06 Contemporary Psychology: *An Introduction to Social Psychology (Or, How to Become a Famous Scientist)*
Ethan A. McMahan, PhD

08 Advisor Advice: *The Secret Life of Professors Revealed Part IV: A Professor’s Long-Term Lodging and How to Handle Conflicts and Concerns*
Laura Vernon, PhD

10 Diversity: *An Ongoing Need for the Committee for Equality and Professional Opportunity (CEPO)*
Rihana S. Mason, PhD

39 Fall Member Drive: *Diverse Chapter Recruitment Strategies* With Denise Friedman, PhD
Bradley Cannon

13 **Advice for Aspiring Pediatric Psychologists**
Nour Al Ghriwati, MS, Jessica Valenzuela, PhD, Ann Davis, PhD, and Celia Lescano, PhD

18 **Real-World Skills: How to Develop Marketable Career Competencies and Sell Yourself to Employers**
Ayesha Shaikh, PhD, and Lorinda B. Camparo, PhD

24 **Can Psychology Majors Prepare for a Career in Business? Part I: There Is HOPE**
Drew C. Appleby, PhD

30 **School Safety Beyond School Shootings**
Eric Rossen, PhD

34 **Do Your Community Service Projects Help as Much as You Think?**
Darren R. Ritzer, PhD, and Merry J. Sleigh, PhD

**Features**

**COLUMNS**

**INTERVIEWS**

**DEPARTMENTS**

**ADVERTISEMENTS**

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We Want **YOU**— to Update Your Profile and Support Diversity and Inclusion

Martha S. Zlokovich, PhD
Psi Chi Executive Director

How accurate is your profile, and why does Psi Chi care? When you first joined Psi Chi, you filled out a new member form. Over the years, however, we started using online rather than paper forms, added new questions, and updated response options. Information such as gender, race, ethnicity, and birthdate helps us to understand who our members are, enabling us to better ensure that our Society is more inclusive and supportive of individuals of diverse identities and backgrounds. Update your profile today! Log in at https://www.psichi.org/members/edit.asp.

Why Your Diversity Matters

Why does Psi Chi ask new members to include their gender, ethnicity, and birth date when they join? Is it important to know these characteristics about our members? I am going to argue that, yes, it is important, and many others would agree! Psi Chi Diversity Director Susanna Gallor (2017) wrote that “the field of psychology has a responsibility to ensure that human diversity is reflected in education, training, research, and valuable service that is often targeted to diverse communities across society” (p. 254). Our mission is **recognizing and promoting excellence in the science and application of psychology**, so how could Psi Chi begin to examine how well it is ensuring diversity among its own members without access to diversity data about them?

As the U.S. Census Bureau (2013) states, collecting information about ethnicity and race can help researchers to assess disparities in health and environmental risks. The United States is becoming more diverse in terms of ethnicity and race, with the 2010 Census reporting just over one-third of the U.S. population identifying as something other than non-Hispanic White (U.S. Census Bureau, 2011). Do the demographics of our Psi Chi members reflect these changes as well?

Demographics Can Reveal How Well We Serve Our Current and Potential Members

Our members should be representative of all people studying psychology. However, the only way to know if they are representative is to compare the demographics of our members to those of all people studying psychology at the time they joined. Let’s consider a hypothetical situation to illustrate how understanding the demographics of our members is helpful.

Since 2006, women have earned about 77% of the bachelor degrees in psychology awarded in the United States each year (September 28, 2018, American Psychological Association). What would you think of Psi Chi’s representativeness if it turned out that 90% of new undergraduate members have been men since 2006? Even knowing that only those undergraduates with the best grades may be eligible to join Psi Chi, common sense and face validity would tell you that something is wrong! Our most recent numbers do track with national trends—last year, 76% of our new members identified themselves as female, 23% as male, and less than 1% identified with another gender.

Furthermore, what would you think if we did not know what percentage of new members were women and men over time? Even though we have better responses from new members today than we did 10 years ago, we are missing lots of data. That is because either we haven’t always asked the same questions on our new member form, or because some new members chose not to answer all questions. A sign of improvement is that, although 35% of new members did not answer the ethnicity question in 2008, last year only 8% of new members did not answer that question. We would like to increase the completeness of the data we have for all current and alumni members, and you can help.

Specifically, being able to describe our members more accurately will help us to more confidently say that members of the Society represent psychology majors overall and to compare U.S. psychology majors to international psychology majors. In addition, we expect that more accurate data about our members could point out areas that need improvement—in other words—people who are missing or underrepresented among our members.

By the way, I would be remiss if I failed to mention Psi Chi’s Privacy Policy at https://www.psichi.org/page/PrivacyPolicy. The security and confidentiality of our members’ data is of great importance to us. Rest assured, we have implemented many reasonable steps to protect against the loss, misuse, or alteration of personal information under our control including adherence to Europe’s new General Data Protection Regulation (GDPR) requirements.
A Brief History of Our Demographics Information
Psi Chi’s member data—which new members have been sending to Psi Chi for 89 years now—is particularly interesting to me as a developmental psychologist. For the first six decades of Psi Chi’s existence, new members entered their information on paper forms mailed to the Central Office. These forms were stored in each chapter’s hanging file folder, until Psi Chi launched electronic new member forms in 2013. Psi Chi’s old paper files for each chapter are now stored in a restricted area at the Cummings Center for the History of Psychology located on The University of Akron campus in Akron, OH.

Although we don’t collect our member data in the context of a research study, many of the same recommendations about obtaining clean data apply. If you are a member of Psi Chi, you have studied experimental design and the importance of standardizing experimental procedures, imposing experimental control, avoiding confounding variables, and increasing generalizability. You also might have studied the challenges of conducting longitudinal research such as maintaining standardization over time and comparing more recent data with older data collected using tests that became obsolete over the years.

For ethical and professional reasons (i.e., inclusion and advancing diversity) as well as research integrity reasons, it is important to periodically consider the wording of demographic questions and to update historical categories meant to represent participants’ identities (Hughes, Camden, & Yangchen, 2016). As such, over the years, the procedures and information collected by Psi Chi has changed many times. When answering the gender question today, in addition to the options of male and female, members also have the option to say other or prefer not to answer. For Race/Ethnicity, we recently updated options to include Latino/a/x, Multi-Racial/Ethnic, Ethnicity not listed, or Prefer not to respond.

These changes have been necessary and invaluable in supporting and understanding our diverse members. As Hughes et al. (2016) said, “Identity is not simple and asking participants to classify themselves into categories that do not fit them can lead to frustration and uncertainty about how to respond” (p. 138).

Managing Your Data
This is where you come in—you can log in at any time and update or complete your personal data at https://www.psichi.org/members/edit.asp. Questions might have been added or changed since you first joined, but by logging in, you can answer the most up-to-date questions when you update your member profile. Even our advisors and coadvisors don’t have complete information—in some cases because questions were added or altered since they first joined, in other cases because they didn’t answer the question. Only 567 of 1,473 advisors and coadvisors have answered the question (August, 2018).

As anyone who has studied psychology knows, excellent science requires thoughtful consideration about exactly what data to collect in the first place, how to collect it carefully, and how to make sense of it after collection. Psi Chi encourages chapters to strive toward inducting every eligible student.

As our current President recommended in her recent Eye column, “Look up from your books and screens, and be open to engage in some deep diversity experiences on your campus!” (Domenech Rodriguez, 2018). We want all eligible students to feel welcomed into the Society, and encouraged to take advantage of the lifetime membership and many benefits. As a lifetime member, we encourage you to keep your profile up to date. Thank you for helping us to better understand and serve our members.

References

Instructions to Update Your Profile
Log in at https://www.psichi.org/members/edit.asp, then select the top left icon called Member Information to see and edit your current information. About halfway down the Personal Information section, you can write in Other Gender, as well as use the dropdown menu to select your ethnicity. Be sure to save changes at the top or bottom of the page before leaving it.
Welcome back Contemporary Psych readers. For this edition of my extremely informative and wildly entertaining column on the various areas, fields, branches, subareas, subfields, and subbranches (?) of psychology, I want to start out by asking you a question. If you had to describe one famous psychological study to one of your psychologically ignorant friends or family members (your Great Aunt Marsha, let’s say), which study would you describe? Think about that for a moment. I’ll wait.

Now, although I’m not one for gambling, I would like to make a bet. I bet that you selected a study from the broad area of social psychology. No, you say. Well, was the study you selected the Stanford prison experiment (1973)? Was it the Milgram obedience study (1963)? How about Bandura’s Bobo doll experiment (1961)? Or, perhaps it was Asch’s line study on conformity (1955). If so, then you have indeed selected a social psychological experiment, and I won the bet. Now, pay me.

Social psychology is the empirical study of how individuals’ thoughts, emotions, and behaviors influence and are influenced by other people and the social environment. Given that humans are social creatures and live within a social context, a key assumption of social psychology is that all behavior is impacted to some degree by other people. In what follows, we will cover the history of modern social psychology, its current state, social psychology-relevant career opportunities, typical educational paths and training, and of course how to conduct a famous experiment that people will describe to their parents, aunts, and cousins over a dry turkey at what was an otherwise monotonous Thanksgiving dinner.

History (Or, How to Push Ethical Boundaries and the Limits of Human Decency for Over 100 Years)

The idea that society influences people is an old one that permeates classic philosophical texts from both the West (e.g., Plato’s Republic) and the East (e.g., Al-Farabi’s Madina al-Fadila). But, social psychology in its more contemporary form did not emerge until the early 20th century. Triplett (1898) is credited with the first published study in social psychology, examining social facilitation in a sample of cyclists. During World War II, with the support and encouragement of the U.S. military, a large number of social psychologists studied several useful topics including persuasion and propaganda, and the notorious Milgram experiments on obedience were motivated in part by a desire to understand the social factors that encouraged the atrocities committed by the Nazis. During the 1950s and 1960s, research within social psychology began to examine social problems such as prejudice, discrimination, and gender issues, and also articulated many concepts that are central to psychology such as cognitive dissonance, groupthink, and social learning. Indeed, the mid-20th century was arguably the golden age of social psychological research, and much of this early work has remained highly influential to this day.

Yet, the scientific endeavors of social psychologists were not without controversy, as many both within psychology and without became concerned that some studies encouraged untoward, unethical, and risky behavior . . . such as the beating of an inflatable clown with a hammer (by children, no less). Additionally, many of the topics studied by social psychologists required an extensive use of deception in their research protocols. Moreover, although a strength of social psychology is its consistent use of lab-based empirical methodologies, many questioned the validity

Note that I am not calling your great aunt ignorant . . . just unfamiliar with psychology. Other than that flaw, I’m sure she is a lovely person.
of these findings and whether they would generalize out in the real world. Despite these concerns, however, many findings have proved robust. The topics under inquiry, although at times perhaps examined in a provocative manner, are of critical import, and the field has blossomed into a vigorous and varied area of both basic and applied research.

Social Psychology Today (Or, How to Round Out Your Research Portfolio by Studying Everything)

At this point, social psychology is one of the main subfields of psychology that examines many different topics. I’ll list several, but before I do, I should warn you that if you are reading this out loud (for example, to a small child at bedtime), you should probably take a deep breath. Areas of inquiry within social psychology include those on attitudes, interpersonal attraction, person perception, attributions, heuristics, persuasion, self-serving biases, self-concept, self-esteem, self-efficacy, compliance, group dynamics, social exchange, obedience, conformity, decision making, and identity, among many others. Additionally, the social psychological perspective is general enough that it can be applied to and/or combined with other major subfields of psychology such as those focusing on social development and social cognition. But, perhaps the most interesting integration of social psychology with another broad area of research is the seemingly unlikely partnership of social and personality psychology. Indeed, these two areas of psychology are now so closely linked that they arguably represent a single subfield, with the combination of the two being emphasized in some of the most prestigious academic journals (e.g., the Journal of Personality and Social Psychology) and largest professional organizations (e.g., the Society for Personality and Social Psychology).

As mentioned above, social psychology has historically been and continues to be an empirically oriented area of research, and correspondingly much of this research could be best classified as basic in nature. However, given the subject matter, many of these findings have been applied to addressing real-world issues in a number of different domains. Indeed, findings generated through the efforts of basic social psychologists have been used to better understand human behavior and interpersonal dynamics in political spheres, in business and industry, in the legal system, in health promotion, and so on. For example, a robust area of application concerns how social factors contribute to engagement in health promoting behavior. So, despite any concerns regarding the generalizability of social psychological research outside of the lab, this area has borne fruit in terms of the production of basic scientific findings and the application of these findings to the real world.

Education and Careers (Or, How to Spend a Lifetime Engaged in the Sanctioned Deception of Others)

As with many other areas of psychology, the precise type of training required to work in areas related to social psychology depends on the type of career that one is pursuing. However, most individuals obtain a bachelor’s degree in general psychology or a related field (e.g., sociology) and then pursue a PhD in social psychology. Doctoral-level social psychologists often work in teaching and/or research at colleges and universities, holding positions as professors, university faculty, research scientists or associates, or post-doctoral researchers. Notably, many social psychologists are also employed in the private sector, and the education required for these positions, both in terms of type of education (e.g., major) and degree (e.g., bachelor’s, masters, versus PhD), is as varied as the different careers one can pursue. For example, many social psychologists work as consultants, nonacademic researchers, managers, marketing directors, human resource specialists, policy advisors, and in other positions. And, because those trained in social psychology often have strong empirically oriented research backgrounds and high levels of quantitative literacy, their skills are often utilized in research-oriented positions such as those involved in project evaluation and assessment.

Summary (Or, How to Come to the Realization That Social Psych Is Not Just Lying, Clowns, and Systematic Electrocution)

That’s it for now. Of course, this article only scratches the surface of all the information available on social psychology, and I strongly encourage my interested readers to examine additional resources on this intriguing subfield of psychology (some provided below). Perhaps you might end up pursuing social psych as a career and then, as one does, write your name into the annals of scholarly history by designing a famous psychological experiment that will probably engage questionable research practices and raise a number of ethical questions about the field as a whole and, more specifically, you as a person. Good luck!

Additional Reading and Resources

Division R: Society for Personality and Social Psychology (www.spp.org)

References


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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.
Secret #10: Professors May Stay in the Same Job for Decades

I have been at the Wilkes Honors College for 12 years, and I happily plan to stay here until I am a doddering old lady (let’s pretend that hasn’t happened yet). I have been supervising and teaching since my senior year of college (more than 20 years ago, but who’s counting?), when a professor gave me the opportunity to give a few lectures in his class and another put me in charge of training incoming students in her lab. There are many benefits to this long experience and history. I have had time to try different things, make mistakes and correct them, perfect my teaching style, teach many different classes, and become especially expert in certain areas. The many “hats” I wear (see my previous column) don’t always leave me the time I might want to keep up with the explosion of new findings in some areas, but in general I hope that each year I am improving myself—my teaching, research, and service.

Of course, this long career path can have a few downsides also. Mid- to late-career professors may get in a rut, forgetting how advanced their own knowledge truly is and teach at too high of a level. They may forget what it is like to be a student and fail to explain their rationale for certain assignments or policies, or become overly rigid. In most of these cases, our connections with our students helps pull us back and encourages us to recalibrate and revamp our teaching. As a student, as long as you are putting in the work you should to learn the material, don’t be afraid to ask your professor to slow down or define a few terms. Your classmates, and your professor, may thank you for it.

Most of us recognize the risks of our long career trajectories and, if our institutions give us the opportunity, mix things up a bit. At the Wilkes Honors College, the professors are encouraged to design creative team-taught classes on topics of interest to our students and relevant to the times. This is exciting and enlivening! I recently taught a “Perceptions and Portrayals of Women” class with my Creative Writing colleague where we examined a range of media including advertisements, essays, poems, sitcoms, movies, and videogames, through the lenses of different feminist and psychological theories. In part, this class grew from interesting conversations I had had with students about gender issues as they watched the last presidential election. If you are fascinated by a certain topic, don’t be afraid to try to engage with your professors about it. You may find a space in someone’s lab, a directed independent study, a thesis topic, or a whole new course opens up because of it.

Secret #11: Professors Have Close Relationships With Each Other

My long-term position as professor also means that the other professors at the college are my long-time colleagues and friends. I often know my colleague’s families, the hobbies of their children, and their favorite vacation destinations. I value my colleagues,
and I also value their good opinion of me. Some students seem unaware that professors talk to one another and that they have professional and sometimes personal relationships with one another. Therefore, it is not a good policy to complain about one professor to another. If you are having a serious difficulty with a professor, you should consider your options and proceed with caution. Because professors tend to stay at the same college or university for a long time, they may react strongly if they perceive that a student is damaging their reputation. Bear that in mind before you say something unkind about one professor to another.

That is not to say that I, or any professor, is perfect, and most of us know our own and one another’s weaknesses. We may know that one colleague is best contacted by e-mail and not phone, another rarely checks e-mail and is best sought out in person, or that another is particularly busy and spread thin during a certain month.

**Secret #12:**
**Professors Expect You to Handle Conflicts in a Professional Manner**

If you are having difficulty with one professor, another professor may be able to offer helpful advice, but when approaching the situation, you will need to avoid some common pitfalls. Let’s use a hypothetical example: P. Crastinator e-mails me Saturday morning asking about a class that she was late trying to sign up for, which is now full. She becomes anxious and angry when she doesn’t hear back from me immediately. On Sunday, she e-mails the Associate Dean (one of my bosses) to say that I am not responding to her e-mails (even though it was even one e-mail). The Associate Dean forwards the student’s e-mail to me and inquires about the situation. Monday morning, I receive both e-mails. How do you think I feel?

In these kinds of cases, students often have very real and (mostly) legitimate concerns such as a course that they failed to add or drop in time, a test or assignment they have missed or misunderstood, or a low grade, and they are understandably in a panic for advice and help. Other students might feel that an assignment, test, or grading policy was problematic or unfair and wonder if the professor will reconsider. You don’t need to suffer in silence, but you should keep a few things in mind as you move forward.

First, make sure that you have a legitimate complaint. You may put social referencing to work for you and ask a few advanced students for their objective opinion (perhaps don’t ask your sympathetic and dramatic friend who strongly validates everything you say). If you are still unsure if you have a reasonable concern, you could discreetly check with a different professor, without mentioning the first professor by name, about what is typical and whether your reaction seems accurate. For P. Crastinator, although 24 or 36 hours can seem like an eternity, it is not an unreasonable delay for a response to an e-mail over the weekend, and another student or professor could validate that.

Second, try, if at all possible, to address your concerns directly with the professor involved and not go behind the person’s back to other professors or administrators. This is daunting and admittedly not every professor is as cuddly as a kitten, but it is an important step. You may want to type up your concerns, edit them, and have some friends and family help to further edit so that you come across as respectful and pleasant, and clearly state your need or concern. You may want to practice and role play the conversation. If you are too nervous to talk to the professor directly, you might send an e-mail, but be aware that emotional tone does not always come through well in writing. If you express a positive attitude, take responsibility for your part of the issue, and are willing to work hard and improve, you may be surprised by the positive response you get.

Third, in cases where you must contact outside parties because of the short time-frame of your problem or its severity, be sure to present the situation accurately and in a neutral tone. Particularly when your own procrastination or failures have played a large role in creating a situation, it would be far better to come clean from the beginning with all involved. If you have an emergency that requires quick action, you might consider e-mailing multiple people on the same e-mail thread, taking responsibility for the short notice, apologizing for it, and asking whether anyone can help you to fix your problem.

Be aware that, if you do complain to other professors or administrators, it may get back to the professor about whom you are complaining and they may be offended, angry, or feel threatened—and they may have the right to feel this way. Although you will leave the college in a few years, that professor will still be there and may feel you have damaged his reputation with his colleagues. This will be made worse if you have portrayed yourself in the best possible, and not quite accurate, light, and the professor in a somewhat unfair light.

Fortunately, because many professors and administrators have worked together for a long time, we may know how to advise students about getting the best possible outcome with a particular professor, and we often have a sense of which student complaints are legitimate and which have been inflated. In some cases, another professor may be able to intervene on your behalf. If you simply want to vent your frustrations, do so well out of earshot of your professors. But if you have a serious problem, a cautious, respectful, and reasoned approach can do wonders.
An Ongoing Need for the Committee for Equality and Professional Opportunity (CEPO)

Rihanna S. Mason, PhD
Georgia State University

What Is CEPO?
The Committee for Equality and Professional Opportunity (CEPO) was established in 1972 by the Southeastern Psychological Association (SEPA). SEPA became the first and still only regional association to include a subcommittee specifically designed as a diversity and inclusion initiative. CEPO was originally established as the “Committee on the Status of Women” during the ratification of the Equal Rights Amendment. This subcommittee within the executive structure of the SEPA has grown to be inclusive of a wide array of diverse groups. Its broad mission is to promote professional equality for all psychologists regardless of race, ethnicity, gender, age, sexual orientation, or disability. The CEPO structure as a subcommittee allows for an appointed chairperson, chair, and cochairs for undergraduate research; chair for minority interest programming; and chair for awards for research related to gender and minority groups.

What Makes CEPO a Regional Model?
CEPO operates as the only APA regional model for a longstanding structured diversity and inclusion initiative. The goals of CEPO are to sponsor programming to address the concerns of underrepresented groups, to increase membership and participation among these groups, and to provide role models for these groups. The goals of CEPO parallel the ability (A), motivation (M), and opportunity (O) framework (AMO; Appelbaum, Bailey, Berg, & Kalleberg, 2000; Boxall & Purcell, 2003). The AMO framework has been widely used to conceptualize workplace practices that enhance employee creativity, motivate employees to leverage their creativity and competencies, and facilitate communication among employees. Due to the concerted efforts of the CEPO leadership, psychologists can attend the SEPA meeting as scholar professionals from several underrepresented groups and positively affirm the answers to these questions:
• **Ability**—Are persons like me involved in programming (e.g., chairs, presidents, executive committee members)?

• **Motivation**—Do I see people who look, talk, and identify with me?

• **Opportunity**—Are there systems to recruit more persons like me?

CEPO can also be categorized as a pipeline program. Pipeline programs are defined as targeted interventions designed to foster professional growth in underrepresented groups within the academy (Byrd & Mason, 2018). We typically think of pipeline programs as academic readiness programs that are government or institutionally funded to provide mentoring, research experiences, and professional development. Historically, pipeline programs were created to support individuals at various levels within the academy from precollege to the professoriate.

CEPO programming is tailored to support the enhancement of scholarship for undergraduates, graduate students, and professionals. The dynamic interchanges that occur during CEPO programming in addition to the regular SEPA programming has been successful in preparing, propelling, and positioning its participants within the academy.

As an entry point into the academy, CEPO has improved the SEPA meeting experience and opportunities for undergraduate students. In 1985, Drs. Jeanne Stahl, Margaret Weber Levine, and J. Reid Jones (all emerita faculty at minority serving institutions) initiated the SEPA/CEPO Student/Faculty Information Exchange. Consistent with the criteria for undergraduate research conference participation at the time (Tryon, 1985) and current suggestions for the involvement of undergraduates in research (Hughes, 2014), the information exchanges allowed undergraduates to present papers and leave with copies of abstracts and papers of interest to them. The Information Exchange transformed into the CEPO/Psi Chi Undergraduate research program in 2001. It now has multiple poster sessions, an oral presentation session, and special symposia. Over the period of 2000–18, the number of accepted poster presentations from undergraduate students has more than doubled from 111 to 275. These presentations range in quality but represent award winners from both non-Psi Chi and Psi Chi affiliated members. Presentations during the CEPO undergraduate programming status has propelled certain presenters into the academy. Notable CEPO presenters include former APA president Dr. Antonio Puente.

The pipeline is evident for graduate students and professionals as well. In the early years, exemplary professionals were invited as visiting scholars. Currently, they are recruited as SEPA/CEPO Invited Speakers. Since 2012, CEPO has sponsored a Leadership Institute to equip women and people of color for leadership roles with the purpose of recognizing and capitalizing on their strengths to become leaders in academic practice and in organizational settings. The Institute also provides knowledge, skills, and strategies leading to effective leadership. CEPO has been successful at grooming executive committee members including SEPA presidents. Notable past presidents include Dr. Jenifer Friday (longest serving CEPO chair), Dr. Rosemary Phelps (outgoing SEPA president), and

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**HISTORICAL TIMELINE**

- **1972** Equal Rights Amendment was ratified. The Constitution applies equality to all persons regardless of their sex.
- **1978** Dr. Ellen Kimmel becomes first CEPO Chair and female president of the SEPA.
- **1985** Drs. Weber-Levine, Stahl, and Reid sponsor the Student/Faculty Information Exchange.
- **1995** Dr. Jennifer Friday becomes first African American president of the SEPA.
- **2001** CEPO and Psi Chi collaborate to sponsor undergraduate poster sessions.
- **2002** Visiting Scholars program ended.
- **2012** CEPO Leadership Institute was established.
- **2016** Dr. Antonio Puente delivers CEPO/SEPA Invited Address.
Dr. Jacqueline White (former president of the Society for the Psychology of Women and APA Acuff Congressional Fellow). Figure 1 shows a historical review of CEPO significant events.

Why Is CEPO Still Important?
I believe that even after 45 years of CEPO operating in the Southeast, there is still a very pressing need to have a diverse subset of individuals, who resemble the changing demographics of our nation, retool the way we consider intellectual exchanges between psychological students, practitioners, and researchers. Invited panels, symposia, and conversation hours once a year only brush the surface needed to address issues related to

- racialized trauma,
- health disparities,
- gender victimization,
- recruitment of underrepresented and marginalized groups into the discipline,
- the need for allies,
- embracing ability/disability, and
- recruiting more underrepresented persons into the discipline.

As Tatum (2017) states “Our social context still reinforces racial hierarchies and still limits our opportunities for genuinely mutual, equitable, and affirming relationships in neighborhoods, in classrooms, or in the workplace.” The thematic programming, strategic planning, and leadership that occurs each year through CEPO allows annual meeting participants to experience the following benefits of APO framework within a safe space in the Southeast. Future consideration should include discussions around how to integrate CEPO into other regional meetings.

Ultimately, through the social displays of scientific knowledge and practices modeled by those who have both a status above your own and who are members of a group to whom you identify we will continue to broaden participation within our discipline. In addition, network building will allow CEPO’s diversity and inclusion efforts to extend to other regions.

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Rihana S. Mason, PhD, received her PhD in experimental psychology with an emphasis in cognitive psychology from the University of South Carolina in 2004. She is now a Research Scientist at the Urban Child Study Center at Georgia State University and an adjunct faculty member at Spelman College, her undergraduate alma mater. As an undergraduate at Spelman, she participated in the National Institutes of Mental Health Careers and Opportunities in Undergraduate Research Training Program (NIMH-COR) and later named a NIMH-COR star in 2007. Her training as a psychologist has brought her full circle with her involvement in SEPA. She currently serves as the chair of CEPO. She was elected to serve after chairing the Subcommittee on Undergraduate Research and serving as a cochair alongside of Dr. Rosemary Phelps. Having served in a dual capacity, both a mentee and mentor, she has accumulated an array of knowledge as it relates to forging mentee/mentor relationships in the academy and common pedagogies that exist across undergraduate research training models. Her SEPA/CEPO involvement has reinforced her perspective that it is possible and necessary to prepare for your future by interacting and modeling the success of professionals who share any of your identities.
Have you ever considered a career that provided psychological services, research, teaching, and/or advocacy work within a pediatric setting? Pediatric psychology is a burgeoning field that focuses on enhancing health, adaptation, and quality of life for children, adolescents, and their families. In the following article, we present an overview of pediatric psychology, discuss potential career paths for a pediatric psychologist, and provide recommendations on ways to pursue opportunities for interested students within the field.

What Is Pediatric Psychology?
Originally described as the result of a “marriage [between] psychology and pediatrics,” the pediatric psychology field broadly focuses on the assessment and treatment of psychosocial and behavioral issues in pediatric health settings; the field also aims to promote health behaviors and prevent illness and injury (Genik, Yen, & McMurty, 2014). Pediatric psychology has drawn researchers, clinicians, training directors, and students from various psychology backgrounds (e.g., developmental, school, clinical, health, and counseling programs). Pediatric psychologists may have various areas of expertise, but they are all guided by a developmental framework that “emphasizes the dynamic relationships which exist between children, their families, and the health delivery system (Aylward, Bender, Graves, & Roberts, 2009).” Thus, aspiring pediatric psychologists receive extensive training in empirically supported interventions, child development, cultural diversity, psychopathology, health, research methods, and family systems.

Why Is This Field So Important?
Both pediatricians and psychologists advocated for the development of the pediatric psychology field to address unmet psychosocial and behavioral needs of youth in medical settings as early as 1888 (Kazak, Sood, & Roberts, 2016). Pediatricians who witnessed the power of incorporating clinical psychology services in pediatric practice cheered these multidisciplinary collaborations.
at medical conferences such as those of the American Pediatric Society and the American Medical Association. The importance of pediatric psychology stems from professionals’ ability to assess and target any psychosocial concerns associated with children’s health and illness (Kazak et al., 2016). There is no doubt that leaders in the pediatric psychology field are moving toward the goal of bridging the gap between mental and physical care in pediatrics by:

- developing measures to assess child and family adaptation to chronic illnesses
- testing psychosocial interventions within healthcare settings
- providing resources for parents or siblings, assessing and treating behavioral problems in primary care
- evaluating collaborative partnerships among physicians and psychologists
- disseminating research findings to the community

What Are Possible Careers in Pediatric Psychology?
The pediatric psychology field offers a variety of potential career options. Pediatric psychologists may work in academic medical centers, universities, private practice, research organizations, the government, or youth advocacy organizations (Spirito et al., 2003). Similarly, pediatric psychologists have flexibility within their chosen careers. For instance, psychologists working within an academic medical center may be fully dedicated to clinical work or research, or they may have the opportunity to divide their time for multiple responsibilities. For psychologists working in academia, they may have administrative, supervisory, teaching, or clinical roles in addition to research.

Why Consider Careers in Pediatric Psychology?
When student members of the Society of Pediatric Psychology (SPP) were asked why they chose the pediatric psychology field, most described an aspiration to pursue psychology training in a pediatric health setting. The pediatric psychology field promotes the exact training that individuals interested in the intersection of psychology with pediatrics look for including interdisciplinary care, collaboration with other health providers, and understanding associations between mental and physical health. Nevertheless, as students immerse themselves in the pediatric psychology community, they often find that the field has much more to offer students. First and foremost, the pediatric psychology field provides students with the opportunity to collaborate with multiple professions including physicians, social workers, nurses, and psychiatrists to name a few. Second, the pediatric psychology community is unique in its emphasis on mentoring as a core contributor to students’ training. Having a mentor to guide you toward options to build and strengthen your core competencies is crucial to succeed in any profession. Therefore, when you
have a faculty mentor, opportunities for mentorship from experts within the field, frequent interactions with senior students who are eager to help, and collaborations with peers from your lab, you feel as supported as possible in pursuit of your psychology degree. Furthermore, as previously mentioned, pediatric psychology offers career flexibility because students are able to tailor their training experiences to complement their desired career goals, whether it be a university professor, a public health advocate, a clinician, or an administrator.

**Diversity in Pediatric Psychology**

One of the most important characteristics of becoming a pediatric psychologist is working with children, families, and professionals from diverse backgrounds. In fact, one of the core training competencies in pediatric psychology focuses on the consideration of “ethnic, cultural, [sexual orientation], and religious factors that affect health beliefs and medical treatment, as well as family, healthcare, and professional relationships” (Spirito et al., 2003).

Similarly, pediatric psychologists are particularly adept at incorporating cultural considerations when developing and evaluating certain psychosocial interventions. For instance, in integrated pediatric primary care settings, pediatric psychologists are able to deliver affordable mental health services to youth and their families who may otherwise not receive long-term psychosocial care. In doing so, psychologists’ awareness of the medical culture as well as patients’ backgrounds and beliefs allows for the delivery of evidence-based interventions in a culturally sensitive manner. The field’s commitment to diversity has been exemplified by initiatives to recruit students from diverse backgrounds, promote international collaborations, and decrease health disparities.

**What Training Do I Need?**

SPP has published training recommendations and core competencies needed across training levels for students interested in the pediatric psychology field (see Palermo et al., 2014, for a detailed description). Generally, undergraduates are encouraged to enroll in psychology courses, seek out experiences in hospitals or research laboratories, and build close relationships with faculty members who will serve as their letter writers for graduate school. Many students choose to take a year off after graduating to gain additional experiences such as serving as study coordinators or working in clinical settings to set themselves apart during the graduate admission process. This training is not only important to provide students with further exposure to the psychology field, it also enables students to bolster their résumés for graduate programs.

Students interested in pediatric psychology often seek graduate training, via a Doctor of Psychology (PsyD) or Doctor of Philosophy (PhD) in clinical psychology, with general child or pediatric psychology specialty training. Programs with a pediatric psychology focus often have faculty members who conduct pediatric psychology research, practicum training opportunities in medical settings, and/or coursework specific to child and health psychology. Graduate students often gain clinical and research opportunities specific to pediatric psychology, attend pediatric psychology conferences (e.g., the Society of Pediatric Psychology Annual Convention; SPPAC), and participate in a one-year internship placement prior to receiving their degrees. Internship placements offer additional in-depth clinical experiences in students’ desired areas of specialization in order to further students’ experiences within the field.

Following internship, many graduates choose to take on a research or clinical post-doctoral fellowship position for one or two years. Post-doctoral positions offer advanced training in individuals’ specified areas of interest in pediatric psychology (e.g., integrated primary care, chronic pain, hematology, and oncology). Post-doctoral positions help students increase their number of supervised clinical contact hours that are needed for a clinical psychology licensure. States vary in their requirements for licensure, with hours required for licensure ranging from 1,500 to 6,000 hours. Therefore, in some states, postdoctoral training in order to become credentialed and practice pediatric psychology is required.

**How Can I Learn More?**

Realizing that pediatric psychology may be an interest of yours is a great first start, but what if you wanted to seek more information? Students are encouraged to participate in opportunities in their undergraduate careers that provide them with some exposure to the pediatric psychology field. Some ideas include joining a pediatric psychology lab, taking a health psychology course, volunteering at a camp for youth with chronic health conditions, or reaching out to psychologists or students in your area.

Often times, networking is among the most important tools to have from the time you are an interested undergraduate until you retire from the pediatric psychology field. Networking can take the form of joining a pediatric psychology list-serv, registering for or attending SPPAC, starting conversations with psychologists who share similar interests, or reaching...
FIELDS OF PSYCHOLOGY

out to students further ahead in the program. Previous students’ experiences in the field have shown that everyone is eager to share their experiences, listen to trainees’ career goals, and provide them with opportunities and advice based on their goals.

If I Wanted to Start Today, What Could I Do?

First and foremost, interested students could start by visiting SPP’s website, where a compilation of resources are available. Similarly, interested students are highly encouraged to read and learn about the current state of the literature in the field by exploring the field’s publications in the *Journal of Pediatric Psychology* and Clinical Practice in Pediatric Psychology. Students may reach out to advisors or professors to ask whether they know of any pediatric psychology experiences or opportunities for undergraduate students.

References


Nour Al Gheriawi, MS, is originally from Damascus, Syria. She received her undergraduate training in psychology and biology from the American University of Beirut and the University of Maryland, Baltimore County. Nour is currently a doctoral candidate in the clinical psychology program at Virginia Commonwealth University. She has sought out pediatric psychology clinical and research opportunities throughout her graduate education and has worked with youth with pediatric chronic illnesses (e.g., cancer, diabetes, and sickle cell disease). Nour is applying to pediatric psychology internship programs in fall 2018 to complete her doctoral training. She hopes to work in an academic medical center as part of an interdisciplinary team immersing herself in both clinical and research opportunities. Nour serves as the cochair of the National Campus Representatives program, member of the Student Advisory Board, and student member of the Diversity Committee of the Society of Pediatric Psychology.

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Most people used to take for granted that earning a college degree would be a ticket to getting your first job. However, this assumption has been challenged by recent hiring practices. For example, Google often hires people without a college degree because they do not necessarily view all applicants with a college degree as automatically more “job ready” (Selingo, 2015). So, what does it really mean to be job ready? An online survey conducted for the Association of American Colleges & Universities asked employers what skills they most valued when hiring recent college graduates (Hart Research Associates [HRA], 2015). Over 80% of the employers surveyed by HRA identified these top five “cross-cutting” (i.e., “soft”) skills as most important: (a) written and oral communication; (b) teamwork; (c) ethical decision making; (d) critical thinking (i.e., critical analysis, synthesis, healthy skepticism, problem solving, and perspective taking; Wang, 2017); and (e) the ability to apply knowledge in real-world settings.
You might notice that there is no mention of field-specific knowledge among the top five skills employers are seeking. In fact, in the same survey described above, 91% of employers thought that the five soft skills were more important than applicants’ college majors (HRA, 2015)! Nevertheless, 60% of employers believed that it is important to have both soft skills and field-specific knowledge (HRA, 2015). Consistent with this, the American Psychological Association’s (APA) Guidelines for the Undergraduate Psychology Major does include Knowledge Base in Psychology as one of their five student learning goals (APA, 2013), in addition to their remaining four student learning goals, which correspond with the soft skills most valued by employers. Moreover, field-specific courses can serve to provide an engaging context for gaining and practicing some of the soft skills (Wang, 2017).

What Do Soft-Skill Learning Opportunities Look Like in Psychology Courses?
College students seem to recognize the importance of having both field-specific knowledge and soft skills (HRA, 2015). However, they do not always recognize the different opportunities professors offer them to develop and practice these soft skills in their college courses (Fisher, 2016). Students may see a paper or presentation assignment as “busy work,” a “hoop to jump through,” or simply points they can earn toward a final grade, rather than a context for gaining truly marketable skills. Consequently, students may not be able to reap the full benefit of these assignments, and they may not be able to sell themselves successfully to potential employers because they may not know what they know (Fisher, 2016).

To help students better identify where and when professors present these soft-skill development opportunities, we now provide a nonexhaustive list of typical activities or assignments often found in psychology course syllabi with examples of how each type of assignment may be embedded within an undergraduate psychology course. Of course, assignments designed to promote soft skills exist in courses outside of psychology as well.

Paper Assignments

Paper project in an Adolescent Psychology course. In small groups, students conduct focus groups with middle-school and high-school students, and they write up a report relating developmental differences in middle and high-school students’ responses to research and theory students have learned in class. This assignment provides an opportunity for students to develop skills in:

• teamwork and oral communication by working together to determine the format of the focus groups and conduct the focus groups;
• ethical decision making as students consider issues relevant to working with a vulnerable population;
• critical thinking and application of knowledge to real-world settings through students’ analyses of the middle- and high-school students’ responses and when connecting responses to what they have learned in class; and
• written communication through completing the written report of the focus group findings.

Peer Review of Papers

Peer review of a research paper. Students read a classmate’s paper and give written and oral feedback to the author of the paper regarding content, APA format and style, clarity of organization and writing, grammar, punctuation, and proper documentation of sources. This assignment provides students with the opportunity to develop skills in:

• written communication by reading others’ writing with the goal of identifying errors and ways to improve writing, as well as by writing the review of the paper;
• oral communication by verbally communicating the strengths and limitations of the paper and suggesting ways to improve the paper;
• ethical decision making while considering how best to frame constructive feedback, either in written or oral form, and while attempting to detect and avoid plagiarism; and
• critical thinking while analyzing the central issues of the paper, identifying the most important strengths and weaknesses of the paper and author’s writing, and synthesizing approaches for improving the paper and the author’s writing.

Class Discussions or Discussion Groups

Discussion-leading assignment in any class. In small groups, students work to develop open-ended discussion questions that will stimulate class discussion on various topics. This assignment provides students with the opportunity to develop skills in:

• written communication and critical thinking as they work toward developing clearly worded questions that are meaningful;
• teamwork as they work together in groups to develop the questions;
• oral communication as all students in the class engage in the oral discussions; and
• application of knowledge to real-world settings and/or ethical decision making depending on the assignment requirements and the types of questions that are generated.
Presentations, Debates, and Mock-Trials

**Debate in an Abnormal Psychology course.** Students are assigned to groups to debate a controversial issue in the field of abnormal psychology (e.g., forced treatment of individuals). To engage the rest of the class, the students also write discussion questions for the class. This assignment provides students with the opportunity to develop skills in:

- teamwork and oral communication as they work in groups to develop arguments and counterarguments, and they engage in the verbal debate;
- written communication skills as the students write clear discussion questions;
- ethical decision making and application of knowledge to real-world settings as students navigate the controversies and constraints relevant to the debate topics; and
- critical thinking as students develop arguments and refute arguments coming from the opposing team.

Internships, Service Learning, and Laboratory Experiences

**Research project in a Developmental Research Laboratory course.** Based on a topic/concern identified by the principal of a local elementary school (e.g., bullying), students design projects and collect data from the elementary-school children that will provide the principal with relevant information about the topic (e.g., contexts that inadvertently promote or support bullying). This laboratory course provides students with the opportunity to develop:

- teamwork skills by working in small laboratory groups to design, conduct, and present findings from the research projects;
- critical thinking skills by distinguishing central issues of the research topic identified by the school principal and generating an appropriate study for providing the requested information;
- ethical decision making skills as students learn about ethical codes for conducting research with vulnerable populations, write an IRB application for their projects, and conduct research with children;
- oral and written communication skills by writing an IRB application and research report, as well as presenting research findings from the project to school administrators, psychology faculty, and community members; and
- application of knowledge to real-world settings by designing and conducting studies and developing policy recommendations that conform to the real-world constraints of the local elementary school.

One important note about internships: All college students, regardless of their career or graduate school goals, should recognize internships as an imperative (Fisher, 2016). Not only will internships provide you with an invaluable opportunity to develop one of the most highly prized soft skills, they will also provide you with potential references who will be able to state how well you actually demonstrated those soft skills outside the classroom.

What Prevents Students From Capitalizing on Opportunities to Gain Soft Skills?

We appreciate that students may face many obstacles when trying to take advantage of these skill-developing opportunities in their classes. For example, some might not have fully understood the importance employers place on soft skills prior to reading this article. Additionally, students often dread presentations because they feel anxious about speaking in front of others. They may opt out of group work (if the professor gives them that choice) because they may worry about depending on other students to get the necessary work done, especially when doing so might affect their own grade on an assignment, or they may lack the social skills required for effectively working as a part of a team. Finally, some students might feel they lack some of the foundational skills, especially in written and oral communication. So, projects requiring these skills may be particularly aversive to students.

Although these obstacles may seem difficult to overcome, if students do not actively take advantage of opportunities to develop soft skills, they will not be able to fully capitalize on those opportunities. Just as one would not expect to gain muscle mass and lose weight by simply purchasing a gym membership and sitting passively on the couch in the gym lounge, students will not gain marketable knowledge and skills simply by paying their tuition and sitting passively in class.

The first step is recognizing these opportunities for what they really are; hopefully we have helped you with this in the previous section. The second step is actively taking advantage of these opportunities so that you are ready to enter an employment setting after graduation with confidence, and you know what to do even though you no longer have a syllabus or teaching assistants to guide you. Employers value employees who can work independently as well as in teams.

Why Should Students Aim to Develop Soft Skills in College?

Employers have overwhelmingly indicated that they value these skills and want them in potential employees. Even more than
field-specific knowledge, they believe these skills are what you will need to succeed and advance in your new position after you are hired. But, nobody can achieve full mastery of these skills without work and practice. Taking every opportunity to develop and then practice and refine these skills will serve to decrease initial anxiety and increase comfort, confidence, and facility with each of these skills. During the process of developing these skills, you will also learn how to take and incorporate feedback effectively, think and work independently, lead and follow others according to the situation, honestly evaluate your own strengths and weaknesses, and monitor the effectiveness of the strategies you are using to develop the skills as well as your progress toward mastering these skills.

Selling Yourself in the Job Interview

Assuming you have taken full advantage of the many opportunities available to develop and practice these soft skills, how can you now communicate the full range of your skill set to your potential employer during a job interview? The following is a short (and again, nonexhaustive) list of techniques:

Before the Interview

Examine previous assignments and thoughtfully consider which soft skills each assignment may have helped you develop. In reviewing your portfolio:

- look over your work, as well as professors’ comments on your work, for evidence of skill development over your entire college career (i.e., from the earliest time you have assignments to your senior year) or within classes or fields of study;
- look over your work, as well as professors’ comments on your work across different classes, for evidence of skill development and generalization across different fields of study;
- thoroughly research each position you are applying for and determine which soft skills may be most relevant to each position;
- make a list of the assignments and soft skills you successfully demonstrated in each assignment that are most applicable to each position; and
- select references from among the professors who wrote particularly positive comments, even if you did not earn an A in their class, and give them the list you created as a reminder of how they perceived your performance in their class at the time.

During the Interview

Articulate how you have developed the soft-skills employers are seeking. Drawing on your well-developed oral communication skills:

- explicitly convey your understanding of which soft skills you believe may be most relevant to the specific position you are seeking;
- give a few concrete and easily explained examples of assignments relevant to those skills, and explain how you developed and demonstrated those skills through those assignments;
- explain how you believe your successful demonstration of these soft skills in your coursework translates to the specific position for which you are applying. This is where you can briefly discuss your ability to generalize these soft skills across different fields of study and professors; and
- for those of you who were wise enough to also take advantage of internship opportunities, explain how you have already effectively applied college coursework to real-world settings—even if the internship is not in the same field as the position for which you are applying.

Take Home Message

You all have opportunities in college to prepare yourselves for life after college in ways that will impress your future bosses. The key to success in the job market will be identifying and taking full advantage of the opportunities you have in college to develop the soft skills that employers value most: written and oral communication, teamwork, ethical decision making, critical thinking, and the ability to apply knowledge in real-world settings (HRA, 2015). You also need to remember to highlight these skills both on your resume and while you are interviewing for jobs. These skills will undeniably benefit you long after you graduate, and they may actually be more valuable to you than any content knowledge you acquired along the way!

References


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Can Psychology Majors Prepare for a Career in Business?  

Part I: There Is HOPE

Drew C. Appleby, PhD  
Professor Emeritus of Psychology  
Indiana University–Purdue University Indianapolis

True or False?  
A psychology major can prepare students for a career in business.  
Many people would say the answer to this question is false . . . and they are wrong.
Your choice of psychology as your major to prepare yourself for a career with a bachelor’s degree is a wise one. Jane Halonen (perhaps the strongest advocate for the remarkable occupational versatility of the psychology major) has said, “Students who complete a baccalaureate degree in psychology will have completed an almost ideal workforce preparation” (Halonen, 2013, para 6). Her justification for such a strong statement is the abundant set of career-related skills that psychology majors can develop if they take full advantage of both the curricular and extracurricular opportunities their major provides, which were identified and described by Nicky Hayes (n.d.) over 20 years ago. This broad set of skills makes psychology unique among undergraduate disciplines because it provides its majors with multiple opportunities to experience a combination of the following three very different types of undergraduate education and to develop their accompanying lists of skills that are necessary for success in both the job market and the workplace.

A Liberal Arts Education
- to write and speak in a correct and appropriate manner
- to examine issues and phenomena from multiple points of view
- to evaluate evidence and the quality of arguments
- to engage in a variety of types of critical thinking
- to obtain information in a variety of ways from a variety of sources
- to understand and abide by a set of ethical principles

A Scientific Education
- to identify the strengths and weaknesses of different research methods
- to use a wide range of research methods to collect, analyze, interpret, and report data
- to interpret data summaries and understand probability statements
- to operationalize the measurement of complex process
- to be familiar with a wide range of statistical procedures and processes
- to learn to write, speak, and interact in an appropriately scientific manner

An Applied/Technical Education
- to apply different strategies and approaches to understanding problems
- to identify the practical steps to implement solutions to problems
- to collaborate effectively with diverse others during the problem-solving process
- to anticipate problems or difficulties during the problem-solving process
- to employ a pragmatic approach to work and problem-solving
- to utilize a variety of technological applications during project-related tasks

If you take a moment to reflect upon the various components of your psychology major that can help you develop the above-mentioned skills (e.g., introductory psychology, statistics, research methods, social psychology, industrial/organizational psychology, independent research, and internships), you will begin to understand the wisdom of becoming a psychology major and the variety of ways you can utilize your major to create yourself in the image of the person you want to become.

What If You Don’t Want to Go to Graduate School, at Least Not Right After You Graduate?
I taught, advised, and mentored thousands of psychology majors during my four-decade career at both a small, private liberal arts college and a large, public, research university. Many of my students continued their education in graduate school to prepare themselves for careers in psychology, social work, law, and medicine. However, the vast majority ended their formal education with a bachelor’s degree and then obtained jobs in a wide variety of occupational fields such as business, social service, health care, and education.

The advantages and the disadvantages that my non-graduate-school-bound students experienced as they progressed toward their careers prompted me to publish an article titled “How to Maximize the Blessings and Minimize the Curses of Being a Psychology Major” (Appleby, 2015). The information in this article will help to strengthen your already existing belief that psychology is the right major for you because it will remind you that the knowledge you are acquiring as you learn about the causes and consequences of human behaviors and mental processes is perhaps the most important, complex, and fascinating topic addressed in higher education today. It will also make you aware that your psychology major can prepare you for a remarkably wide variety of careers because it provides so many opportunities to develop seven crucial job-related skills (i.e., communication, collaboration, critical thinking, professional, self-management, technological, and ethical reasoning) that employers value during the hiring process and that help new college graduates to survive and thrive on-the-job once they are hired (Appleby, 2016).

My article will also bring your attention to a situation that might have diminished your passion for psychology
in the past. Psychology can prepare you for an amazing variety of careers, but your amazement can turn to bewilderment when you face the prospect of having to make an occupational choice from so many alternatives. The fact that you have chosen to read this article—and hopefully the remaining four articles in this series—to help you prepare for a career in business is a good sign. It means that you have progressed past the first hurdle of this dilemma by choosing to enter a particular occupational field (i.e., business). You still have occupational decisions to make within the broad category of business (e.g., sales, management, advertising, and finance), but this reasonable number of choices will prove far less daunting than that posed by the hundreds of careers in dozens of different occupational fields for which you can prepare as a psychology major (see my “Online Career-Exploration Resource for Psychology Majors” at http://teachpsych.org/psycareer).

If the activities and outcomes contained in the Merriam-Webster Dictionary definition of business (i.e., “the activity of making, buying, or selling goods or providing services in exchange for money”) sound interesting and rewarding to you, I would like to introduce you to six important “employability concepts”—and their defining questions—at the end of this article so you can begin to understand how each of these concepts will play a crucial role in your ability to prepare for, pursue, attain, and maintain a successful and rewarding career in business. Your next step should be to use the information in this series of articles to create persuasive answers—both for yourself and for important others in your life (e.g., parents, spouses, teachers, advisors, and potential employers) to the questions they may ask about your future “employability” in the field of business.

Once you construct these answers, you should practice them until you can give them in a confident, complete, and convincing manner when you are challenged by those—including yourself—who may doubt the wisdom of your choice of psychology as your major and business as your intended career. After you have done this, your next step should be to put the information contained in your answers to work by using it to create a clear and comprehensive plan to obtain and succeed in the business career to which you aspire.

The Final Question
Perhaps the most common question my students asked me was, “What can I do with my bachelor’s degree in psychology if I do not want to go to graduate school?”

Their question prompted me to teach a course titled B103 Orientation to a Major in Psychology and to write The Savvy Psychology Major, which was the textbook I created for this course. I required my students to identify, investigate, and clarify their occupational goals in B103, and then use the resources I provided to create a Plan A (their preferred plan) and a Plan B (their back-up plan in case Plan A proved to be unsuccessful) to achieve these goals. The product of this process was an eight-chapter “book” that described these plans in a very detailed, step-by-step fashion. My last assignment in B103 was to ask my students to answer what I called The Final Question, which was “What conclusions have I come to about myself, my major, my undergraduate education, my future career, and my life as a result of writing this book?” One of my students provided the following answer to this challenging question.

I am now confident that psychology is the appropriate major for me,

and that I am getting very close to successfully deciding the specific career I want to pursue. B103 scared me, stressed me out, and made me a better, more complete person all at the same time. I have realized over the last few months that the reason I was floundering around with no direction was because I was wishing that everything would just magically fall into place for me after graduation. Through some serious soul searching, caused mainly by the stress of having to make certain decisions in order to successfully write my chapters, I learned I have never had to truly fight for anything in my life before and that now the time has come for me to clarify my goals, make a plan to attain them, and then aggressively pursue the things I want for my future. I have also realized that I am capable of achieving anything I want if I plan ahead and try hard enough.

If you recognize anything about yourself in my student’s answer—and you would like to come to the same conclusions about yourself that she did—then I firmly believe the time you spend reading this series of articles will be a valuable investment in your future success. Although you are not a student in my B103 class, I can still offer you a similar career-mentoring experience that will enable you to create a clear, convincing, and confident answer to the question: How Can I Use My Psychology Major to Prepare Myself for a Career in Business?

Hope
Hope is an essential characteristic you will need to prepare for, enter, and succeed in the career of your choice. Using the six employability concepts I will provide at the end of this article to prepare yourself for a specific business career will not be easy, but it will be far easier than trying to accomplish this challenging and complex task without them. I also want you to know that you will need to create or attain the underlined concepts in the following list to ensure that your goal of using your psychology major to prepare for and attain a career in business will become a reality.
1. You will need a **goal** you can explain clearly and defend convincingly when it is challenged by your own doubts—or the doubts of important others—as you strive to attain it.

2. You will need a realistic **plan** composed of smaller steps that will enable you to monitor your progress toward your goal and experience feelings of accomplishment as you successfully complete each of these steps.

3. You will need the **hope** that will motivate you to transform your plans from wishful notions into goal-attaining behaviors.

The final underlined term in the above list—**hope**—was introduced as a psychological concept by positive psychologist C. R. Snyder (1994). Snyder says hope provides individuals with the direction, strategies, drive, and sense of purpose they will need when they are faced with important challenges such as choosing, preparing for, entering, and succeeding in a particular career. According to Snyder, hopeful individuals are those who are capable of engaging successfully in all three of the following tasks.

1. Envision a clear and realistic goal.
2. Create an effective and flexible plan to attain this goal.
3. Exhibit the energy and determination necessary to both begin and then carry out this plan in order to attain this goal.

Hope has been studied as both a stable and a situational trait. Snyder created the **Hope Scale** to measure how people differ from each other in regard to hopefulness. This instrument contains items such as “I can think of many ways to get the things in life that are important to me” (which measures people’s perception of their ability to plan in a strategic and flexible manner) and “I energetically pursue my goals” (which measures their perception of the amount of energy they possess and are willing to expend in order to carry out a strategic plan). When Snyder and his colleagues used this scale to study academic success in college students over a 6-year period, they found that students with higher scores on the **Hope Scale** had higher GPAs, were more likely to graduate, and were less likely to be dismissed because of poor academic performance (Snyder et al., 2002). In another study—whose results reflect the remarkable ability of hope to predict academic success—Rand, Martin, and Shea (2011) found that scores on the 12-question **Hope Scale** actually predicted the academic performance of law students more accurately than their LSAT scores.

These findings are encouraging for those of you whose trait for hope is strong. But what if your score on the **Hope Scale** indicates that you possess less of the hopeful trait than others? Does this mean you are doomed to be less successful in important aspects of your life (e.g., your education and career)? Or can something be done to help you become more hopeful and, therefore, more successful?

A study carried out by Rebecca Görres as her undergraduate thesis at University College Utrecht (described in Kaufman, 2011) provides us with an initially positive answer to this question.

Görres increased the level of “situational hope” in some of her participants by instructing them to think hopefully before they required them to engage in a series of challenging cognitive tasks. She did this by encouraging them to reflect upon both the motivation and the abilities they already possessed that could help them to perform well by prompting them with questions such as “What motivates you to pursue your goal?” and “What are your alternative pathways to reach your goal?” Her results were heartening. She found that those who received hopeful instructions demonstrated a higher degree of divergent thinking (i.e., the ability to generate many creative solutions to a problem) during the cognitive tasks they performed by not only producing a larger number of solutions, but also adding more details to the solutions they produced than did their nonencouraged peers. This enhanced thinking skill can be of obvious value in situations such as career exploration and attainment where the ability to produce many strategies to overcome obstacles can lead to more successful attainment of a preferred occupational goal. Görres described the value of this causal link between the “situational hope” produced by encouraging instructions and an increase in divergent thinking when she said:

> It seems that performance can be enhanced in the short term by reminding people that they have the motivation and the means to pursue a goal. This “situational hope” could potentially be useful in the future as a means of short-term intervention to enhance performance. By

**Hope** is like a vehicle that can take you where you want to go. But in order to get “there,” you must know exactly where “there” is (your **goal**), you must have an accurate mental map that tells you how to get “there” (your **plan**), you must have enough gas in your tank to get you “there” (your **energy**), and you must have the will power and the focus to overcome the obstacles and ignore the distractions (e.g., flat tires, detours, or tempting roadside attractions) that could potentially delay or terminate your trip before you get “there” (your **determination**).
reminding people before tests or situations in which performance and achievement are required, that they have the will and the ways to do well, possible potential can be better utilized (para. 10).

But, what about a less experimental and more long-term situation than Görres’ study such as a career development class or a document similar to the one you are now reading in which students are encouraged to (a) identify, evaluate, and select potential careers; (b) generate multiple pathways to reach their career goals; and (c) create strategies to deal with potential obstacles to their goals and are then provided with information, strategies, and encouragement to accomplish these three challenging tasks? Could the effects of such a long-term intervention produce a longer-lasting increase in “situational hope” that could produce eventual career success? That has yet to be proven, but another student’s answer to the Final Question I posed in my B103 class hints strongly that it could.

It feels good to be a savvy psychology major with a strong sense of hope for my future success. My newly developed sense of hope is due solely to this course, which gave me the tools to succeed, the confidence to pick them up, and the motivation to use them.

The Way Forward
As I have said previously, although you are not a student in my B103 class, I firmly believe that you can come to the same conclusion as my student whose words appear above if you accept my offer to use the information in this series of articles to help you prepare for a career in business. Without the type of hope my student described, you are likely to either (a) continue to postpone the actions you know are necessary to begin preparing for your career or (b) begin your plans, but then abandon them when you discover they are not proceeding exactly as you had wished. Life seldom provides a linear, stress-free path to our most important goals, and you will almost certainly encounter a few formidable challenges (e.g., educational, financial, familial, and personal) as you strive toward your preferred career. When these challenges do occur, you must find a way to convince yourself that you have the ability to overcome them because, if you cannot, your journey will end before you reach your desired occupational destination. Perhaps the best way to accomplish this is to make a conscious and genuinely concerted effort to understand and strengthen your sense of hope, which Snyder says requires the successful possession and demonstration of three components: goals, pathways, and the motivation to use these pathways to reach these goals. As you will see from the list below, your lack of any one of these components will produce a profoundly disappointing result.

1. **Without goals**, you will have no hope because you have nothing to hope for.
2. **Without realistic and well-thought-out pathways** to your goals, you have no hope because you have no way to reach your goals.
3. **Without the motivation** to both begin and continue to travel the path to your goals, you are doomed to the unfortunate situation in which you have only yourself to blame for the lack of action that sabotaged both your carefully chosen goals and your well-crafted plans to attain them.

It is now time for me to offer you a formal invitation to begin your “hopeful journey” to use your major in psychology to prepare yourself for a successful career in business. The four upcoming articles in this series will allow you to spend some serious time creating the answers to the six important questions listed below, each of which is preceded by an “employability concept” that captures its essence. I will discuss these topics in depth in these articles, and provide you with the information and strategies you will need to answer these questions in a realistic and credible manner.

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**References**


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**Drew C. Appleby, PhD**, earned his BA from Simpson College in 1969 and his PhD from Iowa State University in 1972. He chaired Marion University’s Psychology Department, was the Director of Undergraduate Studies in the IUPUI Psychology Department, and served as the Associate Dean of the IUPUI Honors College. He used his research on teaching, learning, advising, and mentoring to help students develop academic competence and achieve their career aspirations. He published over 200 books and articles; made over 600 professional presentations (including 29 invited keynote addresses); received 44 institutional, regional, and national awards for teaching, advising, mentoring, and service; and was honored for his contributions to psychology by being named a fellow of the American Psychological Association and the 39th Distinguished Member of Psi Chi. Over 300 of his students earned graduate degrees in a wide variety of professional fields, and he was designated as a mentor by 777 IUPUI psychology majors, 222 of whom indicated that he was their most influential mentor by selecting the following sentence to describe his impact: “This professor influenced the whole course of my life and his effect on me has been invaluable.” Dr. Appleby retired from IUPUI with the rank of Professor Emeritus in 2011.
A renewed and urgent focus on school safety emerged in the United States following the school shooting that killed 26 people at Sandy Hook Elementary School in Newtown CT, including 20 first-graders, in December 2012. From this tragedy emerged political activism and debate over how to keep students and schools safe including disagreement over the meaning of “school safety.” For example, some advocated for investing in bulletproof backpacks and blackboards, more armed security, and more tightly fortified school buildings. In contrast, organizations like the National Association of School Psychologists (NASP) and other allied education and mental health professionals advocated for schools that maintain a balance of psychological and physical safety to help prevent violence, while also acknowledging the many less-lethal threats to safety including bullying, harassment, and discrimination that can negatively impact the learning environment.

Focus on school safety once again reached a fever pitch in 2018 following the shooting at Marjory Stoneman Douglas High School in Parkland, FL, combined with a perceived increase in school shootings throughout the country. The country quickly pivoted to focus on gun safety, with arguments for and against
changes to legal access and availability of various firearms. Nevertheless, the focus on improving school safety remained as a subtext to the national discussion. Luckily, available evidence helps us understand the actual safety of schools, best practices and evidence-based approaches for improving school safety, and the role of school psychologists in promoting these efforts.

Are Schools Actually Safe?
Statistically, schools remain among the safest places for children, even more so than in their homes. From 2005 to 2010, there were 49 homicides of school-aged children in schools compared to 9,847 at home residences—representing a risk at home 200 times greater than at school. In fact, some research suggests schools are safer than they were 10 years ago (Musu-Gillette et al., 2018). Nevertheless, especially following large-scale shootings that lead to multiple deaths, there is often the appearance of a growing trend of danger in schools. This could perhaps be explained by an increased focus on gun violence in the media; or the availability heuristic, which refers to a misjudgment of scope based on what is most memorable, either due to how recently something occurred or a vivid narrative around a topic. Regardless, although schools should never accept any student death or threat to safety, they still remain a generally safe setting for youth.

Despite these data, students often experience other threats to safety. Nearly one in four high school students reported being in a physical fight at school in the last year (Kann et al., 2016); 97% of students age 12 to 18 years noted that someone used hate-related words toward them; and one in five students reported being bullied (Musu-Gillette et al., 2018). Reducing and preventing the rare student death should coincide with efforts to create environments in which students feel welcomed, nurtured, safe, and supported by adults and their peers. A concerted effort to improve school safety, both physically and psychologically, enables teachers to teach and students to learn.

Best Practices in School Safety
Following a significant threat to our safety, a seemingly rational and predictable reaction is to fortify or even militarize our schools with more security cameras, armed security, and metal detectors. Not only does this approach provide a seemingly renewed sense of control, it also provides a tangible and quick method of action. Some schools have even promoted unannounced simulation drills with armed intruders shooting blank cartridges, while students and staff were unaware it was a drill to better “prepare” them for the real thing. However, such approaches may indeed cause more harm (see National Association of School Psychologists & National Association of School Resource Officers, 2017; Schonfeld, Rossen, & Woodard, 2017). In fact, there is no clear evidence that metal detectors,

TABLE 1

Elements of School Safety (see Cowan et al., 2013)

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<tr>
<th>Integration of services</th>
<th>Multi-tiered systems of support</th>
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<td>Requires collaboration among schools and community agencies; provides equal resource allocation to instruction, organizational management (e.g., budget), and learning supports (e.g., mental health services); and helps avoid having multiple separate school programs implemented in isolation from each other. Reduces redundancies.</td>
<td>An approach to education that includes prevention and wellness promotion, universal screening, availability of increasingly intensive interventions as needed, monitoring progress of interventions, and broad data-based decision making at school.</td>
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<th>Access to school-employed mental health support</th>
<th>Integration of school safety and crisis preparedness efforts</th>
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<tbody>
<tr>
<td>School-employed mental health professionals (e.g., school psychologists, school social workers) have special training in the interconnectivity among school systems, learning, mental health, and family systems. No other professionals have this unique training background.</td>
<td>School safety and crisis response occur on a continuum. Crisis planning, response, and recovery should build upon ongoing school safety and mental health services.</td>
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<th>Use of effective disciplinary procedures</th>
<th>Balancing physical and psychological safety</th>
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<td>Positive discipline rather than overly harsh, punitive disciplinary policies improves behavior and overall school safety.</td>
<td>Combining reasonable physical security measures with improvements to the school climate promotes overall school safety. Notably, if a school agrees on the need for armed school personnel, only properly trained school resource officers (SROs) should be armed.</td>
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security cameras, or guards in schools prevents school violence (Tanner-Smith, Fisher, Addington, & Gardella, 2018), and some research has found that such measures are associated with more incidents of crime and violence at school (Nickerson & Martens, 2008; Steinka-Fry, Fisher, & Tanner-Smith, 2016). Even more importantly, many students feel such measures are unnecessary (Bracy, 2011) and feel less safe when they are in place (Bachman, Randolph, & Brown, 2011; Gastic, 2011; Perumean-Chaney & Sutton, 2013). A quick fix is not the answer; instead school safety requires a more comprehensive approach to both preventing fatal violence while promoting supportive school environments and mental and behavioral health of all students.

In 2013, six professional organizations representing school-employed professionals (school psychologists, school counselors, school social workers, school resource officers, and elementary and secondary principals) drafted the Framework for Safe and Successful Schools (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Several core elements emerged as necessary for ensuring school safety, as reflected in Table 1, while understanding the need to consider the unique context of each school and district, and that sustainable and effective change takes time.

How Psychologists Can Make a Difference

With skills in suicide and threat assessment, and knowledge of evidence-based practices related to school safety, school psychologists are uniquely qualified to play an integral role in ensuring the welfare of students and other members of school communities. School psychologists work at the intersection of psychology and education, and are often known as the educators who know the most about psychology, and the psychologists who know the most about education. In this role, school psychologists work with students, teachers, families, and administrators to provide a comprehensive range of mental and behavioral health services, and are regular members of school safety and crisis response teams.

School psychologists maintain a responsibility to effectively advocate for the needs of all students in schools because they are tasked with supporting students in the general education population as well as those receiving special education services. As noted above, research suggests the need to balance appropriate and rational physical security measures with approaches that ensure students feel psychologically safe and enabled to learn. School psychologists play an integral role in the design, implementation, and evaluation of school safety measures to ensure sustainability and success over time. To learn more about school psychology or becoming a school psychologist, visit the National Association of School Psychologists at www.nasponline.org.

References


Eric Rossen, PhD, NCSP, is a nationally certified school psychologist, licensed psychologist in Maryland, and a National Register Health Service Psychologist. He has experience working in public schools as well as in independent practice, and is currently the director of professional development and standards for the National Association of School Psychologists (NASP). Dr. Rossen has published several manuscripts, three books, and presented nationally on issues related to crisis response, trauma, school psychology, and school safety. He also has served as a college instructor and adjunct faculty at the University of Missouri and Prince George’s Community College in Maryland.
Do Your Community Service Projects Help as Much as You Think?

Darren R. Ritzer, PhD, and Merry J. Sleigh, PhD
Winthrop University (SC)

If you are involved deeply with a Psi Chi chapter, then you are likely to be involved in serving your local community in some way. Community service is a natural extension of our discipline and is encouraged as part of our chapter responsibilities. The Psi Chi website recognizes this, stating, “People study psychology to help others! That’s why community service is such an important component in your Psi Chi experience.” (https://www.psichi.org/page/chapter_service). Many of us have spent time considering service options in our local areas, communicating with community agencies, figuring out the logistics of managing a service project, and motivating our peers to participate. In this article, we encourage chapters to take a look at this common topic from a slightly different angle by viewing service through the eyes of the served.

First, let us begin by examining community service through our usual lens, that of the server. Our initial goal in serving others is obviously to benefit the served. However, there is extensive evidence, undoubtedly supported by personal experience, that community service benefits those who serve. In fact, this is the reason that research on community service refers to such engagement as “service learning” regardless of how it is executed.

Researchers have shown that college students who engage in service learning increase their critical thinking skills (Campbell & Oswald, 2018), political and civic awareness (Weiler et al., 2013), multicultural knowledge and advocacy skills (Midgett & Doumas, 2016), healthy alcohol-related behaviors (Flynn, Carter, & Craig, 2017), and learning of course content in a developmental research methods course (Fleck, Hussey, & Rutledge-Ellison, 2017). Service learning participants also show improvement in their attitudes toward individuals with disabilities (Carlson & Witschey, 2018; Lawson, Cruz, & Knollman, 2017), older adults (Augustin & Freshman, 2016), and adults with dementia (Lokon, Li, & Parajuli, 2017). In addition to the development of what could be considered life skills, college students who participate in service learning typically find it enjoyable (Fleck et al., 2017). Ramey et al. (2015) examined adolescents’ participation in a variety of activities and found that their sense of “fun” decreases with the more meaning they attribute to their activity. However, their sense of psychological engagement (e.g., enjoyment, concentration, challenge) simultaneously increased. In other words, sometimes the experienced enjoyment runs deeper than simply having fun.

Despite this significant body of research demonstrating the value of service learning for college students, other studies suggest that the benefits are not equally distributed. Much of the existing research represents White college students, and research focused on other populations reveals different outcomes. For example, Blankson, Rochester, and Watkins (2015) found that service learning did not change civic attitudes in African American students, an outcome seen in White samples, but did impact their political awareness. Seider, Huguley, and Novick (2013) specifically examined how a service learning course focused on alleviating poverty impacted White students compared to students of color. The researchers found that the White students experienced a stronger sense of community and more comfort expressing their personal perspectives during the service-focused course, but students of color were more hesitant to engage in race discussions or to confront their White classmates’ inaccurate perspectives. These findings indicate that service learning is not universally perceived.

These findings also raise the question as to whether well-meaning groups that provide service might similarly and unintentionally approach the service with a very different perspective than that held by those being served. We tend to focus on what we have to offer and how we are going to offer it, and then we go about the business of getting the work done. In the midst of these good intentions, we may inadvertently focus more on ourselves and the project than on the recipients of our actions. With this possibility in mind, we offer the following principles that might be worth keeping in mind when serving your communities.
Make Sure the Service Offered Is Needed

We heard a story once that well-illustrated this concept. The story told of a donor-supported school in a developing country. A visitor stopped by the school one day to watch the children industriously scrapping paint off sections of the school building. The visitor was surprised because the paint being removed appeared to be in good shape, and he questioned the purpose of removing it. The supervisor explained, “We do this every year before the sponsors arrive. They like to bring a group here to paint our school building, and we don’t want to deprive them of the pleasure they get from helping us.” How upsetting would it be to discover that a service you felt was useful was simply being tolerated and that those you intended to help felt burdened to help you instead?

We have, sadly, made this mistake ourselves. We can remember a specific day when we arrived to play board games at a center for children, only to realize that what the center really wanted was help cleaning the backyard. We dropped off a box of collected books to a senior facility only to learn that what one resident had really requested was a copy of the Bible, a book we had not included. We had failed to ask what was most desired, instead, focusing on what we were prepared to provide.

It is wise to seek chapter member input to identify community agencies and generate service ideas. However, it is critical not to assume that you know all there is to know. Connect directly with the agencies to clarify and verify their needs. Be open to a new direction that you might not have considered. One quick strategy may be to ask questions and listen more than you considered. One quick strategy may be to treat adolescent thinking. One version told a tale of a group of teens who organized a walk to raise money to help clean trash out of their local lake. However, in the process of marching, the teens dropped candy wrappers and discarded soda cans along the roadside. The cost of cleaning the mess the marchers had made exceeded the amount raised for the lake clean-up.

Although this example is a clear-cut case of ironic service, it reminds us to carefully consider whether we are doing any harm with the goal of helping. We recall an unfortunate service effort during our early years as teachers when a group of students went to a local children’s shelter to paint. We were responding to a request from the center, so we knew the need existed and was timely. The problem was that our group member bringing the paint was delayed, we found that we did not have all of the supplies we needed,
and the walls required some last-minute preparation work. Consequently, we started painting later in the day than we expected, and many of our painters could only stay until the end time we had anticipated and advertised. At the end of the day, only some of the walls were painted, and because the room needed to be used, the available time to paint was over. The children’s shelter staff expressed their gratitude and thanks for the work that we were able to do, but we realized that we had shut down their center for a day and left them with work to do in the future. The lesson that we learned from this experience was to allow extra time for obstacles and to do extensive advance work before the actual service event. If the goal is to help, we need to make sure that help is all that we have done.

Think About the Long-Term Consequences and Impact

In 2013, Peter Greer, the CEO of Hope International, a worldwide philanthropic organization, was interviewed by Forbes.com (Bowyer, 2013). He argued that the typical service model focuses on what the giver has to offer to those who have less without regard for the sustainability of the community being served. In his interview, Peter Greer related a story about a man, struggling to rebuild his community, who bought a hen and began to sell eggs. Just as his business was growing, a local church bought a hen and began to sell eggs. Just as the man was able to do, but we realized that we had shut down their center for a day and left them with work to do in the future. The lesson that we learned from this experience was to allow extra time for obstacles and to do extensive advance work before the actual service event. If the goal is to help, we need to make sure that help is all that we have done.

Avoid Approaching Others With an Attitude of Pity or Superiority

Service is typically provided because one group has superior resources to another. A problem arises when those with the superior resources assume that their advantage reflects solely their own industry and not situational and circumstantial variables. When you truly invest in the people who you serve, you see that they are walking a path that has been shaped by a multitude of factors, and because their factors are different than your own, their path is different from your own. In the previously mentioned Forbes interview (Bowyer, 2013), Peter Greer states, “You look at what people have done to survive in these places, you look at how hard people work in these places where we serve, and they have my utmost respect and my admiration. I could not do what they do, and that’s not just some platitudine. I believe that at the very core of who I am. I could not do what they do. So absolutely, the people that we serve: hardworking, faithful, competent. It’s just that they were born into a very different circumstance than you or I were born into.” One of the greatest ways that we can serve others is to understand who they are, understand where they have been, and treat them with the respect that is due. This might seem obvious, but it never hurts to double-check our assumptions and biases so that our service comes from our heart and not just our hands and feet.

Be Respectful in Your Planning, Recruitment, and Advertising

Related to the point above, you want to treat others with respect from the beginning of service until the end. This thought struck us as we watched our daughter’s school group brainstorm service ideas. The group was comprised of motivated and compassionate tweens who had every desire to love others through action. Unfortunately, the conversation sounded condescending and naive from the outset. The discussion started with comments such as “these poor people” and “I’m sure they would be grateful for food” and “oh, I bet they need light bulbs.” The tweens even talked about how they could approach houses, offer their donations, and tell the residents, “We just thought you could use some help.” We are guessing that you might be cringing just as we did.

It is not enough to avoid approaching others with an attitude of pity, as we suggested above. You must also approach the very concept of service from a stance of respect. This means that even as you communicate about the service project within your own group, and then with the community, potential participants, and external supporters, you need to operate with sensitivity and appropriate discretion. Focus on how you can strengthen a community, not on their helplessness or dependence. Use the most appropriate wording such as “clients” over “patients” or “individuals with disabilities” rather
than “disabled individuals.” Consider whether it is necessary to use words such as “underprivileged,” “high risk,” or “old.” For example, people may be willing to serve children without them being labeled as “impoverished.” You can collect food for “local families” rather than “needy” ones. In psychology, we know how impactful labels can be. Apply them with wisdom, caution, and respect.

We hope that we have offered you a slightly new way of thinking about an important aspect of your Psi Chi chapter’s engagement with your community. However you do it, stay aware and involved. Check out the Psi Chi website for ideas and additional encouragement (www.psichi.org/page/chapter_service).

The power of psychological principles comes when we apply them to the world around us, to better all of our lives, whether we are serving or being served.

References


Darren R. Ritzer, PhD, is currently an associate professor of Winthrop University (SC). He earned his undergraduate degree in psychology from Lafayette College (PA), and he earned his PhD in industrial/organizational psychology from Virginia Tech. Before arriving at Winthrop University, he was a major in the U.S. Army. Dr. Ritzer teaches a range of undergraduate courses, including an introductory course that helps incoming students develop skills and strategies to succeed in college.

Merry J. Sleigh, PhD, is a professor at Winthrop University (SC) who has been actively engaged with Psi Chi for almost three decades. She earned her undergraduate degree from James Madison University (VA) and her doctorate from Virginia Tech. Dr. Sleigh has won numerous awards for her mentoring, teaching, and advising. She is particularly passionate about helping students develop skills for future success through participation in undergraduate research.

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Psi Chi proudly provides member benefits to numerous high-achieving students and psychology-related professionals. And, in addition to this, we at Psi Chi feel that it is also essential that our programs broadly support eligible people of all racial, ethnic, gender identity, sexual orientation, and social class backgrounds. As Psi Chi’s Diversity and Inclusion Statement proclaims, “The scope of our organizational relevance is only as broad as the diversity of our membership and their scholarly pursuits.”

This fall, Psi Chi is launching a new Diversity Matters Membership Drive to help chapters celebrate diversity and ensure that potential members of all types and backgrounds are invited to join Psi Chi. A Central Office staff member recently discussed the fall drive with Dr. Denise Friedman, a new faculty advisor who is in the process of reactivating the Hampton University (VA) Chapter. As it turned out, Dr. Friedman had so many inspirational experiences and specific suggestions that we asked her to share those here today! Dr. Friedman’s responses are provided on a variety of topics related to chapter growth.

Diverse Chapter Recruitment Strategies

With Denise Friedman, PhD

by Bradley Cannon
How can chapters ensure that all potential and current members feel welcome?

The Diversity Matters Drive is actually one of the initiatives that we are most excited about in my chapter. As a part of an Historically Black College/University (HBCU), we strive to enhance diversity. One way we can do that is by identifying and breaking down local barriers. Another way we can assist is by encouraging our members to be active, not only locally, but in engaging with nationals. We change the face of Psi Chi in part by increasing our coverage of how diverse we already are in membership. Our chapter intends to enhance our presence on social media and to actively engage the national, regional, and local support mechanisms.

Our university and department actively considers diversity issues, specifically around race. As such, we are eager to engage with Psi Chi and others who are doing the same work. We are predominantly African American in membership, and our faculty advisor is disabled. As such, we are sensitive to advancing diversity, to being advocates, to hosting open conversations about diversity, and to advancing research in these areas. Engaging with others who are doing the same in other areas—LBGTQ, disability, cultural, religious, and socioeconomic—will help us advance our field. Engaging students who are just starting their professions will ensure that these matters are considered throughout careers and will change the face of psychology as we age.

We firmly believe that we become more diverse by enhancing exposure to and coverage of others who fall into these categories. Recognizing our differences and celebrating the ways they strengthen us as a people and as a field is vital. We are excited to join Psi Chi in these efforts.

What strategies will you implement to increase chapter membership and engagement?

First, I met with interested students to hear what they wanted from Psi Chi and the department. I asked that they review the Psi Chi and departmental websites ahead of time. We decided to host a fall induction to reengage students as soon as possible. We are planning to participate in an Out of the Darkness (suicide prevention) walk in a local city. We are also planning to host multiple events throughout the year, from how-to events on LinkedIn profiles and writing personal statements for graduate school to what you can do with a degree in psychology career panels to social activities that enhance departmental connectedness.

Additionally, we are going to help increase the departmental presence on social media by helping solicit and craft focal points. We will increase discussion of Psi Chi by placing flyers about events around campus and asking departmental professors to announce events in their courses. We intend to be sensitive to the needs and desires of our constituency and to celebrate wins, big and small, as we grow interest and participation.

What do you tell students who ask why they should join Psi Chi?

Joining Psi Chi comes with lifelong benefits. It is an honor to be recognized as being among the best in your discipline. You will have access to resources, information, research and travel opportunities, scholarships and grants, and more. You can be as active in your local chapter as you choose but the more active you are, the greater the benefits. You can grow your professional network at a local, regional, and national level. The more you give, the more you get back!

Why reactivate your chapter?

I recently returned to academia after leaving to work in the nonprofit sector. Initially, I found myself in administration where I longed to return to the classroom and daily interactions with students. One of the most meaningful activities I participated in as a professor was advising a Psi Chi chapter. When I was hired at Hampton University, I jumped at the chance to advise Psi Chi again.

Psi Chi has supported me and my former students in numerous forms, from providing extensive information on resources about funding, graduate programs, and careers to funding research efforts and conference attendance to covering our chapter activities in *Eye on Psi Chi*. Psi Chi is an excellent example of how a professional organization acts to support and engage those in the profession from the newly minted to the

Dr. Denise Friedman says,

“We can’t help others if we unintentionally shut them out and fail to recognize their needs.”

Encouraging a diverse membership in our Professional Organization starts with you! Are you confident that all eligible students are invited each year to join your Psi Chi chapter? And, importantly, are you confident that eligible students of all types and backgrounds are made to feel welcome joining and participating in local and international Psi Chi endeavors? It’s OK, if you aren’t sure. We are here to help!

To assist your chapter in this important cause, we have provided a Diversity Matters Membership Drive PDF (available at psichi.com/DiversityMemberDrive), which features specific strategies to consider for your recruitment planning this fall. This PDF also includes a bulleted list of six specific groups of potential members who are sometimes overlooked during local chapter drives!

An additional tool to help you recruit diverse members is our new Membership Assistance Fund. This unique fund allows advisors at each chapter to request two membership fees be waived each year for students who show financial need (as funds are available). Up to 100 membership waivers are available for this academic year. This program actively empowers Psi Chi chapters to encourage people of diverse backgrounds to join based on their academic achievements, regardless of their financial situations. Learn more at psichi.com/MAF.
seasoned professional. Reactivating the chapter was never a question of why but rather how soon. We are particularly excited to be reengaging with Psi Chi this year because diversity is a key focus and we know we can help contribute to the international efforts as an HBCU.

Do you have any tips for others interested in maintaining a thriving chapter?

Being a faculty advisor can be challenging because it is work you often take on in addition to everything else that is required. However, I have found that it is deeply rewarding. You get to hear the real success stories of your department. You learn about the activities students are engaging in but don’t necessarily see as relevant to their future careers. You get to shape the future generation of psychologists by being a mentor.

When work gets busy, recalling our successes helps keep me moving forward. I never fail to find myself surrounded by bright, dedicated, enthusiastic students who want to see themselves, the department, and the discipline advance. Often, I can just follow their lead. They have great ideas and are willing to do the work to see them through. I help them by providing connections, making suggestions, and signing off on university paperwork. Then, I show up and support them at the events.

I get to know students well enough that I can recommend specific grants or scholarships that they should apply for through Psi Chi and other organizations. As others begin to see our successes, they are drawn in. Mostly, I enjoy the positivity and motivation of being involved with this group. You won’t regret working with Psi Chi.

Do you intend to use Psi Chi’s Membership Assistance Fund for your chapter?

The Membership Assistance Fund will most definitely benefit our chapter. We have a number of students, both first generation and legacy, who are paying their own way through college by balancing work and studies. Being able to support these students by ensuring access to our professional honor society is critical to the diversity efforts. We can’t help others if we unintentionally shut them out and fail to recognize their needs.

Can you think of any other ways that Psi Chi can help chapters ensure that all potential members are invited and able to join?

It would be wonderful if Psi Chi worked with APA and/or APS to increase travel support for students to attend Psi Chi conventions as well as the larger professional conventions. Acting as a network facilitator to help regionally positioned colleges and universities pool resources to attend conventions would also be helpful (e.g., sharing room costs, renting a bus, or sharing school vans). Additionally, Psi Chi and APA could team up to help provide access to programs like I am Psyched! so chapters can host them locally.

Do you have a most memorable Psi Chi experience?

I have so many wonderful Psi Chi memories, from the induction ceremony where I knew each student well enough that we hugged rather than shook hands to the time my student and I received summer support to engage in our research. The close relationships I’ve developed through Psi Chi are definitely the highlight.

Readers, take a moment to consider what ideas you have for expanding and diversifying your own chapter. We would love to hear your thoughts about strategies to recruit diverse members. Please email publishing@psichi.org.

Denise Friedman, PhD, is an associate professor in psychology at Hampton University (VA). She received her BS in psychology from Averett University (VA), her MS in psychological science from Virginia Tech and her PhD in developmental and biological psychology from Virginia Tech. Dr. Friedman is an avid teacher-scholar who conducts research in the Scholarship of Teaching and Learning (So TL), emerging adulthood, and cyberpsychology. She is passionate about diversity issues and work-life balance. She resides in the Chesapeake Bay area with her husband, son, dog and cat.
Giving Tuesday is a global philanthropic movement in the United States and in 150+ countries around the world. On Giving Tuesday, millions of generous people, just like you, come together to support the nonprofits they believe in by donating and fundraising on their behalf.

The concept is this: After the mass consumerism of Black Friday, Small Business Saturday, and Cyber Monday, Giving Tuesday has become an internationally recognized day on which we give back to those organizations that have made a difference in people's lives. So Giving Tuesday is a day to give back.

Here's some data on Giving Tuesday:
- This year, Giving Tuesday falls on Tuesday, November 27, 2018.
- Giving Tuesday was created by the team at the Belfer Center for Innovation & Social Impact at the 92nd Street Y in New York City in 2012.
- In the United States in 2017, $274 million dollars was raised online in 24 hours from over 2 million donations (that's an increase of over $168 million raised in 2016).

From that last data point, you can see that Giving Tuesday is growing exponentially. That's why Psi Chi is making efforts to take part in the Giving Tuesday movement. Our annual giving campaign is called the Give Back to Psi Chi campaign. We chose the name because throughout your lifetime membership with Psi Chi, we offer you many member benefits and opportunities.

In turn, it is our hope that you will choose to give it forward and give a gift back to Psi Chi so that future members will benefit just as you have.

The first year of our Give Back to Psi Chi campaign was 2017–18. We learned a great deal in that first year and now, as we celebrate our 89th anniversary year, we see even more need for fundraising. Your donations support our scholarships program, Membership Assistance Fund, research grants, and so much more. Psi Chi is focused on the future. We're not resting on 89 years of success because we see an even brighter future for Psi Chi and our members.

You are the future of what Psi Chi can be. Just like you showed your potential by meeting all the eligibility requirements for becoming a member, Psi Chi is seeing its potential for growth. We have a grand vision of being able to offer 100 scholarships in our 100th year! Can you imagine that? It is possible. But we must grow our donations in order to be able to do so.

Giving Tuesday is a great day to make your Give Back gift to Psi Chi. You can donate at donate.psichi.org, on our Facebook page (with the blue donate button), or create your own Facebook fundraiser and fundraise on behalf of Psi Chi. It’s really easy and it is a great way to share with your friends and supporters why you value your Psi Chi membership!

Join with Psi Chi as we become part of the global giving movement that is Giving Tuesday. Join donors like Dr. Bandura and Rachel Zelenak who have made their investment into the future of Psi Chi.

Together, we're building the future of psychology.
Thank you for your support of Psi Chi.
After viewing distressing

The chapter

On September 13, WINTER 2018–19

SUBMISSION
GUIDELINES

With more than 1,150 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: December 15
Summer: February 28

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

ABBRÉVIATIONS

ACCHS — American College Honor Societies
APSA — Association for Psychological Science
APC — Eastern Psychological Association
MPSA — Midwestern Psychological Association
NPA — New England Psychological Association
SPA — Southwestern Psychological Association
SEA — Southeastern Psychological Association
WPA — Western Psychological Association
SWPA — Southwestern Psychological Association
SEPA — Southeastern Psychological Association
RMPA — Rocky Mountain Psychological Association
NEPA — New England Psychological Association
MPA — Midwestern Psychological Association
EPA — Eastern Psychological Association
APS — Association for Psychological Science
APA — American Psychological Association
ACHS — Association of College Honor Societies
ABBREVIATIONS

EAST

Fordham University at Lincoln Center (NY)

MEETING/SPEAKER EVENT: The chapter had another active spring semester in 2018, with 11 diverse activities with Fordham Psychology Association and Graduate School of Education. On May 7, Professor Karen Siedlecki hosted the 2018 Psychology Honors Colloquium, where 22 faculty, along with students and families, heard seven students deliver 10-minute research presentations: Siwen Xie, Jasmin Castillo, Taina Quiles, Melissa Worochinski Search, Jacklyn Corsitto, Claudia Rodriguez, and Jessica Toufayan.

INDUCTION CEREMONY: On June 7, five inductees heard a message from Fordham Dean Elaine Congress. Professor Mark Mattson and Attorney Seth I. Davenport received the chapter’s 2018 Outstanding Achievement Award.

Slippery Rock University (PA)

FUND-RAISER: On September 13, the chapter hosted a university- and community-wide fund-raiser at Yumberries. Yumberries is a local frozen yogurt shop that many students and community members enjoy on a hot day. The weather was perfect for a frozen yogurt fund-raiser, and it was a success! Members from the chapter, students, and community came out to support the chapter, and everyone was grateful for all the support. The chapter plans to pair with other local vendors in the future. On October 12, the chapter is teaming up with Weiner’s Gone Wild, a local hotdog shop that creates uniquely topped hotdogs.

COMMUNITY SERVICE: The chapter frequently volunteers at an older adult care facility called Home2Me in Slippery Rock, PA. Volunteering there not only brightens the residents’ day, but it also makes the members of the chapter feel uplifted and rewarded. The chapter just had its first visit of the semester. Members played the residents’ favorite game, Bingo, and they thoroughly enjoyed bonding and spending time with the residents at Home2Me. The residents’ faces always light up when members walk through the front door.

The chapter plans to visit the facility many more times throughout the semester and is excited to bond with the new residents.

SOCIAL EVENT: Kicking off the first social event of the semester, the chapter met at Ginger Hill Tavern, a popular restaurant in town, for wing night. Members and the chapter advisor met to socialize and get to know one another.

SPOTLIGHT!

Western Connecticut State University

FUND-RAISER: After viewing distressing footage of the aftermath of Hurricane Maria, the chapter collectively decided to fund-raise for relief and aid. At the end of the spring 2018 semester, the chapter donated $250 to Unidos por Puerto Rico to assist in recovery. Unidos por Puerto Rico is a nonprofit that donates funds raised to social welfare, water, food, healthcare, reconstruction, and economic development in Puerto Rico.

New inductees, incoming and outgoing officers, and faculty members pose for a photo following the induction ceremony at Western Connecticut State University.
CHAPTER ACTIVITIES

INDUCTION CEREMONY: On March 17, the chapter hosted its inaugural induction ceremony! Fifty-seven students attended the celebration of their acceptance into the chapter. The ceremony started with introductions by the executive team including faculty advisors, the president, and vice-presidents. Following introductions, students received their membership certificates, many with their proud families in attendance taking photos. Refreshments were served afterward, and attendees networked with peers who shared their passions about psychology. It was an absolute pleasure to get to know the new members and to learn about their academic, research, and career-related pursuits.

SOCIAL EVENT: On May 11, members had dinner at Remezzo Italian Bistro. While there, they discussed their academic and research interests as well as their career aspirations. Additionally, members got to know one another on a more personal level outside the walls of the university. This social event was the

This social has become a favorite among members and is held every semester. Monthly socials like this have helped create a family-like atmosphere among the chapter and its members.

Western Connecticut State University

SOCIAL EVENT: On September 27, Arianna Azzi (treasurer) and London Parker (vice-president of the chapter’s sister club, Psychology Student Association) led the first discussion meeting of the year. The chapter’s discussion meetings are open to the university, and topics discussed are chosen by members. A total of four discussion meetings are held per semester, and involve a wide variety of topics in psychology. At this discussion meeting, members enjoyed snacks, delved into the psychology of lying, and discussed what a career in forensic psychology entails.

INDUCTION CEREMONY: On April 28, the chapter hosted its annual induction and awards ceremony. Twenty members were inducted, and new chapter officers were installed in their positions. All four awards from the Psychology Department were awarded to officers: the Willerman Award for Sarah Hoegler (outgoing student representative to the Psychology Department); the Outstanding Junior in Psychology Award to Jessica Plouffe (incoming president); Outstanding New Student in Psychology to Sarah Angelo (incoming vice-president); and the Dan DeRosa Award to William Silvia (incoming secretary). Several members were also published in the university’s Journal of Undergraduate Psychological Research (JUPR), which was released and presented at the induction ceremony.

MIDWEST

DePaul University (IL)

RECRUITMENT: On September 7, officers staffed a recruitment/information table at the university’s annual Involvement Fair. Honor societies, club sports, sorority/fraternities, social clubs, political groups, and special interest clubs are invited each year to host tables for the purposes of recruitment and advertisement. This is an afternoon event that has a carnival-like atmosphere with music, food, and entertainment. The psychology table was comprised of Psi Chi officers, Psychology Club members, and Peer Mentors. Forty-two student researchers would perform lab meetings, and opportunities for independent study credit, conference presentations, and publications. Jake Broschart (president) opened the meeting by discussing his own experience as a lab assistant, a project director, and later as a research lab manager. He stressed the multifaceted importance for undergraduate students to engage in the research process.

MEETING/SPEAKER EVENT: On September 26, the chapter hosted its annual matchmaking event, which matches undergraduate psychology students to faculty and doctoral student research labs and projects. Representatives from the Social and Intergroup Perceptions (SIP) Lab; the Pediatric Coping, Health, and Illness lab (Peds Chill Lab); Chicago Health Families Lab; the Parent-Child Interaction Therapy Lab; the Homelessness Advocacy, Research, and Collaboration (HARC) Lab; the Ich und Du (I and thou) Self and Close Relationships Social Psychology Lab; the Emotion and Cognition Lab; and the DePaul Teams Lab presented projects for which they need undergraduate research assistants. These labs represent the areas of clinical psychology, community psychology, industrial-organizational psychology, and psychological science. Representatives shared their respective lab’s missions, ongoing projects, specific duties that student researchers would perform, lab meeting times, and opportunities for independent study credit, conference presentations, and publications. Fiona Maylath-Bryant (treasurer), and Francesca Chavez (president-elect) recruited new Psi Chi members at the Fall Involvement Fair at DePaul University (IL).

Above: Jake Broschart (president), Fiona Maylath-Bryant (treasurer), and Francesca Chavez (president-elect) recruited new Psi Chi members at the Fall Involvement Fair at DePaul University (IL).

Right: University of Toronto, Scarborough (Canada) Chapter Social Dinner at Remezzo Italian Bistro.

EYE ON PSI CHI WINTER 2018–19

Governors State University (IL)

SOCIAL EVENT: On May 11, members had dinner at Remezzo Italian Bistro. While there, they discussed their academic and research interests as well as their career aspirations. Additionally, members got to know one another on a more personal level outside the walls of the university. This social event was the

CHAPTER SPOTLIGHT!

Governors State University (IL)

Governors State University (IL) softball game participants: Dr. Alli Cipra is front center, and left of her, holding the bat, is Diamond Waites (treasurer).

Governors State University (IL) fall 2017 induction ceremony: (from left to right) Dr. Sasha Cervantes, Shannon Ward, Abby Miller, Casey Gonzalez, and Dr. Alli Cipra.
first one where members could connect with each other in a relaxed, casual setting.

ROCKY MOUNTAIN

HELP University (Malaysia)

SOCIAL EVENT: The chapter organized a three-day and two-night retreat with the theme Grit and Resilience at La Salle Centre, Ipoh, Perak, Malaysia. Activities included The Mask We Wear, Crossing The Line, Zone Out, Opportunity Sharing, meditation, mandala drawings, fun outdoor games, BBQ dinner, and free time for participants to explore great food and sights in Ipoh on their own. Participants were pushed out of their comfort zones to discuss difficult issues such as hope and failure with one another. Members also had the opportunity to engage with lecturers and tutor/alumni Dr. Choy, Dr. Ditto, and Ray Gan.

SOCIAL EVENT: Networking Night was hosted along with Appreciation Night to allow members to socialize and befriend members, nonmembers, and lecturers. This initiative was started to encourage and increase the networking circle and eventually to form friendships beyond classrooms. Activities throughout the night included cards with questions, whereby attendees took turns to ask and answer questions. Certificates were also given out to all participants and volunteers who had helped out with chapter events throughout the year. It was a token of appreciation, paired with a buffet dinner for all contributors.

INDUCTION CEREMONY: In the January 2018 semester, the chapter conducted its first formal induction ceremony to include a candle light ceremony. Handmade cards were painted, and the officers wrote well-wishes to welcome the new inductees. Later, in the May 2018 semester, a handover session in addition to the induction was hosted to “hand over” the chapter to the incoming officers for the following term. The event included dinner and a brief reminiscence of events organized throughout the year. A cake-cutting ceremony was also hosted to appreciate the success of events by the officers and to welcome the new officers into their roles.

SOCIAL EVENT: Officers responded to the need for a platform to share and learn from one another among the students by organizing the ongoing GSS for a semester. Various topics and issues were discussed and facilitated by trainee therapists of the university’s Center for Psychological and Counselling Services (CPCS) which included issues with sleep, relationships, working with children, depression, and suicide. Students were free to attend any session they were interested in. Feedback showed that some students benefited in terms of getting informed, sharing personal stories, and were encouraged by others who shared similar circumstances and interests.

MEETING/SPEAKER EVENT: A forum was conducted to initiate conversations pertaining to some of the recent suicide incidents. The Head of Department, Elaine Fernandez, along with two psychology lecturers, Evone Phoo and James Yeow, were invited as the guest speakers for this forum. They shared some of their experiences juxtaposed with the topic on suicide and emotional struggles. It was the chapter’s hope that the forum would be a small step in initiating more of these challenging yet necessary questions: “If we as psychology students find this topic somber and difficult, what more the general public?”

SOUTHEAST

Austin Peay State University (TN)

SOCIAL EVENT: Starting off the semester strong, the chapter hosted a faculty-student dinner at Strawberry Alley Ale Works in downtown Clarksville, TN. More than a dozen members and faculty from the department of psychological science mingled over delicious food and laughter. Some of the chapter’s newest members were able to connect with their teachers one-on-one in a relaxed atmosphere, and faculty appreciated a night off from cooking! The chapter will host two more dinners throughout the semester to maintain the bonds between students and their beloved professors.

RECRUITMENT: The chapter hosted a two-day recruitment event in the lobby of the psychology building on campus. Interest forms and Psi Chi information were handed out to students in an effort to rebuild the chapter. The event was a success, with more than 60 students filling out interest forms. Recruitment efforts were up 300% from last year! Many of APSU’s brightest psychology students will be initiated into Psi Chi later this semester in the chapter’s first ever fall induction ceremony.

Belmont University (TN)

SOCIAL EVENT: The local Psychology Club and chapter hosted a fun and relaxing cookie social at the beginning of the school year. They welcomed back existing members and invited new first-year and transfer students into the psychological science major. Those in attendance got to eat and decorate cookies, introduce themselves to current members, ask questions about Psi Chi, the psychology major, and life at Belmont.
CHAPTER ACTIVITIES

MEETING/SPEAKER EVENT: The chapter cohosted a collaborative event with the rest of the College of Science and Mathematics, in which students could ask a panel of faculty from all disciplines about pursuing a graduate school education. Faculty offered helpful tips from their own paths through higher education, and shared knowledge about the application process to help students prepare and place themselves above other applicants.

COMMUNITY SERVICE: The chapter emphasizes community-building through community service. The first big community service event of this academic year was volunteering at the American Cancer Society’s Hope Lodge, This organization offers housing to patients receiving cancer treatment in Nashville. Belmont’s chapter members spent time with residents by collectively engaging in uplifting conversations, watching Ferris Bueller’s Day Off, and serving lunch to the patients and their caregivers.

University of Mary Washington (VA)

MEETING/SPEAKER EVENT: The chapter kicked off the semester with a few graduate school events. The first event of the semester was the Psychology GRE Preparation Session. Dr. Mindy Erchull (advisor) provided guidance about how to effectively prepare. The chapter helped publicize a graduate in residence talk. Sarah Axelson (alumna) is the Director of Advocacy at the Women’s Sports Foundation and came to talk to students and faculty about Title IX. In addition, officers recruited four faculty members from the Department of Psychological Science to serve on a panel to enthusiastically answer questions students had about graduate school.

FUND-RAISER: The chapter has been hard at work selling leftover Power Cards for 2018. Power Cards have discounts to several popular businesses around Fredericksburg, VA, for students, faculty, and community members alike. The officers have also started communicating with new businesses to persuade them to participate next year. The cards for next year will have discounts to some of the students’ favorite places such as local donut shops and popular businesses near campus.

RECRUITMENT: The chapter has undertaken its fall recruitment of new members for Psi Chi! After working with the advisor to identify the 23 students who met the induction criteria, the officers went to various psychology classes to make the exciting announcement that their classmates were eligible for induction into Psi Chi. The future Psi Chi members were welcomed with mugs filled with candy, a bookmark with all of the year’s upcoming events, and an official Psi Chi pencil, so they could celebrate their academic excellence with a fun gift.

West Virginia University

RECRUITMENT: The chapter attended a university-sponsored recruitment event September 5, 2018. The chapter teamed up with the local Psychology Club and had great success in attracting interest in new members. Prospective members were informed of the wide variety of activities that Psi Chi and the Psychology Club hosted. This included monthly meetings, suicide prevention walks, sponsoring Grief Center dinners, and a primary fund-raising method: weekly pizza sales!

FUND-RAISER: As has been a staple of the chapter for a number of years, the chapter continued the tradition of hosting weekly pizza sales to fund various activities. The main beneficiary of the chapter’s pizza sales is the local Grief Center. Using proceeds from the pizza sales at least twice a semester, the chapter (along with the local Psychology Club) makes dinner for grieving children and families. This activity combines fund-raising and community service, both of which are rewarding to chapter members.
Western Kentucky University

SOCIAL EVENT: On April 21, the chapter visited the Nashville Zoo. Jacqueline Menish, a curator at the zoo, took members into the area where the zoo staff trained birds to interact with the public. Members learned about the techniques that the zoo staff use to train the animals to interact with the public for demonstrations.

WEST

California Lutheran University

INDUCTION CEREMONY: On April 24, the chapter inducted 19 members: 12 undergraduate students and seven graduate students. Seventy-five people attended the ceremony. Attendees enjoyed appetizers with family and faculty before the ceremony, which began with a greeting from the Dr. Rainer Diriwächter (department chair). Dr. Diriwächter then handed it over to Dr. Chris Kimball (university president), who shared how proud he was to have this outstanding and high-achieving academic honor society on his campus. Following this, Dr. Diriwächter and Kylan Malady (secretary) gave the audience a brief reprise of the history behind the field of psychology in general, and Psi Chi in particular. It started with Wilhelm Wundt and the First School of Leipzig, and ended with the present 1,150 chapters of Psi Chi. Then, Tara Spencer (vice-president) discussed the meaning of the Psi Chi Seal. To finish off the presentation, Bailey Mena (president) highlighted the chapter's achievements. She overviewed the meetings from the past year, which consisted of topics such as recommended psychology capstone courses, psychology degree emphases, new I/O psychology possibilities, travel grants, research grant opportunities from the Office of Undergraduate Research and Creative Scholarship, and the Psi Chi Undergraduate Research Convention at WPA. Following the summary of the chapter’s achievements, the inductees were called up one at a time. To end the ceremony, Sarah Rose Jarvis (incoming president) spoke on where she wanted to take the chapter in the upcoming school year. After the ceremony, there was opportunity to take photos, chat with faculty, and purchase Psi Chi chapter T-shirts. Overall, the induction ceremony was filled with proud parents, faculty, and accomplished psychology students who were ready to research, promote, and contribute to the field of psychology.

MEETING/SPEAKER EVENT: The chapter hosted its annual Grad Night, an event that highlights the Do’s and Don’ts of the graduate application process. This year’s guest speaker was Dr. Ryan N. Sharma (associate professor and director of Clinical Training in the PsyD Program in Clinical Psychology). Dr. Sharma talked about what he and the admissions teams look for in an application.

FUND-RAISER: The chapter also volunteered at the annual Walk to End Alzheimer’s, which was organized by Dr. Andrea Sell. Dr. Sell met with Psi Chi students to educate them on Alzheimer’s disease, as well as the various roles that Psi Chi volunteers would serve at the event.

University of California, Northridge

SOCIAL EVENT: The chapter hosts a biannual research symposium for psychology students to showcase their research and present research from the officers on the board. This semester, the chapter was able to present their research findings to students, faculty, and staff. The chapter funds these events through donations from the sponsor, Richard Smith.

RECRUITMENT: The chapter hosts a pizza party at the beginning of the semester to recruit new members. This meeting is an informational session for students who are psychology majors or minors. Undergraduates and graduate students get together to ask questions, have pizza, and join in on the fun and exciting chapter.

INDUCTION CEREMONY: The chapter hosts an induction ceremony every semester and welcomes its new members with giveaways for regalia and other prizes. The Psi Chi song is played by the musical director, Stephen Thornton, who has been dubbed the “unofficial mascot” of the chapter. Everyone sings along, with pride, as the chapter closes the semester with a fun-filled gathering with speeches from Dr. Kantner (advisor), Anita Roghanian (president), and Crystal Venegas (vice-president).
EAST

Conor T. M’Lennan, PhD [03]
University at Buffalo (NY)
Conor received a 2018 Outstanding Research Award and was recently promoted to (full) professor and chair of the Psychology Department at Cleveland State University. He previously served as associate vice-president for research.

Jaclyn Hunt, MA, ACAS, BCCS [06]
Kean University (NJ)
Jaclyn has created multiple life coaching businesses for adults living on the autism spectrum. These companies focus on teaching real life skills and promoting independent living for adults at all levels.

Jane D. Martineau, MSN, RN [06]
The City College of New York
Jane presented her master’s capstone project on improving mental health literacy for adolescents at the 10th Annual Nursing Research Festival in Mesa, AZ. The project focused on using mental health literacy as a framework to guide nurses in educating adolescents on mental health topics.

Leah Field, BA [06]
Boston University (MA)
Leah celebrated certifying a question on the MA ballot. As Managing Director of American Promise, Leah supports efforts across the nation to overturn Citizens United with an amendment to the Constitution.

Lynette Ingram, MS [03]
Seton Hall University (NJ)
Lynette is a counselor at Atlantic Cape Community College (NJ). She was recently promoted from Counselor I to Counselor II, Adjunct-General Psychology, chair of the Diversity and Equity Committee.

MIDWEST

A. Raylene Burns, MS, LMFT [07]
Friends University (KS)
Raylene has been involved as adjunct faculty and also volunteered at several nonprofits and ministries since graduating. She is currently serving as executive director of Family Restoration Center, Inc.

Louis G. Lippman, PhD [66]
Michigan State University
Louis published a book available on Amazon titled Wince A Pun On Thyme—Scientifically Crafted Tales. The book features 176 original pun stories plus a forward describing the empirical research, with student collaborators, that guided the composition of these stories. Most recent JIR publication: “Redefining The Sciences.” Otherwise, playing lots of music—solo and a variety of groups.

Theresa Turner, MS, RBT, RLT [09]
Kaplan University (MO)
Theresa is now in her second year of her PhD in philosophy of psychology/addictions. She is working on her dissertation research subject. She continues to work with children with autism. Board Certified Behavior Analyst (BCBA) is next.

Nena L. Kircher, PsyD [04]
Lindenwood University (MO)
Nena will be copresenting with Daeton H. DeGrant, MA, LPC, at the Annual Conference of the Association for the Treatment of Sexual Abusers. Nena works within the Missouri Department of Corrections.
Amy Schweinle, PhD [93]
Midwestern State University (TX)
Amy was promoted to Associate Dean of Research and Graduate Education at the University of South Dakota. She currently works in the School of Education and teaches graduate-level statistics courses in addition to her administrative duties.

Maria A. Holmes, EdD [75]
University of Memphis (TX)
Maria is in HIED Leadership and is currently Associate Dean at Honors College Sam Houston State University, Terry Scholars coordinator, and Active Minds faculty advisor. She develops strategies for recruiting outstanding students and oversees academic advising for high-achieving at-risk students, working with the dean of the Honors College.

Trelitra Duncan [13]
Nicholls State University (LA)
Trelitra works in Orleans Parish, where she applies behavioral analysis to adults and children. She became a social worker supervisor in February 2017 and is the CEO of Duncan Private School. Trelitra is cowriting a children’s book. Her daughter, Shye’Rael, gave birth to Paisley Rose in March 2018.

A. Margot Brisky, EdD Candidate [13]
Grand Canyon University (AZ)
Margot serves as a community leader for the Obama Foundation’s CLC-Phoenix. She has been recognized as a Top 40under40 leader, Top35 Millennial Influencer, and founded DiscoverHer Worldwide, INC.

Adam Schwartz [09]
University of Tennessee
Adam won the International Ergonomics Association KU Smith award for best student paper, earned a PhD in environmental health, and accepted a UX Researcher position at Emerson Electric Co. in a very busy summer.

Bethany Torres-Rivera, MA, ABD [12]
Southeastern University (FL)
Bethany currently is working on her PhD dissertation in general psychology, cognition, and instruction at GCU; and was recently asked to be a part of a Psi Chi chapter. She was also hired as an adjunct professor at her alma mater Southeastern University and taught at Howard University this summer.

Roberta Carlisle (Howd), CWLC [12]
University of North Florida
Roberta graduated with honors in spring 2012 and celebrated an adoption and birth in 2015. She enjoys her career in foster care licensing.
New store. New merch. Visit us online.

Visit our online store for more bundle deals!

Supplies are limited. Check back often for new items and discount codes on our Store’s main page. T-shirts and additional products available online.