and economic disparity. It won't be easy, and it won't happen overnight, but progress is a game of inches; it is a game in which professional psychology must play a pivotal role.

Psi Chi is currently leading the "Help Helped Me" initiative. What advice would you give to college students who are afraid to ask for help?

I am glad you asked this question. The best advice I can give to anyone, who for any reason needs help but is afraid, ashamed, or embarrassed is this: NEVER WORRY ALONE! Reach out to friends and family. And, of course, reach out to mental health

professionals. There is almost always a benefit to reaching out, because struggling on your own can cause your thoughts to run in an endless loop of misery and fear. Open that loop to those who care and can help. I often say, life is short, but it is very wide. Make room in your journey for the love and support of others.

What are you most excited about in your life right now?

That's easy. I am most excited about my family. I have been blessed with the gift of being married to my best friend. We have two incredible sons who turned out to be great human beings with lots of talent and passion for their work, and I get to be a part of that on a daily basis. I also have two lovely grandchildren who have added more purpose to my life than I would have imagined possible. I love the work I do, and not a day goes by when I don't feel like the luckiest man in the world. I know this may sound a bit corny, but truth be told, I actually am a bit corny.

From Psi Chi to daytime television, Dr. McGraw's perspective on the future of psychology is sure to interest Psi Chi members everywhere. Raising awareness

for mental health can happen through chapter meetings, obtaining graduate degrees, working in private practice, doing research, and hosting daytime talk shows. The possibilities are endless with passion and empathy for others. You never know where psychology will take you!

Dr. Phil McGraw is the host of TV's #1 daytime talk show, *Dr. Phil*. Now in its 16th season, this trailblazing show continues to provide the most comprehensive forum on mental health issues in the history of television. It has received 29 Emmy nominations and won five PRISM Awards for the accurate depiction of drug, alcohol, and tobacco abuse and addiction.

Before blazing his television career, Dr. McGraw founded Courtroom Sciences, Inc. (CSI), a groundbreaking trial science firm specializing in all aspects of litigation support. In 2006, Dr. McGraw was honored with a Presidential Citation by the American Psychological Association for his significant contributions to the field of psychology.

Dr. McGraw and his wife, Robin, are well-known for their tireless advocacy for children and families. In 2003, Dr. McGraw established the Dr. Phil Foundation, a nonprofit charitable organization funding many worthy projects benefitting disadvantaged children and families. He is also the author of nine #1 *New York Times* bestsellers, published in 39 languages with more than 33 million copies in print.

Dr. McGraw earned a doctoral degree in clinical psychology from the University of North Texas, followed by a post-doctoral fellowship in forensic psychology from the Wilmington Institute. Dr. McGraw was a licensed psychologist in the state of Texas where he practiced clinical psychology and developed one of the country's first multi-modal protocols for the treatment of chronic pain. For more information about Dr. McGraw, visit his website at drphil.com

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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

Uniting Psychology, Uniting the World,
With Nadine J. Kaslow, PhD

by Meg Sutter
University of Tennessee at Chattanooga

When a plane gets delayed, passengers will feel less stressed if the airline personnel can stay calm, keep everyone informed, and help with problem solving. "These are basic psychology principles!" exclaims Dr. Nadine J. Kaslow. "So how do we, as psychologists, help organizations, corporations, and hospitals all function more effectively? Well, what does the *research* say about that? And how do you then *teach* people about it?" Different aspects of psychology must come together to create the strongest solutions.

Psychology depends on education, practice, research, scholarship, public policy, advocacy, and community engagement. But all too often, students and professionals see these aspects of psychology as separate and even as in conflict. Dr. Nadine Kaslow is a professor, psychologist, researcher, and vice chair for Faculty Development in the Department of Psychiatry and Behavioral Sciences at Emory University School of Medicine. Yet, even with her involvement in multiple parts of psychology, she says, "I often feel like they are different parts of myself. So not only do I think that the profession as a whole must develop a more integrated identity and sense of direction, but so do specific people like me who have a hard time applying our various competencies in a united way."

Whether it's at the airport, across fields, or even at a Psi Chi convention, Dr. Kaslow believes psychology benefits from unity. In today's interview, she gives practical solutions for uniting psychology by improving communication and finding and following passions.

Psychology Is a Mirror for the World

According to Dr. Kaslow, "There is a long history of people within psychology, in my opinion, either having cold wars or hot wars with each other. They fight or don't talk at all, and they're sometimes not very respectful of disparate views and values." She isn't talking about real fights, though, more like misunderstandings and insufficient efforts at communication. "For example, sometimes the people who do research think the people who are involved in advocacy take positions before there is enough data to support their positions, and those who are engaged in advocacy sometimes believe that those who focus on research aren't willing to ensure that their science is shared in ways that are meaningful or relevant." Instead of working together, they judge each other. Despite such miscommunications and at times criticism across groups in the profession, Dr. Kaslow fervently believes in a future of shared leadership, more unity, and greater give and take relationships in psychology.

Give and Take

As chair of the Psi Chi Give Back campaign this year, Dr. Kaslow believes, **"Life is so much more meaningful when we help others, are compassionate in what we do, and give in our time and resources."**

Psi Chi wasn't as focused on service when Dr. Kaslow was a student. "Being a member meant graduate students and faculty came and talked with your chapter about how to get into graduate school. It was sort of selfish—we got in because we were smart and good academically, and then we used the society to move us forward in life." Of course, Dr. Kaslow doesn't believe there's anything wrong with that, she just loves that Psi Chi does more service work these days.

According to Dr. Kaslow, "Service is about giving more to help junior students, contributing to campus organizations, advocating for more accessible and culturally competent mental health services on campuses and in communities, and getting people the help and support they need." So although giving back to Psi Chi with a donation is valuable, it isn't the only way to get involved. Dr. Kaslow says, "It can be through your science, or your teaching, or your practice, or your service to or on behalf of the community. There isn't one way to do it. I strongly encourage Psi Chi chapters to be a voice for giving back in diverse ways and to incorporate giving back as part of their mission."

"Because we are struggling to unite as a nation and as a world, the theme of uniting is very timely," she says. "This issue of divides and opposition slows progress in the world, and also in psychology. Rather than actively listening to different perspectives and trying to find common ground, the divides just get bigger. What's going on in psychology is a mirror for the country and the world." Dr. Kaslow believes that, if psychologists can come together in meaningful, respectful, and collaborative ways, their unity can serve as a model for unification on much bigger levels.

Student Involvement

How can students be a part of this movement? Dr. Kaslow says classes are a great place to start! Capstone courses, for example, can easily focus on synthesizing the diverse parts of psychology. "These courses can include community projects where you creatively bring psychology to the public and the professor models scientifically informed community engagement by getting students involved as well," she explains. Another space to implement community involvement and combine, in unique ways, the various aspects of psychology is at Psi Chi conventions. Dr. Kaslow urges students to ask, "How do we take what we know about psychology and share it with different communities through partnerships?" In this way, psychology is acting as that mirror—the more group unity and community involvement within psychology, and within Psi Chi, the more similar steps may be seen in the world.

Don't Be Shy

For the future, Dr. Kaslow would like to see more active participation from psychologists. "I wish that we could be more invested in being scientists-practitioners-advocates-leaders. I want us to be more involved with legislative and advocacy efforts and have more of an impact on policy decisions at the local, state, national, and international levels."

Dr. Kaslow believes psychologists have the knowledge, skills and abilities, attitudes and values to make great leaders, but they often shy away from leadership positions. She attributes this reluctance in part to psychology's historically more individualistic rather than systematic, way of thinking. "But I think psychologists have the capacity

and capability to be values-based, contextually oriented, passionate, respectful, and innovative leaders," she says, "whether they're university presidents, or CEOs, or congress people."

Along with taking more leadership positions, Dr. Kaslow hopes the future of psychology includes more effective and ongoing translation of psychological science to the public. Whether through conveying the impact and relevance of all journal articles, providing scientific and practical updates in social media, or through more traditional media like television, psychologists have a responsibility to use what they know to benefit society. "Imagine," she says, "Sitting at the doctor's office, and the television is showing an 'Ask the Psychologist' show, instead of what's usually playing."

Through leadership positions and expanding communication with multiple publics, Dr. Kaslow trusts that psychology can give a lot more to society. "I think that it's really important not to see psychology as a bunch of disparate things—research, practice, advocacy, and volunteering—but rather to appreciate that all aspects of the discipline and profession are linked and mutually beneficial."

Uniting for Policy

In a world grappling for unity, cooperation, and mutual respect, it is essential that psychology be conceptualized as a unified yet diverse discipline that can be invaluable in informing the national and international discourse. Dr. Kaslow uses the immigration issue as an example: "How can we use our science to inform the recommendations we make about immigration-related policies? How do we pay attention to the needs of students who are affected by DACA in our educational institutions and ensure they are receiving not just top-notch education, but also support, guidance, and recognition for their accomplishments? How do we understand from a psychological perspective the conflicts in this nation about solutions for Dreamers, and how can our understanding empower us to be helpful in resolving the national debate? What kind of research do we need to conduct to help make more informed arguments?" To have a central role in national policy-making, we must unify psychological research, education, practice, and advocacy activities in thought and action.

Passion

To ignite a movement toward a more unified, productive, and powerful psychology, we must harness our passion. According to Dr. Kaslow, "It helps each of us in our own lives if we pursue things we find meaningful and care deeply about—whether that's what we study, what we teach, or the kind of practice or advocacy we do. If we pursue things that truly matter to us, we will be more effective and our lives will be more personally and professionally rewarding and meaningful."

Passion is a cornerstone for advocacy, and advocacy is a key component of psychology—one that Dr. Kaslow finds incredibly valuable. She is particularly passionate about advocating for social justice-related causes and doing so in partnership with people with diverse voices. "Social justice can pertain to everything students get involved with—the classes they choose to take, or maybe the decisions they make to tutor other people or volunteer to help those in need or who are from oppressed groups," Dr. Kaslow says. "Whether it's addressing LGBT, class, race, gender issues or the impact of sexual harassment, there are a lot of ways for students to focus their advocacy efforts on public interest and social justice causes that are personally meaningful."

Finding something you are passionate about, connecting with others who share your passions yet have different voices, and advocating together to improve society is what Dr. Kaslow hopes that all students of psychology will do. "For me, students are psychology's present and future. I recognize that not everyone in Psi Chi will become a psychologist, but everyone will be a consumer *of* psychology." So whether you are an active member of Psi Chi, pursuing a career in psychology, or a consumer of psychology, Dr. Kaslow trusts that you will pay it forward so that we have a more caring, just, inclusive, and psychologically informed society.

Nadine J. Kaslow, PhD, ABPP, is a professor at Emory University School of Medicine Department of Psychiatry and Behavioral Sciences; Chief Psychologist, Grady Health System; and Vice-Chair of the Department of Psychiatry and Behavioral Sciences. In 2012, she received a Doctorate of Humane Letters from Pepperdine University. The 2014 President of the American Psychological Association (APA), she is President-Elect of the APA's Division of Public Service (Division 18), the Psi Chi Annual Giving Campaign Chair, and the Chair of Psi Chi's Summit on Help-Seeking. Dr. Kaslow is Past-President of APA's Divisions of Clinical Psychology (12), Family Psychology (43), and Psychotherapy (29), as well as the American Board of Clinical Psychology and the American Board of Professional Psychology. She has published over 300 articles and three books. A member of Rosalynn Carter's Mental Health Advisory Board, she is a nationally recognized expert in suicide, intimate partner violence and child maltreatment, depression in children and adolescents, posttraumatic stress disorder, and psychology education and training. Dr. Kaslow is the psychologist for the Atlanta Ballet and a frequent media guest.

Throw Away What You've Heard About Learning Styles,
With Megan Sumeracki, PhD

by Meg Sutter
University of Tennessee at Chattanooga

You have a big test coming up next week. How do you prepare? Do you start studying immediately, or wait until the night before? Do you consider yourself a visual or auditory learner and study accordingly? Maybe you feel like nothing has worked; you just aren't good at tests. Or maybe repeatedly reading your notes has worked in the past, and you assume it's the best studying technique for you. Maybe cramming produces fairly good grades, so anything more seems excessive. You don't have the time. You don't know where to start.

Throw away what you've heard about learning styles, urges Dr. Megan Sumeracki, an expert in human learning and memory, and cofounder of The Learning Scientists. Instead, research suggests that multimodal learning—combining different techniques and styles—is the best way to learn. Although this may be a more challenging, in the present interview, Dr. Sumeracki warns against the dangers of learning styles, proposes tips for the most effective ways to study, and establishes the importance of learning from different angles.

The Dangers of Learning Styles

Auditory, visual, kinesthetic, and reading/writing are widely believed to be the four specific types of learning. "The hypothesis of learning styles," Dr. Sumeracki says, "is that every individual student has a particular way of learning, and that style, according to the hypothesis, determines how an individual student is going to learn best. In order to maximize student learning in the classroom, teachers would need to diagnose every student's style and tailor instruction to the individual styles. The same goes for studying at home because students would need to know their style and match their studying techniques accordingly." From this explanation, learning styles don't seem dangerous at all. Teaching and studying according to individual strengths is a good idea, right?

"First, there is a lot of evidence to suggest this hypothesis is inaccurate; matching doesn't improve learning. The problem with learning styles is that students are told what type of learners they are, and later believe that they are unable to study any other way," Dr. Sumeracki explains. "At least 80 or 90% of people in the United States believe in this learning style idea, although little evidence suggests that it works; and a fair amount of research suggests that it's actually detrimental for students. Students have preferences, sure, but that doesn't necessarily mean a specific learning style is the best way for a student to learn."

Why, then, do classrooms still emphasize learning styles? "Anecdotally,

a teacher shows a student a paragraph to read, and the student doesn't get it, doesn't get it, doesn't get it; but then you show a visual, and all of a sudden the student understands! It makes sense to think the student *needs* the visual to learn," Dr. Sumeracki says. "But what you don't know is whether the student understands because of the visual and verbal material working together, or because it was the fourth time the material was presented, or because the student had a lapse in attention. There are several different explanations for how the student learned, but the best thing to do is combining visuals and words from the beginning."

Learning Strategies

Students may prefer one learning technique over another, but the best learning comes from dual-coding—putting visual representations together with verbal representations to study the same thing. "Of course, in practice, teachers can't really divide up their students into individual styles and teach them individually, so they end up producing lessons that touch on all styles. The good news is they are using multimodal learning, but the problem is that the teachers do it for the wrong reasons. They're encouraging learning styles, not strategies. If students think that only one part of studying works for them, and they can only learn in one way, it's going to hurt them in the long run."

Dr. Sumeracki argues that labeling a student as one type of learner is harmful because different materials or subjects work better with different modalities. "For example," she says, "it would be hard to learn to ride a bike by reading a book about it, or by having someone explain it to you. Really, you need someone to explain it to you a little bit, but then you need to try it by yourself. 'Kinesthetic learners' aren't the only ones who learn to ride a bike *by* riding; everyone needs these different modalities."

When students believe they can only learn from one style, they start thinking it would be impossible to learn anything that requires another strategy. As an example, Dr. Sumeracki says that some students don't believe they are good at

math simply because they are "visual" learners. "This is where it becomes a problem," she states.

Instead of learning styles, Dr. Sumeracki encourages students to use the following research-approved strategies:

- spaced practice
- retrieval practice
- elaboration
- interleaving
- concrete examples
- dual coding

Together, these are effective ways to study. Using the six strategies across different subjects and material improves learning. Dr. Sumeracki likes thinking of it within a medical model: "A doctor learns information about how the body works and how drugs interact, but there's never going to be a set rule for each patient. Every patient with some symptom won't receive the same dosage of a drug. Doctors have to make adjustments according to the variables at play. Teachers and students have to do the same thing."

Learning Through the Struggle

The Learning Scientists website that Dr. Sumeracki cofounded has downloadable material for all six strategies, but in today's interview she focuses on retrieval practice and dual coding. In her own words, "Retrieval practice is basically bringing information to mind from memory." A few ways to practice retrieval, she suggests, are practice tests (don't panic!), creating concept maps, or just getting a blank sheet of paper and writing everything you can about a specific topic. "The idea is that you're producing information from memory," she explains, "not just looking at it over and over again.
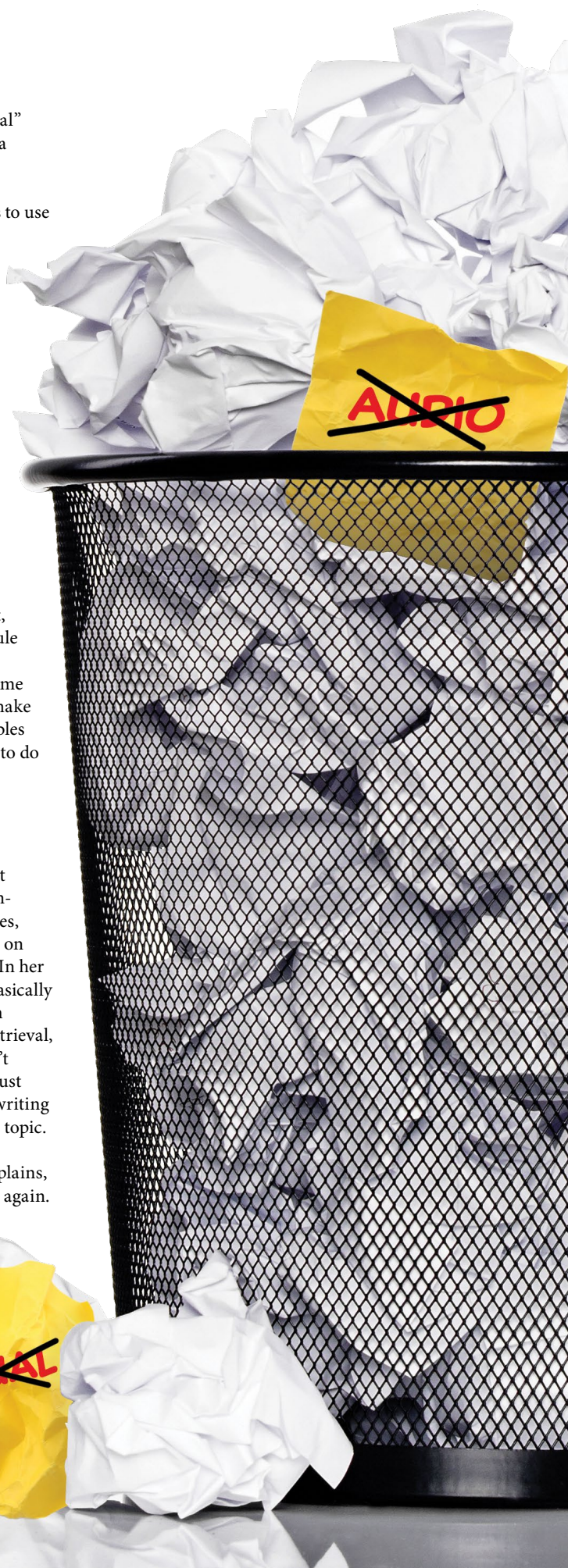
Ideally, you should go back and check your course materials, see what you got right, what you missed, and then keep retrieving. Repeated retrieval practice is the key to long term, durable learning." Dr. Sumeracki says it even produces learning in different ways—through indirect, direct, and potentiating effects.

An indirect effect works by "producing other stuff that produces learning." For example, recalling what you do know also shows what you don't know, which helps you decide what to study next. In addition, a direct effect indicates that "the act of bringing the information to mind—the retrieval itself—is doing something to improve the way you remember information and your ability to apply it later," Dr. Sumeracki says. "Bringing the information to mind is beneficial in itself, but the added feedback is even more beneficial. Students take practice tests to figure out what they know and what they don't know, but they also learn just from the act of retrieval."

In addition to direct and indirect effects, the potentiating effect of retrieval practice makes reviewing notes after retrieving information more productive. "The gold standard is to use spaced practice along with retrieval, spacing things out over time," Dr. Sumeracki adds. "Rather than cramming five hours before an exam, take those five hours and space them out over two weeks. By spacing out studying opportunities across multiple days, you can

practice retrieval first, check what you get right and what you need to work on, review and engage using some of the other strategies, and finish off with retrieval again. That's the best way to produce durable, long-term learning."

If learning strategies are this effective, why don't students automatically use spaced retrieval practice? "Because it's challenging!" Dr. Sumeracki exclaims. "It involves planning ahead and creating a schedule. Then, retrieval practice itself is difficult, too. Over time, you may forget a little, and the start of each session is going to feel more difficult than if you just 'cram' for an exam. But the difficulty is a good thing! It doesn't mean that you aren't learning; it means quite the opposite."

Lowering the Stakes

Pop quizzes, practice tests, and filling out study guides from memory are all good retrieval practices, but they often have high stakes in students' minds. "Test anxiety is a big problem," Dr. Sumeracki says, "but the research basically suggests that one of the best ways to overcome the fear is to keep doing it, almost like exposure therapy (although I'm not a clinician, so I can't make the recommendation for purposes of therapy)." If teachers give enough quizzes, the stakes aren't so high, and students get used to the practice.

Although most students would object to increased quizzes and tests, it actually

makes learning easier and retrieval practice less daunting. "Each quiz becomes worth less, and that lowers the stakes," Dr. Sumeracki notes, "making retrieval practice less anxiety-provoking." Dr. Sumeracki also offers another solution: "One of the ways to get around test anxiety is by helping students practice retrieval in a way that doesn't *look* like a test: have them explain a concept to another student, or open each class with a little quiz to jog their memory."

Practicing Dual-Coding

To move further away from learning styles, Dr. Sumeracki encourages dual coding, especially for studying at home. "Start by collecting your school materials," she says, "and go through them. You can read the textbook and your notes on the first pass, but then move on to scaffolding in order to produce deeper understanding: Cover up any pictures and go through the verbal descriptions. Draw your own representations to go along with the descriptions. It can be a diagram or a cartoon strip, a flow chart or a concept map. Cover up the words and verbally describe the visuals in your own words. Go back and forth. It isn't fully retrieval practice because you have some of the material, but you are transforming the material from one format to the other."

The end goal is complete retrieval practice. Dr. Sumeracki says, "You can work your way up to drawing something

that represents the idea and add words off to the side completely from memory. At that point, you're practicing retrieval in this dual coding format. The entire process is much better than thinking you need the picture or you need the words because you're utilizing both."

Further Studying Myths to Avoid

Although repetition is a great tool for studying, reading a textbook or class notes negatively boosts confidence, according to Dr. Sumeracki. "The problem is when we repeatedly read, we become more and more familiar with what we are reading, and that familiarity tends to drive up our confidence in how much we think we've learned. Often, if students just read material over and over, they'll have high confidence, believing they've learned a lot, but when the test actually comes, they don't remember the information very well," she says. Reading over notes or through a textbook is a good start, but it should only be the start.

Dr. Sumeracki explains, "A lot of the effective study strategies are difficult and don't increase a student's confidence in the same way as rereading material. But if a student only goes by intuition that says, 'I feel better when I read than when I try something else,' the student ends up using strategies that aren't really effective." Repetitive reading, especially when cramming, can offer a false sense of security, but Dr. Sumeracki argues that putting in the time and using multiple modalities is the most beneficial way to learn.

"To the student who's gotten away with memorizing and made good grades," she says, "the good grade isn't everything! At some point, a time will likely come where that memorization isn't going to work anymore. Depending on how good you are at it, you can probably go a fair way through college just memorizing, but eventually you're going to have to apply what you know, whether it's in upper level classes or entering a career. The whole point of learning is being able to use and apply information later on. If you can't do that, you're going to be at a severe disadvantage."

Utilizing the six learning strategies may be more of a challenge, especially to students who have preferences, but practicing multimodal studying is worth it in the long run. Dr. Sumeracki believes, "In some ways, the 'smart' students are at a disadvantage because they can almost get too far before they figure out what actually helps

them learn. Whereas if you're younger and introduced to these ideas when you're struggling while reading, and you have to try something else, you learn different strategies early on. It's hard when you figure it out later."

Learning styles act as a crutch in the same way cramming does. **You are more than a learner who *only* listens or sees or experiences. You are a multifaceted human being, so why shouldn't your studying reflect that?** Whether you're a teacher, professor, graduate, or college student, it's never too late to practice learning strategies and throw out learning styles.

Megan Sumeracki, PhD, (formerly Smith) is an assistant professor at Rhode Island College. She received her master's in experimental psychology at Washington University in St. Louis and her PhD in cognitive psychology from Purdue University. Dr. Sumeracki studies human learning and memory, specifically applying the science of learning in educational contexts. Her research focuses on retrieval-based learning strategies, and the way retrieval can improve meaningful learning. Dr. Sumeracki's work has been published in journals such as *Journal of Experimental Psychology: Learning, Memory, & Cognition,* and *Applied Cognitive Psychology*. Dr. Sumeracki has given talks at regional and national conferences in the US, including the Psi Chi Distinguished Keynote at the 2018 Eastern Psychological Association meeting, and abroad such as a lecture at the Swedish Collegium for Advanced Study and delivering the Keynote at ResearchED in Rugby, England. She is also passionate about bridging the gap between research and practice in education. In an effort to promote more conversations between researchers and practitioners, she cofounded The Learning Scientists (www.learningscientists.org).

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Psyched About Harry Potter

Heather A. Haas, PhD, Augustina Wofford, and Miranda Binns-Calvey
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The story of Harry Potter has bewitched readers around the world, and 2017 marked a number of key publication anniversaries for the series. It was the 20th anniversary of the publication of the first book in the United Kingdom and the 10th anniversary of the final book, *The Deathly Hallows*. Author J. K. Rowling also set the final (epilogue) chapter of the series in 2017. Although the series has now come to an end, the passing of the decades has done little to diminish the popularity of the stories from the Hogwarts School of Witchcraft and Wizardry; since their initial release, 450 million copies of the books have been sold worldwide, the series has been translated into 79 languages, and the franchise is estimated to be worth 25 billion dollars (Gray, 2017, p.12).

The economic success of the Harry Potter franchise has been much noted, but less recognized is the fact that **this seven-volume series has also provided a veritable Room of Requirement for scholars**. Although psychologists and other researchers have also drawn inspiration from series like *The Lord of the Rings* and the *Twilight series, Harry Potter* reigns supreme.

Psychoanalysts were quick to note not only the obvious phallic imagery of all those snakes and wands (and even of the phoenix; Rosegrant, 2009), but also the Oedipal overtones of a story that revolved around a young boy whose mother protected him with her love even as his father was killed (Noel-Smith, 2001). Thus, they argued, we can all identify with this fantasy, even while satisfying the reality principle in our recognition that it is, after all, only a story (Noel-Smith, 2001). The series follows the traditional fairy tale formula for the unlikely hero, but casts old ideas into new forms as Boggarts take advantage of unconscious fears and Dementors break through the barriers of repression, haunting our consciousness with our most awful memories (Noctor, 2006). In this reading, Tom Riddle/Voldemort is cast as the embodiment of the "bad" parts of Harry and his parents (Noel-Smith, 2001) and as what Harry could have been had he not transcended narcissism (Rosegrant, 2009). In this symbolic world, Hogwarts itself has been argued to represent the therapeutic environment, and the potential relevance of this symbolic representation of the human condition has even resulted in Harry Potter-themed group therapy sessions (Noctor 2006).

The events in the books have provided models of **recognized psychological phenomena** for other psychologists as well. You-Know-Who left his mark on psychology as "Development and Dark Wizards: Teaching Psychopathology with Lord Voldemort" explores the case of Tom Marvolo Riddle through the lens of antisocial personality disorder (Lis & Tuineag, 2017), and **developmentalists** have suggested that the Harry Potter series illustrates developmental concerns across the lifespan, from underage drinking (Welsh, 2004, 2007) to perspectives on cognitive aging (Stine-Morrow, 2007).

Readers' responses to the series have also intrigued psychologists. Books have a way of capturing our imagination, leading us to invest emotionally in a world that does not exist and opening our minds to new ideas. As a result, researchers have also studied Harry Potter fans. For example, lacking access to a Sorting Hat, personality psychologists have instead investigated "Harry Potter and the Measures of Personality: Extraverted Gryffindors, Agreeable Hufflepuffs, Clever Ravenclaws, and Manipulative Slytherins" (Crysel, Cook, Schember, & Websterd, 2015), and Muggle researchers without access to Pensieves have instead used fMRI (Hsu, Jacobs, Altmann, & Conrad, 2015; Hsu, Jacobs, Citron, & Conrad, 2015; Hsu, Jacobs, & Conrad, 2015) and ERP (Yang & Xue, 2014) to study how the brain reacts when reading passages from the series. Certainly, the finding that the emotional connections we feel when reading a book have physical underpinnings to them (Hsu, Conrad, & Jacobs, 2014) is the stuff of spell-binding research.

Social psychologists have also found relevant material in readers' responses to the world that J. K. Rowling created. For example, "participants who read about wizards psychologically become wizards," whether their self-perceived wizardliness is

assessed using implicit or explicit measures (Gabriel & Young, 2011, p. 990). Researchers have also shown that affirmation of or threats to fan identity can affect engagement with related tasks, like creative essay writing (Groene & Hettinger, 2016). Other psychologists have argued that patterns of identification (in this case identification with Harry and also disidentification with Voldemort) can help account for "The Greatest Magic of Harry Potter"—the series' potential for decreasing prejudice, even toward stigmatized groups in the nonmagical world (Vezzali, Stathi, Giovannini, Capozza, & Trifiletti, 2015).

Cognitive psychologists have established that even young children can differentiate between historical figures like Abraham Lincoln and fantasy characters like Harry Potter (Corriveau, Kim, Schwalen, & Harris, 2009), but the "unreal" status of Harry Potter has not prevented cognitive researchers from availing themselves of the unique opportunities provided by the popularity of this series. Researchers have demonstrated, for example, that even preschool-aged children recognize that Harry Potter's glasses would be worth more than the glasses of a noncelebrity (Gelman, Frazier, Noles, Manczak, & Stilwell, 2015) and several researchers have studied the serial position effect as it occurs in participants' recollection of the book titles (Kelley, Neath, & Surprenant, 2013, 2014; Overstreet, Healy, & Neath, 2017).

The influence of Harry Potter is not unique to the social sciences; the contagion

Harryplax severus

of Pottermania has also spread to the **medical profession**. One early line of research attempted to establish the genetic basis of the wizarding phenotype (Craig, Dow, & Aitken, 2005; Dodd, Hotta, & Gardner, 2005; Ramagopalan, Knight, Ebers, & Knight, 2007). Another spirited debate was focused on the most appropriate differential diagnosis for Harry's headaches. This debate resulted in the publication of six articles in the journal *Headache* between 2007 and 2012. (Regrettably, none of the authors professed any affiliation with St. Mungo's Hospital for Magical Maladies and Injuries so key diagnostic features of the case cannot be confirmed and the matter is not likely to be resolved to the satisfaction of the Muggle medical establishment any time soon.) But it is not just the doctors who have been affected. One article in an otolaryngology journal described the reconstruction of a patient's collapsed nostrils—a condition the patient himself diagnosed as "Voldemort Deformity" (Kozin & Gliklich, 2014, p. 1078). And more recently researchers documented a significant decrease in the number of children presenting at a British emergency room with musculoskeletal injuries on the dates of the release of *The Order of the Phoenix and The Half-Blood Prince*, presumably, the authors suggested, because so many had spent the weekend "petrified" on their sofas, reading (Gwilym, Howard, Davies, & Willett, 2015, p. 1506).

Researchers' enchantment with Harry Potter has also impacted **scientific etymology**. First, paleontologists named a newly discovered dinosaur *Dracorex hogwartsia*, the "Dragon King of Hogwarts" (Bakker, Sullivan, Porter, Larson, and Saulsbury, 2006), an event Rowling herself described as "easily the most unexpected honor to have come my way since the publication of the Harry Potter books" (The Children's Museum of Indianapolis, 2014). Then came *Eriovixia gryffindori*, a spider from India that resembles a living sorting hat and so was named after Godric Gryffindor, the owner of said hat, "in an effort to draw attention to the fascinating, but oft overlooked world of invertebrates, and their secret lives" (Ahmed,

Khalap, & Sumukha, 2016, p. 25). And now there is also *Harryplax severus*, actually named for Harry Conley—a Muggle Hagrid of sorts, and the person who first discovered the specimen—because of his "uncanny ability to collect rare and interesting creatures as if by magic" (Mendoza & Ng, 2017, p.26). The name, though, was also an allusion to Harry Potter and to Professor Severus Snape. Snape was singled out for this honor, the scientists said, because of "his ability to keep one of the most important secrets in the story, just like the present new species which… eluded discovery until now" (Mendoza & Ng, 2017, p.33). Although young readers may envy their wizarding friends' coursework in Care of Magical Creatures, it is nice to know that anyone can study real-life versions of the Hungarian Horntail (The Children's Museum of Indianapolis, 2014) or the only spiders that even Ron Weasley might be able to love.

Of course, too much of a good thing can be bad, and readers' enthusiasm for the series might sometimes morph into addiction or result in "post-Potter depression." Indeed, a sizeable minority of online fans reported craving before the release of *The Deathly Hallows* and withdrawal and disrupted functioning as long as six months afterward, with 5% or more of respondents reporting spending four or more hours per day on Harry Potter related activities (Rudski, Segal, & Kallen, 2009). However, most readers seem to be "users" rather than addicts, enthusiasts whose engagement does not produce negative consequences and who may, in fact, actually reap consequent benefits ranging from opportunities for social interaction to inspiration for creative activity (Rudski et al., 2009). This seems to be the case for the researchers whose work is reviewed here. Harry Potter, "the Boy Who Lived," lives on not only in online fandoms, but also in the world of research.
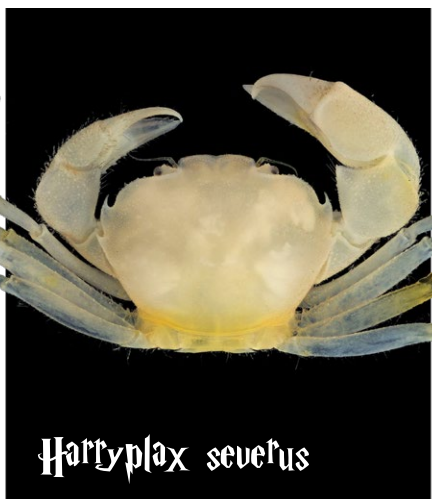
Dracorex hogwartsia

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Heather A. Haas, PhD, is a professor of psychology at The University of Montana Western. Her research endeavors are split between psychology and paroemiology (i.e., the study of proverbs), and in 2011, she published an article titled "The Wisdom of Wizards—and Muggles and Squibs: Proverb Use in the World of Harry Potter" in the *Journal of American Folklore*. Dr. Haas is almost certainly a Hufflepuff, no matter how many students suspect that she is a Slytherin at heart.

Augustina Wofford is a junior at The University of Montana Western. She is double-majoring in visual arts and psychology with aspirations of going into either art therapy or marketing. Augustina first read the Harry Potter series as a sophomore in high school and immediately fell in love with the Wizarding World. She self-identifies as a Gryffindor, regardless of the countless sorting quizzes that have placed her in Ravenclaw.

Miranda Binns-Calvey is a senior and is double majoring in psychology and natural horsemanship. With her hometown being Chicago, she was a little nervous traveling so far to go to college, but was thrilled when she realized that Main Hall on The University of Montana Western campus looks a lot like Hogwarts. Miranda was first introduced to the Harry Potter books by her cousins when she was around eight and she has grown up with the characters. Miranda is thrilled to have been a part of such a fun and interesting article and, like the Gryffindor she is, she cannot wait to see what challenge awaits her next.

Writing Strong Conference Abstracts
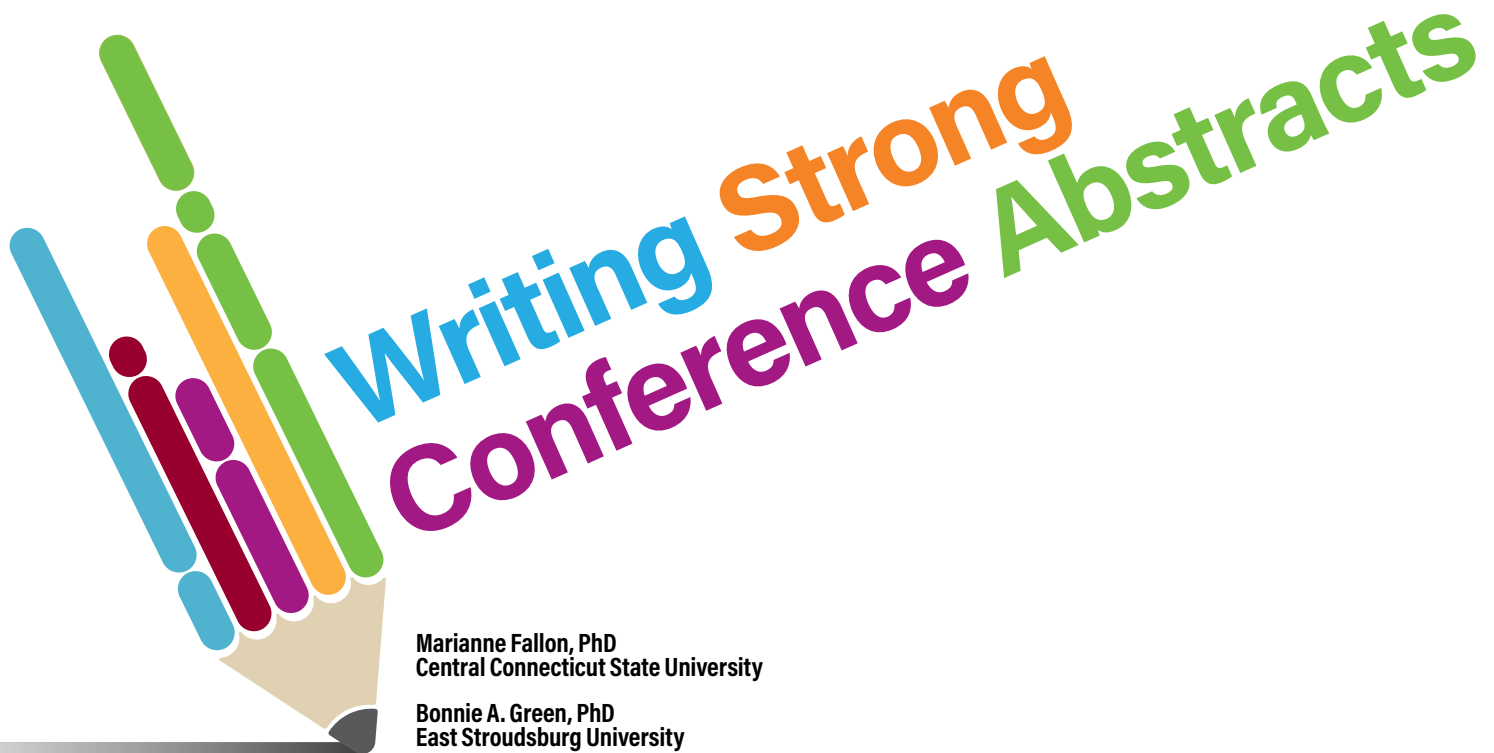
Marianne Fallon, PhD
Central Connecticut State University

Bonnie A. Green, PhD
East Stroudsburg University

Attending a conference can be a life-changing event (Mabrouk, 2009); *presenting* your research at one may be even more transformative. Your foot in the door to presenting at conferences rests upon writing a strong abstract. In this article, we share the makings of a successful abstract based on our collective experience mentoring students and reviewing conference submissions. The following suggestions apply primarily to empirical research projects.

A conference abstract is just a summary of a research manuscript, so pulling one together should be easy, right? Nope. Like packing a single tiny suitcase for a week-long holiday, it is challenging to distill an entire study into a few paragraphs. Many professional conferences require a short abstract (50 to 100 words) to appear in the conference program and a longer abstract or summary (250 to 1,000 words) for reviewers to evaluate. To put this in perspective, 50 words is approximately three typed lines of text; 1,000 words is roughly 2 ½ double-spaced pages. Usually the guidelines for paper (oral presentation) or poster abstracts are comparable. However, papers are more prestigious presentations, and the bar for acceptance is consequently higher.

To maximize your chances of being accepted to present at a professional conference, we make three broad recommendations. First, follow the submission guidelines. If you do not, your abstract may be rejected without even being read. Second, tell the complete story of your research project. Complete does not mean exhaustive; complete means that there is a clear beginning, middle, and end. Third, make deliberate and strategic choices in your writing. Abstracts are neither a research manuscript nor a class assignment, and demand a unique set of tools.

Follow Submission Guidelines

Before you begin drafting your abstract, read the submission instructions VERY carefully. Just as different scholarly outlets have specific requirements and formats for manuscripts, so do conferences. Some conferences require you to compartmentalize your abstract into sections (e.g., Problem, Method, Results, Conclusions); other conferences allow a narrative approach. Pay attention to word count, not only for short and long abstracts/summaries, but also for titles. Further, most conferences require that you have completed data collection by submission date. Sometimes poster sessions specifically geared toward undergraduates—particularly at regional conferences—allow submissions with data collection that is in progress. If your data collection is not complete or even started at the time of submission, state that. Far better for you to honestly relay your current status than to promise something you might not deliver.

Tell a Complete Story

Problem. Every research project begins with a problem that you are trying to solve. (Yes, we understand that one study

does not fully solve a problem; each study attempts to address a piece of the problem.) State your problem clearly and situate it squarely in the most relevant existing literature. You have precious little room: be judicious in selecting the theory and empirical findings that are most critical to help your reader understand the problem. If your problem involves theory or phenomena that reviewers may not know (e.g., embodied cognition, dark triad, hypergendered attitudes), define them.

Purpose. Clearly state your purpose—your reason for doing your study. Were there conflicting results in the literature? Did your methodology evaluate competing theories? Did a previous finding require direct or conceptual replication? If so, why? Had relationships between certain constructs not been examined before? Why should relationships between those constructs be examined? Did you validate an original self-report instrument? Why was it important to develop a new instrument? Was your study designed to shed light on a serious societal problem (e.g., obesity, attitudes about vaccinations, sexism)? Did you attempt to replicate a published study? Why was it important to replicate that particular study? In short, explain how our current understanding of your problem is limited and how your study will push psychological science forward.

Predictions. Specify your predictions and ground them in the literature. One of the first things drilled into you as a psychological scientist—as ANY scientist—is that theory gives rise to predictions. Unless your study is truly exploratory, make your predictions prominent. Avoid making predictions for secondary concerns such as manipulation checks or participant variables that are not centrally related to your problem.

Method. Describe the methodology you used to address your problem. In manuscripts, Method sections are written in enough detail to exactly replicate the study. You do not have that luxury in an abstract. Your goal is to hit the Goldilocks just-right standard: provide ample, but not exhaustive information. If your sample comprises living beings, include the number of participants and relevant characteristics (e.g., biological sex and/or gender, age, race/ethnicity, class standing).

Unless you indicate otherwise, reviewers will assume that you collected your data; projects involving secondary data analysis (i.e., data that you personally did not collect) should note when the data were collected and by whom. For content analyses, describe the units of analysis (e.g., books, videos) and selection procedure. Include information about your materials—stimuli, questionnaires, coding schemes—and enough about your procedure for reviewers to critically appreciate *your* study. For example, reviewers should know that you used validated measures for a questionnaire study. But specifying the total number of items on the measure
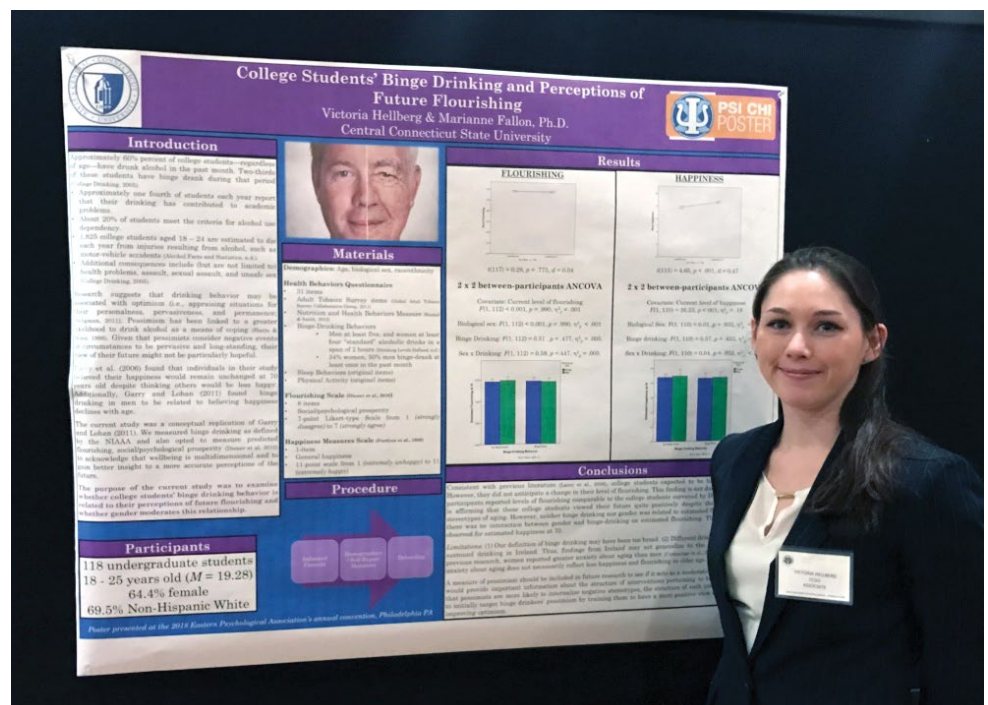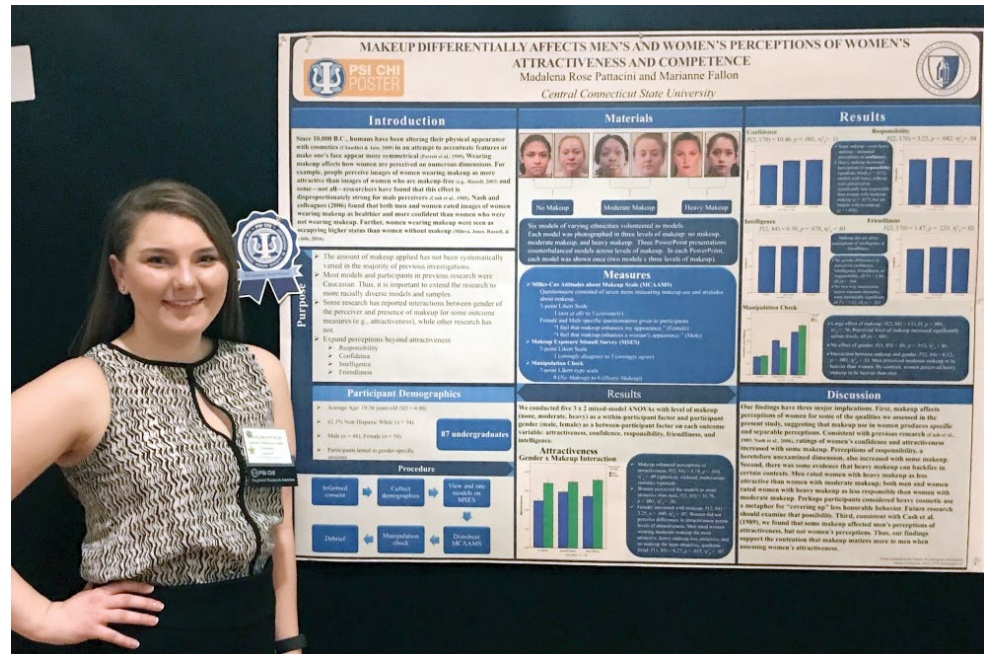
Student presenters Madalena R. Pattacini (top) and Victoria Hellberg (bottom) at EPA 2018.

What Writing About Manuscript Abstracts?

Convention and manuscript abstracts are generally similar in that they are both synopses of research. However, most convention abstracts are longer—some considerably so. If you'd like to see how to write a manuscript abstract, here are some great examples from one of Psi Chi's best teaching tools, *Psi Chi Journal of Psychological Research*.

The Effects of Religion and Career Priming on Self-Control During Difficult Tasks in College Students

Abby S. Boytos and Terry F. Pettijohn II, Coastal Carolina University
Winter 2017, https://doi.org/10.24839/2325-7342.JN22.4.286

The purpose of this study was to investigate ways that religion and career could be used to increase self-control. Participants ($N = 60$) were primed by taking the religion or career implicit association test (IAT). These tests were given before participants attempted to solve 3 creative analytical problems. The amount of time spent trying to solve the problems was used to measure self-control under the assumption that participants had to resist the temptation to give up and view the solutions. The riddles given to participants were chosen because they each require extensive thinking and many trials and errors before reaching the solution. Participants were told a cover story that the experiment was about the effects of technology on problem-solving ability, so they were not aware of any connection between the IAT and the problems. After being primed with either religion or career, participants worked longer on the problems than participants who were not primed, $F(2, 53) = 5.46$, $p = .007$, $\eta_p^2 = .17$. Locus of control was also measured but did not influence the time that participants spent on the problems. Results indicated that briefly priming participants with either religion or career can lead to greater persistence in the face of difficult tasks.

Memory for Missing Parts of Witnessed Events

Lindsay T. Hobson and Kenith V. Sobel, University of Central Arkansas
Spring 2017, https://doi.org/10.24839/2325-7342.JN22.1.64

This study examined how children and adults fill in missing parts of witnessed events. In 2 experiments, children and adults studied 6 series of PowerPoint slides that each depicted a single event. At test in Experiment 1, participants viewed old slides, new slides, and slides that had been missing from studied events. Both children and adults falsely recognized missing slides more than new slides: $F(1, 104) = 162.97$, $p < .001$, $\eta_p^2 = .61$ for children, and $F(1, 104) = 497.23$, $p < .001$, $\eta_p^2 = .83$ for adults. These results suggest that participants filled in the missing parts of witnessed events. However, an alternative explanation is that children falsely recognized missing slides because the missing slides superficially resembled the studied slides. At test in Experiment 2, participants viewed old slides, new slides, and slides that contained the same items as studied slides but with the items rearranged in the slides so they were incongruent with studied slides. Both children and adults recognized old slides more than incongruent slides: $F(1, 90) = 16.86$, $p < .001$, $\eta_p^2 = .16$ for children, and $F(1, 90) = 215.20$, $p < .001$, $\eta_p^2 = .70$ for adults. This undermined the alternative explanation, thereby supporting the original explanation that the false recognition of missing slides in Experiment 1 is attributable to the filling in of missing information.

and providing thorough descriptions of subscales may not be critical (unless your goal was to contrast an existing measure with one that you developed and validated).

Similarly, omit procedural information that would be considered standard operating practice: your study received IRB approval, informed consent was obtained, debriefing was provided. Clearly, you should adhere to the highest levels of ethical practice; reviewers will assume that you have even if you don't say so in your abstract. Include features that signal strong methodological decisions such as manipulation checks and counterbalancing. And if you registered your study on the Open Science Framework (OSF), state that. Your commitment to integrity and transparency demonstrates that you are serious about science.

Findings. When you stated your predictions, you entered into a contract to evaluate them. Ensure that your analysis is appropriate for your data and addresses the predictions you made. If you conducted quantitative analyses, provide descriptive and inferential statistics, effect sizes, and confidence intervals. (Some disciplines traditionally do not expect such detail within an abstract. When in doubt, consult your faculty mentor . . . and the submission guidelines!) Avoid using language that you would use in your Introduction to Statistics class: "Because p was less than .05, I rejected the null hypothesis at α = .05." Rather, state the direction of the relationship and convey whether you rejected the null hypothesis through your linguistic choices:

> The effect of gender on attractiveness was qualified by a gender x makeup interaction [$F(2, 84) = 3.25$, $p = .049$, $\eta_p^2 = .07$], such that female raters did not perceive differences across levels of attractiveness ($3.41 \leq M \leq 3.60$, $0.74 \leq SD \leq 0.79$). However, men rated women wearing moderate makeup the most attractive ($M = 2.96$, $SD = 0.68$), heavy makeup less attractive ($M = 2.74$, $SD = 0.82$), and no makeup the least attractive ($M = 2.48$, $SD = 0.79$), [quadratic trend: $F(1, 85) = 6.27$, $p = .015$, $\eta_p^2 = .07$]. (Pattacini & Fallon, 2018)

Assume that your reviewers have enough statistical knowledge to understand at least intermediate statistics (e.g., complex factorial design, regression, moderation, mediation, path analyses). You cannot include tables or figures within your abstract, so use your text to etch an image of your findings. Be mindful of statistical representations: sometimes Greek letters (e.g., η), superscripts, and subscripts do not paste well into online submission portals. It is better to write out a statistical representation (e.g., partial eta squared) than risk the dreaded □, which could mean anything! Space permitting, include supplemental analyses (e.g., manipulation check, exploration of a moderator) that add substantially to your story. If you have performed a qualitative analysis, explain the method and theory you used to derive your conclusions. No matter your approach, state your findings clearly and succinctly—make them as well-engineered as a Tesla.

Conclusions. Think of the best dinner you ever had. Now imagine it without dessert. Like a fine meal, your abstract needs closure. Too often we read abstracts that abruptly end with the findings, leaving the reviewer to divine whether results complement the existing literature. Reviewers don't have the time—or the patience—to read tea leaves. Revisit the theory or literature you used to derive your predictions and place your findings in context. Entertain alternative explanations for your findings. Convey that your study, like all studies, involved some tradeoffs (e.g., internal for external validity). Include a future direction to show that you have considered where someone should pick up from where you left off.

Make Sound Strategic Choices

Your guiding priority is to tell your story succinctly, clearly, and coherently. Writing a short abstract or summary (250–350 words) necessitates some brutal decisions. Forget the extra sweater and the third pair of shoes—they won't fit in your suitcase. Gone are the multiple in-text citations and results from supplemental analyses. Your future directions or broader applications of your work might end up on the cutting room floor. Nevertheless, your story must hold together. For example, if you sacrifice describing your response scale (e.g., 5-point Likert scale from 0 to 4) but include descriptive statistics, your reviewer does not have enough context to evaluate the meaning of those values.

Sometimes our students ask us to estimate ranges of how much real estate they should apportion to each element of the abstract. Should the Method account for 25% of the abstract's total words? Tell me, o science oracle! As with full manuscripts, your study dictates how much space you should devote to each section. To give you a sense of the variation, we examined our own students' abstract submissions. Although this sample is far from representative, the percentage range for Introductions was 35% to 55%, Method 8% to 16%, Results 16% to 41%, and Conclusions 12% to 24%. Notably, the word limit on these submissions was between 500 and 1,000 words. The range and variability would likely shift and constrict with shorter word counts.

As a general rule, use most of the words you have been allotted within your abstract. Reviewers for conferences with 1,000-word limits expect meatier submissions. That said, if you have a 1,000-word limit and you have constructed a tight 600-word story, don't pad your abstract. Adding fluff to increase word count will likely backfire.

Actively look for places where you can reduce word count without sacrificing content. Most conferences do not require a full reference list because it engorges word count. In-text citations can sufficiently convey that you have done your due diligence researching the literature. Another space-saving option is to sacrifice spaces around mathematical operators (=, <) when reporting statistics. Consider: $r(99) = .39$, $p < .001$. That is perfect APA format. And *six* words. Now consider: $r(99)=.39$, $p<.001$. Removing the spaces results in no loss of information or confusion. Now the word count is two words—you sat on the suitcase and zipped it up. We fully expect the APA formatting gods to strike us down for merely suggesting such heresy. But pragmatists might agree with us. If conference guidelines clearly state that submissions must strictly adhere to APA style or else risk immediate rejection, follow the *APA Publication Manual* to the letter. This cutesy, pragmatic workaround is not worth the risk.

Before you submit anything in its final form, proofread for grammar, spelling, punctuation, and formatting. You could have an otherwise great abstract, but lack of attention to these details could decrease your chances of acceptance. Reviewers usually have many, many abstracts to evaluate. Making careless errors is like poking a hibernating bear with a stick.

Final Thoughts

Abstracts are not only your ticket to a conference, they can be used to determine awards for excellent research. Indeed, Psi Chi's Regional Research Awards (www.psichi.org/?page=regionalawardinfo) and APS/APA Convention Awards (www.psichi.org/?page=apsconawardinfo and www.psichi.org/?page=societyconinfo, respectively) are based on conference abstracts. As such, you want your abstract to be as darn near perfect as possible. We hope that reading this article helps you aspire to that goal. See you at the next conference!

References

Mabrouk, P. A. (2009). Survey study investigating the significance of conference participation to undergraduate research students. *Journal of Chemical Education, 86*, 1335–1340. https://doi.org/10.1021/ed086p1335

Pattacini, M., & Fallon, M. (March, 2018). Makeup differentially affects men's and women's perceptions of women's attractiveness and competence. Poster accepted for presentation at the Eastern Psychological Association Annual Conference, Philadelphia, PA.

Marianne Fallon, PhD, is an associate professor of psychological science at Central Connecticut State University. She won the Connecticut State University Trustees Teaching Award in 2010 and has twice been named a finalist for Central Connecticut State University's Excellence in Teaching Award. A cognitive psychologist, Marianne conducts research in learning, memory, perception, and motivation. In 2016, she published *Writing Up Quantitative Research in the Social and Behavioral Sciences* as part of the Teaching Writing Series for Sense Publishers. Approximately 70 of her students have presented research at professional conferences and 12 of her students or student teams have won Psi Chi Regional Research Awards or the APS Society Research Award. Marianne currently serves as the Eastern Regional Vice-President for Psi Chi.

Bonnie A. Green, PhD, is a professor of psychology at East Stroudsburg University in Pennsylvania. Bonnie began her professional career as an elementary school teacher before attending Lehigh University to obtain a PhD in experimental psychology. She conducts research in academic success and has mentored over 100 undergraduate research students as they presented their research at professional conferences. Bonnie has served on program committees reviewing presentation and poster submissions for local undergraduate conferences, the Eastern Psychological Association (EPA), and the Southeastern Psychological Association (SEPA). She is currently the program chair for EPA.

The 2018–19 New Psi Chi Board of Directors

President-Elect

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

Regan A. R. Gurung, PhD, is founding advisor of the University of Wisconsin–Green Bay Psi Chi Chapter. He has served two terms as Psi Chi Vice-President (Midwestern Region), Chair of the Awards Committee, on the Midwestern region steering committee, as faculty consultant reviewing grants and applications, and is a Regional Psi Chi Advisor Award recipient. Dr. Gurung got his PhD in social/personality psychology at the University of Washington. He has served as President of the Society for the Teaching of Psychology. Dr. Gurung has authored, coauthored, edited, or coedited 15 books and over 150 articles and book chapters. He is a recipient of the Carnegie Association's Wisconsin Professor of the Year, the UW System Regents Teaching Award, the UWGB Founder's Award for Excellence in Teaching and Founder's Award for Scholarship, and was the 2017 recipient of the American Psychological Foundation's Charles Brewer Award for Distinguished Career in Teaching Psychology.

Southeastern Regional Vice-President

Darren Bernal, PhD
University of West Florida

Darren Bernal, PhD, is an assistant professor of psychology at the University of West Florida, where he has served as Psi Chi coadvisor for four years. He graduated with a PhD in counselling psychology from the University of Miami in 2014. His research focuses on the role of socioeconomic status in mental health disparities, mindfulness and performance, and psychological well-being. He serves on APA's Committee for Socioeconomic Status and the Society for the Psychological Study of Social Issues membership committee. His work with Psi Chi focuses on expanding membership, fostering student research, and promoting the impact of the Chapter on campus and the community. Under his guidance, his Chapter has become reenergized. The Chapter has increased active membership, and will be hosting two large events to benefit the community. Additionally, the Chapter has begun sending members to present research at scientific conferences. Dr. Bernal teaches study abroad courses on mindfulness, sexuality, and well-being.

Midwestern Regional Vice-President

Lindsey Root Luna, PhD
Hope College (MI)

Lindsey Root Luna, PhD, became a faculty member at Hope College (MI) in 2012. Since she became the advisor of her local Psi Chi Chapter, the Chapter has received two Model Chapter Awards and the Kay Wilson Officer Team Leadership Award. Dr. Root Luna received her MS and PhD in clinical psychology at the University of Miami. She maintains a part-time private practice in Grand Rapids. Her research interests include emotion, emotion regulation, and virtues (e.g., forgiveness, gratitude, hope) as well as their psychological, relational, and physiological correlates. Collaborating with students on their independent research projects, along with the research assistants in her lab, is one of the most rewarding components of her work. In 2017, she received the Hope Outstanding Professor Educator (H.O.P.E.) Award, along with the Psi Chi Faculty Advisor Award for the Midwest Region. Dr. Root Luna actively reviews Psi Chi submissions and participates in regional programming.

Southwestern Regional Vice-President

Shawn R. Charlton, PhD
University of Central Arkansas

Shawn R. Charlton, PhD, earned a BA in psychology at Utah State University (2001) and a masters (2003) and PhD (2006) in experimental psychology at the University of California. He is now an associate professor of psychology, director of Undergraduate Programs in Psychology, and advisor for the Psi Chi Chapter at the University of Central Arkansas. Dr. Charlton strongly believes undergraduates should be directly involved in scientific research. Undergraduates serve a major role in his laboratory where they study the effect of time on decision-making. His Psi Chi Chapter has received 10 consecutive Model Chapter awards, a Regional Chapter Award, the Ruth Hubbard Cousins National Award, and the Kay Wilson Officer Team Leadership Award. Dr. Charlton recently served two terms on the Southwestern Regional Steering Committee and currently serves on the Faculty Advisor Support and Resources Committee. He is an active reviewer for Psi Chi Awards and Grants and *Psi Chi Journal of Psychological Research*.

"Sharing Helps Healing"

Mariana Lopez Forte
PSI CHI, Guatemala (2017)

We understand suicide as the act of taking one's own life voluntarily and intentionally (Merriam-Webster, 2017). In Guatemala, according to the Ministry of Health, the number of deaths by suicide at the end of 2016 was 388. Still, it is expected that the number of suicides increased this year, and many are not reported.

The loss of a loved one by suicide often brings confusion, deep sadness, anger, and guilt, among other feelings. However, people tend to hide these emotions, partly because the situation is too painful, but also because suicide is still a taboo subject in our culture. That is why it is important to create spaces where people who have lost a relative or friend due to suicide can express their pain and feel supported by others who are going through a similar situation. As one of our annual activities, the Universidad del Valle de Guatemala Psi Chi Chapter organized a workshop in November (Suicide Awareness month) that was open to those who wanted to remember their deceased loved ones and share their experiences in their healing process.

As part of the workshop, we collaborated with the American Foundation for Suicide Prevention and Amavida association, who shared with us videos of testimonies from people around the continent who have experienced the loss of someone due to suicide and how they have been coping with it. Therapist Paulina Buonafina volunteered to give a small art-therapy workshop, where participants connected with their feelings through crafting and painting. The activity ended with an intervention by Antonieta Cap, MA, who shared about different tools that can help people deal with the absence of a loved one during the Christmas season. Even though it was hard at the beginning, participants were able to share their feelings with others and make their healing process in their own personal way. Some connected more with art, others identified with the testimonies, and others left the room feeling more hopeful. Knowing that this day was dedicated to loved ones who died due to suicide made participants feel supported.

Still, there are many more who are suffering the loss of someone by suicide or others who are contemplating the thought of ending their life. We feel that it is important to create more spaces where people can feel supported and understood, knowing they are not alone.

From left to right: Ana Sofía Pérez (Psi Chi member), Susset Fernández (Psi Chi vice-president), Karen Hastedt, MA (guest therapist), Antonieta Cap, MA (guest therapist), Paulina Buonafina (guest therapist), Paulina Manzo (Psi Chi member), Mariana López (Psi Chi member), and Francisco Chonay (Psi Chi chapter president).

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

EAST

Columbia University (NY)

INDUCTION CEREMONY: The chapter's first induction ceremony in the fall 2017 semester was a great success! Three faculty advisors gave congratulatory speeches, and a Psi Chi alumnus explained the benefits of Psi Chi. The chapter inducted 31 members and hosted a gathering with refreshments after the ceremony.

MEETING/SPEAKER EVENT: The chapter organized a PhD Students Panel as an opportunity for members to meet fellow psychology students from the university's PhD program. The event consisted of a discussion with PhD speakers about their experience being doctoral students and advice about the application process. A Q&A space took place at the end for attendees to ask questions relevant to their personal interests and goals.

SOCIAL EVENT: The chapter organized a networking event with the Teachers College Psi Chi Chapter. This event was a great chance to chat casually with accomplished and like-minded psychology students from a different chapter.

Fordhan University at Lincoln Center (NY)

MEETING/SPEAKER EVENT: On February 12, 2018, Dr. Olivida J. Hooker celebrated her birthday at home. At age 103, Professor Hooker is reportedly the eldest psychologist in the United States, and the eldest member of Psi Chi. Dr. Hooker did not celebrate alone. With her God-daughter Janis Porter, and friend Gail Wright Sirmans, they opened their home to a steady stream of well-wishers from near and far. Thanks to technology brought by IT expert Olivia Bradley-Willemann and Dr. Harold Takooshian, the well-wishers in Dr. Hooker's den on Monday also included about 100 leaders of the APA in Washington DC, who were gathered to celebrate Black History Month.

Dr. Hooker listened as Arthur C. Evan, Jr. (APA CEO) narrated Dr. Hooker's impressive biography as the first Black woman in the U.S. Coast Guard, and her pioneering career at Fordham (1962–85) and the Kennedy Child Study Center. He then shared a "happy birthday" cake with the DC attendees.

It is notable that Olivia was already age 5 when the first U.S. radio broadcast was made in 1920. On her 100th birthday in 2015, Dr. Hooker was saluted by President Barack Obama, who dedicated a new Coast Guard building in her name. Dr. Hooker has seen so much in her 103 years, and her smiling face radiates joy to all those around her. The 2018 APA celebration was chaired by Shari Miles-Cohen, PhD (Director of the APA "I am Psyched!" program and its Black History Month celebration).

Slippery Rock University (PA)

SOCIAL EVENT: Members and the advisor recently met at a popular restaurant in town for Ginger Hill Tavern's Wing Night. This social has become a favorite over the past few semesters and has helped the chapter feel more like a family and increased the enjoyment of the service they participate in together.

COMMUNITY SERVICE: Home2Me is an elderly care facility in Slippery Rock, PA. The chapter volunteers there regularly, which is uplifting not only for the residents, but also for the Psi Chi members. During the last visit, members played one of the residents' favorite games, (besides Bingo, of course) a dice game called "Left-Right-Center." This is a great opportunity to bond with the residents, who are always very excited to have visitors. For Valentine's Day, hand-made cards and sweets were delivered and greatly appreciated. When the chapter leaves, it is touching to hear residents ask when members will return.

COMMUNITY SERVICE: The PA Junior Academy of Science hosted a regional competition for students in grades 7 through 12 at Slippery Rock University. Students presented their research in many areas of science and math. Specifically pertaining to Psi Chi was the behavioral science section. Many awards were given out to multiple students for their research projects. Psi Chi members volunteered to judge this competition and decide which students should move on to the state-level competition and have a chance at winning more scholarships.

MIDWEST

Northwest Missouri State University

MEETING/SPEAKER EVENT: The chapter hosted its first Undergraduate Research Showcase on November 29, 2017. The chapter's vision for this event was to increase visibility of the research being conducted by undergraduates in psychology and further promote a culture of undergraduate research. Student researchers (who became involved in research as part of their involvement in a university research organization or through a research class) presented 11 different research projects. Following the presentations, students and faculty gathered to discuss research projects while enjoying refreshments. Based on positive feedback, the chapter plans to regularly host Undergraduate Research Showcases.

University of Nicosia (Cyprus)

Induction Ceremony: The chapter successfully carried out an installation ceremony along with the induction of its first members on the 31st of January 2018. The faculty advisors of the new chapter are Drs. Marios Adonis, Yianna Ioannou, and Maria Hadjimarkou. Charter members of the chapter are Andrea Evdokimou, Ester Lima, Elena Anastasiou, Chrysostomos Hadjidemetriou, Stephanie Antoniou, Gregoris Karis, Orestis Lanitis, Michalis Khalil, Antonia Tziannarou, and Marie-Emily Erotokritou.

SOUTHEAST

Belmont University (TN)

CONVENTION/CONFERENCE: With the intention of advancing student scientific and professional

Columbia University (NY) Chapter's Isabel Ghisolfi (president) explains the many benefits of being a Psi Chi member!

Four PhD student speakers share their experiences and advice during a PhD Students Panel at **Columbia University (NY)**.

Slippery Rock University (PA) visiting the care facility, Home 2 Me.

Slippery Rock University (PA) Chapter volunteering to judge students in the PA Junior Academy of Science.

CHAPTER SPOTLIGHT!

University of Victoria (Canada)

INDUCTION CEREMONY: The chapter hosted the fall and winter induction ceremony for 15 new members! Inductees were welcomed by the chapter presidents, and a keynote presentation was made by Dr. Louise Chim (advisor). Members were then called forward and presented with certificates and pins. After a group photo, the new members and current chapter officers enjoyed appetizers and dinner at a local restaurant, so everyone could get to know each other and learn more about Psi Chi.

MEETING/SPEAKER EVENT: One of the most popular events that the chapter hosts each year is the How to Get Into Grad School Workshop, which covers information by three panelists about application processes, interviews, and what to expect from grad school. This year's event was standing room only and included a lengthy Q&A period.

MEETING/SPEAKER EVENT: The chapter hosts four events each year called Pursuing Psychology. These events cover the four streams of psychology offered at the University of Victoria and include panelists with backgrounds in psychology who discuss their education path and current career. For the event covering social psychology, the chapter was excited to welcome back a former chapter president, Anna Braunizer, who was in town for a work placement in occupational therapy.

New members, current chapter officers, and the advisor at the **University of Victoria (Canada)** fall and winter induction ceremony.

standings, the university registered Psi Chi members to attend the 2018 EPA Convention. These students presented their research with poster sessions, networked with potential graduate schools, and cumulatively "took the pulse" on current psychological science research.

MEETING/SPEAKER EVENT: Dr. Patrick Morse led a spirited discussion on the personality research that contributed to Pixar's *Inside Out*. After dissecting general findings on personality development research, he played the movie to demonstrate how those theories manifest themselves in media. Students were fascinated with the relevance and applications of psychological science.

COMMUNITY SERVICE: The university's psychology department has an outstanding and selfless assistant. To thank her, Psi Chi students created handwritten notes for her recounting happy memories, sharing caring words of encouragement, and offering sincere thanks for her help. The academic merit of Psi Chi is resounding, but the human elements of compassion and kindness it fosters remain paramount.

Bethany College (WV)

COMMUNITY SERVICE: The chapter visited a local high school to educate students on healthy, unhealthy, and abusive relationships. Working with students enrolled in the health classes at the high school, the Psi Chi scholars taught students how to identify early warning signs of abuse, what to expect in a healthy dating relationship, and how to access resources and get help if needed.

Charleston Southern University (SC)

COMMUNITY SERVICE: The chapter and Psychology Club students participated in the 2017 Walk to End Alzheimer's. In the weeks leading up to the walk, students were encouraged to seek donations through social media for the Alzheimer's Association. The chapter's team raised $410, which was $60 over the goal. On the day of the walk, members carpooled to Charleston's Riverfront Park, registered, and were given pin wheel flowers to carry as they walked. The chapter enjoyed the one-and-a-half mile walk and one another's company as they raised awareness.

COMMUNITY SERVICE: The chapter and Psychology Club volunteered at One Night Special Needs Banquet and Dance on February 15. Students welcomed guests as they made their way down the red carpet. Some students decorated, some worked the registration table, some served dinner, and everyone danced with the special needs guests and made sure they had fun. One of the chapter's Psychology Club members, who is also a makeup artist, brought in her team of fellow makeup artists so that they were able to do the guests' makeup upon arrival. It was a worthwhile experience!

COMMUNITY SERVICE: The chapter and Psychology Club hosted a cookout and bonfire for the Eagle Harbor Boys Ranch on October 14, 2017. Eagle Harbor is a boys group home for neglected and foster children, and the chapter has had the privilege of developing a great relationship with them. Leading up to the big night, the chapter collected food donations for dinner and s'more making. The night of the event, 28 students played volleyball and bean bag toss with the boys, ate dinner with them, and then spent time around the bonfire making s'mores.

Palm Beach Atlantic University (FL)

MEETING/SPEAKER EVENT: Just following Valentine's Day, the chapter sponsored the event, "Love Is Not Fear," a Conversation on Domestic Violence. Speaking was Melanie Rodriguez and Markos Fleury from AVDA-Aid to Victims of Domestic Abuse, Inc. AVDA promotes violence-free relationships and social change by offering alternative methods to ending violence and domestic abuse among South Florida. By providing a "Community of Hope," this state-certified violence center offers an array of services from a 24-hour hotline, emergency housing, advocacy, and support to help victims. AVDA's philosophy revolves around prevention through education, advocacy, and intervention in a safe place where people can be treated with dignity. This event focused on discussing how domestic violence is effecting the local area, the signs of an abusive
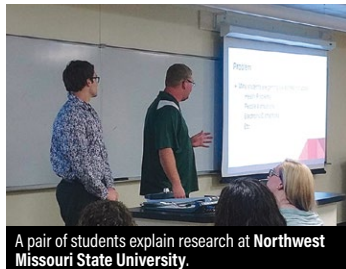
A pair of students explain research at **Northwest Missouri State University**.
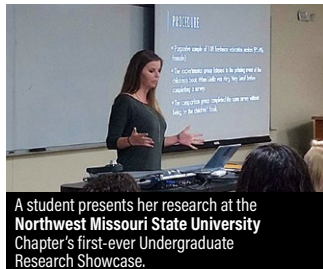
A student presents her research at the **Northwest Missouri State University** Chapter's first-ever Undergraduate Research Showcase.

Please welcome the charter members of the new Psi Chi chapter at the **University of Nicosia (Cyprus)**!

Bethany College (WV) Chapter members, Lauren Davis, Jada Epps, Ian Hayhurst, and Michael Springer educating high school students about healthy relationships.

CHAPTER SPOTLIGHT!

Agnes Scott College (GA)

Top: **Agnes Scott College (GA)** Chapter officers meeting in spring 2018.

Middle: Fall 2017 **Agnes Scott College (GA)** Alumnae Panel sponsored by Psi Chi.

Bottom: The fall 2017 induction ceremony at **Agnes Scott College (GA)**.

relationship, and the challenges the survivors are facing and what people can do to help. Following the talk was a very engaged Q&A session, which prompted a lot of great questions and discussions. This event was appealing to many on campus and stirred up a lot of good feedback and conversation on the topic of domestic violence. Many were thrilled and expressed their excitement and gratitude of having this topic spoken about on campus. This was one of the chapter's most attended events of the year! Among those who attended were a few professors including the former department dean and Dr. Gene Sale (professor, psychology of child maltreatment). The success of this event has created a new relationship and has opened a door for AVDA to be more present on campus to prevent and aid those who have been effected by domestic violence.

Stetson University (FL)

MEETING/SPEAKER EVENT: In the fall, students participated in a "feast," both figuratively and literally, when the chapter partnered with the psychology department to sponsor a book feast on *The Perks of Being a Wallflower.* The department generously purchased 20 copies of the book, and the chapter provided a light dinner for all those who attended.

MEETING/SPEAKER EVENT: The chapter partnered with Dr. Sarah L. Garcia, who is a clinical-health psychologist and the newest member of the psychology department, to increase awareness of mental health issues. Dr. Garcia led an intriguing and interactive discussion following the showing of the movie, *Girl, Interrupted*, a true story of a young woman's experiences in a psychiatric hospital in the 1960s.

University of Louisville (KY)

FUND-RAISER: The chapter sponsored a campus-wide GRE Strategy Session and Practice Exam on September 23, 2017. Forty-one people attended. During the workshop, participants learned GRE test-taking strategies from a Kaplan instructor, were advised about the application process to graduate school, and were able to take a practice exam. More than $450 was raised from the event. Thank you to Dr. Leonard (advisor) and all those who helped organize the event.

COMMUNITY SERVICE: The chapter collected 762 pounds of nonperishable food items for the Dare to Care Food Bank during the 10th Annual Fall Food Drive in October 2017. Thanks to Jeremy Jackson (program Coordinator) for organizing the event, and all students, staff, and faculty for their assistance and donations.

University of Mary Washington (VA)

FUND-RAISER: The chapter's main fund-raiser are Power Cards. Each year, officers work to invite local businesses to participate in a discount card that the chapter sells to students and community members. The chapter has secured 19 businesses, from restaurants to spas, to be a part of the Power Card, which has proven to be quite the hit around campus! Officers have been working in tandem with members to sell all of the cards through

Clockwise:
Dr. Patrick Morse at **Belmont University (TN)** discusses how accurately *Inside Out* portrays psychological science.
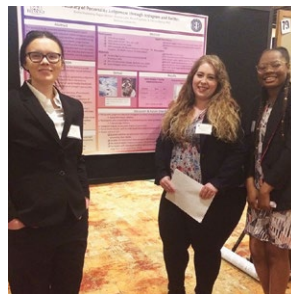
Thank you cards written by **Belmont University (TN)** members for the psychology department's assistant.

Belmont University (TN) students present their research at the 2018 EPA Convention.

Charleston Southern University (SC) Chapter and Psychology Club volunteering at One Night Special Needs Banquet and Dance.

Charleston Southern University (SC) Chapter and Psychology Club participate in the 2017 Walk to End Alzheimer's Disease.

University of Louisville (KY) Chapter's campus-wide GRE Strategy Exam and Practice Exam.

Melanie Rodriguez and Markos Fleury (AVDA) speaking about what not to ask a victim of domestic violence at **Palm Beach University (FL)**, followed by a slide presenting what the community can do to help.

personal relationships, as well as by tabling at the university's dining hall.

INDUCTION CEREMONY: Officers kicked off the spring semester by welcoming 12 members into the chapter! The chapter informed these students of their eligibility by announcing their selection during one of their psychology courses in order to celebrate their undergraduate successes with all their classmates. The department's newest faculty member, Dr. Patrick Rich presented a talk to the new members about the importance of considering perspectives that are different from those you are familiar with. Officers acted out the Platonic myth to officially welcome the inductees, with a fun and amusing performance.

University of Puerto Rico at Mayagüez

RECRUITMENT: The chapter participated in the campus orientation week for students who got accepted at the university. This orientation takes place a week before class starts, and it is composed of four days where students of the department show first-year students around campus and give them tools for their first semester. The chapter had an informative table where students got to learn about organizations that the university has to offer. There was also a photo booth to attract students' attention. Flyers and handouts explained the organizations' purposes, benefits, and requirements. The last day of orientation week, the chapter gave a small presentation to the new psychology students of 2017.

FUND-RAISER: Anxiety and stress are two common characteristics within the college community. Therefore, the chapter decided to create an activity dedicated to relieving stress. Pop Me had the goal of bringing students together to forget about their anxieties and worries, while raising money for the chapter. A wall was covered with balloons to illustrate the psychology or "psy" symbol. Each balloon contained confetti and a paper that indicated the amount to be donated (ranging from 50¢ to $1). Students and professors gathered to pop a balloon within three tries, and everyone celebrated each strike. Students from a variety of departments participated in the activity, while others stood by to watch everyone's attempt to pop the balloons. The objectives of raising a considerate amount of funds while purposefully creating a fun and stress-free environment were accomplished.

COMMUNITY SERVICE: During February, the chapter adopted a Sunday in alliance with the Student Association of Community Support (A.E.C.A. in Spanish). The chapter's goal was to feed and interact with approximately 100 homeless people in the city of Mayagüez. Participants were given sandwiches, scrambled eggs, pancakes, several types of baked desserts, juice, and coffee. The goal was not only to feed these individuals, but to have a space where the chapter could interact with them and learn from each other. This was accomplished by playing board and card games, dancing, and creating a space where the participants could express themselves. At the end, the chapter was able to give them extra meals and snacks to take with them, so they would have something to eat during the day.

West Virginia University

COMMUNITY SERVICE: Once a month during the academic year, the chapter plans, prepares, and cleans up a dinner for an evening session at the West Virginia Grief Center, which serves families who are grieving related to the loss of a loved one.

All aspects of this service initiative are a bonding experience for chapter members, even the shopping! The chapter funds this work through its weekly Wednesday pizza sales on campus.

COMMUNITY SERVICE: In the spring term, the chapter provided service at West Virginia University's "Merit Badge University." This event provided an on-campus learning experience for 300+ Boy Scouts and Girl Scouts. Chapter members served as on-campus guides for these young people, allowing them to experience campus life for a full day. The chapter provided coffee, doughnuts, and water to Scouts and their parents, caregivers, and leaders as they arrived for the event. Then, they ushered them to various merit badge classes across campus, and assisted them in returning to the headquarters for lunch and at the end of the day.

SOUTHWEST

University of Arkansas at Monticello

MEETING/SPEAKER EVENT: On September 30, the chapter organized a career workshop featuring speakers from the Arkansas Association of Black Psychology Professionals (AABPP). The workshop included topics of discussion aimed toward undergraduate psychology students. Among the topics discussed were what to expect from graduate school, possible job opportunities for those who have a bachelor's degree in psychology, and how to prepare internships and application materials. Approximately 50 people attended the workshop. After the guest speakers presented, questions were invited from the audience.

University of Arkansas at Monticello Chapter (from left): Amanda Pennington, Lauraen Harrison, Ashton Wilson, Janna Alvarez, and Dr. Seungyeon Lee.

University of Arkansas at Monticello Chapter's Janna Alvarez and Amanda Pennington collecting donation items for the victims of Hurricane Harvey!

FUND-RAISER: In early September, the chapter organized a donation drive for victims of Hurricane Harvey. Many people from the local community donated necessary items, and two officers drove all the way to Houston, TX, to deliver the donation.

COMMUNITY SERVICE: On October 25, the chapter hosted a bullying awareness event on campus. There were several booths from local health and mental agencies along with booths set up by different college organizations. Each booth passed out information on bullying and ways to prevent and stop bullying. In keeping with the fun Halloween spirit, each booth had goodies for everyone to fill their bags! Psi Chi and Psychology Club had a wonderful booth set up by Janna Alvarez (president), Ashton Wilson (vice-president), and Amanda Pennington (historian). These three members dressed up in Halloween costumes to make sure everyone had fun while learning about the very serious issue of bullying.

University of Central Arkansas

MEETING/SPEAKER EVENT: On March 6, 2018, the chapter hosted Dr. Colleen Coffey (Active Minds) for two discussions of stigma and help-seeking for mental health challenges. These events were planned in support of the #Help_HelpedMe Presidential Initiative. Dr. Coffey, a national speaker, mental health advocate, and personal survivor of multiple diagnoses, facilitated a workshop for members and psychology majors on helping others take steps toward professional treatment and help. Her campus-wide discussion focused on her personal experiences with mental illness. Dr. Coffey's message emphasized recovery, challenging stigma, and mental vitality.

2017 first-year psychology students at the **University of Puerto Rico at Mayagüez.**

University of Puerto Rico at Mayagüez Chapter feeding the homeless at Mayagüez.

Top: **University of Mary Washington (VA)** inductees pose with chapter officers.

Bottom: **University of Mary Washington (VA)** officers perform the Platonic Myth with newly created stick figures.

University of Puerto Rico at Mayagüez Chapter's "Pop Me" Fund-Raiser.

Above: **San Diego State University (CA)** Psi Chi Induction Ceremony.

Right: **San Diego State University (CA)** Chapter leadership team organizing and sponsoring a bowling event for members to have fun, network, and relax prior to finals.

WEST

San Diego State University (CA)

INDUCTION CEREMONY: The chapter hosted a formal initiation ceremony in Montezuma Hall, the largest formal space San Diego State University has to offer, to honor incoming inductees for their achievements and for gaining acceptance into Psi Chi. The event included a photo booth, dinner, and the initiation ceremony.

MEETING/SPEAKER EVENT: The leadership team organized for industry leaders in behavioral intervention, Susan Tillman and Catherine Pope, to inform members about one of the many career opportunities that psychology students are able to take.

CHAPTER SPOTLIGHT!

Pacific University (OR)

MEETING/SPEAKER EVENT: Dr. Leonardo Bobadilla, director of Pacific University's PsyD Forensic Track, gave a talk on forensic psychology to students at Pacific University's undergraduate campus. This talk was sponsored by Psi Chi and generated a lot of interest after word was spread about the event via posters and e-mail. Dr. Bobadilla's work revolves largely around psychopathy, personality traits, and interpersonal aggression. Also discussed in his presentation was the media's portrayal of what forensic psychology is. Prior to the talk, students from the psychology and criminal justice departments met with him to discuss their research interests, career interests, and to ask him questions pertaining to the PsyD program.

FUND-RAISER: Following the devastating Columbia River Gorge Fire in Oregon that displaced many and left the Pacific Northwest in a cloudy, polluted state for weeks, Pacific University's Psi Chi Chapter planned "Psi Chai" in order to raise money for families who were displaced. In collaboration with the Starbucks on campus, for every chai drink bought, 20% of the money made was given to Psi Chi to donate.

RECRUITMENT: Major Quest is an annual event hosted at Pacific University wherein students are nominated to represent and promote their major to first- and second-year students who have not declared a major. Along with this, representatives were also tasked with designing a poster board and coming up with a slogan. This year's slogan was, "We put the 'dope' in dopamine!" Every year, the psychology department gains more and more students, and that is largely due to the amazing work and effort put in on behalf of the students and faculty in the department.

Pacific University (OR) members buy chais from Starbucks for their "Psi Chai" event to raise money for families displaced by the Columbia River Gorge Fire.

Dr. Leonardo Bobadilla talks to students at **Pacific University (OR)** about forensic psychology.
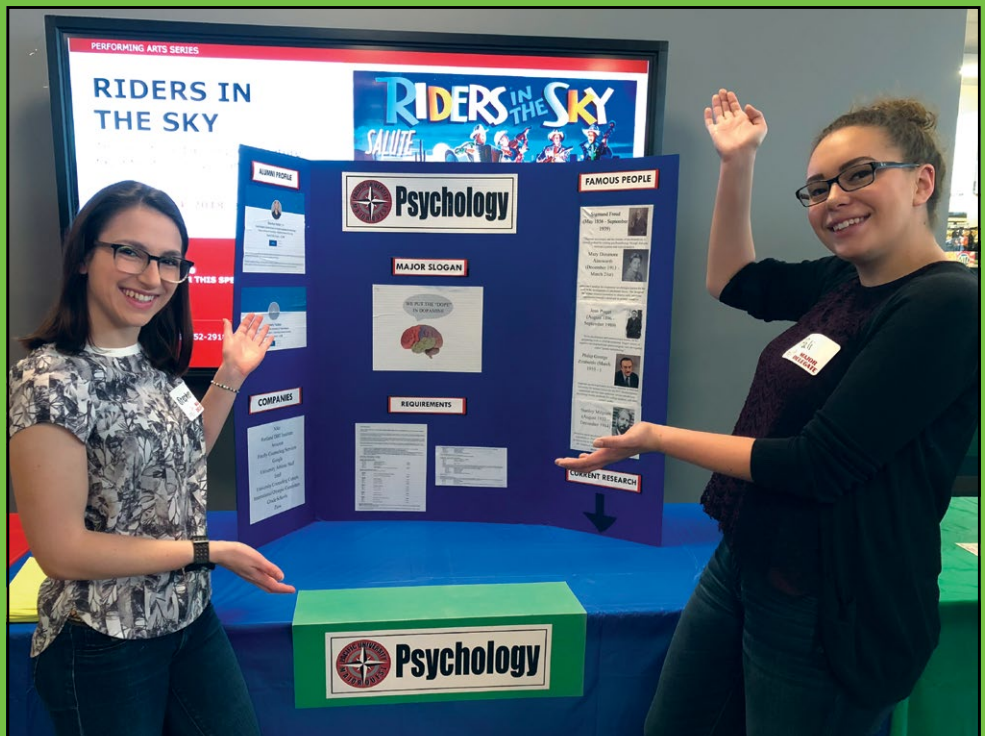
Psychology major representatives, Stephenie Spencer and Pali Kaloi Jordan, pose for a picture at **Pacific University's (OR)** annual Major Quest event.

THESE 3 PUZZLES WILL TEST YOUR SELF-CONTROL!

Can religion and career be used to increase self-control? To find out, participants in a recent *Psi Chi Journal* article were primed with a religion or career implicit associate test. Then, they were asked to solve the three creative problems featured below. The amount of time that the participants spent on each question, without giving up and viewing the solutions, was used to measure self-control. Clever, huh?!

How many puzzles, if any, can you solve? Each puzzle is super-challenging and fun. To read the full research article, "The Effects of Religion and Career Priming on Self-Control During Difficult Tasks in College Students" by Abby S. Boytos and Dr. Terry F. Pettijohn II, visit https://doi.org/10.24839/2325-7342. JN22.4.286

And remember: You can submit your own original empirical research at www.psichi.org/?page=JN_Submissions

THREE HOUSES RIDDLE

The three buildings below represent gas, water, and electricity suppliers. Each of the houses beneath them needs to receive gas, water, and electricity. However, the lines for these cannot intersect. Please find a way for the houses to receive all utilities by drawing lines to get each utility into every house, without crossing over any line. You may erase lines and continue on the back for more space if needed.

VOWELS RIDDLE

Think of 3 words having all the five vowels A, E, I, O, U once, related to the world of mathematics and geometry.
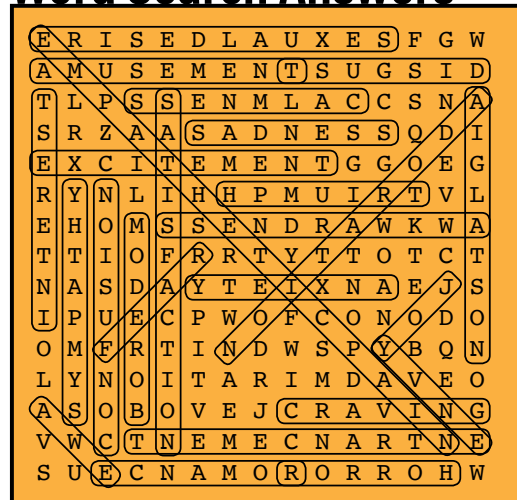
1. _____

2. _____

3. _____

NINE DOTS RIDDLE

Join all the dots up with no more than 4 continuous straight lines.
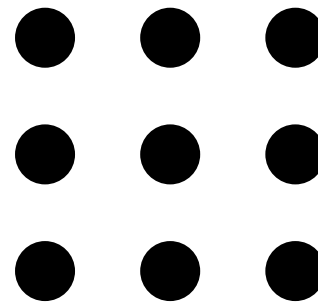
Word Search Answers

From Winter 2018: www.ourdigitalmags.com/publication/?i=470515&ver=html5&p=35