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Each Me!” Presumably these are words that every educator would want to hear. Yet I heard them in the context of one of my diversity courses, and delivered as a desperate plea for aid from a very frustrated student. My heart broke for the White student who wanted to learn about effective multicultural exchanges and was missing the mark. My heart broke for the students of color who were exhausted from explaining their perspective and realizing time and time again that their experiences with prejudice and racism were out of reach to colleagues who had not experienced them. As an educator, I too left frustrated and wondered: What are the best ways to prepare students to learn about these difficult, personal topics? How can they best learn about one another?

The benefits of diversity are touted across contexts. But findings have also shown that greater diversity can lead to greater conflict. As an educator, I live in the space between those two realities with the sometimes exciting and sometimes unenviable responsibility of creating safe learning spaces. Thankfully, I have learned a thing or two over two decades as an academic and can make your journey a little shorter than mine.

In my Fall Eye column, I encouraged you all to “Challenge Yourself Out of Your Comfort Zone” (Domenech Rodríguez, 2018). In addition to increasing your exposure to groups, I encouraged you to examine your own identities, broadly speaking. To the degree that you are aware of your own multiple identities, you can more skillfully recognize those of others. The more complexly we understand others, the less likely we are to fall prey to social group categorization biases (Fiske, 2018). In this article, I focus more heavily on the activities you choose to attend. Exposure to diversity takes preparation in advance, participation in the moment, and reflection afterward.

Choose What to Do

Allport’s (1954) classic Contact Hypothesis called for four conditions to be met for optimal benefits from contact across diverse people: (a) equal status between the groups in the situation; (b) common goals; (c) intergroup cooperation; and (d) the support of authorities, law, or custom. However, later meta-analytic findings (Pettigrew & Tropp, 2006) showed that contact alone is a critical ingredient to prejudice reduction. Although interventions that met Allport’s optimal conditions had stronger effects, contact alone had positive outcomes. Interestingly, more recent meta-analytic findings present evidence for the Extended Contact Hypothesis, which posits that prejudice is reduced by the mere knowledge of ingroup friends having friendships with out-group members (Zhou, Page-Gould, Aron, Moyer, & Hewstone, 2018).

The good news about greater contact with people across diverse groups is that there is much more opportunity for gain. The bad news is that there is much more opportunity for loss. How can we possibly know how to respond in all novel situations? I recently witnessed a simple but poignant example as one able-bodied person opened a door for another person who was in a wheelchair. I watched as the person intending to do a good deed, stood in between the person seeking passage and the doorway itself. A distance that would have been appropriate for a person on foot was woefully narrow for another person in a wheelchair. The technique for opening the door needed to shift, but how do able bodied people learn that? I learned it vicariously, by watching my friend fumble. Later as I was looking further into the matter, I found this humorous and informative video: https://ablethrive.com/relationships/wheelchair-etiquette-doorways-and-elevators.

And while you can’t be ready to face every single situation, you can certainly prepare for those that you actively seek to experience.

Prepare

As a teacher of diversity-focused courses, and based on Allport’s work, I require my students to engage in multiple intercultural exchanges over the course of the semester. One of my frequent observations is that students arrive at situations with vastly different preparation, and how they prepare significantly impacts the quality and depth of their experiences.

The most successful students get some information in advance about the group and/or event they are attending. Readings, of course, can be academic and complex. Psi Chi Journal has some excellent empirical articles including an examination of biculturalism and personality (Hussain, 2018) and how racism affects funding allocations (Bernard, McManus, & Saucier, 2016). Readings can also be simple and accessible. The Eye on Psi Chi has terrific articles on diversity topics (for a full list: https://www.psichi.org/page/RES_DiversityMatters).

I want to highlight three resources here. In a recent New York
opinion editorial, Georgina Kleege (2018) educates us that she is “not only an experienced traveler” but also “an experienced blind person.” Kleege provides some amazing insights into her experience of how others perceive her and her blindness, in less than 1,200 words! The web offers terrific interactive spaces that require as little as 1 minute of attention. For example, the Natives Lands map (https://native-land.ca) is a great resource. Perhaps before attending a cultural event related to American Indian peoples, you can find out who were the original caretakers of the land you are standing on and mindfully engage that event with a historical mindset. Perhaps you prefer podcasts or TED Talks. I’m a big fan of both. There’s a wonderful TED Talk by ShaoLan Hsueh (2016) that explains the Chinese zodiac. Students interested in learning about Chinese culture and customs, could gain some interesting knowledge in about 6 minutes (https://www.ted.com/talks/shaolan_the_chinese_zodiac_explained). We are also currently scheduling our first live webinar on Difficult Dialogues which would provide both a great presentation and an opportunity to ask the experts your questions.

Students who have successful intercultural exchanges also prepare by way of consultation. In some contexts, you may be invited to participate in a cultural event that is more private in nature. I have been impressed with students who have asked in advance of the event about the expectations of their behavior during the event. Invariably they receive excellent feedback about whether or not it is OK to participate (rather than observe), take pictures, write about the experience, etc. These consultations are helpful not only for successful intercultural exchanges, but for life in general. I am reminded of visiting a good friend at the hospital when she went unexpectedly into labor. It all went by so fast that there was no chance for me to leave and respect her and her family’s privacy. These skills came in handy then too! (e.g., Would you like me to take pictures? Where would you like me to stand? Is it OK to share with others that I am here?). Developing thoughtful habits about how we engage in intercultural exchanges improves our interpersonal interactions in general.

**Attend**

When you are making choices about what intercultural or multicultural exchanges to engage in, my advice is that you try to hit as many of Allport’s recommendations as possible. For example, you’ll have much more opportunity for a meaningful exchange at a potluck dinner hosted by an international student club than by attending a lecture series. You will have many more exchanges volunteering for Special Olympics than you will by collecting cans for a food drive. All of these activities present rich and wonderful opportunities for learning, but some have greater opportunities for meaningful interpersonal exchange to occur than others.

On my campus, the annual Luau invariably includes dancers from all around the world! My students are often surprised that they can engage in intercultural events at these very active levels. The more active the event, the more likely it is that the experience will be transformative. Regardless of your choice of events, consider their level of intensity and take a moment to understand what your choice says about you. For example, some students tell me they are very anxious about making a fool of themselves and prefer more passive events for their lesser likelihood of interaction. Others ward off their anxiety by attending an event with a friend. Although this may create comfort in a more passive setting, it may also lower the likelihood of meaningful interpersonal exchange with others at the event.

Here are some specific skills to practice while you are attending an event:

**ASK QUESTIONS** instead of making statements or declaring your conclusions. A key cultural competence skill is “scientific mindedness” (Sue, 1998). Scientific mindedness is a term that points to the skill of being able to ask questions rather than make statements that reflect incorrect or premature conclusions.

**LISTEN** rather than speak. In a recent talk, Jeanne Tsai reminded her audience that, in the United States, people are encouraged to speak as they are learning new material. Participation is often rewarded with points or positive attention. This is not so in other countries. Indeed, when people are speaking, they are focused on producing content rather than taking it in. When people are speaking, they are also taking the time and attention of others away from the event. Be considerate in your participation! When in doubt, **ASK FOR GUIDANCE OR PERMISSION.** If it is not clear how you should behave or interact in a particular context, ask! I personally prefer to appear odd for asking the question than to be experienced as rude for taking inappropriate action.

**ASSUME A LEARNER’S DOUBTING STANCE.** Even if you think you understand or know what you are seeing and experiencing, consider the possibility that you are not. If you want to see an example of this just Google “culture and spitting” and watch the minutes disappear in a flash.

**BE A FOLLOWER** rather than a leader. Typically, leadership is given to someone with skills in motivating and mobilizing others and also with important knowledge about a topic or group. If you don’t have the experience or the knowledge, sit back and relax! Practice your ability to **SIT WITH DISCOMFORT.** Unfamiliarity breeds discomfort. None of us can be in a new environment for learning and assume that it will be completely comfortable. For many of us, discomfort is a hallmark of new experiences. Remember the first time you sat behind the wheel to learn to drive? It can be scary, exciting, and quite uncomfortable (especially for urbanites), but absolutely worth it.

Practice your ability to **TOLERATE AMBIGUITY.** Ambiguity is one source of discomfort that may be particularly hard to tolerate. It is OK to not rush to questions or clarifications when you are not clear on what is happening. Sometimes events take time to unfold, and like a good thriller, waiting for the unfolding to occur can be quite rewarding.

**Reflect**

Reflection is an important tool in developing insight. There are literatures in education, medicine, and other fields that support the use of self-reflection as an important component of learning.
Once you have participated in your intercultural experience, here are some questions you can ask yourself:

1. What went well? And what did I do to contribute to the aspects that went well?
2. What would I do differently next time?
3. What did I learn about myself that I didn’t already know?
4. What was my experience of assuming a learner stance?

I invite you think in a nuanced manner; even the most terrible experiences typically have some positive aspect and even the most glorious experiences have something in them that could be improved.

As part of reflection, new questions might come up. Or perhaps unanswered questions linger. Consider reading or consulting on these issues after an event. One of my students recently had this experience when she attended a Drag Show. While there, she was surprised to learn that Drag Queens were in the company of Drag Kings! She reflected on this new learning (i.e., Drag Kings exist) in her assignment and also shared an article she found afterward to learn more about Drag Kings. Some of you may be motivated to attend similar events to deepen your learning. In that case, written self-reflections may be helpful in tracking your experiences, insights, and learning over time.

Go ahead and embrace diversity! Experiencing others’ diversity will also help you see and appreciate your own. I encourage each of you to pursue with vigor experiences that will place you in contexts where people have different beliefs, values, and practices than your own. Whether the differences are large or small, you are bound to learn something important about yourself, about others, and about human behavior.

References


Psi Chi’s new digital anthology brings together our very best advice about applying to graduate school—advice accumulated from 25+ experts in over 20+ years of *Eye on Psi Chi* magazine issues.

In nineteen chapters, this eBook will help you navigate the seven primary steps that are vital to your acceptance at the graduate program of your choice.

1. Preparing for and Selecting a Graduate Program
2. The Application Process
3. Preparing for the GRE
4. Soliciting Letters of Recommendation
5. Writing the Personal Statement
6. Interviewing
7. Choosing a Program and Succeeding in Graduate School

Many chapters have been updated by the authors to include the latest application trends and information. The price is $4.99 for members (login required) and $19.95 for nonmembers.

Welcome back Contemporary Psych readers. As you are probably aware, depictions of certain careers and fields in pop culture are often inaccurate, sometimes wildly so. My first personal observation of this occurred shortly after watching Point Break for the umpteenth time (the original Keanu and Swayze version . . . not the pitiful remake). As it turns out, being an FBI agent does not typically involve learning to surf in an attempt to infiltrate a criminal gang of extreme sports enthusiasts. Instead, the position involves loads of paperwork, long hours, time away from family, and the requirement that one must hold oneself to a set of behavioral standards that would make a Catholic Priest seem out of control. This insight was, to say the least, disappointing.

Similarily, the field of forensic psychology is often depicted inaccurately in a number of very popular (but fictional) TV crime shows such as CSI, Criminal Minds, Cracker, and so on. In this edition of Contemporary Psych, we are going to talk about forensic psychology. But, let’s go ahead and get the disappointing bit done first by identifying some inaccuracies and dispelling a few myths about the field:

1. Forensic psychology is not the same as criminal profiling.
2. Forensic psychologists are not responsible for solving crimes.
3. Forensic psychologists do not interrogate suspects.
4. Not all forensic psychologists work on criminal and/or court cases.
5. Not all forensic psychologists are smooth, cool characters that confidently handle the all-too-frequent explosive events that occur during your typical murder investigation.¹

So, now that we have covered what forensic psychology is not and what forensic psychologists don’t do, we will turn to what forensic psychology is and what forensic psychologists do do. In short, forensic psychology is a subdiscipline of psychology that involves the application of psychological knowledge to legal matters, both in the criminal and civil domains (see Bartol & Bartol, 2017). In what follows, we will cover this subdiscipline in more detail by describing contemporary forensic psychology, common job-related duties and responsibilities of forensic psychologists, typical education and training, and specific careers.

Forensic Psychology . . .
The Truth, the Whole Truth

As noted above, forensic psychology involves the application of psychological knowledge and principles to the legal domain. Although a relatively young subdiscipline in psychology, the field has grown substantially in the last 30 years. Currently, the field has its own professional organizations (e.g., the American Psychology-Law Society), dedicated training programs, and specialized research journals (e.g., Psychology, Public Policy, and Law; Journal of Psychology Research and Practice). It is expected that the field will experience continued growth due to increased application of psychological knowledge to legal matters and the need for well-trained psychologists to assist with these matters. Additionally, the provocative subject matter (and perhaps the exaggerated depiction of forensic psychology on TV) attracts student interest and in turn encourages students to pursue further training and careers in this area.

Typical Activities (That Don’t Include Carrying a Gun to Work)

As with other areas of psychology, the responsibilities, duties, and typical activities of forensic psychologists are varied. One of the most common duties of forensic psychologists is the psychological assessment of individuals who are involved in the legal system. These assessments may take the form of a competency evaluation for a trial, child custody evaluations, threat assessment evaluations, and so on. Forensic psychologists are also often called upon to testify in court, serving as expert witnesses on some

¹ Although many forensic psychologists are quite smooth, others are as nerdy and anxiety-ridden as the rest of us. And while we are dispelling myths, I should probably also point out that your typical murder investigation is not all gun fights and banging down doors. Rather than being explosive, they are actually very business-like affairs . . . except of course that you are dealing with a murder.
topic of relevance. In the civil domain, forensic psychologists may be involved in mediation proceedings and dispute resolution. A forensic psychologist may simply be an academic researcher, working at a university, studying some topic of legal importance. Forensic psychologists may also serve in an advisory role, providing consultation regarding, for example, selection of jury members or the screening of law enforcement officer applications. Additionally, a forensic psychologist may be involved in the design and implementation of treatment programs for criminal offenders.

I know what you’re thinking . . . what about criminal profiling? Do forensic psychologists serve as criminal profilers? Perhaps some forensic psychologists, under certain circumstances, engage in criminal profiling. However, it should be made very clear that criminal profiling is a rarely used procedure that many, including those from both law enforcement and the academy, question the validity of. Moreover, when criminal profiling is used, it is typically practiced by individuals with extensive experience in law enforcement, not psychology. The take home message here is that criminal profiling makes for good TV, but forensic psychologists do not typically engage in this practice.

Binge-Watching CSI: Miami Does Not Count as Professional Training

Importantly, forensic psychology is for the most part a postdoctoral specialization. This means that your run-of-the-mill forensic psychologist will have earned undergraduate and graduate degrees in psychology prior to receiving any specialized training in forensic psychology. Given the emphasis on psychological assessment, development and implementation of offender treatment programs, etc., forensic psychologists often need to have clinical training and experience. Accordingly, they often hold a PhD or PsyD in either clinical or counseling psychology, are licensed to provide services in a particular jurisdiction, and have several years postdoctoral experience engaged in forensic-relevant professional activities.

With that said, depending on the nature of the forensic psychologist’s interests, other forms of training and experience may be preferable. For example, a university-employed researcher with scholarly interests in the fallibility of eye-witness memory may have a PhD in experimental or cognitive psychology, rather than clinical psychology. So, although the above describes a common educational route to a career in forensic psychology, particularly for those engaged in the practice of forensic psychology, it is by no means the only route.

Rather than focus on the specific degrees, licensures, and certifications required to become a forensic psychologist, it is probably more useful to focus on the requisite skills and knowledge a student should develop in order to be prepared to serve in this professional context. Most forensic psychologists should have appropriate clinical training and experience; a strong background in scientific research design, analysis, and statistics; excellent oral and writing skills; and the ability to maintain one’s composure under stress (see DeMatteo, Marczyk, Krauss, & Burl, 2009). Additionally, it is critical that a forensic psychologist have extensive legal knowledge because nearly all of the activities a forensic psychologist engages in require a firm understanding of the policies, procedures, and requirements common to legal proceedings and domains.

A Psychologist in the Legal System (Or, I’m Not From Around Here)

So, you’ve got your undergraduate and graduate degrees, all required certifications, and you have developed enough legal knowledge to make Rudy Giuliani look like a first-year law student. What careers are available to you as a budding forensic psychologist? In short, there are many, but here are some of the more common professional opportunities. As you might expect, many forensic psychologists are academic researchers, working at colleges or universities, conducting research on topics relevant to the legal system and law enforcement. Forensic psychologists also serve as consultants to law enforcement, engaging in the development of officer training programs, personnel management, treatment referrals, and crisis intervention. Similarly, one could work as a correctional psychologist, interacting with inmates and prison personnel in correctional settings. One could specialize in evaluation and assessment, focusing on the evaluation of relevant parties in criminal or civil cases. One could also serve as a trial consultant, engaging in a number of important activities for legal teams (e.g., assisting with jury selection). Note that this list is just the tip of the iceberg, and numerous professional opportunities are available to individuals with the requisite skills and experience.

Summary: Closing the Case

At this point, I hope you, dear readers, now have a more accurate understanding of forensic psychology. But as always, my editors have only allowed me so many words to describe this fascinating area, so if the above has sparked your interest, I encourage you to take a look at the additional readings and resources listed below.

Until next time.

Additional Reading and Resources


References


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I recognize that being able to beat Giuliani in a hypothetical legal showdown is not exactly setting a high bar. But, in this scenario, you are just starting out, so allowances must be made.
Planning Your First Postcollege Job: Underemployment and What to Do About It

Paul Hettich, PhD
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The initial job a younger person takes can profoundly influence the direction of a long-term career. Graduates who accept or who are forced into subbachelor’s-level jobs early in their careers suffer significant long-term consequences; they may be consigned to underemployment for years to come. The first job is a high-stakes decision, and both educators and graduates should treat it accordingly... This is particularly true for women, who face a greater challenge here, as in so many other aspects of the job market (Burning Glass Technologies and Strada Institute for the Future of Work, 2018, p. 30).

This conclusion from The Permanent Detour: Underemployment’s Long-Term Effects on Careers of College Grads, is a wake-up call to all workplace-bound baccalaureate psychology majors. It should also concern their teachers, advisors, and psychology department heads because 56% of baccalaureate psychology majors are workplace bound (APA, 2018), and we need to help them succeed in their first job.

I will summarize the report’s methodology and basic findings, but the multiple issues involved in this topic are complex; I strongly encourage you to consult the complete online report listed in References. Teachers may find this thought-provoking report appropriate for discussion in career planning, research methods, and I/O courses.

Underemployment

The authors define underemployment as “bachelor’s degrees holders working in jobs that do not require a bachelor’s degree” (Burning Glass Technologies and Strada Institute for the Future of Work, 2018, p. 7). In contrast, the Bureau of Labor Statistics (BLS) defines underemployed workers as “those who prefer full-time employment but are involuntarily working part-time” (p. 7). Both definitions are limited in how each addresses issues such as individual circumstances and the connection between education...
Underemployment is a common workplace condition but one that is currently in a state of flux because of changes in the economy, changing job skills especially in technical occupations, the prevalence of contract or “gig” (part-time or temporary) work, and the practice of upcredentialing. That is, some hiring managers intentionally seek college graduates for jobs that do not require a college degree because of the large pool of applicants and, I may add, at a time when many jobs are being automated. From an employer perspective, college graduates possess more desirable credentials (i.e., higher levels of achievement, persistence, and maturity) compared to most high school or associate degree graduates. Employers’ demands for higher credentials has grown rapidly over the past five years—almost twice as fast as the growth in all bachelor’s-level jobs. Clearly, upcredentialing contributes to underemployment (Burning Glass Technologies & Strada Institute for the Future of Work, 2018), and it could happen to you.

Burning Glass used its database of over 800 million online job postings to obtain specific information about the skills that employers seek; their sources include daily access of job postings from nearly 50,000 online job boards, newspapers, and employer sites. “If more than 50% of job postings for an occupation over the past three years (2015–17) requested a bachelor’s degree or higher we considered it a college-level job” (Burning Glass Technologies & Strada Institute for the Future of Work, 2018, p. 14). Using this definition, the authors redefined 45 occupations from noncollege level, as determined in the O*NET classification (the government database Occupation Information Network), to college level.

Examples of upskilled occupations of possible interest to psychology students include human resources specialists, event planners (meeting and convention), sales representatives (wholesale and manufacturing, technical and scientific products), and postsecondary vocational education teachers.

Among the 18 occupations the Burning Glass analysis shifted from college to noncollege are community health workers, psychiatric technicians, occupational health and safety technicians, recreation workers, and patient representatives (Burning Glass Technologies & Strada Institute for the Future of Work, 2018). Burning Glass did not use the occupational profiles developed by the government for jobs for which college degrees are not required because it believes those descriptions are slow to update as market conditions change. In summary, underemployment occurs when a person is not working in a job for which a college degree is required, and a college-level job is one which more than 50% of the job postings from 2015–17 required a college degree.

Establishing the Long-Term Effects of Underemployment

The authors were also interested in the career paths, progress, and outcomes of American workers over time. Burning Glass used four million resumés mined from its database of over 80 million resumés, plus federal surveys and administrative data sets related to degree completion, academic majors, and workers earnings. To be included in the study, an individual’s résumé had to meet the criteria of possessing a bachelor’s degree and at least five years of work experience.

Findings

Following are the basic findings from the analyses of the job postings and resumés.

1. Appropriately employed versus underemployed. The good news is that 87% of the workers who were appropriately employed (their position matched their educational level) in their first job continued to hold an appropriate position five years later. In addition, 91% of those appropriately employed remained at that level after 10 years. The bad news is that, across all majors included in this study, 43% entered jobs that placed them in the underemployed category, using this report’s definition of underemployment. After five years, 29% of them remained underemployed; even after 10 years, 21% were still underemployed.

The 43% level of underemployment for the first post-college job is consistent with that reported by economists Abel and Deitz (2017) who placed it at 43.5%. They maintained that underemployment is common during good and bad economic cycles, that this condition is currently trending downward (as is unemployment), and that underemployment is a normal college-to-workplace transition issue as graduates search for the right job. However, Abel and Deitz did not report on the consequences relating first jobs to long-term underemployment.

2. Earnings. The annual average earnings of graduates in appropriately employed jobs was $47,470 compared to $37,330 (27% less) for those considered underemployed. Women’s salaries were lower than men’s, but specific differences were not reported. No other relevant information on earnings was provided.

3. Gender differences. Women college graduates are more disadvantaged than men graduates in their first post-college job: 47% of the women are initially underemployed compared to 37% men. After 5 years, 31% of the women and 23% of the men were underemployed; after 10 years, the situation remained the same for 23% of women and 17% of men. The gender differences persisted for women regardless of the academic major chosen.

4. STEM graduates. STEM graduates are in the lowest category of underemployment. However, the probability of being underemployed differs among majors (from lowest to highest levels): 29% engineering; 30% computer and information sciences and support services; 39% mathematics and statistics; 40% physical sciences; and 51% biological and biomedical sciences. The probability of being underemployed in the first job and five years later for each STEM field is 18%, 18%, 26%, 27%, and 35%, respectively. Female STEM graduates are more likely than male STEM graduates to be underemployed 5 years and 10 years later.

In summary, college graduates, especially women, who are underemployed in their first job are likely to be disadvantaged in terms of career and financial upward mobility, and could remain that way for years. The authors emphasized that early employment choices are a dress rehearsal for the rest of life. Young adults underemployed after
graduation can’t consider it just a phase that they’ll escape from in a few months because a few months can easily turn into a few years and eventually an entire career (Burning Glass Technologies & Strada Institute for the Future of Work, 2018, p. 8).

Majors Matter
At this point you are very concerned about the differences among academic majors and whether psychology was the right choice for you. The authors presented first-job and five-years-later data for several academic majors in terms of the probability of being underemployed. For the sake of brevity, I included data for selected majors (in addition to STEM) but a complete list appears on page 20 of the report. The probability of being underemployed with one of these majors in a first job and five years later are: social sciences, 44% and 28%; business management, marketing, and related support services, 47% and 31%; health professions and related programs, 49% and 36%; education, 50% and 36%; psychology, 54% and 70%; and homeland security, law enforcement, firefighting and related protective services, 65% and 50%.

After you recover from the shock of seeing psychology’s 54% underemployment probability level, notice that: (a) majors that are most in demand in the workplace (i.e., engineering and computer related) also reflect a surprisingly high (to this writer) level of underemployment, and (b) several majors are separated by only a few percentage points. Psychology’s position in relation to, for example, social sciences is puzzling because psychology is often grouped with social sciences, which here reflects 44% probability of underemployment. Except for the STEM disciplines, no comments were offered regarding one major’s position in relation to others. You are encouraged to explore these findings with your career services professionals, advisors, and others knowledgeable about employment issues at https://psichi.com/PermanentDetour.

What Is Missing From The Permanent Detour? Individuals and Situations
The findings in this report strongly suggest that long-term underemployment is caused by first job choices and potentially is a serious problem for all academic majors, and especially for women. That could be true. However, other variables may operate to influence underemployment that were not addressed in this report; perhaps they were beyond the scope of this study given its “big data” methodology. The Permanent Detour does not provide data about the workers’ individual situations. For example, was that first job the only one available to the applicants, given their local employment conditions, family responsibilities, work history, or related circumstances? How much planning, skill, and effort did the individuals exert researching the job, preparing a résumé, and interviewing? Did some hiring managers upcredential the job, or were they less than honest in describing education, experience, and skill sets required? Did the chosen job provide particular benefits (e.g., health insurance, paid leave, or flextime) or a desirable culture unavailable in an appropriately employed position? To what extent do workers in a lower level job perceive they are underemployed and still enjoy or tolerate the work even if it is not at the baccalaureate level? The report focused on jobs requiring a bachelor’s degree, but how many underemployed-level jobs required at least an associate degree, that is, situations that may mitigate some negative aspects of underemployment? These and similar questions are relevant when considering the complete picture of underemployment. However, despite these possible rival hypotheses and their unknown effects, readers should still be seriously concerned about the report’s findings.

How to Avoid Underemployment!
In some situations (personal circumstances, the labor market, geographical location), you may have no other choice than to accept a part-time or full-time job that is below your level of education. Yet, there are steps you can take during college to improve your chances of avoiding underemployment. None are silver bullet solutions but acting on this advice NOW will likely increase your odds of joining those appropriately employed workers who use their education and enjoy their job’s benefits.

• Complete an academic minor or additional coursework plus an internship in your anticipated career field, in addition to your psychology major. Career/job-related internships are an employer’s most preferred type of job preparation (Burning Glass Technologies, 2013). In addition, students who completed an internship report that the experience positively impacted their career readiness skills such as professionalism/work ethic, teamwork, communication, critical thinking/problem solving, and leadership (NACE, 2018).

• Monitor the specific skills you are developing in and out of the classroom including your job and extracurricular activities. Include evidence of skill development in an e-portfolio so you can articulate your skills and experiences on résumés and to a hiring manager during a job interview. Do not expect most teachers to tell you the specific skills they teach because they assume that you can identify them.

• Work closely with your academic advisors and career services professionals. Develop a mentoring relationship with an experienced individual whom you respect. In addition, conduct informational interviews with persons working in fields that interest you.

• Create a job search plan several months in advance of graduation and regard the search process as a time-intensive job. I have discussed these issues in previous columns of Eye on Psi Chi—specifically in the Fall 2016; Winter and Spring 2017; and Spring, Summer, and Fall 2018 issues. To obtain these articles, go to https://www.psichi.org/?PublicationsSearch, enter my name in the Search Authors column, and view issues by date.

• Cautiously and objectively consider applying to a graduate or professional program or seek college-level certification in your preferred specialty area to increase your chances of obtaining full and satisfying employment. According to Lin, Ghaness, Stamm, Christidis, and Conroy (2018), 64% of baccalaureate-level psychology graduates work in jobs that relate to their degree, but that level increases markedly for master’s graduates to 89%, and to 95% with a doctorate. Fourteen percent of baccalaureate psychology grads obtained a graduate degree in psychology; another 30% obtained a
graduate degree in a field other than psychology (APA, 2018). Seeking an advanced degree will likely increase your debt obligations, but in a low-paying underemployed-level job your debt could require decades to pay off. However, before deciding on advanced education, you should possess a solid understanding of your values, your long-range personal and professional goals, and data that clearly point to job and career options with advanced training. Your primary motive should not just be to avoid underemployment, but rather to achieve professional opportunities and personal growth.

- Do not wait until the second semester of your senior year to complete these tasks because it may be too late to obtain college graduate-level employment.
- If there is no occupation or career field that interests you, you can hope to discover one during your first job, but be prepared to accept lower level work (and pay) beyond a few months, perhaps for a year or more. Taking a gap year is an option for exploring your long-term goals if you can afford it, and if it is thoughtfully designed to prepare you for an occupation or career.
- When you interview for a job, ask your potential manager questions that directly address advancement such as career development opportunities, benchmarks used to assess advancement, the typical tenure of individuals in that position, and what former workers in that position subsequently do.
- If you find yourself underemployed, remain positive and engaged in your work. If you become disengaged, you risk low performance evaluations and possible termination. Seek alternative employment, build or enhance your network of contacts, and seek activities and support groups that help maintain a positive attitude to reduce frustration from being underemployed. Also remember, in the words of one highly experienced career counselor, that you can do everything right in your job search and still not get the job you seek, and you can make mistakes along the way and still get hired.

Concluding Comments

The Permanent Detour: Underemployment’s Long-Term Effects on Careers of College Grads raises serious concerns for baccalaureate psychology graduates as they seek their first post-college job in a complex and changing labor environment. In addition to summarizing the report’s “big data” findings, I raised questions about variables pertaining to individuals and their situations that the authors did not address—factors that could influence the choice and outcomes of your first job. I identified specific steps you can take to avoid underemployment. In closing, I offer the wisdom of nineteenth century physician, writer, and poet Oliver Wendell Holmes, Sr. (1858) who observed:

I find the great thing in this world is not so much where we stand, as in what direction we are moving: To reach the port of heaven, we must sail sometimes with the wind and sometimes against it—but we must sail, and not drift, nor lie at anchor.

References


Note. I am very grateful to Camille Helkowski and Jon Keil for their helpful comments and suggestions.

Paul Hettich, PhD, Professor Emeritus at DePaul University (IL), was an Army personnel psychologist, program evaluator in an education R&D lab, and a corporate applied scientist—positions that created a “real world” foundation for his career in college teaching and administration. He was inspired to write about college-to-workplace readiness issues by graduates and employers who revealed a major disconnect between university and workplace expectations, cultures, and practices. You can contact Paul at phettich@depaul.edu
For the past four summers, Psi Chi student members from around the globe have taken a deep breath and leapt headlong into the crisp, deep blue. Their goal—to earn a $3,000 Psi Chi Scholarship, and with it, a chance to pursue their dreams of a degree in psychology!

Psi Chi Scholarships has quickly become one of our most coveted and inspirational programs. This year, 176 eligible students completed an application to receive one of 16 scholarships. Eight of these scholarships are designated for undergraduates; the other eight are for graduate students. Specifically, Psi Chi Scholarships help students pay for school tuition, institutional fees, required textbooks, and other educational expenses vital to their futures.

We owe a great deal of appreciation to those who have made Psi Chi Scholarships a reality, in addition to our other pre-existing $400,000 in annual Psi Chi Awards and Grants. Thank you, donors to the Give Back to Psi Chi campaign (https://donate.psichi.org), Psi Chi’s Board of Directors, and GEICO. This year alone, we provided $48,000 in scholarships. And over the past four years combined, a total of $120,000 in scholarships have been awarded to deserving students! We could not have done this without you!

Students of all types and backgrounds have applied for these scholarships: first-generation college students, international students, and even survivors of natural disasters. All of them have impressive school grades and a clear passion to help others by shaping the future of psychology. Below, we are proud to introduce the 16 recipients of the 2018 Psi Chi Scholarships program!

*One of the 16 scholarships recipients wished to remain anonymous.

**UNDERGRADUATE RECIPIENTS**

**KELLY BIELONKO** is an incoming senior student at Eastern Connecticut State University pursuing a BS in industrial-organizational psychological science. Her concentrations and passions are occupational health and leadership focusing on organizational culture, diversity, and work-life balance. Her goal is to build healthy and effective workplaces.

“This scholarship plays a direct role in my success as an undergraduate student and also as a future psychological scientist. As a first-generation college student, I make it my priority to take advantage of academic opportunities that will help me build financial resilience.”

**TAYLOR GARDNER** is a senior at Ohio University majoring in psychology and minoring in biological sciences. She is the Ohio University Psi Chi Chapter President, Editor-in-Chief of The Athena Yearbook, and a mentor to first-year psychology students.

“Before being awarded this scholarship, I was worried about being able to afford my tuition, graduate school applications, the GRE, and textbooks. With the help of this scholarship, I don’t have to worry as much, and I’m able to focus on my future.”

**TAYLOR GARDNER** is a senior at Ohio University majoring in psychology and minoring in biological sciences. She is the Ohio University Psi Chi Chapter President, Editor-in-Chief of The Athena Yearbook, and a mentor to first-year psychology students.
“This scholarship would allow some weight off my shoulders financially in pursuing my undergraduate degree.”

SANDY GONZALEZ attends California Lutheran University. Once undocumented, she is now a first-generation student pursuing a degree in higher education.

“This scholarship will help to alleviate some financial burden, so that I can better focus on my education rather than how much debt I am accumulating.”

ESMERALDA MARISCAL, is a first-generation college student from Cicero, IL. She is currently attending Dominican University (IL), majoring in psychology, and minoring in Spanish studies. Her dream career would be working with a nonprofit organization that helps to empower women, especially women of color.

“This scholarship will allow me to arrange my finances, fulfill my academic dreams, and apply to graduate school. It will play a role in changing my life, and rerouting my career path. The scholarship will enable me to focus on my academic future, and provide for myself and my mother.”

JOSEPH McBRIDE was raised by a first-generation family in rural Missouri and attends the University of Missouri-St. Louis. Throughout life he stumbled, but maintained an ability to help others, and found a way to apply this passion to academia. Through diligence, he maintains a 4.0 GPA, and will be applying to clinical psychology PhD programs.

“The Psi Chi Undergraduate Scholarship will enable me to finish my undergraduate education and encourage me to pursue graduate school in social psychology. Having a part of my tuition taken care of will definitely help me to concentrate more on studying as well as to strive for more career advancements.”

THAO PHAM is an undergraduate student at Augustana College (IL) majoring in psychology and communication studies with a minor in sociology. Soon a graduate with honors in psychology, Thao is planning to pursue a PhD in social psychology. She wants to study family dynamics and child development.

“This scholarship impacts my career in psychology because it allows me to focus on my education 100% rather than stressing about working more hours and worrying about how to pay for school, graduate school applications, and textbooks.”

HELENA SWANSON is a senior at Central Connecticut State University majoring in psychology and minoring in gerontology. She is the CCSU Psi Chi Chapter President. She hopes to pursue a PhD in social, health, or community psychology after graduating with her BA in May 2019.
GRADUATE RECIPIENTS

“This scholarship will enable me to attend a master’s program in psychological counseling at Columbia University (NY) in the fall, and continue supporting my community by volunteering at Mountainside Hospital’s behavioral health unit and at the Rutgers University-Newark (NJ) Psi Chi Chapter, which I helped revitalize last year.”

MARIAN CALLE graduated from Rutgers University-Newark in 2016 with a BA in English, and again in 2018 with a BA in psychology. This fall, she will embark on a master’s program in psychological counseling at Columbia University Teachers College, with a concentration in bilingual Latina/o mental health counseling.

“In supporting me through the final stretch of my degree in science writing, this scholarship is helping me perfect my ability to convey exciting, but difficult, scientific concepts to broad audiences. I’m deeply passionate about psychology and grateful to continue learning how to share it with others through writing.”

MAGDALYN "MAGGIE" FIORE earned her BS in psychology from Mount St. Mary’s University in Emmitsburg, MD, where she served as vice-president of her campus Psi Chi chapter. Maggie is now pursuing her MA in science writing from Johns Hopkins University (MD).

“The Psi Chi Graduate Scholarship will alleviate financial stress and allow me to meet the funding requirements for the master’s program that I am attending in the fall. I will be able to devote more energy toward working on my thesis and internship.”

GABRIELA HEERMANS received a bachelor’s degree in psychology from the University of Vermont. She pursued research on cultural perspectives of posttraumatic stress disorder within Bhutanese refugee populations in Burlington, VT. She currently works with refugee populations and will pursue research to help refugees in the future.

“Scholarships are the reason I’ve come this far. A scholarship from Psi Chi will alleviate financial concerns, which will allow me to focus on my studies more, so I can complete my master’s degree successfully and increase my chance of getting admitted to a doctoral program in clinical psychology.”

IRENE HERNANDEZ DE LA CRUZ is a graduate student studying psychology at California State University, Los Angeles. Her research focuses primarily on personality, sexual risk behaviors, and health disparities among HIV+ individuals. Irene plans to obtain a PhD in clinical psychology and build a career as a clinician, researcher, and professor.

2019 Scholarship Applications Open This Spring

Students, complete information to apply for the next round of scholarships will be available this spring. Learn more about the application guidelines.

UNDERGRADUATES
http://www.psichi.org/?PsiChischolars

GRADUATE STUDENTS
http://www.psichi.org/page/GradScholars
“This award will allow me to continue to satiate my intellectual curiosity abroad. It will enable me to establish mindfulness as a reputable field of study, and incorporating my passion for Spain and cross-cultural contexts, I will prepare my field and community for an internationalized future through theory and practice.”

ROWAN MULLIGAN graduated with a BA in psychology and leadership studies sequence from Claremont McKenna College (CA). As an aspiring industrial-organizational psychologist at the University of Valencia (Spain), she envisions a career based on the fusion of theory and praxis. She plans to develop the field of mindfulness and facilitate its application into real-world settings.

“This scholarship will impact my life immensely. From Hurricane Maria to today, I have loss so many things; receiving this award will be such an honor. I know that I will use it very wisely to pay for my degree.”

VANESSA ORTIZ ROSADO is a Puerto Rican young woman studying a PhD in clinical psychology in Ponce Health Sciences University (Puerto Rico). She loves to learn and promote knowledge to others, but her main goal is to help everyone to live with healthy minds, bodies, and souls.

“Receiving this Psi Chi Graduate Scholarship allows me to devote greater attention and resources to my academics and research. I am able to purchase textbooks and technologies foundational to my career as a clinical psychologist (e.g., the DSM-5, statistical software packages) and present my work at national conventions.”

JORDAN THOMAS is a doctoral student in clinical psychology at the University of California, Los Angeles. A graduate of Connecticut College, she previously served as a research associate at Yale University’s School of Public Health (CT). Her research interests include topics in women’s health psychology, particularly sexual health.

““This scholarship will allow me to better focus on my research and coursework in an intensive master’s program. It will also enable me to devote more time to give back to the psychological community at San Diego State University (CA) and beyond.”

JULIE TON-VUONG is a first-year student to San Diego State University’s master’s of science program in industrial and organizational psychology. As her career goal, she would like to work toward improving organizational environments and employee satisfaction through internal consulting.

Support a Scholarship

The demand for additional Psi Chi Scholarships is clear and great; next year, we are seeking to help more students than ever before. Any contribution you make will help an exceptional student to obtain an education in psychology. Thank you in advance for your generosity. Visit https://donate.psichi.org.
Psychology is a fascinating world to explore, with hundreds of subfields and thousands of topics to research. Have you ever wondered how psychology became the enormous discipline that it is today? Have you ever been curious about the famous studies of yesteryear, like the Milgram or Stanford experiments? Studying the history of psychology is a complicated endeavor, and anyone who wants to try would probably need some guidance.

Dr. Cathy Faye, at the University of Akron (OH), wants to offer some assistance. As the assistant director at the Cummings Center for the History of Psychology, she has dedicated her life to preserving psychology’s history. The Center recently opened the first-ever National Museum of Psychology in the United States, and features the world’s largest archival repository of psychology-related historical documents, media, and artifacts. If you want to know why the history of psychology is an important subject, then Cathy Faye has the answers.

**The Importance of the History of Psychology**

*Why is it important to know and understand the history of psychology?*

There are so many reasons. Most importantly, understanding psychology’s history helps us see psychology in context. As researchers, students, clinicians, and teachers, it’s really easy to forget that our work is produced in very specific human and social contexts, and that our work has a very visible impact on society. History and hindsight make it a lot easier to see this, to see how our psychology might serve some audiences and not serve others. So when I explore the history of psychology, it encourages me to think about the psychology we do now and ask who it serves and who it leaves out. It also makes me think about how my own worldview impacts how I think about the psychology that I practice.

*How has psychology changed over the years?*

The biggest change in psychology in the last century has been specialization. Not only do we now work in subfields, but we work in subfields of subfields. For instance, we have social cognition, which is a hybrid of social psychology and cognitive psychology. I think that this is really wonderful in many ways, and I believe that this specialization helps us to work very intensely on important problems. But it also makes it more difficult to build bridges in between different areas. This is because each area has its own language, its own history, its own approaches.

*How will future historians view this era of psychology?*

Right now, we’re in an era of self-reflection. We’ve been forced to be reflective to some extent with certain things like the replication crisis, and controversy over ethical codes. There’s a lot of questions about data and research methods, and lately, a lot of discussion of the political ideology that guides psychology. There’s this idea that a dominance of liberal ideology changes the kinds of things that we study in psychology. Of course, we’ve actually gone through periods of self-reflection like this before. In the 1970s, there was a crisis in psychology, and there’s been other really interesting periods of history like this as well.

**About Museum Exhibits**

*What is your role at the museum and how did you get involved?*

I’m the assistant director of the museum. Everyone who works here does a little bit of everything, but my main job is to work with people who want to donate materials to our collection. As for how I became involved with the museum? I helped create it essentially. In 2013 we started planning sessions for the new museum. Our whole staff was involved in that, and we just sat down and thought a lot about what we wanted to do with the museum. I led the project from there, coordinating with the design team, the creative consultants, and our staff. I also wrote all of the exhibit text for the museum. So as a group, we chose the exhibits, and I wrote the text and storylines for the chosen exhibits. It was a fantastic time—can you
think of a better job for a historian of psychology?

What is the creepiest thing that has been done because of, or in the name of, psychological science?

I don’t know if creepy is the right word, but the one that stays with me the most is probably the study of a chimpanzee called Gua in the 1930s. Two psychologists—Winthrop M. Kellogg and Luella Kellogg—decided to home-raise a chimpanzee. So they brought a chimpanzee named Gua into their home. The chimpanzee was seven and a half months old, and their son Donald was 10 months. The story is quite a sad one. They kept Gua for nine months, and then Gua was taken back to a primate colony, and Donald was raised on his own. This chimpanzee was sort of his best friend for a year and then he was gone. They did learn about some of the differences between chimpanzee and human learning and development. But this is one of those studies where I question the results. People want to know more about themselves. I think that’s what phrenology reading that they felt was true about themselves. So it was a pseudoscience that can be disconfirmed. For example, if you think about phrenology, it was really hard to disprove. But that’s what these traveling phrenology readers kind of banked on. They’d travel around the country and say, “This is what your phrenology reading says,” and people would see things in that phrenology reading that they felt were true about themselves. So it was a science that was much more amenable to confirming than disconfirming, and to me that’s one of the things that leans toward pseudoscience rather than science. But I’d like for students to think of it as a very important precursor to things that we know now. Brain localization is a good example. One of the things that we have in the Museum is Roger Sperry’s Nobel Prize, which he won for research on the brain. Phrenology made many questionable assumptions, and I think that it became a bit bastardized as it became a traveling, money-making scheme, but it really was a kind of harm experienced by participants? To what extent do the results justify any kind of harm experienced by participants?

What is one of the more interesting artifacts that you’ve gotten at the museum?

I will tell you about my favorite object that I think goes unnoticed, something called a psycograph. The psycograph was invented in the 1930s and is based on an older pseudoscience called phrenology. Phrenology was the idea, popularized in the 19th century, that you could tell a person’s personality by feeling the bumps on the person’s skull. Well, in the 1930s, these two brothers, who were not psychologists but rather inventors and gadgeteers, decided to make some money off of this and created an electronic phrenology machine called the psycograph. And it actually works! Wires on the machine measure the bumps and indentations on your skull, and it provides an automatic read-out of your personality based on the machine’s reading of the skull. It’s a really interesting device, even if you don’t know what you’re looking at. And I think that it’s a fantastic teaching device. I use it all the time with my students, to explore ideas of science versus pseudoscience, and the popularization of science, and all of these other things.

How would you define pseudoscience in psychology?

I don’t really like the idea of calling something pseudoscience and something else real science. I think that science comes in all shades of black, white, and grey, you know? But when I’m with my students, I say that when you’re doing science, you have to be able to put forward hypotheses that can be disconfirmed. For example, if you think about phrenology, it was really hard to disprove. But that’s what these traveling phrenology readers kind of banked on. They’d travel around the country and say, “This is what your phrenology reading says,” and people would see things in that phrenology reading that they felt were true about themselves. So it was a science that was much more amenable to confirming than disconfirming, and to me that’s one of the things that leans toward pseudoscience rather than science. But I’d like for students to think of it as a very important precursor to things that we know now. Brain localization is a good example. One of the things that we have in the Museum is Roger Sperry’s Nobel Prize, which he won for research on the brain. Phrenology made many questionable assumptions, and I think that it became a bit bastardized as it became a traveling, money-making scheme, but it really was
quite relevant to early research on brain localization, and later research, like Sperry's. We know that language lies in this area of the brain, and creativity in that area, and I think that phrenology was sort of inching us toward that sort of understanding of the brain. Everything serves a purpose in history. Sometimes good, sometimes bad, but it's all part of the web.

**How do you choose what to feature in the museum?**

I think that anytime you decide to tell the story of anything, you have to do it purposefully. You have to understand that you're going to take a point of view, and that you’re going to include some things and leave out other things. There’s too many stories to tell for there to be one story of psychology, and who would want to be the one to perjure to tell it? So instead, we sit down and thought, “What do we want to accomplish with this museum?” One of the things that we wanted to accomplish was to encourage people to see the breadth of psychology. Anyone in psychology knows that when you tell somebody who isn’t familiar with the field that you’re studying psychology, they automatically assume that you can read their mind, or that you’re going to include some stories of psychology, and that you’re going to become a clinical psychologist or therapist. So one thing that we wanted to do was show people that psychology is a whole bunch of different things.

The other thing that we wanted to do was to encourage people to think of psychology as part of their everyday lives. So we have exhibits on Wonder Woman and her connection to the history of psychology. We have exhibits on how psychology has been used in advertising, in employee selection, and even how it was used at Ellis Island to determine whether immigrants were going to be able to get into the country. And I don’t want to underestimate the fact that we also decided to “give the people what they want.” So like I said before, many psychology students come in here to see classic psychology studies, so we definitely wanted to include the Stanford experiment, the Milgram experiment, the so called “best hits” of psychology. So we included those too. They’re such an important part of psychology’s story.

**How can students who don’t go to Akron access the materials at the museum?**

If people are interested in certain documents or images, we do have an offsite reference service. You can look at guides to our collections online and decide if you’re interested in certain things, and our archivist will work with people remotely and scan materials for you to see. And we are starting to work on online exhibits. But we really do hope that people can make their way here because it’s hard to “get it” until you see it. We know that it’s difficult sometimes for people to visit, but we hope that they do. We work with on-site classes; they can tour the museum and then we do an activity with them in the archives. We also go to the APA convention every year, and we bring materials from our collections to the convention.

**Dr. Faye’s Early Career**

**How did you get started as a psychologist?**

When I started in history of psychology, I was initially interested in how the subfield of American social psychology was established. Kind of basic questions: who were the first social psychologists, and what did they study? One of the things I was very interested in was how North American social psychology came to be the way it is, because it’s very different from the European or South American subfield of social psychology. So that’s where my research began. In the course of doing that research, I found myself in a lot of different archives around the United States, and much of my research after that came from unexpected archival discoveries. One of my colleagues aptly calls this “going down the rabbit hole.”

**What mentors helped you along the way?**

I think that mentors are extremely important. And I’ve been lucky to have mentors at every stage of my career. When I was in undergrad, my thesis advisor was Donald Sharpe. He is a generalist and he taught me to be a generalist. I’ve always enjoyed being a learner, but he taught me how to be my own kind of learner, to explore the things that interested me, and to believe in myself as someone who could go to graduate school to get a PhD. During graduate school, my advisor was Christopher Green, a very well-known historian of the history of psychology. He’s the one who taught me that being a historian is hard but rewarding work, and he introduced me to the joys of archival research. That kind of determined a lot of what I did during and then after graduate school. I’m currently working with the director of the Museum, David Baker. What I’m learning from him is leadership skills, which is something that I’ve never really had to develop until I started this job. I think that people need to and can find a great mentor at every stage of their career.

**Final Remarks and Advice**

**Do you have any advice for aspiring psychologists or students who may be interested in the field?**

I think that you really need to find the area of psychology that makes you want to stay up all night reading, researching, and exploring. I think that’s the most important thing. And I think students need to seek out a good mentor. It’s important to find someone who you believe in and who believes in you. Learn everything you can from them, because academia can be a difficult space to navigate, and I think that it’s much easier to navigate when you have a really good mentor.
Search Jobs
Because of the thousands of unique opportunities regularly entering and exiting our Career Center, we offer more than 50 available job categories (e.g., Counselor, Social Worker, Instructor) to make your search a breeze. You can also sort results by position, company, location, and date posted.

Create an Account
Setting up a personal Job Seeker account takes less than two minutes. This allows you to view saved jobs, job applications, messages, and any contact requests you may have from interested employers.

Manage Your Resumé
Upload or build a Public Resumé for employers to search for and view online. To protect your privacy, your personal information will be automatically concealed. You can also conveniently save Incomplete and Private Resumés in order to personalize what you send to any specific positions that catch your eye.

Peruse Online Career Resources
Our Five Steps to a Successful Career provides guidance including Our Best Career Advice on professional resumés, letters of recommendation, interviews, internships, and navigating your place of work. You can view other Career Resources too.

Receive Job Alerts
Never let new opportunities pass you by! Creating a Job Alert allows you to hear once a week in your e-mail about new job openings that match your interests and preferred location. You can make multiple Job Alerts with unique criteria if desired.

Ask an Expert
Send our Career Professionals any questions you may have about refining your resumé, preparing for an interview, or any other aspect of your job search. They strive to respond to all questions within one business day.

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

Why Employers Choose Our Career Center
With more than 2,500 similar job boards, Psi Chi's Career Center has more partnering associations to promote your open positions than any other job platform. Employers everywhere are invited to create a free account to keep track of your job listings, saved candidates, and templates. You can also search resumés for free; you only pay $35 after candidates you are interested in agree to connect with you.

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

Visit www.psichi.org/?RES_CareersInPsych
Have you ever had a psychology-related question on your mind that you weren’t quite sure how to empirically explore? Not to worry! A quantitative psychologist can help.

According to Dr. Amanda Montoya, quantitative psychology is “a research area which focuses on developing and assessing statistical methods, research designs, and measurement practices used in psychology research. Typically, a quantitative psychologist doesn’t have a specific goal in terms of studying ‘human behavior’ but rather focuses on a statistical method and its uses.”

GET THIS! By day, Dr. Montoya is an assistant professor at the University of California, Los Angeles. But by night, she practices aerial circus arts twice a week. She says this is a really physically demanding activity that requires a lot of concentration. “I really find it’s a great way to push myself and try new and artistic things that otherwise would not be part of my normal life. I also do competitive cosplay, play board games, rock climb, and I play in a band. I take the ‘work hard, play hard’ mentality very seriously.”

Specifically, Dr. Montoya focuses her research on mediation and moderation analysis, which is used for exploring how and when certain effects occur, and can be used across different areas of psychology like social, developmental, clinical, etc. In this interview, she will enlighten you on the ever-changing study of quantitative methods. (She’ll share career advice too, in case you’d like to pursue a future in quantitative psychology!)

We at Psi Chi are appreciative of her willingness to answer our questions. Thank you, Dr. Montoya, for making quantitative psychology significantly and statistically awesome, \( p < .001, d = 2.0 \)!
Let's start with an easy one: how did you become interested in this field? I suppose it all started in my Research Methods class in undergrad. We all were assigned to groups and did our own (very small study). Our group was looking at how parenting style predicted college stress. We had three measures of parenting style (authoritative, permissive, and authoritarian). We only knew how to do t tests (comparing two groups), so I spent hours in Microsoft Excel trying to create some sort of grouping system based on these three measures. I eventually took what I did to my teacher, Dr. Ann Voorhies (University of Washington). She said I might be interested in this thing called “cluster analysis,” which does exactly that (creates groups based on a variety of measures) and introduced me to quantitative psychology. I really owe her a lot! From there I was hooked. I got really curious about what you could do with statistics and how they could be applied to psychological data.

What sort of jobs are available for quantitative psychologists? Quantitative psychology is the only area of psychology where we have more jobs than students within academia, which is pretty crazy. In 2006, the American Psychological Association put together a task force to deal with this problem because it was so bad (Aiken et al., 2009). So, within the area, it’s not that unusual to think you can have a career as a professor. We also have a ton of students going into industry because data science is in such demand. Our students are versed in statistics, programming, and communication, and that last one sets them apart from students coming from statistics and biostatistics programs in particular. We had a lot of students in quantitative psychology beat out statistics students for internships because of their communication skills. Many students, especially those who specialize in modeling, go into the tech industry (Google, Facebook, YouTube), insurance, or banking. Students who have more of a measurement focus tend to work for testing companies (ETS, College Board) or government agencies. Some students also stay at the university and help with institutional research. Anywhere that collects data (especially data from people) could use a quantitative psychologist.

What academic and extracurricular path should students take who are interested in becoming quantitative psychologists? I got really into quant because I worked in a research lab as an undergrad; I had the opportunity to do data analysis and think about how data is collected. That type of experience is key. I would highly recommend finding some sort of undergraduate research experience, and the closer you can get to the data, the better. Academically, a strong math background looks really good. Most students come in with some calculus, ideally multivariate calculus, and anything with matrices (matrix algebra, linear analysis) looks really good. I minored in math as an undergrad, but that is not required in any way.
Computer science or programming experience of any type is a big strength. Much of our research is done using computer simulations, so students need to learn to program. I came in pretty cold, with just a little experience with SPSS and R, but my advisor focused on teaching me to program and so I caught on. It’s not required, but it’s a huge strength if students already have it coming into graduate school.

HOW CAN RESEARCHERS STRENGTHEN THEIR ABILITY TO TRANSLATE REAL-LIFE RESEARCH PROBLEMS TO STATISTICAL METHODS AND BACK AGAIN?
This one’s tough, it’s a skill I’m still working on myself. A major part of this is being able to form your research question very specifically. This is maybe the hardest part of my consulting meetings—drilling down what the researcher does and does not expect in order to create a statistical model that can test the question that they’re asking.

The other side is really a focus on interpretation. Sometimes it’s really fun to estimate some crazy statistical model, but if you can’t actually interpret the results, is it really useful? I spend a lot of time sitting down with researchers and helping them understand what each number means in terms of their research problem.

I suppose that’s why I think quantitative psychology is so important: you need people who specialize in that “translation” part. A major part of this is practice and feedback (from a mentor or peer). Constantly ask yourself “Do I know what this means?” when you’re doing an analysis. That’s a core part of our training in quantitative psychology, and hopefully we also rub off on our collaborators in other fields.

RESEARCHERS OFTEN STUDY TOPICS THEY ARE PASSIONATE ABOUT. DO YOU HAVE ANY TIPS FOR KEEPING PERSONAL BIASES OUT OF THEIR RESEARCH DESIGNS AND ANALYSES OF THEIR FINDINGS?
I’m really pushing preregistration, which is when you create a public record of your research and analysis plan before collecting data. It keeps you accountable. I’ve started doing this with all of my substantive research and collaborations. I’m also strongly recommending it to anyone I do consulting work for. It really helps to have a published record of a plan because it really helps you stick with that plan. It also forces you to think about how you’re going to do your analysis before you get your data. It makes it really clear when you start to explore your data. Data exploration is really fun and exciting, but it’s important that, when we report the results of that analysis, it’s labeled as exploratory.

My other recommendation is for researchers to (in a preregistration or elsewhere) make some sort of agreement with themselves about what they would need to see from a study to convince themselves that they’re wrong. We’re often looking for evidence that we’re right, but don’t make any criteria for when we are wrong. So, that’s something I like to encourage people to think about, especially with sample size planning. When someone asks me to do a power analysis, I usually ask them how many people they would need to collect to be convinced that they are wrong (I think I stole this from Uri Simohrson; see SPSP, 2014).

WHAT IS THE IMPACT OF CONDUCTING RESEARCH THAT IS REPLICABLE?
I think the major thing is that we have more confidence in what we know. When the issues of replication came to light in psychology, we all kind of had this moment like “Everything I know is wrong!” Which may be an exaggeration, but it really has put things into perspective. Much of what’s in our Intro Psychology textbooks isn’t replicable, which means we just have no idea if it’s true or not. And some people might argue we now have more evidence that it’s not true than that it is.

Replicable research practices mean we start valuing the truth of our claims over the surprise or “wow factor.” I’m a scientist because I want to learn more about the real world, and conducting replicable research helps the field do that. Right now the incentive is not to “find truth” but to “produce research” (the quality of which is not easily assessed), so people cut corners because they want to keep their jobs. I am hopeful the incentive system will change. I’ve already seen proposals to include open science practices in tenure reviews, and I am hoping to see a big push for graduate students conducting replications as part of their training. These things, I think, will help us conduct more replicable research.

QUANTITATIVE METHODS SEEM TO BE CONSTANTLY EVOLVING. WHAT ARE SOME NOTABLE CHANGES IN PRACTICES AND STANDARDS FROM THE PAST FEW YEARS?
I suppose to me one of the most exciting changes in the increased emphasis on Bayesian statistics. Typically, when you take an undergraduate statistics class, you learn what’s called “frequentist statistics,” which relies on null hypothesis testing.
and creating confidence intervals. The students have a really hard time understanding the interpretation of a p value because it’s this really weird theoretical “what if” statement. Bayesian statistics is very straightforward from a theoretical perspective. The idea is that you make some guess ahead of time about how probable different events might be, and then you use that information in combination with your data, to make a statement about how probable the events are now (your “prior” + your data). Much more straightforward.

The major advance that’s happened recently is in computing. Bayesian statistics were just not possible for complex situations until computers got really good and fast, so it’s become this new exciting tool (even though the ideas have been around for a long time). I’m really looking forward to a generation of students who are taught both methods and to see how they incorporate each approach in different situations. I think about these things like tools, rather than philosophies, so I think it will just expand what’s possible for data analysis.

WHAT ARE SOME SHORTCOMINGS IN CURRENT QUANTITATIVE METHODS? AND HOW ARE YOU AND OTHER RESEARCHERS WORKING TO CORRECT OR ADVANCE THESE METHODS?

I think the major shortcoming in quantitative methods is the education gap. There’s a lot of research and expansion in methods, but there’s not enough being done to help people learn and apply these methods in an informed and responsible way. One of the things that I do is spend a lot of time teaching. I teach at conferences and I teach independent statistics workshops, and I really try to improve applied researchers’ knowledge about the analyses that I research. Mediation analysis is something that’s misused a lot, so I really try to teach a conscientious mindset when using the analysis.

My advisor, Andrew Hayes, and others really share this mentality of teaching focus, so we see quantitative psychologists publishing more tutorials and publishing in substantive journals. Psychological Methods has recently implemented a tutorial section that I think has been really helpful. There is a new journal, Advances in Methods and Practice in Psychological Science, that I believe is going to be a great resource for people trying to learn new skills.

IN WHAT WAYS HAS THE STUDY OF QUANTITATIVE PSYCHOLOGY INFLUENCED YOU AND YOUR PERSONAL RESEARCH?

In general, I think it’s given me a lot of versatility. A big part of my job is consulting, so someone comes to me with a statistics problem, and I have to learn a little bit about what they’re trying to do substantively in order to communicate with them about what to do statistically.

I’ve worked with all types of researchers (maybe the most “out there” was a team of entomologists). It means I have to think creatively and be willing to meet people where they are. I like being able to dabble in things, and I think this experience has really helped me be open to exploring new things. I think previously I might have said “well that’s not my area” but now I don’t really mind that; if I’m curious about something, I’ll explore it.

References


Amanda Montoya, PhD, is an assistant professor of psychology (Quantitative Area) at the University of California, Los Angeles. She grew up in Seattle, WA, and will always be a lover of outdoor activities and quality coffee. Amanda started her academic pursuits at North Seattle Community College and completed her bachelor’s in psychology at the University of Washington in 2013. Drs. Sagna Cheryan and Allison Master served as her mentors for her undergraduate thesis on using group work to encourage women’s interest in computer science. During college, she worked as a stage manager for small theater and dance productions. Amanda completed her masters in statistics and masters in psychology at Ohio State in 2016, and her PhD in psychology in 2018 studying under Dr. Andrew Hayes. Her research focuses on developing statistical methods for questions which address ‘how” and “when” certain effects occur, particularly with data collected repeatedly from the same individuals. She also has a strong focus in meta-science: studying how science is done, with an eye toward replication, meta-analysis, and open science practices.

WHAT OFTEN IGNORED RESEARCH FINDING BUGS YOU THE MOST?

I think a lot of my research pet peeves come from dieting or nutrition research. People have a really hard time with the idea that eating cholesterol doesn’t necessarily raise your cholesterol (and other similar findings). Having recently moved to Los Angeles where everyone seems to be peddling raw/organic/natural foods without much care for what that does or means for your body is a huge frustration to me. But, maybe I just like rationalizing eating ice cream? Who knows.

FAVORITE USE (OR MISUSE) OF QUANTITATIVE RESEARCH IN A FILM, NOVEL, OR TELEVISION SHOW?

I guess I’ll pick on the show Numbers, even though I used to watch it religiously. The thing about being a statistician is that we focus on variability and error. In that show, every calculation is done with absolutely no margin of error. He’s always like “Given the guy on the bike was riding this direction at this speed, and the car hit him at this angle at this speed, his missing tooth should have landed right HERE.” Ridiculous.

PAST PSI CHI MEMORIES OR EXPERIENCES?

I went to a Psi Chi event at the University of Washington when I was in undergrad called “Pizza With the Professor.” They would invite different professors to come and talk about their careers and how they got there. I remember going when Dr. Tony Greenwald was speaking. He told this story about how he went to graduate school because he was worried about getting drafted and he wasn’t even particularly interested in psychology at the time. It was maybe the first time I realized professors are just people, and a lot of life is chance.

FAVORITE QUANTITATIVE METHOD? AND WHY?

I was recently in a meeting and we were all talking about how much we love $\chi^2$ (chi-square) tests. They were the one test in intro stat that you actually felt okay calculating by hand. I’m also particularly attached to $\chi^2$ tables, because you can calculate almost any other statistical table from a $\chi^2$ table, which I think is just so cool.
But Do You Want to Talk About It?

With Jennifer Richeson, PhD

Jennifer Richeson, PhD, Yale University
Joseph Dyson, University of Tennessee at Chattanooga

Race is complicated and sometimes uncomfortable to discuss. It’s often a topic that is avoided at all costs. One strategy that people adopt in order to avoid discussing this subject is to claim that they are “colorblind” and that they “don’t see race.”

However, Dr. Jennifer Richeson embraces the idea of discussing race. A professor of psychology at Yale University, Dr. Richeson has dedicated her career to studying intergroup relations and how racial dynamics affect the larger society. Her work on the subject has been featured in academic journals and mainstream media publications alike.

Dr. Richeson is Psi Chi’s Distinguished Lecturer for the upcoming 2019 EPA Convention. To further educate Psi Chi members, she kindly took some time out of her busy schedule to answer our questions about race, the supposedly impending “minority-majority,” and more.

Why do people often get antsy when race is discussed, especially those who ascribe to a more color-blind philosophy?

Mostly because they have been told, quite erroneously, that noticing race or mentioning racial categories is itself racist. This is simply not true. And further, pretending not to notice is not only nearly impossible—your brain has already noticed—but it is often the fastest route to engaging in thoughts that facilitate stereotyping, discrimination, and thus racial disparities. Indeed, if you don’t acknowledge race, you can’t assess the presence (or absence) of racial discrimination or disparities based on race. Well, if you don’t assess or acknowledge such disparities, you certainly can’t do anything about them.

Can you explain how you came to support multiculturalism over colorblindness?

The research suggests that colorblindness is unrealistic, in terms of actually not noticing racial categories. This mindset is counter-productive in terms of facilitating unbiased decisions, reducing the expression of prejudice, and promoting positive interracial interactions. Multiculturalism is not without fault either, according to research—it can increase stereotyping for instance. In other words, not noticing and acknowledging race is quite harmful, but of course so too is putting too much focus on race/ethnicity, especially when there is no need to do so and/or the intention is to discriminate! In other words, there are no easy ways forward, but the one that people think is a panacea—colorblindness—is simply not effective at reducing discrimination, at best, and can be detrimental as mentioned previously (e.g., keeping people blind to discrimination and disparities).

One of your main points is that “Diversity can be challenging.” How so, and can diversity be more or less difficult for people depending on the circumstances?

Diversity necessarily means that people with different backgrounds, experiences, and perspectives are brought together. For some, this may be the first time that you realize that other people even have different experiences, customs, and practices and that they may not view the world in the same way as you. This can be threatening, as long-held and perhaps cherished beliefs about how the world works could now be up for (re)investigation. Even if a new experience with a diverse group is not threatening per se, it could be uncomfortable, as people may need to rethink what the norms should be. Typically, however, the discomfort dissipates the longer you are in the context, assuming people don’t bolt due to the discomfort.

In a past interview, you mentioned that you became interested in racial dynamics while you were in school. Was there a moment in your life or school that made you want to do what you do now?

This is too long of an answer for one question, but it is a good way to reinforce what I was saying in response to the previous question. When you find yourself in a racially, ethnically, or really any kind of diverse context, it is likely that you will think about your own identities in new
and/or different ways. This was the case for me, as I first went to an almost all-White school and then to a predominantly Black school, and began to notice the relationship between race and academic expectations for the first time. In addition, I was very involved in ballet at the time, which gave me another look into how race may shape interests and opportunities to participate if not excel in different domains of life. Much like how going to a difficult country often opens one’s eyes to how others perceive one’s nation/nationality and may even lead people to think about their national identity for the first time, having experiences in diverse spaces can help bring a level of awareness about the role of race/ethnicity in one’s own life and in society at large.

**How did growing up in a predominantly White community affect your career choice?**

Honestly, I don’t think that it did, or at least not directly. Probably the most influential factor in my decision to become a university professor was going to a predominantly White college and having almost no Black professors. Then, I encountered a Black female professor, who also happened to be a psychologist, and she opened my eyes to the possibility of this career for people like me. Indeed, much of why I am still working on a university campus is to stand for what is possible for other students—students from all races, and of all backgrounds.

**Who were some of your mentors, and how did they help you in your career?**

The list is far too long to relay here, but I have been very lucky to have had extraordinary mentors throughout my career, and I continue to benefit from such mentoring.

**It has been predicted that non-Whites will outnumber Whites by 2050, thus creating a “majority-minority.” How do you see America reacting to this? What can we do to ensure a positive transition?**

I actually don’t think it is likely to occur then, if at all. This date is a projection, and any number of factors are involved in generating it, including a decision to count anyone who says that they are White + something else (i.e., multiracial individuals) as non-White. This is a choice. Similarly, this projection depends on assumptions about immigration and births/deaths as a function of race. In other words, the projection itself is based on fairly shaky ground, and the “majority-minority” is basically a bankrupt idea that causes more harm than anyone expected. What can we do? We can decide not worry about it. To recognize that a United States in which White Americans are less than 50% of the population—yet still the most numerous racial group—is nothing to fear. That, America has an opportunity to become the racially/ethnically, religiously diverse democratic nation that it promises to be. We have an opportunity to live up to our ideals.

**You noted that being around diverse kinds of people can lessen fears of the minority-majority. And yet, you have also found that throwing people into a situation where they have to interact with a diverse set of people isn’t always going to create racially unanxious people either. Are there ways to ensure that diversity encounters produce positive results?**

Nope! Well, no way to ensure that encounters with people from different backgrounds will lead to more positive outcomes (e.g., more positive racial attitudes). But, engaging with individuals from different backgrounds long enough and substantively enough to overcome the anxiety and discomfort and recognize our common humanity is one way to engender more positive intergroup relations.

As someone who researches intergroup relations and race for your career, what are some misconceptions that you often hear about your work and your field?

I think that people don’t really understand that race is socially constructed not biological. That belief is still very pervasive. It is also fairly unknown that these types of issues can be studied experimentally and scientifically.

**If students are interested in this area of research, what classes should they take or extracurricular activities can they participate in?**

These topics are studied quite extensively in social and personality psychology, but also in sociology, and even somewhat in political science and economics. And, of course, all of the work is related to history and African American studies/ethnic studies. In other words, there are many routes to learn more about race and racism!

**Where do you expect your field of research to go next? What big questions would you like to see tackled?**

Luckily, the best part of my job is that I don’t know! I get to follow the questions that inspire me. Certainly, some of my work will be focused on how to foster diverse environments without the types of backlash we often see. This will aid in the emergence and maintenance of a diverse and democratic United States in which all Americans feel a sense of trust, investment, and belonging.

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Jennifer Richeson, PhD, is the Philip R. Allen Professor of Psychology at Yale University. She earned her ScB from Brown University in 1994 and PhD from Harvard University in 2000. Richeson studies the social psychology of cultural diversity. Much of her recent work examines consequences of the rising racial/ethnic diversity of the nation. She also investigates how people reason about and respond to different forms of societal inequality and the implications of such processes for detecting, confronting, and coping with injustice. Professor Richeson is a fellow of the National Academy of Sciences, and her research has been recognized with numerous awards including the MacArthur Foundation “Genius” Fellowship and APA Distinguished Scientific Award for Early Career Contributions. Through her teaching and research, she hopes to contribute to a better understanding of intergroup relations including how best to foster culturally diverse environments that are both cohesive and just.
Have you walked into a store and experienced a bit of sensory overload? Colors fill your field of vision. Theatrical lighting makes those apples look so much better in store than they will look in your kitchen. There’s a pleasant aroma in the air that starts your saliva glands working. And there’s a faint melody coming from the speaker system of an old favorite tune. None of this is done on accident. Paco Underhill would tell you that every aspect of that store has been planned to make you want to buy.

Over the course of 35 years, Underhill has risen from a graduate student in Urban Geography to the CEO of a global retail consulting company, Envirosell. His career choice was decided in the summer of 1974 in a lecture hall at Columbia University in New York, where the eminent American urbanist William H. White gave a lecture about public spaces, and how to measure their effectiveness. As Paco remembers, “I walked out of that lecture knowing what I wanted to do for the rest of my life. White basically turned the engine on and it’s been up and running from that moment forward.”

Underhill has made a name for himself by carefully observing the habits of shoppers and the trends of the shopping world. Some factors have stayed constant, but others have changed dramatically since he started his research in the mid-1980s.

One consistent truth throughout the decades is the importance of customers actually interacting with the product that they’re considering buying. This is something that many researchers ignore when they take the myopic view of shopping, which Underhill says is “the very poignant issue of people walking in the door, walking in the aisle, standing in front of a product, picking it up and putting it back on the shelf, and not buying it.” Too much retail research is focused on success and not failures.

Underhill started in the field of shopping with a fascination for two different things, “First of all is how do I watch what happens.” The second is knowing what you can do with that information to make a difference. Over the past 35 years, Paco and his team have used more than one thousand different measures to decipher shopping behaviors. Envirosell, his firm, is a testing agency for prototype stores and bank branches with assignments in 46 different countries around the world.

“Everything in a store, fast food restaurant, bank, or airport is done for a specific reason. The idea of what do I put next to what, what is on what shelf, where are the signs, what information is on the signs, to what degree am I making lighting choices? Somebody has thought through all of those details with the intention of presenting something in the best possible light,” he explains. “It is an endlessly fascinating meeting of art and science.”

The Changing World of Online Shopping

Shopping trends continue to evolve since Paco got his start in the 1980s. The Internet and visual media are altering how people view the world, “Our visual language is now evolving faster than our spoken and written word, thanks to movies and the Internet. How we fundamentally see things and process visual information has changed drastically over the last 25 years.”

This quickly evolving visual language has even changed Maslow’s famous “hierarchy of needs,” according to Underhill. “Connectivity” has joined Maslow’s hierarchy of needs. If I took away your phone, you’d be devastated. And just like
warmth, nourishment, and sex, connectivity is highly important, and we can see it all around us.” Underhill doesn’t have to go far to see an example of this dependence on connectivity. He sees it every day: “When I look out my second-floor office window in New York City, it seems that half of the people walking down the street are staring into their phones.”

However, Paco is hesitant to anoint full-time online shopping as the future of retail. As he explains, only 10% to 15% of all sales currently happen online. Although online shopping will be an integral part of the future, Underhill points out some of the limitations of online shopping, saying that “a limited number of American families can accept an online purchase at their home or at their office during the working day.”

This can be a problem in big cities like Underhill’s stomping grounds of New York City, “If you live in NYC and you don’t live in a doorman building, then there is no way for someone to put a box at your front door that will be there when you get home. The same is true with a lot of suburban settings.” Paco notes that “we have to recognize 40% of people moving through a shopping mall have done some preshopping online.” The role of the internet and our phones in how we consume information is continuing to evolve.

Therefore, Paco believes that, rather than online shopping being the “end-all be-all” of shopping, it can be the first part of a process. He says, “we are accessing information online, and that information could be about a product, or it could be about pricing. And we are using that to be able to quantify our decisions. If you look at the online merchant, how many online merchants are now opening brick and mortar stores? Part of what they’re letting you do is see, touch, hear and smell, and it is the fulfillment that happens online.”

Another issue that Paco grapples with is the changing roles of women in the modern world. This requires a huge shift in the retail world because “we live in a world that is historically designed by men, managed by men, owned by men, and yet our most important customer is female.

Join Us to Explore the Endless Applications of Psychological Science in the Real World!

The theme for SWPA 2019 in Albuquerque, New Mexico this April is Psychology: From the Lab to the Labyrinth—Bridging the Gap Between the Highly Controlled Conditions of the Laboratory and the Uncontrolled Conditions in the Real World. What a challenge! When I first heard this theme, I immediately thought of psychological scientists and practitioners struggling to connect the science of the laboratory to the art of practice while maintaining the integrity of the science. This small group of committed translational scientists have developed fantastic psychological technologies.

However, as I continued to ponder this theme, I could not get past the fact that the work of the translational scientists is not the typical route for psychological principles to move from the control of the lab to the busy streets of the real world. Rather, professionals in marketing, business, economics, entertainment, healthcare, law, politics, and technology are exposed to psychological concepts, apply these concepts to their work domain, and then these applications penetrate and permeate throughout their fields. Psychological science is now integrated into almost all aspects of the human experience by this transmission through working professionals.

In seeking a Distinguished Lecturer for the Southwestern Region’s Psi Chi programming at SWPA 2019, I wanted a professional whose work demonstrated the indirect transmission of psychological research from laboratory to labyrinth and whose work provides ideas that can impact the way we conduct psychological science in the real world. Because so much of our science enters the real world through the translation of these professionals, I wanted to represent their work at our conference.

I immediately thought of Mr. Paco Underhill, CEO of Envirosell, Inc., and author of Why We Buy and Call of the Mall. For me, Paco Underhill’s career exemplifies the 2019 SWPA theme. Mr. Underhill built his company on the application of research methods, direct observation strategies, and psychological principles. His analysis of consumer behavior in the real world including grocery stores, malls, and online shopping is systematic, data driven, and built on a desire to understand the myriad of factors that influence consumer behavior. Mr. Underhill’s work demonstrates the power—and the challenges—of taking psychology from the laboratory into the real world. I hope you will join us at the convention this year to discuss this fascinating and important subject!

Sincerely,
Shawn R. Charlton, PhD
University of Central Arkansas
The idea of what makes something female friendly is a critical issue to the design strategies of the 21st century.” He points out that “we are all living a multitasking life, particularly women, who are often mothers, wives, and workers. How do we understand it, and what is the effect that time has on people’s behavior?”

According to Underhill, as technology becomes a more integral part of Maslow’s hierarchy of needs, retailers will have to adjust to the differences in psychology when it comes to how men and women view the same piece of technology. Underhill says “one of the things that we work on for many of our merchant and technology clients is how to sell technology to women. That’s because women tend to be less interested in how something works, as to what the impact of it is. So it’s less about what it is as a technology and more about what it is as a tool.”

The Globalization of Shopping
Another issue in modern retail is the war between being appealing on a global level, while also still staying relevant on a local level. Underhill says that this is because “the way that someone shops in Stanford, Connecticut, and the way that someone shops in Albuquerque, New Mexico have some differences.” Those differences lead to the following question, “What do we understand as national or universal, and what do we understand as local, and what are we going to do with that information?”

He frames it like this, “if you had the choice between drinking a beer that was made in your own hometown, and drinking a Miller High Life, which one would you take? You would pick the local beer and support your local economy, wouldn’t you? I think that’s one of the things that has many of the global giants quaking in their boots. It is ‘How do I get global but also stay local?’”

Paco lectures frequently at universities around the world, from Yale to the Tokyo University and places in between. The topics of these lectures vary as he tends to “move from talking about shopping malls, to talking about shopping, to talking about retail. Somebody gives me an assignment, and I work on it. I believe in edutainment, that if I can make people laugh, then I can make people think.” As for advice for aspiring young people who wish to follow in his footsteps, or just want to make a name for themselves, he has the following advice: “Every profession has a front door, a side door, and often a back door. You often need to go to a big city and put yourself in the way of chance. Only by getting in the way of chance will you find something that takes your passion and skills, and take you somewhere that you’d never imagined you would go.”

Paco Underhill is the son of an American diplomat and grew up across the world. As someone with a stutter he relied on his eyes to look, process, and understand the changing world he lived in. He was sent home to an American boarding school, Milton Academy, to finish high school. His undergraduate degree is from Vassar College, but he also attended Columbia University and Ewha University in Seoul, Korea. Why We Buy—his first book is out in 28 languages and is used in both design schools and MBA programs across the world. As the CEO of Envirosell Inc., he spends at least 120 nights a year on the road.
Undergraduate, graduate, and faculty submissions are welcome year round. Only the first author is required to be a Psi Chi member. All submissions are free. Reasons to submit include

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View Submission Guidelines and submit your research at www.psichi.org/?page=JN_Submissions
A career in business is the most often reported occupational field for psychology majors whose highest degree is the bachelor's. If this career path is one you would like to pursue, then this series will provide you with the information, strategies, motivation, and confidence you will need to pursue and accomplish this goal in a successful manner.

In the previous installment, I identified the challenges that you may face as you begin the process of convincing yourself and others that your plan to use your psychology major to prepare yourself for a career in business is both feasible and wise. I also introduced you to the concept of "hope," which positive psychologist C. R. Snyder (1994) has described as a "dynamic cognitive motivational system" that can provide you with the ability to (a) create a clear and realistic goal, (b) create an effective and flexible plan to attain this goal, and (c) display the energy and determination necessary to both begin and to carry out this plan to its completion. In the present article, I'm going to address the first three of six challenges that you will encounter if you are interested in using your psychology degree to prepare yourself for a business career: Actual, Specific, and Potential Employability.

1 Actual Employability

The first portion of the challenge you face when you attempt to convince yourself and other important people in your life that your psychology major can prepare you for a career in business is what I call Actual Employability. The actual in Actual Employability is at the heart of a very important and very reasonable question, which is: “Are any psychology majors actually employed in business careers?” The answer to this question is yes. But a simple yes is not going to convince many people, especially a psychology major like yourself who has been trained to doubt the validity of answers that have no empirical data to support them. Luckily for you, there is strong empirical evidence that a major in psychology can and does prepare students for a wide range of occupational options regardless of whether or not they are one of the 46% of psychology majors who either immediately or eventually continue their education in graduate or professional school (Carnevale, Cheah, & Hanson, 2015).

A recent report from the American Psychological Association's Center for Workforce Studies (2015) based on U.S. Census Bureau data representing an estimated 1,793,725 individuals with at least a bachelor's degree in psychology confirmed the occupational versatility of a major
in psychology by listing the following occupational areas in which these individuals report they were employed: business, management, sales, office support, social services, education, health care, social science, and computer science. Smaller numbers of psychology majors reported they were employed as engineers, mathematicians, statisticians, life scientists, physical scientists, and architects, or worked in other occupations fields such as law, construction, production, agriculture, or arts and entertainment. The results of further research by APA’s Center for Workforce Studies (2016), based on data from the National Science Foundation, revealed that 66% of the 1.3 million individuals whose highest degree in psychology is a bachelor’s report that their primary job was in one of the following five fields: sales, professional services, employee relations, accounting/finance/contracts, and management/supervision. All of these qualify as business careers because they all involve the activities that meet the definition of business (i.e., “making, buying, or selling goods or providing services in exchange for money”) from the Merriam-Webster Dictionary.

In conclusion, your answer to the question “Are any psychology majors actually employed in business careers?” can be a very confident “Yes.” And, if you are asked to provide data to support your answer, you can reply that two thirds of all psychology majors whose highest degree is a bachelor’s report that they are engaged in business activities. Now that we have determined that a substantial number of psychology majors are—in fact—employed in business careers, it is time to turn our attention to the specific areas of business you can prepare to enter with a bachelor’s degree in psychology.

Specific Employability

Once you have used the data I provided in the previous section to convince yourself and others that many psychology majors are actually employed in careers that involve business activities, your next challenge will be to create a precise answer to the question, “What specific business careers can I enter with a bachelor’s degree in psychology?” The word specific in this question requires you to provide specific job titles (e.g., Assistant Bank Manager, Media Buyer, and Pharmaceutical Sales Representative), not just an overarching occupational category (e.g., business) or a broad area of business (e.g., sales, management, or finance) when you are questioned about the specific career in which you want to find yourself employed on the first Monday after you graduate.

Saying you want to be in business or sales or management is not an acceptable answer to this question. I created a resource for my students titled An Online Career-Exploration Resource for Psychology Majors so they could provide a convincing and honest answer to this question (Appleby, 2018). This resource consists of more than 2,400 hotlinks you can use to explore 300 careers organized into 15 broad occupational categories that psychology majors can prepare to enter. Persons employed in 56 of these careers are psychologists who must hold the appropriate graduate degree. The remaining 244 psychology-related careers (i.e., those that require the demonstration of psychological knowledge and skills, but which do not carry the title of psychologist) are divided almost equally into two categories: those that can be entered with a bachelor’s degree and those that require a graduate degree. When you access this resource at https://psichi.com/PsychCareers, you will discover that it contains the following 25 titles of specific jobs for which you can prepare to enter with a bachelor’s degree in psychology that I have categorized into four broad areas of business.
Although there are undoubtedly more than just these 25 business-related jobs open to psychology majors—and some of these jobs may have different titles in different organizations—this list provides a good starting point for you to begin exploring specific business careers by clicking on the hotlinks that follow each career, which will take you to a variety of reputable online sources that can provide you with answers to the following important questions about these jobs:

- What tasks are workers in this career expected to perform?
- What knowledge, skills, and characteristics (KSCs) are important for success in this career?
- What types of job training or education is required to enter this career?
- How much money do people employed in this career earn?
- How many people are employed in this career?
- What is the projected need for this career in the future?
- What other occupations are related to this career?

This online resource can provide you with the information you will need to create and give a very specific answer to the question, “What specific business careers can I enter with a psychology degree?” It can also provide you with a great deal of information about each of these careers that will help you to decide which of them would be a good fit for you in terms of your own unique set of knowledge, skills, characteristics, interests, goals, values, and lifestyle preferences. I recommend that the first information you obtain about a career in which you might be interested is the set of tasks you would be expected to perform if you were employed in this career. A sure sign of a career that would not be a good fit for you is the discovery that the tasks you would be required to carry out on a day-to-day basis are those which you could not perform in a competent manner and/or that you would not enjoy doing. (BTW: I have been working on this resource for almost 30 years and, although I am now retired, I am still updating it on a regular basis when I discover new careers for you to explore. If you discover other careers that you think my resource should contain—or more hotlinks to careers that it already contains—please contact me at dappleby@iupui.edu.)

### Potential Employability

After you use the online resource I described in the previous section to identify, explore, and narrow the set of specific business-related careers that are attractive to you, your next step will be to create a convincing and well-supported answer to the question, “How can a major in psychology increase my potential to enter and succeed in a business career?” Many factors will determine your ability to obtain and thrive in the career to which you aspire. Perhaps the most important of these is whether or not you possess—and are willing and able to demonstrate—the KSCs that people employed in this career report they need to perform their duties in a competent manner.

You can increase your “potential” to attain your chosen career by performing a careful analysis of that career to determine its unique constellation of important KSCs by utilizing the Occupational Information Network (also known as O*NET), which is a truly remarkable online career-exploration resource maintained by the Employment and Training Administration division of the United States Department of Labor. O*NET (http://www.onetonline.org) is a hotlink listed under many of the careers in my online resource described in the previous section. The component of O*NET that is most important for your ability to understand the KSCs you will need to succeed in a particular job is the data gathered from surveys of professional job analysts and thousands of people who are actually employed in that particular occupation who have been asked to provide the KSCs that are important for success in their jobs (BTW: O*NET uses the term “work styles” to refer to characteristics).

To help you begin this process, I used O*NET to perform an analysis of 24 of the 25 business careers contained in my previous section (Pharmaceutical Sales Representative is not listed in O*NET). I captured the types of KSCs that both professional job analysts and those actually employed in these careers report are important, and then combined all these KSCs into one master list. I then
performed a simple analysis of this list by pairing each KSC with the number of times it appeared in the list, and finally arranged the KSCs in descending order of how often each one appeared. What I discovered was very enlightening, and it brought my attention to the fact that not all KSCs will be equally important to your ability to attain and thrive in the specific business career to which you aspire.

Professional job analysts and people employed in all four categories of these business careers (i.e., advertising, management, finance, and sales) reported a total of 43 KSCs that are important for success in these jobs, but the following six (two types of knowledge, two skills, and two characteristics) were reported most frequently. Each of these most frequently reported KSCs is followed by the percentage of the 24 careers whose employees listed them as important. (A detailed O*NET definition for each of these KSCs—and also those KSCs that appear in the next section—will be given in the next article of this series where I present specific strategies you can use to attain each KSC.)

Knowledge
- Customer and Personal Service (100%)
- The English Language (96%)

Skills
- Active Listening (96%)
- Speaking (88%)

Characteristics
- Dependability (92%)
- Integrity (88%)

This information is extremely important if you are planning to prepare for a career in business because these KSCs are reported as important by 88–100% of professional job analysts and those who are employed in all four of the major categories of business careers listed in the preceding chapter. Simply put, the possession of these KSCs will help you succeed in business and their absence will cause you to fail. You must use your undergraduate education to develop and strengthen these KSCs, and you must also be able to demonstrate them or provide compelling evidence that you possess them during the hiring process. I therefore place these six KSCs into a category titled “The Attributes of Primary Importance for Psychology Majors Who Are Preparing to Enter a Career in Business.”

There are several other KSCs that, while not reported as frequently as the six KSCs listed above, are still very valuable in business careers because they were reported as important for success by employees in 33–71% of the 24 listed occupations. I place these nine KSCs into a category titled “The Attributes of Secondary Importance for Psychology Majors Who Are Preparing to Enter a Career in Business.” These KSCs include the following.

Knowledge
- Administration and Management (71%)
- Sales and Marketing (46%)

Skills
- Critical Thinking (54%)
- Reading Comprehension (54%)

Characteristics
- Attention to Detail (67%)
- Cooperation (50%)
- Initiative (42%)
- Persistence (33%)
- Achievement and Effort (33%)

Although the two above sets of KSCs are important for anyone who aspires to a career in business, it is also important to understand that careers in different types of business have their own unique patterns of necessary KSCs that differentiate them from one another. I identified several sets of KSCs that, while not reported as important by those employed in all 24 occupations, would most certainly be essential for success in one of the following four specific sub-types of business-related careers because each of them requires a different set of specialized tasks and responsibilities (e.g., a Department Manager will need more knowledge about Personnel and Human Resources than an Advertising Sales Representative, and an Advertising Sales Representative will need more knowledge of Communications and Media than a Department Manager).

An VERY Important Heads-Up

Please be aware that simply graduating with a bachelor’s degree in psychology by only meeting its minimum requirements will seldom qualify you to obtain one of these jobs. These are potential jobs that you can attain only if you achieve good grades, actively participate in your education, and engage in the types of activities (e.g., an internship or leadership position in a student organization) that will enable you to develop the specific KSCs that these jobs require.

Also, be aware that some of these jobs—especially those in the Management category—may not be available to you unless you have had appropriate managerial experience in the past. (In the next article of this series, I’ll provide a sample cover letter and résumé of a psychology major who has had this type of managerial experience and how she markets it to a potential employer.)
Management

- Social Perceptiveness (29%) — Being aware of others’ reactions, and understanding why they react as they do.
- Judgment and Decision Making (21%) — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Law and Government (21%) — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- Personnel and Human Resources (17%) — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- Leadership (17%) — Willingness to lead, take charge, and offer opinions and direction.
- Education and Training (16%) — Knowledge of the principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Negotiation (13%) — Bringing others together and trying to reconcile differences.

Sales

- Social Perceptiveness (29%) — Being aware of others’ reactions and understanding why they react as they do.
- Persuasion (21%) — Persuading others to change their minds or behavior.
- Service Orientation (21%) — Actively looking for ways to help people.
- Independence (17%) — Developing one’s own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
- Negotiation (13%) — Bringing others together and trying to reconcile differences.

Finance

- Mathematics (29%) — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
- Economics and Accounting (17%) — Knowledge of economic and accounting principles and practices, financial markets, banking, and the analysis and reporting of financial data.
- Computers and Electronics (21%) — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Advertising

- Persuasion (21%) — Persuading others to change their minds or behavior.
- Computers and Electronics (21%) — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- Communications and Media (17%) — Knowledge of media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain via written, oral, and visual media.
- Negotiation (13%) — Bringing others together and trying to reconcile differences.

In conclusion, it is important to realize that your potential to be hired into the business career to which you aspire will depend upon whether or not you possess the KSCs that people employed in this occupation report are important for the successful completion of the tasks their jobs require them to perform. The research on these KSCs I have performed with O*NET has yielded two sets of KSCs that are necessary for success in virtually all areas of business. I have also suggested that each specific business career will have a unique set of required KSCs that differentiates it from other business careers. Part III of this series will be to introduce you to the concept of Strategic Employability, which will offer you strategies to develop and strengthen these KSCs.

References


A VERY Important Heads-Up

In addition to the business-related KSCs I have listed in this article, it would also be wise for you to familiarize yourself with the complete list of attributes sought by employers in all occupational fields—not just business—in new college hires. This information is compiled by the National Association of Colleges and Employers (NACE), and you can access it at https://psichi.com/NACE.
You Don’t Act Asian:
Discussing the Impact of and Adequate Responses to Microaggressions

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As opposed to old-fashioned discrimination, modern racism often manifests itself in subtle, yet similarly harmful ways. Microaggressions embody this more ambiguous discrimination and refer to the insults that are unintentionally or intentionally directed toward individuals of a marginalized group (Sue, 2010). Such indiscretions are particularly evident in academic settings and can, subsequently, foster feelings of discomfort and lack of belonging in individuals of diverse backgrounds across race, self-identified gender, sexual orientation, and ability.

Although a statistical lens highlights the raw prevalence of these indiscretions, grasping this deeply intimate and relational issue through a more personal, emotionally resonant account yields unique insights regarding the affective troubles caused by and potential for administrative amelioration of microaggressions. In this sense, by reflecting upon my own perceptions of microaggressions experienced in a close friend, I will argue that developing a universal policy for tackling microaggressions is misguided in that microaggressions exist on a spectrum of severity that warrant different responses depending on a person’s feelings.

A universally applicable policy would mirror the broad zero-tolerance approach many universities adopt regarding violence and drug enforcement by automatically and punitively responding to potential perpetrators of microaggressions with a prescribed, standardized punishment applicable to all. These approaches lack necessary empirical foundation outlining their effectiveness in countering violence and drug abuse and should, therefore, be avoided when considering organizational solutions to the present issue (American Psychological Association Zero Tolerance Task Force, 2008). The drawbacks to such a policy will be further outlined in another section of this article. Conversely, in addition to encouraging students to directly confront discrimination, universities could organize administrative bodies tasked with providing support for students of diverse backgrounds who endure the emotional and psychological toll this form of modern racism or sexism can have on an individual.

Witnessing the Varied Effects of Different Microaggressions

Although I have not directly experienced microaggressions, James, a close friend of mine, has faced a range of disparaging questions and remarks pertaining to his Korean heritage. A seemingly menial, yet particularly poignant use of a microaggression was evident when a classmate at high school once asked James to translate a passage of Hamlet into Korean,assuming that James spoke fluent Korean. Similarly, James is frequently faced with comments such as “you don’t act Asian” whenever his behavior aligns with that of a stereotypical White male such as playing lacrosse.

James typically laughs off such comments, delivered out of curiosity rather than malice. However, I notice that some remarks annoy him and are insulting, which coordinates with the notion outlined by Nadal et al. (2011) that microaggressions can invalidate others and cause distress. For example, James often shifts the conversation to avoid lingering on these remarks because they made him feel uncomfortable. Other times, James has told me that he is truly not offended and understands the context in which certain comments are delivered, whether they are intended as a joke or if they are spoken out of curiosity. In this sense, James endured some microaggressions that were difficult to withstand and other microaggressions that he did not find offensive, indicating that there exists a continuum of severity for microaggressions that require different feedback.

The Drawbacks of a Universal Policy to Counter Microaggressions

Coordinating with James’ varying reactions to different types of microaggressions, I believe it is unnecessary to develop a universally applicable maxim of how to respond to microaggressions. Instead, students should base their reactions on calculated judgments of the situation and, more importantly, how they feel in the moment. Because microaggressions elicit a wide range of emotional reactions, as evidenced by Nadal et al. (2011), establishing a rigid policy that all microaggressions should be confronted or that all microaggressions should be ignored would prove problematic. Being directed to call attention to every questionable remark could encourage individuals to engage in mental filtering by continually focusing on the negativity of others’ comments (Lukianoff & Haidt, 2015). However, the inverse policy of choosing to wholly ignore microaggressions is similarly flawed in that some
Distinct organizations of faculty and may not be equipped with the confidence upbringing to a university environment and the transition from an insulated to the realities of life post-graduation, microaggressions. Many students, with microaggressions, universities individualized method of dealing microaggressions. If they feel offended or belittled. For example, if James was not offended by the request to translate Hamlet, the incident may not necessitate any form of confrontation. However, if James felt invalidated by the suggestion that he does not act Asian, then I believe he should confront the perpetrator.

In other terms, due to the aforementioned wide scope of various microaggressions that can disparately impact different individuals, James’ cognitive evaluation of the situation and, subsequent, emotional reaction of feeling offended or not should determine his reaction. Because perceptions of potential microaggressions can vary greatly, any resultant feelings of uncertainty, discomfort, embarrassment or other negative emotions are the only reliable judge of whether a comment or behavior constitutes as a microaggression and, therefore, if it warrants confrontation. Therefore, such a flexible approach allows individuals to use their emotional reactions to dictate their response, rather than relying on a flawed conception that all microaggressions are the same.

The Benefits of Microaggression Support Organizations

Despite the benefits of adopting this individualized method of dealing with microaggressions, universities should consider having organizations to aid students who experience microaggressions. Many students, including myself, are relatively naive to the realities of life post-graduation, and the transition from an insulated upbringing to a university environment can be quite jarring. Therefore, students may not be equipped with the confidence and interpersonal skills necessary to identify and combat microaggressions. Distinct organizations of faculty and students specifically educated about microaggressions could exist where students can reach out to trained individuals in order to discuss these injustices and formally report them if necessary.

Relating back to James, I believe if our high school had such an organization, he could have had an outlet to discuss his feelings in response to the microaggressions he endured. However, universities must be wary of blindly encouraging students to report all microaggressions to an administrative body. This could perpetuate a culture of infantilization and over-sensitivity, a notion Lukianoff and Haidt (2015) warn against, because this policy may encourage students to always refer to others in handling a questionable situation and, as noted previously, identify the negativity in every remark. Constantly delegating to others to ameliorate issues inadequately prepares students for tackling events outside of the insulated academic bubble. Therefore, universities should consider installing organizations to offer support, even though it is imperative not to foster a total reliance on these organizations, but instead train students to personally manage microaggressions in an administrative body. Therefore, universities must be the sole gauge of whether a person and that universities can equip students with through adequate training.

Conclusion

Ultimately, individuals must use their feelings and reason to determine whether a microaggression warrants a response. Individualized interpretation and, subsequently, individualized reaction is optimal in that constant reliance on a universal policy or overarching administrative body is problematic. Although opposition to this argument may exist, ultimately, solutions will originate from productive dialogues with others, so students such as James can feel more comfortable and protected at school.

References


In the early 1990s, more than 100,000 ethnic Nepalis in Bhutan were expelled or fled from Bhutan when their language, customs, and rights were repressed in order to prevent them from potentially shifting the country’s political powers. After living 20 long years in camps in eastern Nepal, Burma, and Thailand, the majority of these refugees have finally been resettled in countries including the United States, Canada, and some European countries, while others are still stateless and struggling in the camps to this day.

Post-traumatic stress disorder (PTSD) is a common diagnosis found among Bhutanese refugees; Elise Nelson (2012) has found that there are high rates of suicide among Bhutanese refugee communities, and Gerber et al. (2017) found that Bhutanese refugees are 10 times more likely to be experiencing PTSD symptoms than those citizens who are age-matched in their home countries. The focus of this article is to explore how refugees cope with stresses in the aftermath of being stateless and acculturating in the United States, and to challenge the commonly used model of Western medicine to approach dealing with mental health issues in Bhutanese refugees.

Through participant observation and select interviews, I asked Bhutanese refugees about their life experiences and culture, noticing an emerging pattern that illustrated the importance of religion and traditional activities in their lives. Here I ask whether ensuring the continuation of traditional celebrations could even possibly be a more desired approach to healing mental health issues in refugee communities. I look at the connection
between karma and mental illness, and why the topic of mental illness is often stigmatized in Bhutanese-Nepali culture. I found that having enough programs to help the refugees maintain traditional cultural practices is a vital aspect of ensuring Bhutanese refugees feel at home in the United States.

There is an apparent difference in the understanding of trauma-related idioms and perceptions, and also how to deal with trauma, between Western and Eastern cultures. It is important to understand the various terminologies of Eastern cultures and how seriously a respective family may take them.

**Effects of Citizenship**

Kingston and Stam (2015) pointed out that citizenship serves as a divider because noncitizens are denied economic rights, freedom of movement, and participation in the government. Their studies involved 30 formerly stateless refugees resettled in the United States and interviews with 15 Bhutanese-Nepalese, all members of the Karen ethnic minority (from Burma and Thailand). In their findings, positive change in experience occurred when refugees went from lack of status to legal recognition; having citizenship granted access to basic things that made living a self-sufficient life possible.

Bhutanese refugees have been stripped of their rights, which promotes discrimination from citizens; one of these cruel discriminatory resentments was, “You have no rights. Our dogs have rights, our cats have rights. You do not” (Kingston and Stam, 2015).

**Ethical Dilemmas Around Treating Mental Illness**

Since the 1980s, mental health researchers have been using the PTSD label when working with Southeast Asian Refugees. The Centers for Disease Control and Prevention (CDC) studies PTSD in Bosnia, Pakistan, Afghanistan, Burma, and Thailand.

However, Kohrt and Hruschka (2010) have raised some questions about the ethical dilemmas pertaining to diagnosing Bhutanese refugees with PTSD. Humanitarian workers have diagnosed a high 53% of internally displaced Bhutanese refugees with PTSD, and 60% of torture victims have also been diagnosed. This raises ethical concerns for the thousands of Lhotsampa refugees who have been dispersed into Western cultures all around the world, the majority to the United States where PTSD is a diagnosis commonly used (Nelson, 2012). However, the cultural idioms used to explain mental illness in Eastern countries do not hold the same meaning as PTSD, neither in symptoms nor sociological relation to the illness (Kohrt & Hruschka, 2010). For this reason, the U.S Office of Refugee Resettlement and volunteer agencies that facilitate the process of resettlement have had difficulty addressing the mental health needs of the Bhutanese population (Gerber et al., 2017).

Nowhere in the PTSD definition does it include ethnopsychological and ethnophysiological frameworks that are a part of the idioms of mind–body relations which describe the effects of trauma in Nepalese and Bhutanese culture. There is, in fact, no word for “trauma” in any of the Bhutanese-Nepalese dialects.

According to some of these idioms, the self is considered to be made up by man, or heart-mind, dimaup, brain-mind, saarir, corporeal body, atma, spirit or soul, and ijjat, social status; all of these are compositions of samaaj, the social world. Within this ethnophysiological framework, afflictions of the brain-mind are highly stigmatized. “Soul loss” is another idiom that is commonly used by Eastern cultures to describe symptoms of mental illness. Even in other cultures such as Ethiopian and West African cultures, depression and trauma are conceptualized as symptoms of an issue with the heart (Kohrt & Hruschka, 2010).

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**Alternatives to Traditional Western Approach**

The structure of the Bhutanese communities, the way community ethics are determined, and their life cycle rituals for spiritual rebirth are all shown by their caste system, belief in karma, and family life respectively. Newly resettled refugees are more likely to rely solely on their own ethnic community and not take advantage of support offered by the host community’s services. This suggests that more services to help devout Hindu-Bhutanese with the acculturation process are needed (Benson, Sun, Hodge, & Androff, 2012). Vonnahme, Lankau, Ao, Shetty, and Cardozo’s (2015) findings have also found an affiliation between depression and problems with maintaining religious or cultural traditions.

**The Bhutanese Refugee Community of Burlington Vermont**

In my interview with Jass, a Bhutanese-Nepali refugee, he said that people might sometimes use the concept of karma to blame refugees for their own problems, insinuating that the experience of displacement is something that was deserved. He says that there is not a lot of stigma against mental illness, and even in Bhutan, some Bhutanese would see a doctor if they had a mental illness.

It is apparent that more studies on karma and mental illness must be done, and researchers must be careful of this concept of blaming victims for their troubles. Jass said that religion was very important to him, but he does not relate mental illness with karma or see becoming a refugee as a punishment for something he did.

It’s important to consider religion when looking at what factors impact Eastern culture’s mental health, especially when it plays as big of a role as it does as in the Bhutanese culture. Although it is important to be sensitive to those refugees.
from Hindu sects and the beliefs they may hold about karma and the stigmatization surrounding mental illness, we must also keep in mind that it may not be the case that all Hindu refugees accept karma as something that stigmatizes mental illness.

What Jass said about his religion, Hinduism, in his interview helped me better understand how Vonnahme et al.’s (2015) findings could be a reality. Jass considers the practice of Hinduism a very important aspect of his life, though when he first came to Vermont there was not a very large number of Hindu Bhutanese refugees like himself, and he was unable to attend a temple to worship as he normally does. He said that, when more refugees arrived, the Hindu Bhutanese community grew and the need for a place of worship was apparent.

Eventually, a place for Hindu worship was established, but up until one became available, Jass was a refugee who believed in a religion that was in the minority relative to the people around him. He spoke of how there are two main festivals celebrated in Hindu religion twice a year, something he was not celebrating with other Hindus until the place allocated for the Hindu community members to pray was established.

To explore the issue of how engaging in cultural events impacts the well-being of Bhutanese refugees in Vermont, I also interviewed Sang, a man who founded a Bhutanese dancing circle in Burlington. The circle meets biweekly and consists of a group of Bhutanese girls. Sang created the gathering for a traditional festival held in Bhutan in 2016; this event has now been an annual event to ask their Gods for a successful harvest.

It was apparent that the interviewees underwent many challenges when repatriating in the United States, a country completely different from their homelands. Language was a significant barrier for them when they first arrived, but so was religion and not practicing cultural events. Gatherings help refugees feel connected to their culture and to lessen any shame that comes with being in the minority engaging in different cultural practices.

Bhutanese refugees’ differing opinions about Western medicine did bring up some interesting issues that could be addressed in future research. For example, my interview with Jass proved that there are Hindu Bhutanese who do not hold strongly to the concept of karma and perceives mental illness as something that he and Bhutanese-Nepalese like himself could go see a doctor for. There are perhaps some communities more open to the idea of seeking “professional” help for mental health issues than others.

Whether or not the stigmatization of mental illness is an issue that pertains more specifically to the Bhutanese population than it does for the general U.S. population is another issue that could be further explored. Does stigmatization of mental health vary among Bhutanese refugee communities, and how does this differ pre- and post-settlement? How does mental health stigmatization of refugees vary from the culture surrounding them?

Continued efforts must be made by citizens, government programs, and communities of refugees if we are to ensure that refugees receive the humanitarian rights they deserve. We must also make sure that Western psychiatrists, hospitals, and psychologists are aware of what real cultural competency looks like so we are going to deliver the most effective and meaningful treatment to Bhutanese refugees. Promoting cultural community gatherings that include the host country community members may show that unique cultural traditions are accepted in the host country, and offer encouragement to those refugees who are strongly affiliated with their religion.

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Strategies to Support Bhutanese Refugees
In a study designed to pinpoint the factors affiliated with mental illness in Bhutanese refugees, Vonnahme et al. (2015) found a correlation between two factors: strength of religion and level of happiness. Religion and cultural practices were one of the five principal categories that was found to be most impactful on mental health in Bhutanese refugees.

Gerber et al.’s (2017) findings on positive influences in Bhutanese refugees’ communities show that creating activities such as community gardening to address the need to engage with each other is an effective way of dealing with this problem. The community garden is useful because it allows the refugees to engage in a community activity where language barriers do not get in the way. Findings also suggest that acculturation may be a smoother process if refugees have a support system that includes their own ethnic circle as well as the host community’s social services (Benson et al., 2012), something supported in my research by the fact that Saang’s Bhutanese dancing circle and the annual festival receives aid from the Vermont Folklore Center.

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Whether or not the stigmatization of mental illness is an issue that pertains more specifically to the Bhutanese population than it does for the general U.S. population is another issue that could be further explored. Does stigmatization of mental health vary among Bhutanese refugee communities, and how does this differ pre- and post-settlement? How does mental health stigmatization of refugees vary from the culture surrounding them?

Continued efforts must be made by citizens, government programs, and communities of refugees if we are to ensure that refugees receive the humanitarian rights they deserve. We must also make sure that Western psychiatrists, hospitals, and psychologists are aware of what real cultural competency looks like so we are going to deliver the most effective and meaningful treatment to Bhutanese refugees. Promoting cultural community gatherings that include the host country community members may show that unique cultural traditions are accepted in the host country, and offer encouragement to those refugees who are strongly affiliated with their religion.

Gabriela Heermans received a bachelor’s degree in psychology from the University of Vermont with minors in anthropology and global studies. She pursued research on cultural perspectives of post-traumatic stress disorder within Bhutanese refugee populations in Burlington, Vermont. Inspired by previous years spent in a variety of African countries, Gabriela has pursued a track that she hopes will allow her to work in a developing country one day. After receiving her degree, she volunteered briefly with the Connecting Cultures lab at the University of Vermont and helped design culturally sensitive questionnaires for refugees experiencing PTSD. She is currently pursuing a master’s degree through the Erasmus Mundus Global Mobility, Inclusion, and Diversity in Society (Global-MINDS) programme, which will allow her to study in a series of European countries over the course of two years. After completing the programme, Gabriela will hold a MA in social psychology, which she hopes will enable her to work in a field with refugees in the future.
Two DePaul University psychologists, Dr. Sheila Krogh-Jespersen and Dr. Kimberly Quinn, posted a number of compelling pictures on social media of their eye-tracking studies at the Lincoln Park Zoo in Chicago. This inspired us to host a fun and informative Psi Chi chapter field trip to the zoo.

In spring quarter 2018, the eye-tracking scientists put us in touch with Dr. Lydia Hopper, a comparative psychologist and zoo scientist specializing in primates. Dr. Hopper was happy to work with us and let us know that she could accommodate a small group in order for us to shadow her and go "behind the scenes." Excited by this opportunity and potential connection for future trips, we agreed to a small group of Psi Chi officers and one advisor. We decided to consider this a vetting trip, during which we would find opportunities to take to the larger group in the future. We were also able to secure university funding to treat our group to lunch while at the zoo since we planned to make a day of it.

Research at the Zoo
We met Dr. Hopper at the Regenstein Center for African Apes at Lincoln Park Zoo and were quickly directed to a private staff entrance that led to a conference room. Here, Dr. Hopper spoke with us on a variety of Lincoln Park Zoo initiatives including the exciting primate social cognition research that is being conducted. Most members of our group were zoo science novices, and we had many questions about research and conservation efforts.

Dr. Hopper shared a PowerPoint presentation that illuminated important and timely research studies being conducted that included, but was not limited to her work with primates. These included the international effort to understand species population trends and the ways in which global zoos work together to breed genetically compatible animals so that these species can be replenished and sustained. We were surprised by the complex research and communication among zoos that is necessary for the breeding of one pair of animals, and that many females of many species are on some form of birth control.
Dr. Lydia Hopper  
Zoo Scientist

I am a comparative psychologist who studies social cognition in primates. I am based at Lincoln Park Zoo, Chicago, where my work focuses on our chimpanzees and gorillas. I am particularly interested in social cognition. Specifically, my research focuses on social learning (mechanisms and strategies) and responses to inequality. I am also fascinated by how animal personality relates to decision-making and behavior.

https://sites.google.com/site/lydiahopper/

Dr. Hopper also discussed the zoo’s conservation efforts in the Republic of Congo and social cognitive research with apes, chimpanzees, and macaques living at Lincoln Park Zoo. She shared a video depicting an experiment that involved placing sections of PVC pipes in the primates’ enclosure. If any primates returned the PVC pipe to the experimenter, they were given a reward of either carrots or grapes. But, there were three catches to this experiment. First, the more PVC pipes the primates brought to the experimenter, the more rewards they were given. Second, there were multiple reward stations where the primates could drop off the PVC pipes in exchange for a food reward, and the stations had different food rewards. Third, the location of the rewards changed from time to time, and there were certain foods that the primates preferred over others, so that played a factor into what reward station they visited. It was found that socially higher ranking primates went for the more desirable rewards of grapes, while middle/lower ranking primates were content with the less desirable rewards of carrots.

Our Guided Tour (and Internships!)

After this introductory lecture and presentation, we were treated to a guided tour of the Regenstein Center for African Apes from a behind-the-scenes researcher’s perspective. We observed zoo scientists and interns documenting the social and cognitive behaviors of the primates in residence.

We wondered what types of research activities that zoo interns engaged in, and this tour illuminated one important aspect of their role. Zoo interns use iPads to document and code specifically assigned animal behavior using software developed at Lincoln Park Zoo, called ZooMonitor. Coveted internships for university students throughout the Chicago area, each intern appeared to be well-trained, dedicated, and focused. Here is information from the Lincoln Park Zoo internship site: https://www.lpzoo.org/lester-e-fisher-center-study-and-conservation-apes/fisher-center-research-internships. Other zoos are sure to have similar programs.

Touch Screens . . . for Monkeys?

After touring the Regenstein Center for African Apes, Dr. Hopper led us to Regenstein Macaque Forest. There, we stayed for an extended demonstration of real-time ongoing research with Japanese macaques using touch-screen technology.

In cozy cubicles, Japanese macaques can choose to use touch-screen computers to solve different types of puzzles for a short time each day in order to receive food rewards. They have learned clear signals that indicate that a session is available to them, and also when the session has ended, and no more treats will be forthcoming on that day. By observing how the macaques approach these challenging puzzles, how they learn, and the types of mistakes they make in early trials, zoo scientists can study how macaques and other primates perceive and negotiate their social and physical worlds.

More specifically, via this touch-screen technology, zoo scientists can learn about primates’ preferences for a variety of items that are important in their physical world, and this helps ensure an ongoing high level of animal care. Zoo scientists are also collecting data on how the macaques respond differentially to different items across time, and this allows insight into their moods and well-being.

What We Learned

We spent quite a bit of time marveling about macaque cognition with touchscreen technology, but more than anything, we were amazed at the science being conducted all over the zoo and its importance for animal care and conservation worldwide. Our experience also opened our eyes to possibilities for internships and jobs for psychology students interested in zoo science.

It is always important to the officers of DePaul Psi Chi that we showcase the range of career/research possibilities in the field of psychology. Some students might assume psychologists are limited to studying human behavior when there are other forms of social behavior and cognition to study. We are fortunate to have faculty on staff who have great relationships outside of the university and who are willing to include Psi Chi in their research adventures.
Tips to Plan Your Own Chapter Zoo Trip

We had a wonderful time on this science field trip, and will plan another trip in the spring quarter. Using our new knowledge about the locations and times of ongoing research projects, we will conduct our own self-guided tour so that we can accommodate a much larger group. We will have planned stops for scientist-guided public demonstrations of zoo research. Here are some suggestions for other chapters with access to a nearby zoo or animal sanctuary:

If you don't have a collegial contact on-site, the zoo website is likely to have a research and education department that already hosts elementary and high school groups. They may be willing to tailor a smaller group experience for Psi Chi university students as an opportunity to showcase their research and advertise internships and jobs to potential applicants.

If you are unable to secure a guided tour, the same website might detail or have links to important research being done on-site. A pre-event scouting trip by a few officers may result in finding out optimal times to observe data collection and zoo scientists in action.

If you are there for the better part of the day, you might want to think about how to feed the hungry group. We were able to secure $200 from the student activity board to use for food and drink. We explained that we were engaged in a science-related activity that would include a zoo scientist as host and guest speaker, and that this opportunity could result in ideas for jobs and internships for our Psi Chi students. If not, hand-made lunches in backpacks can still be enjoyed in various picnic areas.

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Jake Broschart (president) is a senior at DePaul University double majoring in theatre studies and psychology with a concentration in human services. He is researching perceptions of intimate partner violence among same-sex couples at DePaul, and is a research assistant at Northwestern’s Institute for Sexual and Gender Minority Health. After graduation, he plans to pursue a PhD in clinical psychology.

Kirsti Zimmerman (secretary) is a senior at DePaul University, majoring in community psychology. After graduation, she hopes to pursue her passion for animals by obtaining her wildlife rehabilitation license and working at a wildlife rehabilitation facility. Kirsti is also working on a specialization in American sign language and hopes to become an interpreter.

Theresa Luhrs, PhD (coadvisor) is the Director of Undergraduate Studies for the Department of Psychology at DePaul University. She teaches Introductory Psychology, Research Methods, and Theories of Intimate Relationships. Her research interests include intimate partner violence and perceptions of social capital in combat veterans.
How to Effectively Run an Honor Society Chapter

Courtney Taylor
Central Connecticut State University

Like all clubs and organizations, running a thriving honor society chapter begins with member recruitment. However, recruiting members for an honor society—like Psi Chi—can be tricky because membership is selective. Therefore, some types of advertising can be ineffective due to the limited number of students who are eligible to become members. Having professors and students discuss the organization in their classes has proven to be an effective way to recruit members. Another successful method of recruiting members is having faculty members directly contact all potentially eligible students and encouraging them to apply. Once you have recruited as many potential new members as possible during each semester, here are eight time-tested strategies to “reach new heights” with your chapter.

1. Your Advisor Is Your Safety Line

Faculty advisor support is a crucial element of running an honor society. Faculty advisors can provide guidance, assist with planning events, and help officers make decisions. An honor society’s advisor can serve as a liaison between the society and other campus organizations or academic departments. For example, Central Connecticut State University’s Psi Chi Chapter frequently collaborates with the Psychology Club, the Department of Psychological Science, and the Student Wellness Center. Faculty advisors can also intervene and diffuse any conflict between honor society officers and/or members. Finally, faculty advisors can give suggestions for recruiting members and keeping current members actively involved within the honor society. It can be difficult to get students involved in the executive board of student organizations, and the faculty advisor can play an important role in recommending students to reach out to about running for an officer position.

2. Harness the Support of Other Faculty

In addition to an organization’s faculty advisor, having the support of other faculty members is extremely helpful for fostering a successful organization. At Central, a monthly Student Faculty Collaboration Committee meeting lets faculty advisors for Psi Chi and Psychology Club meet with the Student-Faculty Liaison officers from both organizations to discuss upcoming events. This allows both organizations to collaborate with one another and advertise each other’s events within club or honor society meetings. Frequent interaction between Psychology Club and Psi Chi officers at Central has provided opportunities that greatly benefitted both organizations.

3. Keep Your Core Fit (i.e., Your Officer Team)

In any organization, it is imperative that executive board members are able to work with one another in a productive and respectful manner. Executive board members must feel comfortable communicating with one another regularly. Central’s Psi Chi Chapter has utilized both group texting and Facebook group messaging, depending on the preferences of the current officers. Using group messages allows us to communicate with one another quickly, and keeps all officers up to date. Building relationships with the other executive board members creates a positive environment that allows for growth within the organization. Therefore, when any issues between executive board members arise, it is necessary that they be addressed as quickly as possible. The honor society’s faculty advisor plays an integral role in ensuring that any tension within the chapter is diffused before it becomes a problem, which is why keeping advisors apprised of all relevant issues is incredibly important.

4. Know Your Officers’ Climbing Routes

To run an organization as effectively as possible, expectations of executive board members must be clearly defined. The responsibilities of each officer position within the organization should be explicitly stated and easy to reference when allocating tasks. However, some officer positions tend to have more responsibilities than others. It is OK to ask each other for help in order to ensure that each officer’s workload is comparable. The honor...
society’s executive board is a team, and they should help each other with tasks wherever possible.

5 Inspire Your Members to “Climb On!”
Keeping members actively involved in the organization can be one of the most challenging aspects of running an honor society. It is common to see students join and be inducted into an honor society, and then never attend any events. For students to become and stay involved, they must see the benefits of being an active member. There are a few methods of increasing involvement that have been useful for Central’s Psi Chi Chapter. Offering food or snacks at meetings is a great way to get members to attend. Emphasizing the tangible benefits of active engagement such as enhancing one’s résumé or CV encourages members to attend meetings as well. Once members are attending meetings regularly, building relationships with one another is incredibly helpful for retaining active membership. Central’s Psi Chi Chapter has fostered many friendships that lasted well beyond undergraduate studies. Being involved with like-minded individuals can help build a sense of community for students, allowing them to get the most out of their time in university. In addition to building relationships with other students, honor societies can bring together faculty and students. For example, Central’s Psi Chi Chapter conducts podcast interviews with faculty that allow Psi Chi members to learn more about their professors’ academic backgrounds and interests.

6 Proclaim Your Upcoming Events, From the Mountain Tops
Another crucial element in successfully running an honor society is advertising events and maintaining a strong social media presence. Asking faculty members to advertise events in their classes, or even offer students extra credit for attending, helps ensure that the organization’s events are well-attended. Ensuring that the honor society’s member contact list is up to date makes all members aware of events and opportunities within the chapter. Further, sending frequent reminders about events and honor society meetings ensures that members attend if they are interested in an event. Utilizing social media is an effective method for advertising meetings and events without having to send frequent e-mail reminders. Facebook is great for creating an online community for chapter members. Central created a “CCSU Psi Chi” group page, where we advertise events and keep our members up to date. Instagram is useful in sharing photos from events and advertising upcoming events. Additionally, the ability to broadcast a live video feed on Instagram allows members who are unable to physically attend meetings to feel connected. Finally, Twitter is useful for posting reminders that keep members apprised of current chapter events. Remember to post on all social media accounts regularly so that members do not lose interest.

7 Secure Your Chapter Line With Funding
One of the most important elements of running an honor society is ensuring that the organization has adequate funding. For many universities, including Central, honor societies are ineligible for student organization funding. This is due to the fact that honor society membership is exclusive, whereas club membership is open to all students. To work around the lack of university funding, honor societies can raise money for their chapter in two ways. The first is holding fund-raisers such as bake sales, selling T-shirts, and hosting events that charge an admission fee. For example, Central’s Psi Chi Chapter has hosted a volleyball tournament with a registration fee of $20 per team in order to raise money. The other method of raising money is applying for chapter awards at https://www.psichi.org/page/3_chapter_main. Psi Chi has a number of awards for chapters to apply for, and taking advantage of these awards is one of the best ways to raise money for a chapter. Central’s Psi Chi chapter recently won the Ruth Hubbard Cousins Award, which came with a $3,000 prize. This money allowed our chapter to send students to the Eastern Psychological Association’s annual convention to present their research. Psi Chi awards are earned for showing involvement and growth as a chapter. There are three awards, the Model Chapter Award ($100), Regional Chapter Award ($500), and Ruth Hubbard Cousins Chapter Award ($3,000). To win chapter awards, be sure to keep records of all activities and events hosted by the chapter.

8 Try It All—From Bouldering to Deep Water Soloing
Hosting unique events and opportunities is what keeps students interested in an organization. There are creative ways to encourage member participation such as hosting a pizza party for newly approved members to get to know established members. Central’s Psi Chi chapter aims to host a variety of events and opportunities for members to get involved. For example, panel events about getting into graduate school, careers in psychology, and industrial/organizational psychology have been incredibly successful. Popular fund-raising events have included hosting bake sales, volleyball tournaments, a Scrabble tournament, and T-shirt sales as a collaboration with Central’s Psychology Club. Volunteering is a large part of Central’s Psi Chi chapter as well, and events have included a street clean-up, hosting movie nights at a local homeless shelter, and running holiday food and gift drives for a local food pantry and homeless shelter.

There are plenty of opportunities for honor societies to help out the local community, educate students about graduate school, conduct research, and share about career opportunities. Remember, creativity is key when developing events for an honor society. The success of events depends greatly on the interests of current members, so be sure to communicate with members frequently!

Note: This article is based on a recent talk called “Club Engagement Workshop” at Central Connecticut State University, created and presented by Courtney Taylor, Emily Begin, Ryan Bora, Courtney DiCocco, Abel Lugo, Rebecca McCarthy, Samelfi Raposo-Mena, Helena Swanson, and Erica Zeller.

Courtney Taylor is studying health psychology in Central Connecticut State University’s (CCSU) master of arts program. She earned her BA degree in psychological science and criminology from CCSU, and is currently finishing her last semester in CCSU’s graduate certificate in gerontology. Courtney served as an officer for CCSU’s Psi Chi Chapter for four years, including two as president. She currently serves as a graduate assistant in the CCSU Psychological Science Department. Courtney intends to apply for doctoral programs in the fall of 2019.
Inspiring the Next Generation of Psychologists: *I am Psyched!* as a Catalyst for Research and Professional Growth

*I am Psyched!* is a national tour created by a partnership among the APA Women’s Programs Office, the Drs. Nicholas and Dorothy Cummings Center for the History of Psychology, and Psychology’s Feminist Voices Oral History and Digital Archive Project that seeks to highlight and educate people about the accomplishments of women of color within the field of psychology. To achieve this goal, the tour acts as an interactive pop-up museum that is quick to set-up and full of valuable information. The exhibit features giant informational slides about eminent women of color in psychology and their role within the field. The slides have biographical information and supplementary materials such as examples of sexism in home economic courses. In addition to the informational slides, interactive pieces to the exhibit allow visitors to tune into videos, discuss women who have impacted them, and identify their future goals.

This exhibit is, in part, the product of an unfortunate reality surrounding women of color’s invisibility as psychology pioneers. To understand this, we must acknowledge that women of color have made amazing contributions to the field of psychology and the world as a whole. For example, the museum has information on Mamie Phipps Clark, a dedicated researcher who led studies that provided evidence for the desegregation of schools. Without her, an important historical event might not have occurred, yet very few people even know her name. This lack of recognition for women of color’s accomplishments is frustrating, and therefore fueled the efforts to educate students. By acknowledging past and present psychologists, with an emphasis on female pioneers, *I am Psyched!* aims to galvanize young women of all nationalities to pursue psychology as a career.

*I am Psyched!* is a much-needed movement in the field of psychology. It demonstrates the diversity of psychologists, and highlights the many struggles women of color have faced to achieve recognition. One compelling aspect of this museum is that some of the barriers faced by women of the past are still faced by women today. Although they are often “hidden figures,” important contributions have been made to the field of psychology by women of color. By bringing to light the contributions of (often overlooked) women, in addition to highlighting the diversity of the field; young women may be inspired to pursue psychology. The future of psychology will benefit from the diversity of this perspective, and ultimately move the field forward.

Research Inspired by *I Am Psyched!*

Both due to the resurgence of feminist movements including worldwide women’s marches, and our increasing familiarity
with the *I Am Psyched* exhibit, we were prompted to evaluate how women and people of color were recognized by psychology students. It would be assumed that this population should be able to recognize eminent psychologists with ease, but our study found that psychologists who were women or people of color were rarely recognized by students. To examine this, we surveyed junior and senior psychology majors across the United States and found a huge disparity between the recognition scores for male and female pioneers. Even more distressing, women and men of color were the least recognized groups.

To examine how women and people of color are represented in textbooks, we chose five commonly used History and Systems textbooks for a content analysis. Our research found that psychologists who were women and people of color were rarely mentioned. We believe that the lack of representation in textbooks perhaps explains why students are not able to recognize female pioneers of psychology to the extent of which they recognize white male pioneers. It was not unexpected, but still surprising to see upper level psychology majors’ lack of knowledge about women of color in psychology. However, it is hard to blame students for not knowing something they may not be exposed to in the classroom. Further, it generates interesting questions about women’s and people of color’s representation in the psychology curriculum more broadly.

This research demonstrates the importance of exhibits like *I am Psyched!* because psychology majors still need more education to be able to identify the accomplishments of eminent female and minoritized psychologists. As students and as educators, we need to be talking about these women, saying their names, and not accepting the omission of their accomplishments and their diversity from history. The students involved in this project presented their work at the 2018 Rocky Mountain Psychological Association convention as part of a diversity symposium moderated by Cramblet Alvarez and Jones (2018), along with Dr. Shari Miles-Cohen (2018), senior director of the APA’s Women’s Program Office (Leach & Ringler, 2018; Walljasper-Schuyler, & Trujillo, 2018; Weiser & Rodriguez, 2018). Further, the survey portion of this research is currently in press for publication in the upcoming *Psi Chi Journal* special issue, “Education, Research, and Practice for a Diverse World,” which will be released in summer 2019 (Cramblet Alvarez et al., in press).

*I Am Psyched! Students’ Reflect on Their Professional Growth*

**MARISWA TRUJILLO**

Having the chance to sit down and have a conversation with Dr. Shari Miles-Cohen, who is the senior director of the APA Women’s Program Office, really made me reflect on what route I want to take once I finish with my undergraduate work. And being able to meet so many other psychology students and professionals in psychology has really shown me the importance of networking in order to take those next big steps after graduation. The most fulfilling part of the convention was being able to present the research my team and I have been working on for so long. It was nice to know that the audience was really paying attention to what we were talking about. We had many compliments, and also great questions that could lead to further research. Having the background knowledge on the women who were mentioned in the exhibit made the whole experience more meaningful. Being both a woman and a person of color, I found their contributions to be inspiring, and they have motivated me to work toward making a name for myself in the field of psychology.

**JONAH LEACH**

I developed as a professional in many ways while being involved as a docent and an educator for this exhibit. Being able to educate others about these incredible women in a professional setting was an amazing feeling. In addition, being involved in this exhibit allowed me to talk to several individuals, while both giving and receiving a lot of valuable information. This ultimately gave me a lot of input or feedback on the program itself. These interactions alone gave me a great feeling of what it is like to work on a project that goes beyond just myself.

I believe one of the most enjoyable parts of the convention was presenting our research alongside Dr. Miles-Cohen, and showing those at the symposium that women and people of color are highly underrepresented and unrecognized in the history of psychology. It was great to see that so many people had an interest in the research and were appalled at the differences in representation between white men, women, and people of color. All the questions at our symposium means that we made others think about the research and this much needed movement in psychology.

**CHELSEA WAllJASPER-SCHUYLER**

I enjoyed having the opportunity to be involved with the museum throughout the convention. One of my favorite parts was how many people came through the exhibit, and how excited everyone was to participate in the event. This helped me grow as a professional because it required me to be a bit more extroverted because I had to encourage people to enter the event and participate in the interactive pieces of the exhibit. Embracing the extroverted nature of being a docent, I also spoke to other students and heard their perspective on the exhibit and our research. This helped me grow my ability to network and create connections during the convention with people who have similar research interests. Overall, I am very grateful that I was given the opportunity to help host such a unique and important event.

**JEROME RODRIGUEZ**

By participating as a docent for the *I Am Psyched!* exhibit, I developed a deeper appreciation for the way in which information can be presented. Those who came to see the exhibit responded to different aspects that the popup museum offered. So when it came time to sign in visitors, I found that it was important to highlight each feature of the exhibit with detail, and to allow them to explore and take part in the activities without interruption. Although not always the case, allowing the visitors to their own devices eventually led to some asking questions in an area of the exhibit that interested them.

The most enjoyable/fulfilling part of the convention in my opinion was the presentation of our research. Considering all the work and time that we all contributed, it was fulfilling to see everything we had learned come together. In addition, it was rewarding to be able to share this work with an audience who would better understand and appreciate what we were presenting.
MIKAYLA WEISER
The experience that I had being a docent for this exhibit was invaluable. Not only did I get the chance to have conversations with amazing and inspiring women, I was also able to prepare by studying the featured women. The surprising fact that most attendees knew very little of the women in the exhibit was an opportunity to share their legacies and their stories in the hopes that they would be passed on. Another great aspect of this experience was learning how many of the women who I had met had experienced some of the same issues that live on today for women of color. Hearing their stories lent so much importance to the research we were doing and to the exhibit itself. Presenting our research was a milestone personally and professionally, and having Dr. Shari Miles-Cohen make an appearance at our convention was an incredible moment for me. The exhibit she has helped to create was a turning point for me and so many others, and having the chance to share this work while representing Adams State University made this an unforgettable experience.

RACHAEL RINGLER
As a museum docent, I had to interact with people who not only were students but professors as well. I had to make sure that I did not sound condescending when telling the professors about these women, and get people excited about the exhibit without letting all the interesting facts go under the radar. I learned to speak briefly and hit the most important parts about the women in the exhibit. I also had to promote social media in a professional setting, something that was very different for me. This is because most people see social media as a joke, but I actually helped Dr. Shari Miles-Cohen use Snapchat. (Marissa Trujillo and I were in Dr. Miles-Cohen’s first Snapchat picture!) I had a great time presenting and look forward to being on another research team.

I felt like a celebrity when a student asked to take a picture with our research team, because it feels like we are actually doing work that is going to make a difference and that can really resonate with psychologists and even women in general.

References

Adams State University (CO) and Colorado Mesa University’s Psi Chi and Psychology Clubs collaborated to serve as docents for the I am Psyched! exhibit at the 2018 Rocky Mountain Psychological Association (RMPA) annual convention. A small group of Adams State undergraduates participated in a History of Women in Psychology class to prepare for their role in the museum. They investigated historical and contemporary barriers women and, in particular, women of color faced in their quests to pursue and receive PhDs in psychology, and issues related to discrimination, intersectionality, and inequity. As part of the course, they completed a research project related to psychology juniors and seniors’ ability to recognize prominent female historical figures, and whether women are represented in history of psychology textbooks. Dr. Leslie Cramblet Alvarez (Adams State University) and Dr. Nikki Jones (Colorado Mesa University), both Psi Chi advisors, supervised this project.
What do you think when you hear the word fundraising? Do you picture someone with a handout? Or perhaps you envision someone in need? What about working toward growing an organization to which you have committed yourself?

Have you ever thought of fundraising yourself? Simply put, people who fundraise are leaders. So, Psi Chi’s Chapter Challenge 2019 is the perfect opportunity for you to take on a leadership role in your local chapter. But you might be asking yourself some questions: namely—WHY, WHO, and HOW?

Let’s start with the WHY. This year, Psi Chi is celebrating its 89th anniversary. Throughout those 89 years, Psi Chi has grown tremendously. We are now able to offer over $400,000 each year in awards, grants, and scholarships to student and faculty members. There is also the Psi Chi Membership Assistance Fund that provides free memberships to students who could not otherwise afford to join. And there is so much more Psi Chi wants to do for its members. We also want to provide opportunity and recognition to all our alumni members. It is our wish that a Psi Chi membership is valuable to you throughout your education and career. Therefore, that’s a large part of the why Psi Chi is now a fundraising organization.

So WHY should your local chapter take part in the Psi Chi Chapter Challenge 2019? The Chapter Challenge is designed for your chapter to fundraiser as a team. Each team will be able to create a unique fundraising webpage that can very easily be shared with friends and family by social media and/or email. The dollars raised will benefit all Psi Chi member programs that benefit members worldwide and will ultimately help build the sustainability of Psi Chi overall. Psi Chi will also, in the philanthropic spirit, give back 10% of the total your chapter raises as part of the Chapter Challenge. That 10% can be used toward your next chapter activity.

So WHO is the ideal candidate(s) to take part in the Chapter Challenge? The answer is officers or any member who wants to take on a leadership role within your local chapter. Do you want to grow your chapter? Do you want to motivate others to work as a team? Do you want to help create positive opportunities for both your local chapter and your favorite honor society? Then you are ideal to take part in the Chapter Challenge!

We have come to the HOW: If you took part in last year’s, inaugural Chapter Challenge, we listened to your feedback and have made this year’s second annual Chapter Challenge even easier and much more fun! By visiting www.psichi.org/chapterchallenge, you find out exactly how you can get involved.

If you choose to take the Chapter Challenge, you can share with your friends and family why you chose to become a Psi Chi member, what that means to you, and how they can support you and all Psi Chi members worldwide at the same time.

Asking your friends and family to make donations will benefit not only all Psi Chi member programs but your local chapter as well. That’s a win-win! In addition, we want to get to know your chapter better. So visit www.psichi.org/chapterchallenge and learn the three simple steps you can take right now to benefit your choice to become a Psi Chi member. And remember, the Psi Chi Central Office is here to help you at all steps along the way.

At Psi Chi, we believe in giving back: whether that’s financial support via donations, taking on a mentoring role, or paying it forward to your fellow Psi Chi members. Please join us in our efforts to Give Back. Psi Chi is a very special organization because of you. We strive to create opportunities for members to take on leadership roles and have fun in the process. So, WHY, WHO, and HOW? The answer is you taking on the Chapter Challenge, today!

THE PSI CHI CHAPTER CHALLENGE 2019 WILL TAKE PLACE:
January 14–March 31, 2019
www.psichi.org/chapterchallenge
(details you need to get started)

IF YOU HAVE QUESTIONS, FEEL FREE TO CONTACT:
Cynthia Wilson
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“Do Your Best Because That Is All You Can Ever Do:”

Making the Most of Psi Chi and Its Affordances

R. Eric Landrum, PhD
Boise State University

The titular phrase in quotations did not originate with me, but it is one that I have used many times in my life; not only with students, but also as a father raising children, and also as part of self-talk during difficult times during my own life. My daughter Allison (age 27) is far enough into her own career that, when supervising her own employees, she tells me that she hears herself saying this. She remembers that (a) it seemed like such a cliché to hear it from her father so many times growing up, and yet (b) it is perfectly appropriate in so many life situations, both personal and professional.

The second part of the title, concerning affordances, is a topic that I have given talks about and also written about before (see Landrum, 2018). In psychology, the idea of affordances comes from the study of animal behavior, in that an animal establishes a favorable behavioral repertoire to adapt and survive in its environment; said another way, the environment provides affordances (Gibson, 1977). In my 2018 article, I presented the idea that the discipline of psychology has career affordances for its majors; that is, there are inherent career opportunities and limitations when a person chooses to major in psychology. Organizationally speaking, I believe that Psi Chi provides affordances to its members, advisors, and to the discipline. The key question is this—are we making the most of the opportunities afforded to us? That is, are you doing your best to make the most of your Psi Chi experience?

Now for an interesting twist (I hope). This is not going to be the retrospective that you might expect about the organization, but a brief retrospective about how (at least) one person might have come close to “doing their best” in making the most of Psi Chi’s affordances—me. I do not offer this example as bragging or boasting, but in appreciation of the enduring support and contribution that Psi Chi has made to my personal development and professional career. I want to document for you what you can achieve when you truly leverage the opportunities available to Psi Chi members.

I became a member of Psi Chi on December 13, 1983, and received my Psi Chi certificate at Monmouth College in Monmouth, Illinois (which is framed in my home office even though the certificates are much fancier now). I was honored to serve as my chapter’s President during my senior year at...
Monmouth (1984–1985), and during that same year, I leveraged another opportunity afforded to me by Psi Chi—I made my first conference presentation at a regional convention. I gave a 12-minute talk during the Psi Chi session of the 1985 meeting of the Midwestern Psychological Association (MPA) at the Palmer House in Chicago. For any of you who have been to MPA at the Palmer House, you can just imagine that first thrill I experienced in that historic landmark presenting research as if I were a psychologist. That confidence is but one of the many gifts Psi Chi has given to me over a professional lifetime (I doubt that I realized at the time that the moderator of my paper session was the Psi Chi National President whose signature was on my membership certificate).

As I continued to reminisce about making the best of Psi Chi affordances, I employed this strategy: I searched for “Psi Chi” throughout my CV, with 108 hits. My involvement with Psi Chi continued after becoming a faculty member at Boise State University, which was manifested in a variety of ways:

- I served as the Boise State Psi Chi chapter advisor for 7 years.
- I have reviewed many times for Psi Chi convention submissions and grants and awards applications.
- I served for 2 years as the Psi Chi liaison to the Society for the Teaching of Psychology.
- I served for 3 years as a steering committee member for the Psi Chi Rocky Mountain Region.
- I served as the Psi Chi Rocky Mountain Regional Vice-President (2009–11) and hosted RMPA Distinguished Lecturers Albert Bandura (RMPA Denver, 2010) and Elizabeth Loftus (RMPA Salt Lake City, 2011).
- I have delivered 23 invited addresses/talks at Psi Chi statewide, regional, or national meetings.
- I have published four times in the Psi Chi Journal of Psychological Research, with my first publication appearing in Volume 2 in 2001.
- I have published 13 times in the Eye on Psi Chi (many of these with dear friends Scott VanderStoep and Mitch Handelsman), with my first piece appearing in Volume 6 in 2001.
- I served for one year each as President-Elect (2016–17), President (2017–18), and Past-President (2018–19).

Did I do my best? Hard to say. Did I make the most of the opportunities afforded to me by Psi Chi? To be honest, I am hard-pressed to think of another individual who has benefitted more from Psi Chi than I have. Psi Chi has supported my intellectual and professional development beyond my wildest dreams. During my presidential year, I was able to launch, with the support of the Psi Chi Board of Directors and the Central Office staff, the first-ever Presidential Initiative—Help Helped Me. I hope to continue to contribute to this effort long after I am no longer a member of the Board. If you are truly interested in doing your best, I gently challenge you to look to Psi Chi: if you carefully examine the opportunities afforded to you, you might discover your own pathway to remarkable success, just as Psi Chi has allowed me to discover. And I will be thankful forever, and forever attempting to pay it forward.

References

R. Eric Landrum, PhD, is a professor in the Department of Psychological Science at Boise State University (Boise, Idaho), receiving his PhD in cognitive psychology from Southern Illinois University-Carbondale. He is a research generalist with an eclectic taste in research topics that broadly encompass the improvement of teaching and learning conditions. Dr. Landrum has over 425 professional presentations at conferences and published 3 edited texts, 23 books/textbooks, 29 book chapters, and has published over 85 professional articles in scholarly, peer-reviewed journals. He has worked with over 300 undergraduate research assistants and taught over 18,000 students in 26 years at Boise State. In 2016, APA President Nadine Kaslow presented Eric with an APA Presidential Citation in honor of his work in advancing the teaching of psychology. He is a member of the American Psychological Association, a fellow in APA’s Division Two (Society for the Teaching of Psychology or STP), served as STP Secretary (2009-2011) and STP President (2014). He is also a member of the Association for Psychological Science and was named a fellow in 2018. During 2016–2017 Eric he served as President of the Rocky Mountain Psychological Association (RMPA). He is immensely grateful for each and every opportunity Psi Chi, the International Honor Society in Psychology, has afforded him. Email: elandru@boisestate.edu | Twitter: @ericlandrum
EAST
Fordham University at Lincoln Center (NY)

CONVENTION/CONFERENCE: On November 18, the chapter’s largest activity was its hosting of the 30th Greater New York Conference on Behavioral Research, which included 220 participants and 49 presentations by 71 presenters from 29 institutions. About one-third of these were first-time student presenters. The conference presented eight student research awards, and honored five distinguished honorees: Drs. Rachel A. Annunziato, Roy Aranda, George A. Garland, Marciana L. Popescu, and Leslie Popoff.

Slippery Rock University (PA)

SOCIAL EVENT: For the month of October, the chapter teamed up with the Art Club on campus to host a sip and paint social for all Psi Chi and Art Club members. Attendees enjoyed hot apple cider and cookies while painting a Halloween themed picture. This was the chapter’s first sip and paint social. Members really enjoyed this social and plan to host another one next semester!

MEETING/SPEAKER EVENT: The chapter hosted a speaker, Kaelleen Martin, from the Victim Outreach Intervention Center in Butler, PA. Kaelleen Martin has a BS in social work and is a prevention education advocate. The talk provided information to Psi Chi members, as well as other students, about several topics. These included learning the signs of abuse and trauma, the cycle of violence, digital means of abuse, and also signs of a healthy relationship. Members learned different ways to reach out to victims of abuse and were given information about how to properly report abuse.

University at Buffalo (NY)

MEETING/SPEAKER EVENT: In conjunction with the Career Services office on campus, the chapter hosted a workshop on how to use LinkedIn. Students were encouraged to bring their laptops so that they could create an account and follow along. This workshop also covered how employers use LinkedIn to search for potential candidates, how to use LinkedIn to establish connections and network with others, and how to find valuable job and internship opportunities on the website.

CHAPTER SPOTLIGHT!

Fordham University at Lincoln Center (NY)

Upper Right: The chapter had another active fall semester in 2018, with 12 diverse activities with the Fordham Psychology Association and Graduate Schools of Education and Social Service. On November 6, a seminar on Stanley Milgram’s 1963 Yale obedience experiments featured (left) Edward English, Milgram’s filmmaker in 1962 for Obedience to Authority—the most widely seen film in the history of psychology, and (right) Milgram’s alumnus Dr. Henry Solomon.

Above: On November 21, the Fordham University at Lincoln Center (NY) Chapter lost its eldest member, Professor Emerita Olivia J. Hooker (1918–2018), who passed away at age 103.

Middle left: On November 16, presenters at the 30th Conference on Behavioral Research at Fordham University at Lincoln Center (NY).

Bottom left: On November 18, the 30th Conference on Behavioral Research at Fordham University at Lincoln Center (NY) salutes eight student research awardees and five honorees.
Westfield State University (MA)

FUND-RAISER: The chapter took part in the National Eating Disorders Association Walk in Amherst, MA, on November 3. This fund-raiser supported the National Eating Disorder Association, which assists millions of individuals each year who suffer from eating disorders. They provide aid through lifesaving resources and treatments. The chapter raised money for this important cause, and many members participated in the walk. Among them was the treasurer, Brianna Low Cora, who was on the planning committee.

MIDWEST

St. Ambrose University (IA)

SOCIAL EVENT: The chapter hosted its fifth annual Psychology Night to provide students with information on the wide variety of opportunities in psychology. This event included information about the Psi Chi chapter, posters and presentations from undergraduates who completed research in summer programs at St. Ambrose and other universities, and future events that the Psychology Club would be hosting and how to become involved. Psychology faculty shared information about research opportunities and internship opportunities provided by St. Ambrose and nearby institutions. An alumni panel also provided students with employment information in various fields of psychology.

COMMUNITY SERVICE: The chapter joined together with Psychology Club and others at St. Ambrose to raise money and participate in the National Alliance on Mental Illness (NAMI) walk. St. Ambrose raised just under its goal of $5,000 and had one of the largest groups to participate in the walk. This 5k walk helped bring awareness to and reduce stigma for mental illness.

University of Victoria (Canada)

COMMUNITY SERVICE: The chapter collected donations for The Shoebox Project for Shelters throughout the latter half of the semester. The Shoebox Project collects and distributes gift-filled shoeboxes to women impacted by homelessness throughout North America. This donation process began at the chapter's November "Psycholo-Tea" conversation café. This event brought in the majority of the donations for The Shoebox Project, and additional donations followed. The chapter donated 10 decorated and gift-filled shoeboxes in total.

SOCIAL EVENT: The chapter hosted its first monthly conversation café "Psycholo-Tea" in November with free drinks, snacks, and holiday music. This event was meant to support mental health and help students destress at the end of the semester. Students gathered to relax, socialize, and help the chapter assemble shoebox donations for The Shoebox Project. A few faculty members stopped by the event as well.

ROCKY MOUNTAIN

HELP University (Malaysia)

MEETING/SPEAKER EVENT: The chapter collaborated with the university’s Centre for Psychological and Counselling Services (CPCS) to conduct a Psychological First Aid Workshop. The workshop was intended to address concerns raised by students and to equip them with practical knowledge in attending the emotional needs of others and themselves. This was accomplished by following the simple yet applicable steps: look, listen, and link. The chapter was visited and advised by two clinical psychologists from CPCS, Felicia and Magtum were well-received by participants of this workshop.

SOCIAL EVENT: An APA Workshop was conducted at the beginning of every semester to provide additional guidance and to act as a refresher for students in using APA style and formatting in written assignments. The workshop was particularly targeted toward first-year students, although students from all years were welcomed to attend. The chapter proposed this workshop because the field of psychology is largely research based and requires certain standards in academic writing. Thus, it was important to build a strong foundation which would serve as essential basic knowledge to succeed and advance in the field of psychology.

SOCIAL EVENT: The Psi Chi Quiz Champion was an event hosted with the aim of encouraging students to challenge their general knowledge ability and stimulate thought. This initiative was also used as a way to
CHAPTER ACTIVITIES

Above: University of Louisville (KY) Chapter collects 1,228 pounds of food.

Right: University of Louisville (KY) Chapter participates in Walk for Alzheimer's.

Far Left: The Austin Peay State University (TN) Chapter presenting Dr. Dietrich of Warrior Expeditions with funds raised from their Got Your Six Throwdown.

Right: Members of the Austin Peay State University (TN) Chapter serving up delicious Walking Tacos to students. Proceeds benefited the Help an Elf program on campus.

elevate the perception of the chapter being more inclusive of nonmembers even in intellectual challenges. The quiz was composed of multiple-choice questions with General Knowledge as its theme. Students who signed up for the event participated individually, and the top three winners who scored the most points won cash prizes in return.

SOCIAL EVENT: The chapter hosted a debate to motivate students to have discussions on controversial issues in a competitive yet intellectual manner. The two judges were Dr. Choy Tsee Leng (advisor) and Joshua Yap (alumni member). Upon discussion, the organizing team from the chapter chose the topic for this debate: “Should chemical castration be mandatory for sexual offenders?” By providing a platform for healthy debates on difficult topics, both the audience and students who participated had the opportunity to voice out and hear different psychological perspectives outside of classroom scenarios.

RECRUITMENT: HELP Joint Clubs and Society Day (HJCSD) was a local campus event held in the beginning of every semester to inform students about the various clubs and societies available on campus. The chapter participated in this event in order to share the benefits and information about joining Psi Chi. HJCSD served as a platform for the chapter to recruit potential and interested students to sign up to become members of Psi Chi. The officers spoke to many students who were interested in joining both the chapter and also about the past events held by the chapter.

SOUTHEAST

Austin Peay State University (TN)

INDUCTION CEREMONY: In its first-ever fall induction ceremony, the chapter inducted 28 new members into Psi Chi! New members learned about the significance of their Psi Chi membership through their speaker, beloved professor and Psi Chi member, Dr. Nanci Woods. Dr. Stephen Trahon (advisor) read the Allegory of the Cave to students. Members received their certificates and membership cards. New inductees also received homemade chocolate-covered sea salt caramels, made for them by the executive committee as a welcome to the chapter.

FUND-RAISER: The chapter hosted a Walking Taco event in the University Center this fall. The event raised over $137 for Help an Elf, an Austin Peay program that provides holiday presents to local families in the community. Members donated time and food items to serve students and faculty “on the go tacos,” and built community goodwill by working with each other during the event. Members then selected a family from the Help an Elf tree and purchased gifts for a local child, who they hope had a wonderful holiday season.

MEETING/SPEAKER EVENT: Dr. Zachary Dietrich of Warrior Expeditions joined the chapter for its last meeting of the semester. Warrior Expeditions is a nonprofit that helps veterans heal from their wartime experiences by facilitating long-distance outdoor excursions such as the Appalachian Trail, and conducts research on the effect of these hikes, bikes, and paddles on veterans’ mental health. The benefactor of funds raised at Psi Chi’s Got Your Six Throwdown, Dr. Dietrich’s presentation about Warrior Expeditions mission and research was the cherry on top of the chapter’s semester! Following his presentation, members presented Warrior Expeditions with a check for $1,100 raised from the event, which will help provide a stipend to veterans in their programs. The other $1,100 raised at the Got Your Six Throwdown will help their Psi Chi chapter create meaningful professional development so that members may someday help veterans, and others, through clinical work and research.

University of Louisville (KY)

FUND-RAISER: The chapter participated in the annual Walk to End Alzheimer’s in September in Louisville, KY. Julia Sadlo (member) organized the Psi Chi team and fund-raising page. The team raised a total of $685 for Alzheimer’s research, care, and prevention.
MEETING/SPEAKER EVENT: The chapter collaborated with the Phi Delta Epsilon Medical Fraternity to present the Gelfand Lecture on October 11. Dr. Jesse H. Wright (Director of the University of Louisville Depression Center) was the guest speaker. Dr. Wright coauthored Getting Your Life Back: The Complete Guide to Recovery from Depression, and is the principal investigator of an NIH-sponsored study on computer-assisted cognitive behavioral therapy in primary care for treating depression.

COMMUNITY SERVICE: During October, the chapter hosted its annual Fall Food Drive. With the help of the campus community, a total of 1,228 pounds of nonperishable food items were collected. Lexina Patel (program coordinator) and Ashley Batliner (fund-raising chair) coordinated the food drive with help from Tesnim Arar (president) and Dr. Melinda Leonard (advisor). All goods were donated to the Dare to Care Food Bank in Louisville, KY.

University of Mary Washington (VA)

INDUCTION CEREMONY: The officers welcomed new members into the chapter by recognizing their exemplary accomplishments as undergraduate students and informing them of the purpose and expectations of Psi Chi. Dr. David Kolar (former Department Chair from the University of Mary Washington’s Department of Psychological Science) spoke to the new members about the importance of volunteering, especially post-graduation. The officers also continued the chapter’s tradition of presenting the Platonic Myth to end the ceremony on an inspiring and humorous note.

COMMUNITY SERVICE: The chapter decided to create holiday cards for members of Brain Injury Services (BIS), a day-program for survivors of brain injury in Fredericksburg, VA. Officers and members came together to put their creativity to work to make each of the BIS members a personalized card. Members also enjoyed a holiday party while making cards with fun holiday music and snacks. This event was a great way to relax before the rush of finals, and an amazing way give holiday spirit to others in the community.

FUND-RAISER: The chapter has been hard at work selling leftover Power Cards for 2018. Power Cards have discounts to some of the students’ favorite places such as local doughnut shops and popular restaurants downtown and around campus.

University of North Carolina at Greensboro

MEETING/SPEAKER EVENT: The chapter sponsored a pair of talks on perennially popular career options for Psi Chi members. On October 24, Dr. Joseph Mazola from Meredith College discussed industrial-organizational psychology. He focused on job opportunities and graduate-school pathways for students. The following week, on October 30, Alicia Kaplan, from UNC Greensboro’s School of Social Work, tackled some common misconceptions about social work, discussed how social work is situated relative to clinical and counseling psychology, and described graduate school paths. The meetings ended with lively question-and-answer sessions and informal networking with the speakers.

West Virginia University

MEETING/SPEAKER EVENT: The chapter and Psychology Club hosted a graduate student panel at the chapter’s monthly meeting on October 28. During the panel, undergraduates had the opportunity to ask current graduate students within the psychology department questions ranging from applying to graduate school to what life is like as a graduate student. The graduate students represented a wide variety of fields ranging from clinical psychology to behavior analysis to life-span developmental psychology. All members, especially those applying or who were soon to be applying to graduate school found the panel very informative.

FUND-RAISER: Alongside the Psychology Club, the chapter hosted a holiday bake sale! The organizations sold everything from peppermint cupcakes to holiday cookies! The proceeds from the bake sale were used to fund activities such as monthly dinners prepared by the chapter for the West Virginia Grief Center and scholarships for Psi Chi memberships. The sale also funded events like Psy Club in which members attended and made psychology-related crafts such as “personality” bracelets or enjoyed pizza while watching a psychology-related movie.

SOUTHWEST

University of Arkansas at Monticello

COMMUNITY SERVICE: The chapter participated in the campus’s annual Bullying Awareness Campaign on October 18. Members of various organizations gathered around the University of Arkansas at Monticello

Chapter volunteers about the importance of volunteering around the community.

Top left: Megan Jacobs (copresident) of the University of Mary Washington (VA) Chapter delivering the handmade holiday cards to members at Brain Injury Services!

Top right: New University of Mary Washington (VA) Chapter members for the fall 2018 semester!

Middle right: Induction speaker Dr. David Kolar speaking to University of Mary Washington (VA) Chapter volunteers about the importance of volunteering around the community.

Left: West Virginia University doctoral students, Corrine Ahrabi-Nejad (left), Cory Whirtley and Jeffery Hughes (right) partake in a Graduate Student Panel at a chapter meeting to discuss their experiences in graduate school.

Far left: West Virginia University members, Skylar Spanburgh (left), Amna Haque (middle), and Grace Childs (right) at a fund-raising holiday bake sale.
pond on campus, setting up booths that discussed different aspects of bullying. Those participating created an open discussion about bullying, both in general and on campus. This allowed students to come forward with issues they had or had seen others having.

**CONVENTION/CONFERENCE:** Three psychology students from the chapter gave a poster presentation at the Arkansas Symposium for Psychology Students (ASPS) in Conway, Arkansas. The title of their presentation was “Gender Difference in Big Five Personality Traits in Goal Contents That Impact Students’ Learning.” All student received constructive feedback, as well as ideas to continue this research next spring and return with more findings.

**WEST**

**California State University, Northridge**

**SOCIAL EVENT:** The chapter hosted a Halloween party and Psi Chi regalia prize giveaway. Members and prospective members joined together to celebrate Halloween festivities in costume on the university’s campus.

**INDUCTION CEREMONY:** At the induction ceremony, the chapter celebrated and honored new members with their certificates and prize Psi Chi regalia. The induction ceremonies took place at the end of the semester.

**RECRUITMENT:** At the beginning of the semester, the chapter hosted a recruitment meeting and informational session. Last year, Dr. Jill Razani (psychology department chair) urged students to join the chapter.

**Pacific University (Oregon)**

**COMMUNITY SERVICE:** The chapter tabled in the student union building during Suicide Awareness Week. Members passed out pamphlets that had the hotline number and suicide statistics, and handed out suicide awareness ribbons to students.

**RECRUITMENT:** Chapter members tabled at a Majorquest event on campus, which is intended to help underclass students choose a major. Members used this time to answer questions about the psychology major on campus as well as to promote Psi Chi.

**RECRUITMENT:** The chapter hosted Eat a Slice With Psi Chi to recruit psychology majors and share information about the chapter, supplying hungry college students with pizza.

**CHAPTER SPOTLIGHT!**

**Taking Care of Those Who Care**

By Paulina Manzo Caballeros

Psi Chi Guatemalan Chapter

Viktor Frankl once said “We all have a specific vocation or mission in this life. We all must specify a certain task. The world is in a complicated situation, but unless we all start to give the best of ourselves, it will become an even worse place.”

Several months ago, many Guatemalans became victims of a violent volcanic eruption caused by the Volcán de Fuego. As a result of the situation, many people became aware, once and again, of the daily needs of many Guatemalans who live in extremely underprivileged conditions. Groups of professionals, students, volunteer, families, organizations, and others gathered together to help the victims; some continue their work today. As a student of psychology and a Psi Chi member of the third chapter in my country, I had the responsibility to help the needy from my profession’s perspective. This came at a time when I recently concluded my internship with burnt children in the Child Burn Clinic of Roosevelt Hospital so there was a clear link between the catastrophe and the experience I previously had as a student with those patients.

The Department of Psychology of Universidad del Valle de Guatemala began a natural disaster intervention support network supervised by our Psi Chi chapter faculty advisor, Dr. María del Pilar Grazioso in collaboration with other faculty, the day after the volcanic eruption. We gathered a team (which included other Psi Chi members) and began working with others who had been helping in the affected areas. Some of our efforts included facilitating workshops to contribute to the welfare of helpers aiming at preventing burnout and the strong impact of a Post-Traumatic Stress Disorder.

Our initial intention was to assist with those who were helping, but we realized that facilitating them with self-care strategies that could be incorporated to their daily routine was needed. While living through these difficult situations, we also learned through our experience the increasing need to work preventively. We have worked directly with other psychologists and firefighters in the southern areas of the country affected by the eruption. Although the intervention support network continues to grow, we are aware of the work that remains to be done and the increased need to follow up with the workshop outcomes. Our goal is to take care of those who are caring for every Guatemalan affected by the volcano and any other affected by our frequent natural disaster, so we can later give interventions directly to the victims.

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Left: (From left to right) Brandi Brewster (member), Amanda Pennington, Kyra Hatcher (president for 2018–19), and Dr. Seungyeon Lee (advisor) from the University of Arkansas at Monticello.

Below: (From left to right) The University of Arkansas at Monticello Chapter’s Kyra Hatcher (president), Amanda Pennington (member), and Julianna Mendenhall (vice-president).

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**Workshop in Palin for firefighters**

**Workshop in Escuintla for psychologists**
University of California San Diego (CA)

COMMUNITY SERVICE: The chapter volunteered at San Diego Rescue Mission’s emergency night shelter for homeless women, children, and infants. They offered two art activities, the first being art on canvas bags so that homeless mothers and grandmothers could keep artwork made by their children/grandchildren, and the second activity being jewelry making. The chapter also fed the population dinner. In addition to an evening spent with the women and children, the chapter donated more than $3,200 in new and gently used clothing and shoes for all ages, infant care items, baby strollers, toys, and adult hygiene items.

MEETING/SPEAKER EVENT: The chapter hosted a Superhero Therapy Workshop and book-signing with creator and Psi Chi alumnus Dr. Janina Scarlet. They learned all about this type of therapy and did a hands-on activity. Members were thrilled to have one-on-one time following the workshop.

COMMUNITY SERVICE: The chapter took part in the Out of the Darkness Walk in San Diego for suicide prevention. More than 25 members participated, and as a chapter they raised $1,102 for the cause.

Huston-Tillotson University (TX)

Above: Huston-Tillotson University (TX) Chapter’s third induction ceremony attendees: (from right to left) Archibald W. Vanderpuye (HT Provost); Colette Pierce Burnette (HT President); Taylor Frazier, Kristin Perry, Arquetta Gentry (inductees); Stephanie Sanchez (president); Tashala Thompkins, Pharard Gray (inductees); Myra Howard (co-vice-president); Nancy Benitez, Shanqua West (inductees); Dr. Andrea C. Holman (coadvisor); Andre Davis (inductee); and Dr. Debra L. Murphy (advisor). Also inducted, but unable to attend the ceremony were: Daniela Mendez, Shawn Neely-Ottis, and Laura Perez. Joshua Jones (co-vice president) and Jaylon Denkins (member) were unable to attend as well.

Bottom left: Huston-Tillotson University (TX) Chapter’s third induction ceremony inductees: (from left to right) Arquette Gentry, Tashala Thompkins, Pharard Gray, Kristin Perry, Shanqua West, Taylor Frazier, Andre’ Davis, and Nancy Benitez. Also inducted but unable to attend the ceremony were: Daniella Mendez, Shawn Neely-Ottis, and Laura Perez.

CHAPTER SPOTLIGHT!

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